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To: Annette Hochstein

From: Perry Davis *PD*

Date: July 26, 1988

Re: Final, Final, Final, Final ... well almost...

The attached reflects Schiff's and Rotman's comments. The scariest story involves the camping number. I called to recheck the 70 number with JWB people and they said, "didn't we tell you, this is only camps under Jewish organizational auspices, not private camps". Therefore, you see the wording change. I know that there are no numbers of all Jewish residential camps readily available.

Schiff and Rotman both suggested dropping the BJE and JCC executive salary line because variations and small numbers make averages meaningless. However, I kept the line in with a statement about regional differences. Other changes are noted in pen.

The only problem I'm still grappling with is the nursery school day and supplementary school number. What is a supplementary nursery school? If it (90% of the time) a synagogue nursery school (we know it is not a JCC nursery program) we might add the work Synagogue to the bar legend. Just allowing Joe to explain this is problematic because the document will circulate. After your comments on these issues (Wednesday AM New York Time) I will forward the final to Cleveland.

10 BM

SELECTED DATA ON JEWISH EDUCATION *

I. EDUCATION IN FORMAL SETTINGS - *Retman/Schiff change*Jewish Population (1982)

	United States	Canada
Total	5,725,000	308,000
School age (ages 3-17)	880-950,000	56,800

*change
to 56,800 &
add up
exactly
↓*

	United States		Canada
58%	525,000 not currently enrolled	54%	30,700 not currently enrolled
12%	110,000 day school	29%	16,400 day school
30%	270,000 supplementary school	17%	9,700 supplemen.
	42%		46%

Number of Schools (1982)

	U.S.	Canada
Supplem. Schools	2100 (79%)	90 (69%)
Day Schools	600 (21%)	40 (31%)
TOTAL	2700	130

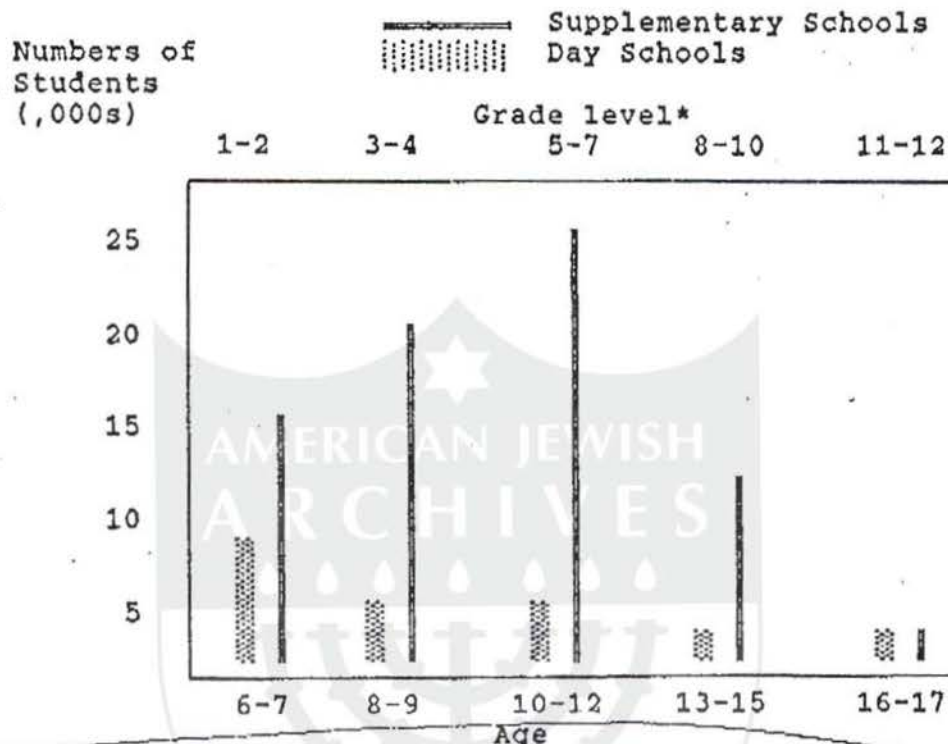
* The data represent a compilation of sources reflecting current available statistics on Jewish education in North America. Figures are approximate.

Annette - everything is out & finished.

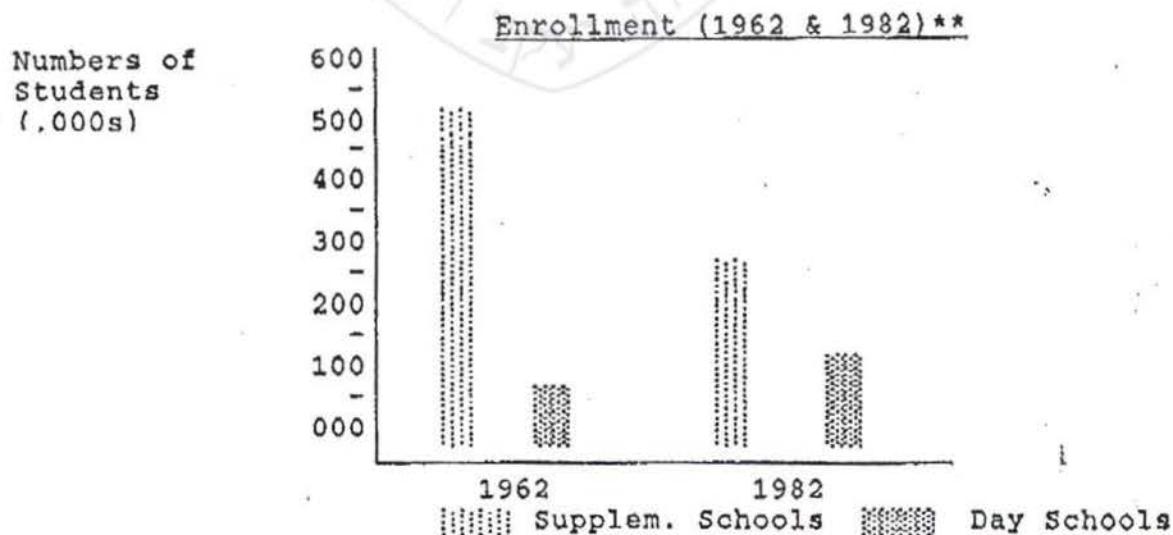
EDUCATION IN FORMAL SETTINGS (CONT.)

this is the new p-2

Average Enrollment per Age and Grade Level (U.S. - 1982-3)



* There were a total of approximately 43,000 students in pre-primary grades -- 22,000 in day schools and independent pre-schools and 21,000 in supplementary schools.



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

II. EDUCATION IN INFORMAL SETTINGS

There are currently 200 Jewish Community Centers in North America.

A. Camping Programs (resident camps)

70 Resident camps (under auspices of Jewish Communal Organizations).

52-54,000 annual participants (some in dual sessions)

Represents 9% of the total eligible population (ages 8-16)

B. Youth Organizations (Zionist, synagogue movements, etc.)

10 major organizations

Approximately 100,000 participants

Represents 16% of the eligible population (ages 10-18)

C. Educational Programs in Israel

300+ Programs

Approximately 25-30,000 participants annually

Represents 2.5% of the eligible population (ages 13-30)

D. Adult Education Programs

Although specific data is not available, it is estimated that tens of thousands of adults attend various programs on an annual basis.

III. COLLEGE/UNIVERSITY PROGRAMS IN JEWISH STUDIES

596 programs in the U.S. and 44 in Canada. The range of programs vary from degree granting departments to individual courses.

The number of participants is not available. It is estimated that there are 350-400,00 Jewish college and university students in North America at this time.

for clarity

IV. NUMBER OF PERSONNEL (North America)

Senior Personnel (Formal/Informal).....3,000+
 Teaching positions.....30,000+

Schiff change

V. TRAINING

Enrollment in Jewish Educator Training Programs
 in Jewish Institutions of Higher Learning (1985-6)

Type of Program	Number of full time students
Bachelors level	45
Masters level	101

This represents only a fraction of actual annual personnel needs.

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled on the first day of school.

VI. SALARIES

Average Annual Salaries (1987 Estimates)

Full time Day School (30 hours of teaching per week)	\$21-23,000
Full time elem. public school	28,000
Supplementary School (12 hours of teaching per week)	9,000
Executive Salaries - Day School Principals and Admin.	55-65,000
Supplementary School Admin.	30-40,000
JCC and BJE Directors (regional variations)	→ ?

Schiff change

ACKNOWLEDGMENTS

These individuals provided data and comments for this report:

- Chaim Botwinick - NY Federation
- Steven M. Cohen - Queens College
- Moshe Davis - International Center for the University Teaching of Jewish Civilization
- Paul Friedman - United Synagogue of America
- Annette Hochstein - NATIV Policy and Planning Consultants
- Leora Isaacs - JESNA
- Mitchell Jaffe - JWB
- Joseph Reimer - Brandeis University
- Arthur Rotman - JWB
- Leonard Rubin - JWB
- Jeffrey Scheckner - Council of Jewish Federations
- Alvin Schiff - Board of Jewish Education of Greater NY
- Jonathan Woocher - JESNA

A selected bibliography is available upon request.

Schiff change

Temble

JEWISH EDUCATION - SELECTED SOURCES

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

Chazan, Barry. "The State of Jewish Education," monograph.

DellaPergola, Sergio and Genuth, Nitza. "Jewish Education Attained in Diaspora Communities for 1970s," Research Report No. 2, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1983.

Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada," Research Report No. 5, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1987.

Dubb, Allie A. and DellaPergola, Sergio. "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3," Research Report No. 4, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986.

Fishman, Sylvia Barack. Learning About Learning, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University, December 1987.

Genuth, Nitza, DellaPergola, Sergio and Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary," Research Report No. 3, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1985.

Himmelfarb, Harold G. and DellaPergola, Sergio. "Enrollment in Jewish Schools in the Diaspora Late 1970s," Research Report No. 1, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1982.

Hochstein, Annette. "Senior Personnel for Jewish Education Progress Report -- December 1986," The Jewish Education Committee of the Jewish Agency, December 10, 1986.

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

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.

Ukeles, Jacob B. "Senior Educator: A Career Option for Jewish Studies Students," The Jewish Education Committee of the Jewish Agency, Publication No. 5, October 1987.

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FAX SENT
DATE: 21/7/88

FACSIMILE TRANSMISSION

TO: Perry Davis

FROM: Annette Hochstein

FAX NO.: 001 212 840 1514

DATE: July 21, 1988

Number of pages: 4



38 ✓

perry20.7/2mn-w

July 20, 1988

Dear Perry,

Thank you for the latest version of the data document and for the cover page. It is considerably closer to the final document. I have a few comments and suggestions which I hope will be useful to you in preparing the final, final version.

1. I. FORMAL EDUCATION:

It may be safer to change the figure of 41% (total enrollment in U.S.) to 42% so that it is consistent with the left side of the chart. It might also be helpful to somehow bracket the bottom two sections of both the U.S. and Canada charts so that the 42% and 46% figures are clearly understood.

2. On that same page:

Perhaps the four items below the charts (US/Canadian school age population and US/Canadian total Jewish population) could be presented in a more distinct layout. (I probably mean something both simple and separate.)

3. Maybe the footnote at the bottom of that page should be stated less strongly i.e. "...sources reflecting current available statistics on Jewish education in North America."

4. The year for the enrollment data should be added.

5. On the following page (FORMAL EDUCATION CONT.)

- a. The year of the upper table should be added.
- b. The upper table figures do not add up to the lower table totals. Are they from different years? Am I missing something, e.g. is the upper table no. of students per year?
- c. Are the symbols on the upper table reversed or do we really have more students in day schools than in supplementary schools?
- d. Trends in enrollment - we should add to each bar the % of the eligible population involved. So readers know that declining enrollment figures are partly due to declines in the size of those age groups.

e. The 1982 figures: the bars are not quite consistent with the absolute figures on page 1 (110,000; 270,000) - unless the year is different.

f. This may be software related, but the space between 000 and 100 is greater than subsequent spacing.

6. II. INFORMAL EDUCATION:

a. I still believe that this section should be presented in a more forceful format. One possible variation could be:

e.g. CAMPING PROGRAMS:

70 resident camps

52-54,000 participants (some dual session), which is 10% of the total eligible population (ages x-y):

b. College/University Programs in Jewish Studies don't belong in the category of Informal Education - you could perhaps put them as a separate section.

c. I think it may be necessary to note the number of JCC's in this section, otherwise the informal sector is not dealt with adequately.

d. There are 300+ educational programs in Israel that accommodate U.S. participants, (mostly of ages 13 - 35.)

7. I would put the sections "personnel" through "personnel needs" on a separate page.

8. On that same page (IV. SALARIES):
I would write "full time day-school" for the sake of easy comparison with the public school, and/or add the number of hours for public schools

The information on salaries at JCCs and BJEs should be added as an additional line to the teachers' salaries, to be less prominent.

9. V. LEVEL OF TRAINING:

I would still recommend leaving out the information on the level of training; the message is not sufficiently apparent. The illegible note to myself there was to use it in the oral presentation.

10. VI. PERSONNEL NEEDS:

Here I would add the sentence "It is estimated that a sizeable proportion of the educational personnel does not have adequate qualifications in Jewish Studies, Hebrew language or pedagogics."

I would add to the training programs figures the sentence "This represents but a fraction of actual annual personnel needs."

11. As a last point, I just want to remind you that we thought it safest to have this document checked by Rotman, Woocher and Schiff before it goes to print.

Perry, I know this is tedious, but I believe the result will be worth the efforts. I'd love to see the final product for my meeting with Joe Riemer. The large paper is really great, and if the presentation side is taken care of, your work will bear great fruit.

Keep well.



on Sunday morning!

Lehitraot.

Annette

CC: Dr. A. Naparstek

2329

To: A. Hochstein

From: Perry Davis

Date: July, 13, 1988

Re: Data report

The full backup paper will follow in the next hour.

The gaps that remain here are the age cohort numbers. I'm still waiting to hear from Cohen or Debbie.

I've marked off the paragraph on qualifications. I'm not clear how the 4000 number relates to the 3200 N. American Senior Educator number. Do you want to include this?

The acknowledgements should be put in some order (let me know) and the sources will be alphabetized.



350

Just IN. —

JUL 13 '88 14:29

NATIV CONSULTANTS

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P.1/1

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FACSIMILE TRANSMISSION

TO: MR. PERRY DAVIS
FAX NO: 212 840 1514
FROM: DEBBIE MELINE
RE: DATA ON AMERICAN JEWISH POPULATION
DATE: JULY 13, 1988
NO. OF PAGES: 1

I SPOKE WITH STEVE COHEN. AFTER EXAMINING THE RESULTS OF SEVERAL POPULATION STUDIES DONE IN LARGE JEWISH COMMUNITIES (IN THE AMERICAN JEWISH YEAR BOOK 1985) STEVE DETERMINED THAT APPROXIMATELY 1.1% OF THE AMERICAN JEWISH POPULATION FALLS INTO EACH ONE-YEAR AGE GROUP. (E.G. 1.1% OF AMERICAN JEWS ARE 4 YEARS OLD).

THEREFORE 16.5% OF THE AMERICAN JEWISH POPULATION IS 3 - 17 YEARS OLD (1.1% X 15 YEARS) AND 7.7% OF THE AMERICAN JEWISH POPULATION IS 18 - 24 YEARS OLD (1.1% X 7 YEARS).

16.5% X 5.94 MILLION = .98 MILLION JEWS 3-17 YEARS OLD

7.7% X 5.94 MILLION = .457 MILLION JEWS 18-24 YEARS OLD

I HOPE THIS INFORMATION IS HELPFUL

36c

DATA ON JEWISH FORMAL AND INFORMAL EDUCATION IN NORTH AMERICA

INTRODUCTION

The data that follows represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. A number of reports, and interviews were employed in the preparation of this report. These sources are listed on pages 5 and 6.

FORMAL EDUCATION

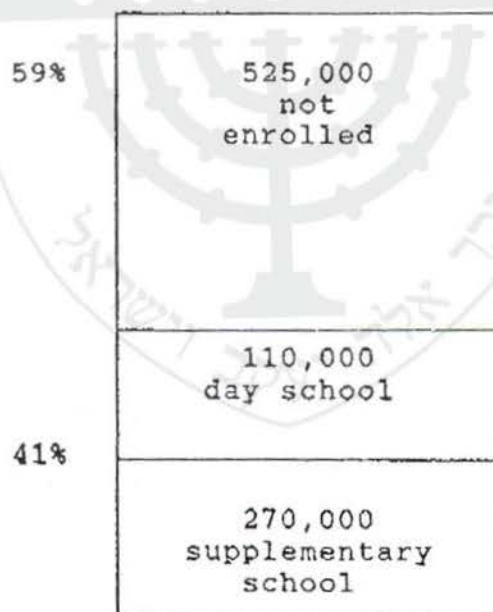
The most recent census of students and schools in the United States (early 1980s) found approximately 2600 - 2800 schools and a total school age population (3 - 17 year old) of 880-950,000.

Number of Schools

Supplementary Schools	2100	79%
Day Schools	600	21%

Canada had about 130 schools (40 day and 90 supplementary)

ENROLLMENT (U.S.)



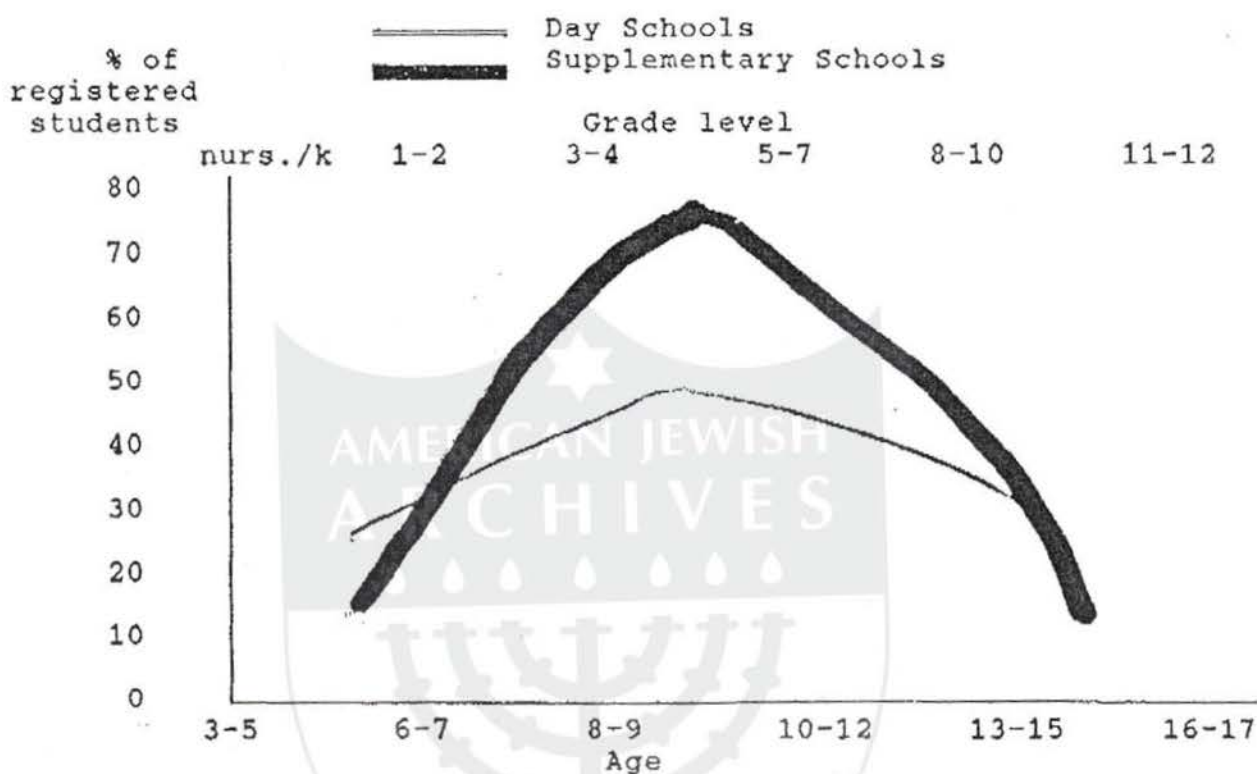
Total US Jewish Population in 1982 (year of ed. census) 5,725,000
Total School Age Population (3-17 year old).....880-950,000

DATA ON CANADA

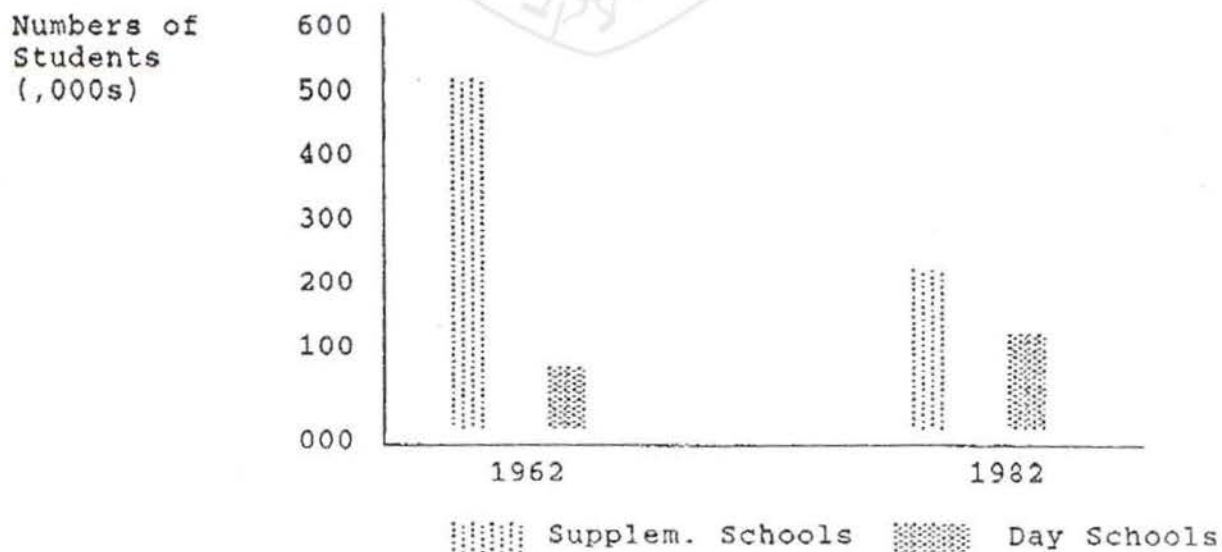
- Total enrollment was 26,000 students, a total of 46% of the eligible population. Of these, 63% attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools responded to the census and reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

FORMAL EDUCATION (CONT.)

ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



TRENDS IN ENROLLMENT



INFORMAL EDUCATION

A. Early Childhood Programs

Number of Institutions	Total Elig. Pop.	Participants
150 JCC Nurseries		not available
No other data avail.		

B. Camping Programs (resident camps)

Number of Camps	Total Elig. Pop.	Participants
70 (25 JWB Camps)		52-54,000

C. College/University Programs in Jewish Studies

Number of Programs	Total Elig. Pop.	Participants
596 in the U.S.	350-400,000	not available
44 in Canada		

D. Youth Organizations (zionist, synagogue movements, etc.)

Number of Organizations	Total Elig. Pop.	Participants
10 major organizations in the US and Canada		85-115,000

E. Adult Education

- No accurate data on number of adults enrolled in Jewish education programs at JCCs or elsewhere.
- Based on a multi-city survey (not a census), it is reported that fewer than one in ten adult American Jews are enrolled in adult Jewish education classes in most cities .

F. Israel Related Educational Programs

Number of Programs	Total Elig. Pop.	Participants
Several hundred		8-10,000 Summer
		25-30,000 Year round

PERSONNEL

SENIOR (SUPERVISORY OR ADMINISTRATIVE) PERSONNEL (North America)

Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	600
Central Communal Organizations	400
University teaching and research	100
Total	3200

TEACHERS

In the mid-1980s there were approximately 30,000 teachers in Jewish day and supplementary schools in North America. About 2/3 of this total taught in supplementary schools and 1/3 in day schools.

EMPLOYMENT CONDITIONS

SENIOR POSITION SALARIES

Salary averages for 1985-6 at JCCs and BJs

Executive level salaries	\$51-53,000
Upper middle level salaries	40-42,000
Lower middle level salaries	26-33,000
Entry level salaries	21,000

TEACHER SALARIES (and comparisons)

Annual Teacher Salaries (1987 estimates)

Day School (30 hours of teaching per week)	\$21-23,000
Full time elem. public school teacher	28,000
Supplementary School (12 hours of teaching/wk)	9,000

LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%)
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.
- Jewish studies teachers in day schools were better educated in Jewish studies than were their colleagues in supplementary schools. 78% of day school teachers had more than a high school Jewish education; less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools, the teachers had more Jewish educational background than in Conservative or Reform schools.

PERSONNEL NEEDS

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.
- Worldwide, 4000 people hold senior positions in Jewish education. Of these, 1/3 to 1/2 do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability.
- Worldwide, no more than 100 people graduate annually from 16 training programs for senior positions. To meet the need in the U.S.- about 300 senior educators must be trained annually, for the next 10 years.

ACKNOWLEDGMENTS

The following individuals provided data and comments for this report:

- Art Rotman - JWB
- Mitch Jaffee - JWB
- Leonard Rubin - JWB
- Alvin Schiff - NY Board of Jewish Ed.
- Jonathan Woocher - JESNA
- Leora Isaacs - JESNA
- Jeff Scheckner - Council of Jewish Federations
- Chaim Botwinick - NY Federation
- Annette Hochstein - NATIV Policy and Planning Consult.
- Joseph Reimer - Brandeis University
- Paul Friedman - United Synagogue of America
- Moshe Davis - International Center for the University Teaching of Jewish Civilization

SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "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.

Barry Chazan, "The State of Jewish Education".

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency, Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.



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המרכז חנק'אריצ'
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Memorandum

JEWISH CIVILIZATION STUDIES IN NORTH AMERICAN INSTITUTIONS OF HIGHER LEARNING

Response to Question 1

As of July 1988, the International Center for University Teaching of Jewish Civilization's holdings list 596 universities and colleges that teach Jewish courses in the United States (as compared to 40 in 1965); and 44 in Canada. These range from small regional colleges and denominational institutions to major universities. The institutions may offer isolated courses fully or partially devoted to Jewish subjects, or full programs ranging from undergraduate level (minor and major in Judaic Studies) to graduate and Ph.D. programs.

The faculty in some cases teach Judaic Studies full-time; in other cases they teach those subjects in addition to courses in general departments, or include the Jewish subject in a more comprehensive course.

Samples of institutions:

The 1985 Report on Jewish Studies within the City University of New York (prepared by Prof. R. Chazan) listed 111 courses in Jewish Studies for the Fall of 1983, and a faculty of 41.

At Cornell University, NY, the Interdisciplinary Program for Jewish Studies (an outgrowth of the Department of Near Eastern Studies) listed 28 courses taught in 1987-88 by 12 faculty members.

At the University of California in Los Angeles, the Jewish Studies Program within the Department of Near Eastern Studies offered 13 courses in 1985-86; the Yiddish division of the Foreign Languages Department offered 12 courses; 24 additional courses dealing totally or partially with Jewish Civilization were taught in other departments, such as History, Political Science, Philosophy and Religion. The Jewish Studies Program had a faculty of ten.

An interesting example of a consortium for the teaching of Jewish Civilization is the Lehigh Valley Center for Jewish Studies (PA), established as recently as 1984, the purpose of which is "to develop, administer and coordinate a comprehensive program of Jewish Studies among the six institutions of the Lehigh Valley Association of Independent

Colleges: Allentown College of St. Francis of Sales, Cedar Crest College, Lafayette College, Lehigh University, Moravian College, and Muhlenberg College." The Academic Advisory Board of the program includes 12 professors and lecturers in the six institutions involved; 37 courses are offered.

A sample of Jewish studies as part of a general department is the Department of Religion at the College of William and Mary, VA, which in 1987-88 offered a concentration in Judaic Studies with six courses, and eight more courses included in other concentrations in the same department. Ten professors and adjunct professors teach those courses.


Loyola Marymount University, CA, a Catholic institution, offers six Judaic Studies courses in the Department of Religion, and one in its Department of Politics.

In Canada, a report just submitted by Prof. Ira Robinson of Concordia University to the International Center included 44 institutions of higher learning teaching some form of Jewish Civilization Studies. If you wish we can facsimile the report to you.

The Jewish Studies program at the University of Toronto, for instance, includes 20 courses, nine of which were required in 1983-84 for the 'Specialist Programme in Jewish Studies', six for the 'Major Programmes' in Jewish Studies, Hebrew Language and Literature, Jewish History and Judaism, and three to four courses for the 'Minor Programmes' in the same areas. The courses are taught by a staff of 20 faculty members.

Response to Questions 2 and 3

Regarding the full statistics on faculty appointments and student enrollment, it is understandably impossible within the American system of registration to present anything but guesstimates. It is also necessary to note that these courses are not open solely to Jewish students and faculty, and that Jewish subjects are included in a wide range of courses in the general disciplines. According to most acceptable evaluations, 85 percent of the Jewish youth of college age in the United States (estimated at some 350,000 to 400,000 students) attend universities; and this is of course the major source of students in the Jewish Civilization programs. The enormous expansion of university courses in Jewish Civilization over the past two decades is highly significant, and there is every indication that this is an evolving phenomenon in both numbers and quality.


Moshe Davis
Academic Chairman

Perry Davis Associates, Inc.

535 Fifth Avenue, New York, NY 10017 • (212) 682-8484

2387

New Address: 25 W. 45th Street, Suite 1409, NYC 10036 (212) 840-1166

To: Art Naperstek

From : Perry Davis

Date: July 5, 1988

Re: Data presentation format for Aug. 1

There are several assumptions governing our presentation of data for the first meeting of the Commission:

- The data has to be concise, clear and meaningful.
- The sources have to be wide ranging, reflecting our general partnership theme. An acknowledgment page will thank the individuals and a wide range of institutions that have reviewed our draft report or made comments and suggestions. This will counter the contention that one source of data is monopolizing the report. (We asked for contrary data sources at every interview.)
- Some Commissioners will conclude that the report is simplistic and will want deeper analysis. We have to be clear that this report is descriptive rather than analytic in nature. Others will complain that there is too much data being thrown at them at one time. Hopefully, we will strike the right balance for most Commissioners. In general we should err on the side of too little data or analysis -- the gaps can be filled in over the life of the Commission.
- Despite all of our efforts to cover all the bases in data presentation, some will still criticize the data, or the way we are presenting it. The criticism will be justified in some cases, because everyone readily admits to substantial problems surrounding the primary data collection efforts. Perhaps a clarifying sentence or two in our report can forestall this. Others will find erroneous reasons to fault our presentation (eg. they will jump to conclusions that we don't make simply by inferring too much from a simple statistic).
- The oral presentation of the data is a critical point on the Aug. 1 agenda. A worst case scenario might involve a lay

Commissioner giving the presentation of the data and being peppered with questions and criticisms about the material. In almost every case (perhaps with the exception of Yanowitz) a lay Commissioner will find it difficult to respond adequately. The situation can become quite uncomfortable.

On the other hand, a deft presentation will become a heuristic experience for all present. It will stimulate spirited discussion and lead naturally into the major decision making part of the meeting -- choice of task force study areas. My suggestion, is that a professional (even a member of the staff or one of the senior policy advisors) make the presentation to the group.

■ Presented carefully, the data report will produce the following results:

- Provide a threshold level of information about Jewish education in the US and Canada to all Commissioners - (enrollment numbers, kinds of institutions, etc.)
- Highlight some of the problems and opportunities facing us in the area of Jewish education - (the shortage of qualified personnel, overall funding shortages but increasing federation commitments, etc.) [I think we have to add some more positive issues to the report].
- Emphasize the broad areas of ignorance, the knowledge gaps still facing us -- (eg. what works and what doesn't in a host of areas, economic data gaps, lay leadership development needs, the educational system of the future - "blue sky", etc.).

This is the critical point. We know that massive resources are needed to improve the condition of Jewish education in North America, but we don't know where private and communal investments will yield the highest return, the largest "bang for the buck". This Commission will, in a relatively short period of time, fill in the gaps, provide the information necessary to make informed and potent giving much more likely.

Next steps:

1. Finalize data collection
2. Agree on format and content of the written report (including graphs and tables). Most and members of the senior policy group should sign off on the final report and it should be mailed to Commissioners by July 18.
3. Prepare slide, charts or overhead projections for Aug. 1.
4. Agree on who presents the report, and brief that individual.

To: Annette Hochstein

From: Perry Davis

Re: Data presentation for Aug. 1.

Date: July 5, 1988

41C

As of this writing (July 4), here is an update on the data report.

- Most of the sources you suggested I try for additional data were away because of the holiday. I will try Reimer, and the JESNA person and someone on the subject of college programs tomorrow. I have spoken to Paul Friedman and gotten youth movement data. I will follow up with a number of camp officials for more data in that area.
- I reviewed Dubb and DellaPergola (No.4) on the subject of school age population. The revised data reads as follows:

U.S. School Age Population (ages 3-17)

1982 (estimates)	880-950,000
------------------	-------------

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986. p.34.

→ Shall we eliminate a reference to more recent numbers? Shall we take the same ratio with the new population figures?

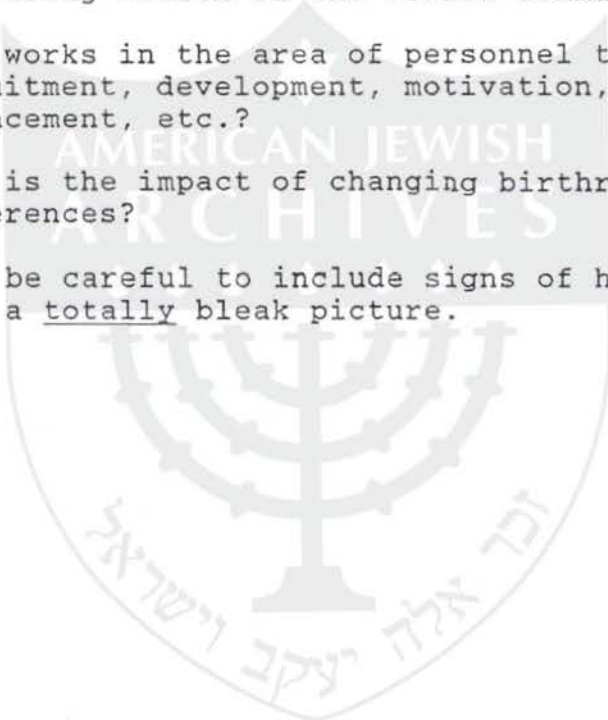
Incidentally, while reviewing the Dubb and DellaPergola report I found two issues confusing:

- 1) On page vii. the report notes the 1982 US Jewish population as 5,725,000 but the number noted on page 34 is 5,705,000. I'll check back-issues of the yearbook. Am I misreading the report?
- 2) The data on the number of schools is not the clearest. On pages 14 and 15 the total number is given as both 2653 and 2360. In fact Table 2.2 shows 293 schools not included in the census but listed on separate JESNA and local bureau records. Page 15 also indicates the likelihood of a substantial number of pre-schools not counted as well as right wing orthodox schools not

counted (particularly in NYC). What number should we use?

- We have to fashion language that indicates the tenuous nature of some of our data. The fact that a new census is underway should be highlighted.
- We should devote a page of the report to acknowledgments indicating that we carefully checked our data with numerous authorities. They may not like the data, but no one could come up with better sources.
- Even though the census report and the Fishman, Brandeis survey are not comparable, I think that some of Fishman's findings are thought provoking and should be carefully presented (not comparatively, however).
- After Cleveland, I'll attempt to turn some of the data into graphic presentations. Here are some ideas, I'd appreciate your guidance:
 - Number of schools and breakdown by format (day and supplementary) - pie chart
 - Enrollment percentages - pie chart
 - Enrollment trends over time - pie chart
 - Enrollment percentages by grade level - line chart
 - If we go with Schiff's pessimistic view of future enrollment trends- bar chart
 - Federation allocations over time (positive trend) - bar chart
 - Federation allocations by format - pie chart
- Some thoughts on the overall format of the report:
 - The report contains neutral data, other data imply reasons for hope and despair, key areas of interest have no data to report. My sense is that we should avoid headings implying subjective analysis of any kind - leave that to the Commissioners. However, we do want the report to be coherent and to emphasize information gaps. A useful format might be one of questions and answers, including a substantial number of questions where the answer is - "data not available". These gaps may very well guide the Commission in the selection of task forces.
- Here are some issues not addressed by the report that might be included as data gaps:
 - How many lay people are actively involved in Jewish educational leadership? What is their level of training and what roles do they play in policy formation? Has this changed in recent years?

- Which major foundations are actively making grants in the area of Jewish Education? How much is being granted? What are the results? Are results measurable?
- Have findings of the More Effective Schools literature been systematically applied to Jewish education in any particular city or school system? What have the results shown? (All part of the question- what works?)
- More data needed about Jewish Education dropout rates and reasons.
- On the economic front, what are the trends in costs and tuition charges? Have tuition increases kept up with inflation? Have the increases kept up with the increasing wealth of the Jewish Community?
- What works in the area of personnel training, recruitment, development, motivation, retention, advancement, etc.?
- What is the impact of changing birthrate and regional differences?
- We should be careful to include signs of hope in the report and avoid a totally bleak picture.



July 5, 1988

Update---

Camping statistics: Lenny Rubin at JWB will compile aggregate data for N. Am. Jewish camps and campers. He'll have it by end of week.

Pre K numbers: Checked with Bobby Abramson, USof Am. in Detroit says doubtful that aggregate numbers exist.
I have a call in to Freidelenhoft at JESNA.

College and Univ. statistics: I'm checking with Neil Gilman and he indicates Charles Berlin is one possibility and other is compendium of Jewish programs on campus put out by B'nai B'rith Hillel in Wash. DC. Berlin, at Widener Library (Harvard) and the Association for Jewish Studies, will be back in the US next Monday, I will call him at that time. (617-495-2952 or 3335).

addendum:

Fraserreich - not willing to be
quoted estimated 500 early childhood
programs in N. Am. - 20% JCC's, 60%
synagogue, 20% indep. & other.

DRAFT 3 July 4, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000 ?	2.5
U.S. (1984)	5,705,000 ?	2.4
U.S. (1986)	5,814,000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population (ages 3-17)

1982 (estimates) 380-950,000

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986, p.34. [?? Similar ratio applied for 1986.??]

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States, 1986", in the American Jewish Yearbook, 1987, Volume 87, (New York: American Jewish Committee and Jewish Publication Society, 1987), p.173.

BM/14

D. Denomination - 1988 North American Jewish Data Bank
Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

II. General Enrollment data for all types of Jewish Education formats

- * In early 1980s out of a school age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

SOURCE: Dubb, DellaPergola

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

- * Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

- * Looking ahead, Schiff (referring to all of North America) says:
"given current rate of enrollment about 60% of today's 5-13 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

- * Based on a 1985-86 survey of 5 cities, -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education. Reimer indicates the definition of Jewish Education in this survey was broader. He also notes the difficulty inherent in comparing the Fishman survey and the census figures. Shall we omit this?

SOURCE: Sylvia Barack Fishman, Learning About Learning. (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University, December 1987).

III. Institutional Data

NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

A. Early Childhood Programs:

According to a JWB estimate made in 1983 there are approximately 150 nursery/pre-school programs in Jewish Community Centers in North America.

SOURCE: Interview with Mitch Jaffee, JWB

B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in North America (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular)

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola

Schiff notes 1,835 supplementary schools in North America in 1983 (760 Reform, 785 Conservative, 250 Orthodox, and 40 Communal).

SOURCE : Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps.

SOURCE: JWB information, 1988

E. Synagogue and Zionist Youth Movements

At this time, there are approximately 10 well-known synagogue and Zionist youth organizations (with "Shlichim") in North America. These include: B'nai Akiva, United Synagogue Youth (and its pre teen Kadima section), B'nai B'rith Youth Organization, National Council of Synagogue Youth, National Federation of Temple Youth, Habonim, Shomer Hatzair, Masada Youth, Young Judea, and Betar. In some cities, non-Zionist youth organizations like Jewish Public School Youth in New York have also developed. A full listing of these organizations is not available.

SOURCE: Paul Friedman, United Synagogue of America

F. College/Grad programs

[data may still be forthcoming from the Association of Jewish Studies in Cambridge, Mass.]

G. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Hadassah, etc.)
(not available) [should we eliminate the category?]

H. Israel related educational programs for N. Americans

~~Given a wide diversity of sponsoring institutions, it is estimated that~~ There are a few hundred Israel related programs in Israel *with participants from* for North Americans. (summer in program, ~~structural~~ *educational*)

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total).
SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish schools in the U.S.

SOURCE: Genuth, DellaPergola and Dubb

B. Day schools - 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.

C. Supplementary schools - enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzva (grades 1-8).

50,000 pupils attend exclusively one-day programs.

SOURCE: Dubb and DellaPergola

[we may wish to include various charts from JESNA Statistical Highlights (p.4) outlining the % of enrollment by age groups and by day school or supplementary format].

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Synagogue and Zionist Youth Movements

A rough estimate based on reports of leaders of the 10 leading youth organizations indicates anywhere from 33,000 to 116,000 active participants/members in North America in 1988.

E. DATA FOR 18-24 YEAR OLDS

There is no accurate census data for this category.

In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost 4 had attended Jewish Education programs or classes during the previous year (synagogues or other sponsored programs). [results of limited survey, not census]

SOURCE: Sherry Israel, "Boston's Jewish Community: The 1985 CJP Demographic Study" (Boston: Combined Jewish Philanthropies of Greater Boston, May, 1987), p.65

F. DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities [results of survey, not census]

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University., December 1987.), p.55.

G. Data on Israel related Educational programs

Current estimates indicate anywhere from 8-10,000 North American young people involved in a variety of Israel related summer programs. Year round programs may involve a total of 25-30,000 participants.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

IV. National and local support/service organizations or inst.

- A. Bureaus of Jewish Education in North America - 51 in 1983

SOURCE: JESNA, interview

- B. Other local educational support institutions
(federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

C. Denominations and their educational institutions

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.) - Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools
7. The Reconstructionist College

V. Personnel/ Educators

For North America

Senior personnel	
Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Teachers

In the mid-1980s JESNA estimated approximately 30,000 teachers in Jewish Schools in North America.

In 1982, according to Dubb and DellaFergata, 65% of the schools reported 21,762 teachers.

<u>Teachers</u>	<u>Type of School</u>
21,762	All Schools
-7,245	Day School
14,516	Supplementary Schools

Note: The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted, 1/3 were in day schools and of this 1/3, about half taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

~~JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and its local affiliates). The vast number of teachers are not licensed.~~

YEAR	LICENSES
1981-2	148
1982-3	149
1983-4	201
1984-5	175

EMPLOYMENT CONDITIONS

TEACHER SALARIES (and comparisons)

Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9. JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

[the following note is optional]

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 13 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

[Some data from JESNA still to be received, will only cover administrative positions]

VII. Training institutions

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Type of Program	# of full time students
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

VIII. Economic/Financial data

* TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for a total of \$555,000,000.

* AVERAGE PER PUPIL COSTS AND TUITION FEES

SETTING	PER PUPIL COST	TUITION FEES
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available

SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

■ FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

<u>Year</u>	<u>Allocation</u>	<u>% of total alloc.</u>
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61,767,752	28%

Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%
Bureaus of Jewish Education - 28%
Community Schools - 9%
Institutions of higher Jewish learning - 5.5%
Congregational School - 4%
Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJE, Research Department, October 1986.

Note: The average Jewish Community allocates over 1% of its federation budget to Jewish Education, based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJE Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJE G.A. 1986 states the following: Federations account for only 5% of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).

Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the

physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16).

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p.38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools, 40 day

schools and 85 supplementary schools.

Total enrollment was 26,627 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

X. Significant gaps in the data. (Joe Reimer reacted quite positively to the data gaps I indicated in my last draft, particularly on the issue of success measurements. He and Chaim Botwinick added some additional areas of "missing data".)

ADDITIONAL GAPS (See draft 1)

- Impact of changing birthrate and regional differences
- How do Federations decide on educational funding priorities?
- Impact of unionization (the Montreal example) on personnel and other educational issues.
- More data needed about Jewish Education dropout rates and reasons.
- The role of the "Israel connection"
- Data on lay leadership, training, participation, support, etc.
- Who is accountable?

Source Data

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University., December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and especially footnote 18. (attached.)

It may be possible to use this report for the construction of data for a particular city as a model.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4. Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.

Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education

Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.



Perry Davis work

MIHA Archives -- ~~Post-1st, Pre-2nd Commission Meeting~~

9 BM	7-13-88		Data Report Draft 4, by PD
10 BM	7-26-88		Update to Draft 4 Data Report
11 BM	8-26-88		Draft 2 Data Report
12 BM	8-6-88	C	Preliminary Draft Data Sheet
13 BM	8-12-88		Draft Data on Jewish Education in North America
14 BM	8-1-88		Draft Data presentation
15 BM	7-4-88		Draft 3, Data on Jewish Education in North America
16 BM	4-26-88		Overview of Research in Jewish Education, Focusing on Personnel and Institutions/Systems, by
17 BM	5-23-88		Follow-up to Overview of Research in Jewish Education by David Resnick
35 C	7-13-88		From PD to A, re: data report
36 C	7-13-88		From DM to PD, re: data on American Jewish population
37 C	7-5-88		From PD to A, re: data presentation format for August 1, 1988
38 C	7-21-88	C	From A to PD, re: comments on data document
39 C	7-88		From A to PD, comments on data document
40 C	7-6-88		From Moshe Davis to SF, re: data
41 C	7-5-88		From PD to A, re: Update Data Report
5 F	6-1-88		Free thought on data report
6 RM	88		Statistical Highlights of Jewish Schooling in the U.S., Trends, Spring 1988

V I I

Nativ Policy and Planning Consultants
Jerusalem, Israel

FAX SENT

DATE: 26/11

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 26.11.90

FROM: Alissa Burstein

NO. PAGES: 7

FAX NUMBER: 216-361-9962

Dear Ginny:

Annette has looked over your lists of who will be receiving the report. If possible, she would like to add a few names, which follow. Please also note that Marc Rosenstein now lives in Israel so we will be sending him a copy from here.

Annette would also like to know whether she should order a new set of the slides she used for her presentation (she will be needing a copy for her presentations here) or whether the copy she used in New York, that Steve Hoffman now has, could be Federal Expressed here.

Best regards,

Alissa

Mailing List Proof Report
November 26, 1990

Dr. Chaim Barylko
Director
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Annette - Here's a transcription of your presentation ~~at~~ the 11/8 meeting. As you will recall, the end was lost in flipping the tape. Please correct + complete and return to me.

I'm attaching the draft letter to accompany the report. I haven't gotten it back from Steve, yet, & MLM hasn't seen it at all.

Any suggestions are welcome.

Hope all is well there.

Ginny

11/16/90 DRAFT

To Friends of the Commission

Dear Friend:

You may know that the Commission on Jewish Education in North America was convened by the Mandel Associated Foundations, JCC Association, and JESNA in collaboration with CJF. Through a series of meetings, the Commission has been considering issues in Jewish education. This process culminated on November 8, 1990 with the release of A Time to Act: The Report of the Commission on Jewish Education in North America. I am pleased to share a copy of that report with you.

As you will see, the work of the Commission is continuing through the Council for Initiatives in Jewish Education. Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland, is serving as acting director. If you would like more information about the work of the CIJE, please write to Steve at 1750 Euclid Avenue, Cleveland, Ohio 44115.

MORTON L. MANDEL

Annette Hochstein

Ladies and Gentlemen:

The Commission on Jewish Education issued its report today "a time to act -- et laasot." In the report we have tried to communicate the following:

The Commission was convened to confront the crisis facing the Jewish community in North America today. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity. The Commission studied the field of Jewish education and found it to be a vast field beset by several serious problems. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

The Commission on Jewish Education in North America met from 1988 until 1990. During the two years of its work, it held six plenary meetings, countless ongoing consultations by telephone, mail and in person. It prepared a blueprint for the future and it undertook first steps to implementation. I will now try to briefly summarize the findings of the Commission.

The Commission defines the crisis facing Jews in North America. Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their

search for personal fulfillment and communality.

Given a social setting where neither family nor neighborhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

The Commission studied the field of Jewish education. It found it to be a very extensive and diverse field with thousands of institutions (there are as many as 2600 or 2700 schools) many formal and informal settings (day schools, supplementary schools, Jewish Community Centers, educational visits to Israel, college-age programs, early childhood programs, training institutions for educators, adult and family education, camping programs and many more. There are tens of thousands of educators. There are hundreds of thousands of students.

The Commission learned that there is a corp of deeply committed Jews who have established day schools, yeshivot, teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

It learned of some outstanding educators and of some great programs.

However, despite this the Commission found that by and large the system of Jewish education fails to engage a major segment of the Jewish population.

It found that several problems beset the field of Jewish education and studied them under five headings:

- Sporadic participation in educational programs
- Deficiencies in educational content of programs
- Inadequate community support for Jewish education
- An underdeveloped profession of Jewish education
- The lack of reliable data upon which to base decisions

Let's look at them one by one. Let's take the first one:

- Sporadic Participation:

Though most American Jews have attended some form of Jewish schooling at one time in their life, and statistics tell us that, for many attendance is short-lived and sporadic. Jewish education cannot afford this. How can we ensure the transmission of the great ideas of the Jewish traditions if, at any given time, less than 50% of Jewish children attend Jewish schools?

- As to the content, the Commission learned that much of the curriculum of Jewish education fails to inspire students. We all know that. At times it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world, and others--are often lacking.

- Inadequate Community Support:

The top community leadership has not yet fully rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. They have yet to be convinced of the vital link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field, and the level of funding that is granted.

Inevitably, insufficient community support limits that aspiration, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

- As to the profession of Jewish education:

There is a severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. The training programs graduate insignificant numbers of people given the size of the field. Educators are sorely underpaid. The vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can, in fact, make a real difference.

- And the last point:

There is a paucity of data about Jewish education. Decisions therefore have to be taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. We do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

The challenge facing the Commission given these problems was considerable. Given the complex picture, where should one begin? At one point commissioners suggested as many as 23 or 24 possible areas for intervention ranging from the need to develop programs for early childhood, to the improvement of the supplementary schools, to the need to expand summer camps, to the need to introduce the use of the media technology for Jewish education.

The question was, could one identify areas of intervention that would be broad enough to have a comprehensive impact and affect the whole system rather than dealing with one small side of it.

After analysis, it appeared that two areas seem to meet this requirement and clearly cut across all age groups, all settings and programs. We have called these, as you can see, the building blocks of Jewish education.

These building blocks are personnel--by which we mean well-trained and dedicated educators and the community by which we mean leadership, funding, and a supportive climate.

What emerged then was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

However, in order for this to happen the leadership of the community will need to provide the necessary funding and support and a congenial environment for Jewish education.

On the basis of these findings, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

What does all this mean in practice? What is the Commission undertaking to do? There are five major components to the blueprint. They form the Commission's strategy for change and improvement. The first one was the recognition that in order to change the personnel situation, we must build a profession of Jewish education. How will this be accomplished? The

Commission suggests that an infrastructure be built in North America for expanded training and recruitment of talented young people to the profession of Jewish education. Today there are about 100 people who graduate annually from corp training programs of Jewish education in North America. The Commission wants this number to reach 400 by 1995. Therefore, work has already begun in several training institutions for the creation of larger and at times specialized and new programs. There are several examples in the report and, in fact, with the question of illustrating implementation, I will give you a few examples, most of the documentation is in the report.

The question is, can North America find and attract a large number of young people, give them the adequate type of training, jobs that will pay well, and that hold a future for them so that Jewish education will be staffed adequately 5-10 years from now.

A number of elements have to go into bringing about these changes. The first one is the expansion of training. Suggestions have been made for one plurality of training programs. For example, could one set up programs, and we are discussing this at this point, for several hundred young people who are studying Judaica at very many campuses throughout North America. We want FAST-TRACK PROGRAMS TO ATTRACT THEM INTO JEWISH EDUCATION. We want these programs for career changers. We are suggesting that that might be possible. We want to build upon the nation's idealism of talented young Jews. And ask them if much is going on with some programs that are being publicized very much these days in North America is teaching for America. We want to attract

talented young college students to give them four or five years, four years, to Jewish education and train them and reward them adequately for the job and work with that student through the years.

A major marketing and recruitment study will be undertaken. We want to identify where the potential pool of educators are located and also identify what the conditions are that will blend them into the field. Now it is clear that talented people will only join the field of Jewish education if the conditions under which they work are adequate. That means adequate salaries, and there are certain communities and certain institutions that have begun to do this experimentally, and the results are quite convincing. So the first question is can one give them the financial conditions and rewards, can one lend them the status and the empowerment that will make the profession a rewarding one for them, one in which they can grow.

The total picture then that the Commission suggests is one for a complex of a number of activities aimed at recruiting, training, rewarding and defining jobs for a new pool of young Jews to enter the field.

The second point is mobilizing the community. In order to raise Jewish education higher on the communal agenda, the blueprint includes a number of programs to mobilize community support. The idea is to recruit many more leaders to Jewish education. Some community leaders are being individually recruited to the cause of Jewish education. Seminars and conferences will be

held throughout the continent because we have learned how leadership in North America is not aware of the complexity of the problems in Jewish education nor of the moves available to address them. There will be an ongoing flow of information coming from the Council and we'll talk about that later, to the community, to inform the community about these programs, about what is being done. The report of the Commission, A Time to Act, will be publicized throughout the community. And the Commission will hold an annual meeting to report on progress and to review the state of the field.

Now these two elements, living the profession of Jewish education and mobilizing community support will be dealt with at the continental and national levels. There will be major activity at the local level where education takes place. The Commission suggests to establish three to five lead communities that will act as laboratories where Jewish education will be redesigned and where the best in Jewish education will be brought together for all of us to learn what can happen when we significantly improve the beleaguering Jewish education. How is this going to happen?



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11/8/90 Meeting of the Commission on Jewish Education in North America

Annetto Hochstein

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ליוויה ומהגרים עם כרם פיק
דא לאר החרותי ופאסלמאן
עס'ר חלבון עם גינג (פ'נז)

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
NOVEMBER 8, 1990
GRAND HYATT NEW YORK
10:30 a.m. - 2:30 p.m.

Attendance

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:35 a.m. He welcomed commissioners and guests and introduced Dr. Jaime Constantiner of Mexico, and Dr. Israel Katz and Dr. Danny Tropper of Israel. The chair expressed the regrets of Minister Zevulun Hammer, kept from the meeting by the current situation in Israel.

The chair introduced the report of the Commission, calling it a plan for action to improve Jewish education in North America. He indicated that the Commission met six times during the two years leading to the issuance of the report, and that attendance was exceptional throughout the process. Between meetings, senior policy advisors met and consultations were held with commissioners. The diverse group was committed to looking at Jewish continuity as a universal concern and worked well together. The Commission represented a successful partnership between the public and private sectors, joining three national Jewish communal agencies with a private foundation in sponsoring this effort.

It was noted that the two-year investment of time and energy will bear fruit through implementation of the Commission's recommendations. The

Council for Initiatives in Jewish Education will undertake this assignment. Commissioners and other interested people will be invited to hear an annual progress report of the Council's activities.

The chair noted that with the issuance of the report, the work of the Commission reaches the end of Phase One. The Council for Initiatives in Jewish Education has already begun to implement the recommendations.

II. Review of Commission Report

Annette Hochstein, consultant to the Commission, reviewed and summarized the report. She noted that the Commission was convened to confront the crisis in Jewish education in North America, recognizing the link between Jewish education and Jewish continuity. Its goal was to revitalize Jewish education to play a meaningful role in ensuring Jewish continuity in North America.

It was noted that large numbers of Jews have lost an interest in Jewish values and culture. In contemporary society, the responsibility for transmitting Jewish education lies heavily with Jewish education. While there is a core of deeply committed Jews and while there are outstanding educators and programs, Jewish education fails to engage a major portion of the Jewish community.

best by several problems:
Jewish education is faced with sporadic participation, deficiencies in educational content, inadequate community support, and an

underdeveloped profession of Jewish educators. A lack of reliable data further hinders our efforts.

Commissioners originally suggested ³24 areas on which the Commission might focus in revitalizing Jewish education. Upon careful study, it was decided to identify areas of intervention which would impact all other areas of Jewish education: personnel and community. The outcome is a plan to develop a core of talented, well educated educators while encouraging community leadership to commit itself to the importance of Jewish education.

A blueprint for the future was developed and is described in detail in the Commission report. It includes the following five components:

1. building a profession of Jewish education
2. mobilizing community support
3. establishing lead communities
4. developing a research capability
5. creating the Council for Initiatives in Jewish Education

III. General Discussion

Discussion of the report and its recommendations followed:

The importance of addressing the lack of interest among parents in sending their children to acquire Jewish education was noted. The Council should consider a system for attracting people to Jewish education.

It was reported that there are hundreds of teachers graduating each year from Harebi institutions and that the quality of their training is improving. It was noted, further, that in order to attract people to the field of Jewish education, they must develop a commitment to the field early in life, under the auspices of their own denomination.

*Hasid
anything
more of
this?*

It was suggested that this provides another example of the importance of all sectors of Jewish life working together for Jewish education.

It was noted that Jewish education encompasses not only Torah, Talmud, and Halachah, but also science, mathematics, language studies, etc. Jewish education should be an integrated endeavor.

It was suggested that the time is right to attract people to an elevated profession of Jewish education. Other professions have become somewhat less desirable and numbers of quality young people could be convinced to enter the field.

IV. Council for Initiatives in Jewish Education

Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland and director of the Council for Initiatives in Jewish Education described the mission and operation of CIJE. He noted that CIJE will continue the momentum of the Commission to accomplish the Commission's goals. CIJE will work to further the

program initiatives identified by commissioners. It will serve as a meeting place for funders and proposers of action. It will develop a comprehensive, multi-faceted research agenda. It will help private foundations interested in Jewish education to reach common goals, through consultation, shared research, and communication. It will provide a vehicle for attracting bright, capable people to the field of Jewish education. And it will help to establish and work with lead communities.

The Council will be a small organization and will work closely with existing institutions. It will serve as a catalytic agent in convening meetings of peer organizations. Its goal is to help each component of Jewish life to accomplish its purpose in the best way possible.

CIJE will be governed by a board of 20-30, will have from 10-20 senior policy advisors providing professional guidance and will establish a body of Council fellows to provide intellectual and educational content.

V. Discussion

Charles Bronfman noted that the CRB Foundation has found a "community of purpose" with the goals of the Commission. The Foundation has a particular interest in the Israel experience and looks forward to working with lead communities where this would be one component of a

larger effort on behalf of Jewish education. The CIJE provides foundations with an opportunity to work together and learn from each other as each works to accomplish its own goals. *Xposed?*

It was noted that CIJE is a new force and vitality which can work through existing agencies while remaining somewhat independent of them.

It was suggested that the initial number of lead communities be kept very small on the assumption that other communities will learn from this small group and replicate these initial efforts. It was suggested further that care be taken to select a range of communities, not to focus primarily on those which could most easily succeed.

It was noted that the role of the synagogue in the community should be carefully considered.

It was suggested that one impediment to attracting people to Jewish education is cost. We might consider raising funds to support scholarships for all who attend any form of Jewish education.

We were reminded that our concerns should range from the impact of a single experience to that of the most intensive educational opportunity.

VI. Chairman's Remarks

The Mandel family, in seeking to invest in Jewish continuity, established the Commission on Jewish Education in North America. It was envisioned as an opportunity to develop a focus for their foundation and others within Jewish education. This was an opportunity to set community-wide priorities and help foundations to focus their efforts in a cooperative manner. As a result of this effort, the Mandels have decided to focus on building the profession--personnel. With a view of the teacher as the link to the future, they will support the preparation of educators.

While Judaism will persist, it is the Commission's goal to see that the universe of those committed remains large. In addition to building community support for Jewish education, ^{to it} we must insure a larger flow of dollars to the field. We predict the expenditure of \$25-50 million from private foundations in support of Jewish education in North America over the next five years.

The \$2 million + the new institution

The chair thanked the many people who have been involved with this effort over the past several years. He noted, in particular, the efforts of Henry L. Zucker as director of the Commission supported by Virginia Levi, of Seymour Fox and Annette Hochstein for their inspired guidance, and of David Finn and Dena Merriam, the ^{editors} writers of the final report.

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לא נא לשלוח דיווחים
ועדויות ופירושים
למטה (8113) Jimmy

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
NOVEMBER 8, 1990
GRAND HYATT NEW YORK
10:30 a.m. - 2:30 p.m.

Attendance

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:35 a.m. He welcomed commissioners and guests and introduced Dr. Jaime Constantiner of Mexico, and Dr. Israel Katz and Dr. Danny Tropper of Israel. The chair expressed the regrets of Minister Zevulun Hammer, kept from the meeting by the current situation in Israel.

The chair introduced the report of the Commission, calling it a plan for action to improve Jewish education in North America. He indicated that the Commission met six times during the two years leading to the issuance of the report, and that attendance was exceptional throughout the process. Between meetings, senior policy advisors met and consultations were held with commissioners. The diverse group was committed to looking at Jewish continuity as a universal concern and worked well together. The Commission represented a successful partnership between the public and private sectors, joining three national Jewish communal agencies with a private foundation in sponsoring this effort.

It was noted that the two-year investment of time and energy will bear fruit through implementation of the Commission's recommendations. The

Council for Initiatives in Jewish Education will undertake this assignment. Commissioners and other interested people will be invited to hear an annual progress report of the Council's activities. *discuss? ~~discuss~~*

The chair noted that with the issuance of the report, the work of the Commission reaches the end of Phase One. The Council for Initiatives in Jewish Education has already begun to implement the recommendations.

II. Review of Commission Report

Annette Hochstein, consultant to the Commission, reviewed and summarized the report. She noted that the Commission was convened to confront the crisis in Jewish education in North America, recognizing the link between Jewish education and Jewish continuity. Its goal was to revitalize Jewish education to play a meaningful role in ensuring Jewish continuity in North America.

It was noted that large numbers of Jews have lost an interest in Jewish values and culture. In contemporary society, the responsibility for transmitting Jewish education lies heavily with Jewish education. While there is a core of deeply committed Jews and while there are outstanding educators and programs, Jewish education fails to engage a major portion of the Jewish community.

beset by several problems:
Jewish education is faced with sporadic participation, deficiencies in educational content, inadequate community support, and an

underdeveloped profession of Jewish educators. A lack of reliable data further hinders our efforts.

Commissioners originally suggested ³24 areas on which the Commission might focus in revitalizing Jewish education. Upon careful study, it was decided to identify areas of intervention which would impact all other areas of Jewish education: personnel and community. The outcome is a plan to develop a core of talented, well educated educators while encouraging community leadership to commit itself to the importance of Jewish education.

A blueprint for the future was developed and is described in detail in the Commission report. It includes the following five components:

1. building a profession of Jewish education
2. mobilizing community support
3. establishing lead communities
4. developing a research capability
5. creating the Council for Initiatives in Jewish Education

III. General Discussion

Discussion of the report and its recommendations followed:

The importance of addressing the lack of interest among parents in sending their children to acquire Jewish education was noted. The Council should consider a system for attracting people to Jewish education.

It was reported that there are hundreds of teachers graduating each year from Harebi institutions and that the quality of their training is improving. It was noted, further, that in order to attract people to the field of Jewish education, they must develop a commitment to the field early in life, under the auspices of their own denomination.

*Haredi
Teaching
more of
this?*

It was suggested that this provides another example of the importance of all sectors of Jewish life working together for Jewish education.

It was noted that Jewish education encompasses not only Torah, Talmud, and Halachah, but also science, mathematics, language studies, etc. Jewish education should be an integrated endeavor.

It was suggested that the time is right to attract people to an elevated profession of Jewish education. Other professions have become somewhat less desirable and numbers of quality young people could be convinced to enter the field.

IV. Council for Initiatives in Jewish Education

Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland and director of the Council for Initiatives in Jewish Education described the mission and operation of CIJE. He noted that CIJE will continue the momentum of the Commission to accomplish the Commission's goals. CIJE will work to further the

program initiatives identified by commissioners. It will serve as a meeting place for funders and proposers of action. It will develop a comprehensive, multi-faceted research agenda. It will help private foundations interested in Jewish education to reach common goals, through consultation, shared research, and communication. It will provide a vehicle for attracting bright, capable people to the field of Jewish education. And it will help to establish and work with lead communities.

The Council will be a small organization and will work closely with existing institutions. It will serve as a catalytic agent in convening meetings of peer organizations. Its goal is to help each component of Jewish life to accomplish its purpose in the best way possible.

CIJE will be governed by a board of 20-30, will have from 10-20 senior policy advisors providing professional guidance and will establish a body of Council fellows to provide intellectual and educational content.

V. Discussion

Charles Bronfman noted that the CRB Foundation has found a "community of purpose" with the goals of the Commission. The Foundation has a particular interest in the Israel experience and looks forward to working with lead communities where this would be one component of a

larger effort on behalf of Jewish education. The CIJE provides foundations with an opportunity to work together and learn from each other as each works to accomplish its own goals. /Xpawd?

It was noted that CIJE is a new force and vitality which can work through existing agencies while remaining somewhat independent of them.

It was suggested that the initial number of lead communities be kept very small on the assumption that other communities will learn from this small group and replicate these initial efforts. It was suggested further that care be taken to select a range of communities, not to focus primarily on those which could most easily succeed.

It was noted that the role of the synagogue in the community should be carefully considered.

It was suggested that one impediment to attracting people to Jewish education is cost. We might consider raising funds to support scholarships for all who attend any form of Jewish education.

We were reminded that our concerns should range from the impact of a single experience to that of the most intensive educational opportunity.

VI. Chairman's Remarks

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The \$2 million + the many institutions

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VII. Remarks by Max Fisher

Max Fisher was introduced as the honorary chair of the Council for Initiatives in Jewish Education. He spoke of this event as the beginning of a great new experience. He noted Mr. Mandel's history of involvement on behalf of Jewish education, starting with his chairmanship of the Jewish Education Committee of the Jewish Agency. Mr. Mandel helped the world to understand that Jewish education must be a top priority. The result of efforts begun by that Jewish Agency committee is a New Joint Education Authority in Israel.

VIII. Good and Welfare

In the discussion that followed, participants noted their satisfaction with the outcome of this broad-based effort for Jewish education. The CIJE was described as "a fresh approach," an opportunity to move quickly and independently to develop and fund new efforts on behalf of Jewish education.

Eli Evans, president of the Revson Foundation, noted that this day represents a culmination of ten years of growth in private interest in Jewish education. The Revson Foundation will continue its focus on telecommunications through support for an advanced fiber optics system in Israel and a range of educational media activities for children and adults.

Thomas Axworthy of the CRB Foundation reported that their efforts to professionalize the Israel experience will be enhanced by the outcome of the Commission.

IX. Concluding Comments

The meeting concluded with an inspirational D'Var Torah by Rabbi Irving Greenberg, president of the National Jewish Center for Learning and Leadership.

