



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series E: Mandel Foundation Israel, 1984 – 1999.

Box
D-1

Folder
1927

CIJE meetings and press clippings. Lead Communities reports
and Project Educators Survey, 1994.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](#) for more information.

3:45 PM - 5:15 PM
C201, C205

FORUM

OUR EDUCATORS: THE NEW IMPERATIVE

(In cooperation with CIJE)

A major new study just completed by CIJE on the Jewish teaching force offers a striking assessment of teachers' preparation and professional development. This session will report the study's findings and explore their implications for Jewish education in North America. It will also examine the distinctive role the State of Israel can play as a partner with North America in revitalizing the profession of Jewish education.

Chair: **Morton L. Mandel**, Cleveland

Speakers: **The Hon. Amnon Rubinstein**,
Jerusalem, Minister of Education,
The State of Israel

Dr. Adam Gamoran, University of
Wisconsin, Madison

Alan Hoffmann, Council for Initiatives
in Jewish Education

3:45 PM - 5:15 PM
C209

FORUM

**IMMIGRATION AND REFUGEE POLICIES:
IMPACT ON THE HOME FRONT**

(In cooperation with HIAS)

Immigration policy debate and related politics are touching nearly every item in the American political agenda. What can we expect in 1995? As it continues to stimulate strong opinions and emotions, it is an increasingly important vehicle to Jewish participation and concern. How should our Jewish identity and experience inform this debate? Jewish tradition of inclusion and exclusion affect our relationship with others; as we act, we define ourselves. Program to highlight issues for 1995, ask questions and stimulate ongoing discussions within the organized Jewish community.

Chair: **Donald H. Tranin**, Kansas City

Panel: **Rabbi Tsvi Blanchard**
Senior Teaching Fellow, CLAL

Diana Aviv, Director
CJF Washington Action Office

Doris Meissner, Commissioner
Immigration and Naturalization Service

Frank Sharry, Executive Director
National Immigration Forum

Staff: **Deborah Mark**, HIAS

3:45 PM - 5:15 PM
C202, C204

FORUM

UJA FEDERATION CAMPAIGN: HARD TRUTH, NEW DIRECTIONS

This session will provide an overview on the centrality of Israel to fundraising. A distinguished panel will discuss Rescue and Absorption, Partnership 2000, The Israel Experience, and Sustaining Jewish Life in Other Lands as creative initiatives necessary to enhancing the Annual Campaign.

Chair: **Richard Pearlstone**,
UJA National Chairman

Speaker: **Rabbi Brian Lurie**, UJA, Executive
Vice President

Panel: **Dr. Steven Nasatir**, Chicago
Ivan Schaeffer, Washington, DC
Stephen D. Solender, New York
Carole Solomon, Philadelphia

Staff: **Morris Sherman**, UJA
Bernie Moscovitz, UJA

3:45 PM - 4:30 PM
C103

WHAT IS OTZMA? — AN INFORMATION SESSION FOR STUDENTS

Project Otzma is a ten-month service program in Israel for 20-24-year-olds. Members of the North American and Israel staff will be available for students who are interested in learning more about the program.

Resources: **Ronit Ratner**, Israel OTZMA
Committee Chair

Gil Sarig, Director, Project OTZMA

CJF Staff: **Margie Peskin**

BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
OCTOBER 5-6, 1994
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
NEW YORK CITY

Attendance

Board Members: David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Maurice Corson, Billie Gold, Thomas Hausdorff, David Hirschhorn, Ann Kaufman, Norman Lamm, Morton Mandel, Florence Melton, Melvin Merians, Charles Ratner, Esther Leah Ritz, William Schatten, Isadore Twersky, Bennett Yanowitz

Guests: Robert Abramson, Chaim Botwinick, Ruth Cohen, Joshua Fishman, Jane Gellman, Jim Joseph, Robert Hirt, Arthur Rotman, David Sarnat, Louise Stein

Consultants and Staff: Gail Dorph, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Robin Mencher, Daniel Pekarsky, Nessa Rapoport, Richard Shatten, Jonathan Woocher

Copy to: Steve Chervin, Susan Crown, Jay Davis, Genine Fidler, Irwin Field, Alan Finkelstein, Max Fisher, Darrell Friedman, Charles Goodman, Alfred Gottschalk, Neil Greenbaum, Gershon Kekst, Henry Kochitzsky, Martin Kraar, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Matthew Maryles, Richard Meyer, Lester Pollack, Richard Scheuer, Ismar Schorach, David Teutsch, Ilene Vogelstein, Maynard Wishner

I. LEADERSHIP SEMINAR

On Wednesday, October 5, Board members and guests attended a seminar in which Professor Terrence Deal of Vanderbilt University discussed models of leadership and their possible applications to Jewish education. Lively discussion ensued and Professor Ellen Goldring concluded the program with summary remarks.

II. WELCOME AND INTRODUCTORY REMARKS

The chairman opened the meeting on Thursday, October 6 by welcoming all in attendance and introducing two new board members, Ann Kaufman of Dallas, Texas, new president of JCCA, and William Schatten of Atlanta, Georgia. He noted special thanks to Arthur Rotman, retiring Executive Vice President of JCCA, for his involvement in the work of the Commission and with CIJE from its inception.

The following first-time guests were introduced: Robert Abramson, United Synagogue movement; Ruth Cohen, Milwaukee Lead Community Project; Jane Gellman, Milwaukee Lead Community Project; Jim Joseph, the Jim Joseph Foundation; and David Sarnat, Jewish Federation of Atlanta.

The chair noted that on the evening preceding the board meeting, members had an opportunity to attend the first CIJE board seminar. The presentation by Professor Terrence Deal on leadership provided board members and guests with an opportunity to consider an issue central to the work of CIJE. Professor Deal confirmed our belief that no matter how great the ideas or content of an organization, it takes high quality leaders to move those ideas forward.

III. CIJE UPDATE

The chair introduced Alan Hoffmann, Executive Director of CIJE, to provide an update on the work of CIJE.

Mr. Hoffmann noted that CIJE's work is based on the proposition that our Jewish future ultimately depends on how our heritage and culture speak to all Jews. Transmission must occur across the generations with authenticity and relevance. The National Population Survey and other data point to the need for a major overhaul in order to impact the trend lines. It was the fundamental analysis of the Commission on Jewish Education in North America that established two underlying preconditions to producing systemic change: Building the Profession and Mobilizing Community Support.

It has become ever more apparent that building the profession and mobilizing community support for Jewish continuity and Jewish education are intertwined. It is also apparent that our continental agencies and training institutions have critical roles to play in providing tools to local communities. The context is an expanding universe of communities involved in an ever more serious process of planning and implementation for systemic change.

The ongoing work of CIJE was described as follows:

A. Building the Profession

CIJE has installed a process in three communities to develop a diagnostic profile of educators based on qualitative and quantitative instruments. The resulting data has served as the basis for CIJE to work with the three communities to develop personnel action plans. Following the development of these plans, it is anticipated that CIJE will engage with the training institutions and other continental agencies, to begin to meet the needs identified at the community level.

A challenge for CIJE is to convince community leadership of the importance of improving the quality of personnel now in place and suggesting ways to accomplish this goal. As a first step, CIJE has identified educational leadership as a critical element and will be holding a Leadership Institute at Harvard University for forty-five to fifty principals of day schools, supplementary schools, and preschools of the laboratory communities at the end of October.

B. Community Mobilization

In the absence of full-time community organization expertise on the core staff of CIJE, Steve Hoffman has provided invaluable guidance. Effective August 15, Nessa Rapoport joined the core staff to work in this area. Her own strong background in Jewish education and communications will make her an asset to CIJE.

The notion of working in local communities is central to the mission of CIJE. As work continues in the three laboratory communities, CIJE has begun to take the products of that work for expanded implementation in other communities.

C. Content and Program

A Goals Seminar, described in depth at the April board meeting, was held in Jerusalem in July. It was based on the premise that building vision-driven institutions is fundamental to improving the quality of Jewish education.

Work continues on the identification and description of Best Practices. Current areas of focus include JCCs, camping experiences, and day schools.

D. Research and Evaluation

It was noted that CIJE's work in this area is the largest research project in Jewish education in North America. A presentation on research later in the day would inform board members more completely about the work underway.

E. Administration

The CIJE headquarters office is now located in New York within the offices of JCCA at 15 East 26th Street. CIJE has been incorporated and, by January 1, 1995, should have received its tax exemption.

Robin Mencher, a JESNA Israel Intern, has joined CIJE as its full-time secretary.

IV. JEWISH EDUCATIONAL PERSONNEL IN OUR COMMUNITIES: WHO ARE OUR TEACHERS?

The chair introduced the co-director of CIJE's Monitoring, Evaluation and Feedback project, Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Ellen Goldring, Associate Dean and Professor of Educational Leadership at Vanderbilt University. He noted that these individuals epitomize the opportunity for the field

of Jewish Education to identify highly qualified Jews who can be attracted to enter the field of Jewish education.

Adam Gamoran reported that the research which had been undertaken in the three lead communities is the result of the cooperative efforts of the three full-time field researchers, the director of the lead communities project in each of our three communities, and community educators. Information was collected both through written surveys and oral interviews with a goal toward making policy decisions on the basis of factual information.

It is believed that the findings from these three communities are reflective of the Jewish education personnel situation in much of North America. The overall picture is one of a profession in serious need of improvement. The purpose of this report was to look at the preparation of Jewish educators, both in terms of their own Jewish education and their training as educators.

Gamoran noted that Jewish educators in these communities are committed to their profession and careers. Approximately 60% view Jewish education as a career, and only 6% intend to seek positions outside Jewish education in the near future. Compared to the general American Jewish population, teachers in this study have more pre-collegiate Jewish education. However, only about 20% have professional training in the fields of both education and Jewish studies. This is even more striking among preschool teachers, where nearly one-third have had no Jewish education prior to the age of thirteen and over one-half ended their Jewish studies at age thirteen. (A significant number are not Jewish.)

The study addressed the issue: Can current in-service training as structured compensate for deficiencies in background. The results show that preschool teachers are most likely to attend workshops, presumably because of state-mandated licensing requirements. The typical preschool educator attends six to seven workshops over a two-year period. It was suggested, however, that in light of weaknesses in preschool educators' background in Jewish content, and of the breadth of topics available at workshops, this in-service training is insufficient.

Day school Jewish studies teachers attend fewer than four workshops over a two-year period, while supplementary school teachers attend approximately four and one-half workshops in two years. It was noted that all three of the communities in which the surveys were undertaken offer opportunities and incentives for professional growth. However, these are isolated events, generally not part of a coherent plan.

Dr. Gamoran summarized by noting that the research suggests that 80% of Jewish educators lack sufficient training and that there is little systematic opportunity for professional growth. However, this is a highly committed group, interested in remaining in this field. This suggests that it is worth investing the time and money necessary to improve their knowledge and skills.

Each of the lead communities is now looking for ways to address these needs. They are identifying ways to provide professional development to educators currently in place. The communities will need the assistance of the movements, seminaries, continental agencies and institutions of higher Jewish learning to help identify resources and expertise and to develop the content for professional training. Dr. Gamoran concluded by suggesting that the creation

and implementation of standards for Jewish educators would be an important contribution to this effort.

In the discussion that followed, it was noted that the three communities selected by CIJE had shown evidence of commitment to Jewish education as a part of the selection process. This suggests that the situation in these communities may be better than in many others. It was noted, however, that studies conducted in other communities have yielded roughly similar findings.

It was suggested that federations can impact the issue of standard setting by basing their funding of educating institutions on their standards rather than the number of students they serve. It was noted that this might impact day schools more significantly than supplementary schools.

The report suggests a need for infrastructure and professionalism. Creative ways must be found to enrich the training of educators. Perhaps institutions in local communities could become centers for Judaic and pedagogic training.

Is there evidence that in-service training can remediate such deep deficiencies? There is evidence that professional development can yield better teachers. This is one of the major initiatives in the Education 2000 legislation.

Are educators aware of these deficiencies and receptive to professional growth? Teachers did not clearly recognize these deficiencies as impediments, but there is evidence of their willingness to participate in more intensive in-service training, especially when financial incentives are involved.

Perhaps more energy should be put into the training of new teachers, rather than counting on longevity as a blessing. It was noted that newer educators do have stronger backgrounds in Judaica than those who have been in the field for a number of years. It was also suggested that the data on the commitment of educators to the field suggests that it is worth investing in-service training.

Were there any major differences among the three communities that would impact local planning? While the demographics of the communities vary, the outcomes were surprisingly similar among the communities.

The large number of educators who attend the annual CAJE conference is evidence of teacher learning.

CIJE might serve a role as clearing house for future research. This is an issue for consideration by the Research and Evaluation Committee.

The chair noted that the purpose of conducting research is to gather data to serve as the basis for future planning. Those who gather the data are not necessarily those who will provide the

solutions. The next portion of the meeting was devoted to committee meetings at which each was to consider how to use this data to further its mission.

V. COMMITTEE REPORTS

Following a period during which each of the four board committees met, committee reporters were asked to provide brief summaries of their discussions.

A. Building the Profession

Because the report on the educators survey pointed to the critical need for improving the quality and quantity of in-service educational opportunities for teachers, the committee focused its attention on this complicated issue. Members of the committee heard two reports: one from Robert Abramson, director of the department of education, United Synagogue of America and one from Robert Hirt, vice president of Yeshiva University. Each report detailed specific programs currently offered. Interestingly, there were several characteristics of successful in-service programs that were mentioned in both presentations:

1. One-time workshops are an insufficient approach to in-service education.
2. In-service education needs to be on-going and sustained.
3. On-site programs (school based) seem to be particularly successful.
4. Programs are more successful if teachers and principals are involved together.

After discussing the reports, it was agreed that Gail Dorph will draft a "model plan" to enhance professional development opportunities for teachers. It was also agreed that the committee will consider further how to advance the establishment of standards and credentialing for teachers.

B. Community Mobilization

The committee agreed that its central task is to engage key lay and professional leaders as champions of Jewish education. The report on Jewish teaching personnel and its dissemination is an important tool in the effort to mobilize support for Jewish education. It was noted that the data suggests that if well-designed professional development is offered, quality will go up. This will require a range of tools and new models.

In the past, the Jewish community has mobilized around immediate crises. The rhetoric of crisis may awaken people to the issue of Jewish education, but will not suffice for the long-term. Jewish education demands a sustained commitment, a recognition on the part of leadership that education is a key path to the Jewish future

and an awareness that communities will have to restructure around the issue, as many have begun to do, in order to implement change.

The committee agreed that it is important to identify models of success in mobilizing community leadership for Jewish education. There are solutions and CIJE, with its partners, must find a new approach to telling the story--both to inspire existing leadership and to engage new people in this essential effort.

C. Content and Program

In this meeting the committee heard a report from Dr. Daniel Pekarsky about the CIJE Goals Project. Dr. Pekarsky dealt with three topics:

1. A brief overview of the purposes and need for a Goals Project;
2. A description of the 5-day Goals Seminar held in Israel this past summer;
3. A description of CIJE's plans for the next stages of the Project.

Dr. Pekarsky pointed out that goals play an invaluable role in the process of education, facilitating evaluation, decisions about curriculum, hiring decisions, and many other areas. The Goals Seminar in Israel was aimed at introducing participants to the importance of thinking seriously about goals for Jewish education. The Seminar explored why a sense of being "driven by a vision" characterized outstanding educational institutions and looked at ways that successful educational institutions were able to translate the goals written on paper into actual educational practice.

Dr. Pekarsky described CIJE's plans to offer local seminars about the issue of goals as the next step in the Project. These seminars, intended to introduce issues of goals to educators and lay leaders, would be offered in the three Lead Communities and elsewhere over the next six to eight months.

Dr. Barry Holtz described briefly the next stages of the Best Practices Project. Dr. Holtz reminded the committee that the project deals with two areas-- research and implementation. On the research side, the project will next explore the area of Jewish education in the JCC world in a joint effort with JCCA. On the implementation side, the Best Practices Project plans to introduce best practice learning seminars in the Lead Communities, launching this project at the CIJE Leadership Institute at Harvard University in early November.

D. Research and Evaluation

A report similar to the one given by Adam Gamoran at the board meeting is scheduled for presentation at the GA in November. The committee discussed the nature of this presentation. They suggested that it should be focused and offer realistic

expectations. They discussed the importance of providing data and information to communities to assist them in planning and decision making. The usefulness of the survey for self-study was also addressed. The survey instrument and interview guides for the study of Jewish educators should be made available so that any community that wishes to conduct its own study can do so. The committee made some suggestions as to how to best disseminate the findings of the study beyond the GA as well as distribute the data collection instruments with instructions for use to local communities, institutions, and congregations.

The committee also discussed the importance of promoting evaluation in local Jewish communities. It was felt that the dissemination of the study of educators will further this important goal. Committee members suggested that CIJE take a role in providing Jewish communities with consultation in the area of evaluation. The idea of promoting evaluation in Jewish communities should also be coordinated with other major Jewish organizations, such as JCCA, JESNA, CJF, and Rabbinic educational bodies. During this discussion the committee indicated the importance of linking goals to evaluation. The committee considered future projects that the MEF team will be pursuing during 1995. In addition to further research briefs on such topics as salary and benefits of teachers and the training and professional development of educational leaders, the committee decided that a future meeting will be devoted to discussing how CIJE can undertake a study of informal educators.

In the near future, the committee would like to look at issues related to 1) salaries and benefits, 2) where educators would like additional growth, and 3) the professional development of principals.

VI. CONCLUDING REMARKS

The chair noted that there is growing support for CIJE projects. In particular, David Hirschhorn and his family have provided support for research and evaluation and the Bader Foundation has recently agreed to provide support for the ongoing work in Milwaukee.

Board members were informed that there will be a major CIJE forum at the GA on Thursday, November 17. At this forum, Professor Amnon Rubenstein, Minister of Education of Israel will respond to the challenge of articulating Israel's role in the education of senior personnel in Israel for the Diaspora. Adam Gamoran will present the CIJE report on Jewish educational personnel in North America.

The chair indicated that the next meeting of the Board will take place on Thursday, April 27, 1995 in New York, and will be preceded by an evening seminar on Wednesday, April 26.

VII. D'VAR TORAH

The chair introduced Nessa Rapoport, Leadership Development Officer, who concluded the meeting with an inspirational D'var Torah.

EXECUTIVE COMMITTEE MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
October 5, 1994
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
NEW YORK CITY

Present: Morton Mandel, Chair, Mandell Berman, John Colman, Billie Gold, David Hirschhorn, Stephen Hoffman, Alan Hoffmann, Ann Kaufman, Matthew Maryles, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi, Secy.

Copy to: Charles Bronfman, Mark Lainer, Melvin Merians, Lester Pollack, Maynard Wishner

I. Introductory Remarks

Morton Mandel opened the meeting, welcoming all participants and introducing Ann Kaufman as a new member of both the Board and Executive Committee in her capacity as president of JCCA. He noted that JCCA has moved forward quickly and effectively in modifying its mission to include a focus on Jewish education for systemic change and serves as a fine example for others.

The chair reported that the evening program, beginning with the Executive Committee meeting and concluding with a seminar for board members and others, is an experiment. Its purpose is to provide an evening of content for our board on an issue of mutual concern. Both the evening program and board meeting the following day were designed to focus on our interest in Building the Profession. The centerpiece presentation to the board of an integrated report on the personnel studies undertaken in our Lead Communities is a preview of a presentation which will be made at a forum at the GA in November. The chair reminded the Executive Committee members that the Board serves as the decision-making body of CIJE and that the purpose of the Executive Committee is to handle management issues, particularly those related to personnel, budget, and legal matters.

II. Review of Staff

The chair introduced Alan Hoffmann, executive director of CIJE since August, 1993. He noted that the appointment of a full-time director has been important in moving CIJE ahead, and that he is particularly grateful to Alan for his important contributions.

Mr. Hoffmann reported that over the past year the staff has crystallized as functions have been clarified. CIJE now has a base in New York, housed in the offices of JCCA.

The job definitions of the small group of core staff members have changed somewhat over the past year to reflect the major thrusts of the Commission report. Gail Dorph has taken responsibility for our work on building the profession. Barry Holtz staffs CIJE's Program and Content domain as he continues to work on best practices.

It became evident as the staff was organized in this manner that our work on mobilizing community support for Jewish education also required specific staff support. It was felt that part of the focus of community mobilization should be on communication as a means of mobilizing leadership and Nessa Rapoport was recruited to fill this function. Her own experience in writing and editing, and her strong Jewish education background combine to provide CIJE with the capacity to tell our story and develop a systematic plan for community mobilization for Jewish Education.

In addition to its core staff, CIJE has identified a number of consultants who provide part-time support. Walter Ackerman, the foremost historian of Jewish education in North America, will work with CIJE over the next year to develop a monograph which will analyze the restructuring of Jewish education in North America over the past several years. Seymour Fox and Annette Hochstein will continue to work with CIJE on the Goals project, on senior personnel development, and on general planning. Adam Gamoran and Ellen Goldring serve as co-directors of the monitoring, evaluation and feedback project, as each continues in a full-time faculty position at their own university. Steve Hoffman continues to provide guidance in the area of community organization. Daniel Pekarsky is directing the CIJE project on goals.

CIJE also employs three full-time field researchers, supervised by Adam Gamoran and Ellen Goldring. It has been CIJE's belief that every community should have the capacity to monitor and evaluate its own work and that this should ultimately be a local community function. We anticipate that the work of the field researchers will continue, but that it will become the responsibility of the local communities.

Robin Mencher has recently joined the CIJE staff as Secretary of the New York Office.

In the discussion that followed it was noted that the process of monitoring, evaluation and feedback is of very clear value to the local communities. It is our hope that the experience of working with field researchers will have convinced communities of its value. In Milwaukee, a five-year grant from the Bader Foundation will support an evaluation component in the work being done in that community. It was suggested that a community will have acknowledged the importance of research and evaluation when it establishes a line item in its budget for this work. The role of CIJE with respect to monitoring, evaluation and feedback should be to set standards and provide guidance and develop "evaluation-mindedness" in North American communities.

It was suggested that it is often difficult to identify people to engage in evaluation. However, with the field of public education setting standards and measuring performance, there should be a cadre of trained professionals. It was noted, in fact, that UCLA has a program which trains people to do this work.

III. CIJE Committee Structure

It was reported that CIJE has four board committees, each with a lay chair and each staffed by CIJE staff or consultants. Following is a list of the committees, their chairs and staff:

- A. Building the Profession - Morton Mandel, Acting Chair; Gail Dorph, Staff
- B. Content and Program - John Colman, Chair; Barry Holtz and Daniel Pekarsky, Staff
- C. Community Mobilization - Charles Ratner, Chair; Alan Hoffmann, Steve Hoffman, and Nessa Rapoport, Staff
- D. Research and Evaluation - Esther Leah Ritz, Chair; Adam Gamoran and Ellen Goldring, Staff

IV. CJF-JESNA-CIJE Relationship

Steve Hoffman reported that the CJF Commission has helped CJF to rethink its role in leadership of the Federation movement with respect to Jewish education and Jewish continuity. CIJE has joined with CJF and JESNA in discussions of how the federated system might address the challenges and provide leadership in the process of change for Jewish education. CJF has expertise in community organization, while JESNA and CIJE can offer talented pools of resources in content. The CJF commission will most likely result in the establishment of a standing committee on Jewish education to move CJF forward in its work on Jewish education. It has been agreed that CIJE and JESNA will provide staff support to this committee.

As additional evidence of cooperation among the three organizations, Jonathan Woocher has been invited to join the CIJE Steering Committee and CIJE has joined in planning for the GA. This cooperative approach should help to keep the Jewish education agenda in the forefront of the Federation movement. Additional continental partners like the JCCA should be brought into this process.

V. CIJE Incorporation and Tax Status

Richard Shatten reported that CIJE has been incorporated in Ohio and has filed for tax exempt status. By January, 1995, CIJE should be an independent, tax-exempt entity. In the interim, it is functioning as an arm of other nonprofits.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: October 5, 1994

DATE MINUTES ISSUED: October 28, 1994

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph,
Adam Gamoran, Ellen Goldring, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Daniel Pekarsky,
Nessa Rapoport, Charles Ratner, Esther Leah Ritz,
Richard Shatten, Jonathan Woocher,
Virginia Levi (Sec'y)

COPY TO: Seymour Fox, Annette Hochstein, Henry Zucker

I. **Introductory Remarks**

The chair welcomed all participants, noting especially the presence of Jonathan Woocher at his first meeting of the CIJE Steering Committee. His participation in this group represents the close working relationship which is developing between CIJE and JESNA.

The chair noted that the CJF Commission on Jewish Continuity will most likely conclude its work at the upcoming GA by appointing a CJF standing committee which will continue to focus on the Federation world's efforts to help facilitate change in Jewish education at the local level. JESNA and CIJE will together form the core staff for such a committee.

II. **Minutes and Assignments**

The minutes and assignments of the August 24 Steering Committee meeting were reviewed. It was reported that CIJE is working closely with the Mandel Institute to establish a North American planning counterpart to the senior personnel project currently being developed.

With respect to the appointment of vice-chairs for the board committees, it was suggested that this is an opportunity to bring new people into our process. Alan Hoffmann will talk with the chairs of each of the committees about potential candidates.

III. **The Integrated Personnel Report: Implications for North America**

Adam Gamoran gave a report intended to provide the Steering Committee with a sense of the report he planned to give to the Board the following day, with the goal of discussing its implications for CIJE with the Steering Committee. He noted that CIJE had sponsored both survey and interview studies of formal Jewish education personnel in the three lead communities. A report had been prepared for each community. The current report is a composite of the data acquired from the three and generalizes from this data to the implications for North America. This particular

Assignment

report refers to the level of preparation of Jewish educational personnel. Future reports are planned to focus on other aspects of the data, such as salary and benefits, etc.

The data suggests that teachers in Jewish schools are committed to careers in Jewish education. While they may move from one position to another within the field, some sixty percent see Jewish education as their career. It was suggested that it would be interesting to compare figures on this topic to comparable figures for public education.

According to the data, the large majority of teachers of Judaica in Jewish schools are not trained as Jewish educators. Only twenty percent are professionally trained in both education and Jewish studies, while thirty percent are trained in neither. While it was noted that passion is an important attribute of effective teachers, it was also suggested that education is a profession and that minimal standards of formal training should be expected.

The data also show that teachers in Jewish schools are minimally better educated Jewishly than the general Jewish population.

In light of the shortages in professional training of our Jewish educators, the study asks whether in-service education compensates for this lack of background. Data showed that Jewish educators participate in fewer in-service workshops than their public school counterparts and that the topics are generally isolated rather than building systematically one upon another.

The study concludes that there is a need for professional development and recruitment at the local level and support for resources and content at the national level. The continental resources include CIJE, JESNA, CJF, JCCA, and the training institutions, among others. It was suggested that local leaders need assistance in identifying continental means of support. CIJE will need to develop mechanisms to link the continental agencies with local needs. The caveat not to create a new bureaucracy led to the suggestion that this argues for a possible redefinition of the role of CIJE, JESNA, and other agencies. From the perspective of CIJE, this raises the question of how we help fill the demand. Perhaps CIJE needs a standard consultation process.

This discussion led to the proposal of an emerging game plan for CIJE, JESNA, CJF, JCCA, and other partners to be identified. A central assumption is that the context of CIJE's work must be an ever-increasing number of communities engaged in a comprehensive planning process for Jewish educational change. This process must be accompanied by attention to raising the quality of the educational outcome in those communities. Thus, such a strategy would involve:

A. At the Local Level

Encourage local initiatives (comprehensive planning and implementation)

- Commissions
- Agencies (eg. JECC, BJE)
- Wall-to-Wall Coalitions

B. At the Continental Level - A national design for:

- Building the Profession
- Lay Leadership and Community Support

This will involve:

- Expert Consultation with the development of "products" such as a Goals Seminar, Personnel Study, etc.
- Obstacle/Opportunity Identification

The mission of CIJE, together with JESNA and others, is to cause there to be local initiatives and to "feed" them the products to bring about change. Our priority is to meet the needs identified by local communities and make them part of the continental agency agenda. It was suggested that CIJE will need criteria for what we do or we run the risk of receiving many, disparate, non-systemic requests.

It was suggested that CIJE's optimal agenda is dependent upon our vision for North America. Are we willing to accept the notion of a systemic continental approach to local initiatives?

The Monitoring, Evaluation and Feedback project may soon be looking at leading indicators of educational change in a community. This would provide a means of measuring the degree to which our work is encouraging communities to move towards change. On this basis, CIJE should develop content pieces for implementation in communities.

It was noted that with A Time to Act as the context for our work and the building blocks of Community Mobilization and Building the Profession as our goals, this discussion is intended to help move CIJE forward in implementation. This discussion was intended to help give direction to CIJE's ongoing activities.

IV. **Plans for the General Assembly**

The GA is scheduled to take place in Denver on November 16-19, 1994. On Thursday, November 17, at 3:45 p.m., there will be a forum on personnel chaired by MLM. Presenters will include Israel Minister of Education, Amnon Rubenstein, on Israel as a central resource of training for senior educators, and Adam Gamoran and Ellen Goldring on the personnel crisis in Jewish education. On Friday, November 18 at 7:00 a.m. there will be a CIJE invitational breakfast for board members and invited guests with Minister Rubenstein.

On Friday, November 18, at 8:15 a.m., Barry Holtz will present a workshop on best practices. It is possible that a session on CIJE's work on goals will also be included on the agenda.

V. **Review of Board Meeting**

The agenda and plans for the Board meeting scheduled for the following day were reviewed in detail.

VI. **Next Meeting**

The next meeting of the CIJE Steering Committee is scheduled for Tuesday, February 14, 10:00 a.m. to 4:00 p.m. in New York City.

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

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	10/5/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNM'T STARTED	DUE DATE
1.	Work with committees on identifying vice-chairs.		ADH	8/24/94	1/15/95
2.	Draft a statement outlining CIJE's thinking on the role of community vision in encouraging individual institutions to be driven by vision.		DP	4/20/94	2/14/95
3.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
4.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1993

Dear Educator,

As an educator in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATORS SURVEY

I. ATTITUDES

This first group of questions asks about your perceptions of Jewish education.

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(Check one response for each item)

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teaching about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Learning more about Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Supplementary income	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Part-time nature of the profession	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Working with children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Recognition as a teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Opportunity for career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Love for Judaism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

2. Would you describe yourself as having a career in Jewish education?

Yes ☐ 1 No ☐ 2

3. The following items deal with teacher involvement in Jewish education. To what extent do you agree or disagree with each of the following statements:

(Check one response for each item)

	Agree strongly	Agree	Disagree strongly	Disagree
a. Teachers should have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Teachers generally have an opportunity to participate in curriculum planning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teachers already have enough work to do, without getting involved in policy making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. Below is a list of individuals with whom you are in contact. In your opinion how is Jewish education regarded by each:

(Check one response for each item)

	Great respect	Some respect	Little respect	No respect
a. Most rabbis	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b. Most of your students	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c. Most parents of the children you teach	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d. Lay leaders of your school	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e. Most other Jews	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f. Your family	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g. Your friends	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

5. The following items deal with different aspects of the life of a Jewish educator, please indicate how satisfied you are with each of the following:

(Check one response for each item)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b. Student behavior	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c. Feeling part of a community of fellow teachers	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d. Respect accorded you as a teacher	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e. Being part of a larger Jewish community, such as a synagogue	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f. Support from the principal or supervisor	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g. Number of hours of teaching available	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h. Salary	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
i. Physical setting and facilities	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
j. Resources available to you	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
k. Benefits	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
l. Other (specify) _____	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

The following set of items asks about your current and prior experience in Jewish education:

6. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY / RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Unit leader	
	<input type="checkbox"/> Division head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
JCC	<input type="checkbox"/> Group worker - Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Department head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
PRESCHOOL	<input type="checkbox"/> Assistant teacher	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	
	<input type="checkbox"/> Youth Director	
	<input type="checkbox"/> Other	
ADULT EDUCATION	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Other	

Yes (1) No (2)

☐☐

If yes, how many? _____

8. Have you ever worked in general education?

Yes (1)

No (2)

☐☐

If yes, how many years? _____

9. Please indicate how many years you have been in your CURRENT setting, including this year. _____

10. How many years have you been working in this Jewish community, including this year? _____

11. How many years IN TOTAL have you been working in the field of Jewish education? _____

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences..

12. In the last two years have you been required to attend in-service workshops?

Yes (1)

No (2)

☐☐

If yes, how many? _____

13. In the last two years have you attended local workshops in any of the following areas:
(Check one response for each item)

Yes (1)

No (2)

a. Judaic subject matter (e.g. Bible, history)

☐☐

b. Hebrew language

☐☐

c. Teaching methods

☐☐

d. Classroom management

☐☐

e. Curriculum development

☐☐

f. Art/drama/music

☐☐

g. Other (specify) _____

☐☐

14. How useful were the workshops that you attended in the past two years in each of the following areas:

(Check one response for each item)

	Very helpful	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. New curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. Beyond those required during the past twelve months did you:

(Check one response for each item)

	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in some other on-going form of Jewish study? (e.g., year-long seminar) (Specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. In which of the following areas do you feel you would like to develop your skills further?
(Check all that apply)

a. Classroom management	<input type="checkbox"/> 1
b. Child development	<input type="checkbox"/> 2
c. Lesson planning	<input type="checkbox"/> 3
d. Curriculum development	<input type="checkbox"/> 4
e. Creating materials	<input type="checkbox"/> 5
f. Communication skills	<input type="checkbox"/> 6
g. Parental involvement	<input type="checkbox"/> 7
h. Motivating children to learn	<input type="checkbox"/> 8
i. Other _____	<input type="checkbox"/> 9

17. In which or the following would you like to increase your knowledge?

(Check all that apply)

- | | |
|------------------------------|----------------------------|
| a. Hebrew language | <input type="checkbox"/> 1 |
| b. Customs and ceremonies | <input type="checkbox"/> 2 |
| c. Israel and Zionism | <input type="checkbox"/> 3 |
| d. Jewish history | <input type="checkbox"/> 4 |
| e. Bible | <input type="checkbox"/> 5 |
| f. Synagogue skills / prayer | <input type="checkbox"/> 6 |
| g. Rabbinic literature | <input type="checkbox"/> 7 |
| h. Other _____ | <input type="checkbox"/> 8 |

18. How proficient are you in Hebrew?
(Check one for each category)

- | | Speaking | Reading | Writing |
|---------------|----------------------------|----------------------------|----------------------------|
| 1. Fluent | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 1 |
| 2. Moderate | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 | <input type="checkbox"/> 2 |
| 3. Limited | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 | <input type="checkbox"/> 3 |
| 4. Not at all | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 | <input type="checkbox"/> 4 |

19. Overall, how adequate are the opportunities for professional growth and development in your community?

(Check one)

- | | |
|------------------------|----------------------------|
| 1. Very adequate | <input type="checkbox"/> 1 |
| 2. Somewhat adequate | <input type="checkbox"/> 2 |
| 3. Somewhat inadequate | <input type="checkbox"/> 3 |
| 4. Very inadequate | <input type="checkbox"/> 4 |

The next set of questions asks you about the schools in which you work.

20. In how many Jewish schools do you work? _____

21. If you teach in more than one setting do you do so to earn a suitable wage?

Yes (1)

No (2)

☐ 1

☐ 2

22. How many hours per week do you work at each school?

First school _____

Second school _____

Third school _____

Fourth school _____

For the following set of questions, answer in regard to the two schools where you work the most hours if you work in more than two schools.

23. How many miles do you travel from your home to the school?

First school (one way) _____

Second school _____

24. What is the affiliation of each school?
(Check the appropriate response)

a. Reform

First school

☐ 1

Second school

☐ 2

b. Conservative

☐ 1

☐ 2

c. Traditional

☐ 1

☐ 2

d. Orthodox

☐ 1

☐ 2

e. Reconstructionist

☐ 1

☐ 2

f. Community

☐ 1

☐ 2

g. Jewish Community Center

☐ 1

☐ 2

h. Other, specify _____

25. How many students are in your school?

First school _____

Second school _____

26. What type of program do you work?

(Check all that apply)

a. Day School

First
school

1

Second
school

2

b. One day supplementary school

1

2

c. Two or more days supplementary school

1

2

d. Preschool

1

2

e. Adult education

1

2

f. Special education

1

2

g. Other (specify) _____

1

2

27. What subjects do you primarily teach this year?

(Check all that apply)

a. Hebrew language

First
school

1

Second
school

2

b. Judaica (e.g., Bible, history, holidays)
in Hebrew

1

2

c. Judaica (e.g., Bible, history, holidays)
in English

1

2

d. Bar/Bat Mitzvah preparation

1

2

e. Secular subjects (e.g., math, reading, science)

1

2

f. Other (specify) _____

1

2

28. In what grade levels are your primary assignments?

First school

Second school

29. How did you find your teaching position? (Check the one that best applies to you for each school)

	First school	Second school
a. Central Agency for Jewish Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Graduate school placement	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. National professional association	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Through a friend or mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Recruited by the School	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Approached the school directly	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Newspaper advertisement	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

30. To what extent do you receive help and support from the following in the first school?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Mentor teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Faculty members at a local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Central agency consultants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Teacher resource center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

31. To what extent do you receive help and support from the following in the second school?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Mentor teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Other teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Faculty members at a local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Central agency consultants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Teacher resource center	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Which of the following factors affect your decision to work in the schools where you presently work?

(Check one response for each item)

	First School		Second School	
	Yes (1)	No (2)	Yes (1)	No (2)
a. Hours and days available for teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Friends who teach there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

33. Which of the following benefits are available to you as a teacher in the schools in which you work?

(Check all that apply)

	First School		Second School	
	(1) Available	(2) Receive	(1) Available	(2) Receive
a. Free or reduced tuition for your children at your school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Money to attend conferences, continuing education courses	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

If you teach at more than one school please answer the next two questions.

If not please go to Question 36.

34. To what extent is each of the following an advantage or disadvantage of working in more than one school?

(Check one response for each item)

	Definite advantage	Somewhat an advantage	Somewhat a disadvantage	Definite disadvantage
a. Distance between settings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Scheduled faculty meetings / in-service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Preparation time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom autonomy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Adjustments to different expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Variety of programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other, please specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

35. If you had the opportunity to work full-time, would you prefer to teach...

(Check one).

- ☐ 1 in one school
- ☐ 2 in several schools
- ☐ 3 I don't want to work full-time

36. Are you a full-time Jewish educator?
(Check one)

- Yes (1) ☐ 1
- No (2) ☐ 2

37. If you are a **part-time** Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Career development _____
- e. More job opportunities _____
- f. Greater background in Judaica and Hebrew _____
- g. Greater educational background _____
- h. Presence of colleagues and opportunities to work with them _____
- i. Change in family status _____
- j. Availability of training opportunities _____
- k. More resources at work _____

Next we are going to ask you about yourself.

38. Are you Jewish?

Yes (1)

☐

No (2)

☐

39. Are you a convert to Judaism?

Yes (1)

☐

No (2)

☐

40. At the present time, which of the following best describes your Jewish affiliation?

☐

Orthodox

☐

Traditional

☐

Conservative

☐

Reform

☐

Reconstructionist

☐

Secular

☐

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes (1)

☐

No (2)

☐

42. Are you a teacher in the synagogue where you are a member?

Yes (1)

☐

No (2)

☐

43. Which of the following, do you usually observe in your home? (Check all that apply.)

☐

Light candles on Friday evening

☐

Attend a seder in your home or somewhere else

☐

Keep Kosher at home

☐

Light Hanukkah candles

☐

Fast on Yom Kippur

☐

Observe Sabbath

☐

Build a Sukkah

☐

Fast on Tisha B'Av and minor fasts such as Ta'anit Esther

☐

Celebrate Israel Independence Day



44. During the past year, did you:

a. Attend synagogue on the High Holidays

Yes (1)

☐ 1

No (2)

☐ 2

b. Attend synagogue at least twice a month on Shabbat

☐ 1

☐ 2

c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot

☐ 1

☐ 2

d. Attend synagogue daily

☐ 1

☐ 2

45. Have you ever been to Israel?

Yes (1)

☐ 1

No (2)

☐ 2

If, yes, did you ever live in Israel for three months or longer?

Yes (1)

☐ 1

No (2)

☐ 2

46. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)

☐ 1 Sunday school

☐ 2 Supplementary school or Talmud Torah

☐ 3 Day school

☐ 4 School in Israel

☐ 5 None

☐ 6 Other (specify) _____

47. Did you attend a Jewish summer camp with mainly Jewish content or program?

Yes (1)

☐ 1

No (2)

☐ 2

If Yes, how many summers? _____

48. What kind of Jewish school, if any, did you attend after your were thirteen? (Check all that apply.)

☐ 1 One day/week confirmation class

☐ 2 Two or more days/week Hebrew high school

☐ 3 Day school

☐ 4 School in Israel

☐ 5 None

☐ 6 Other (specify) _____

40. Age _____

50. Sex Male Female

☐☐

51. Where were you born?

USA ☐

Other, please specify country _____

52. Marital status

☐ Single, never married

☐ Married

☐ Separated

☐ Divorced

☐ Widowed

53. If you are married, is your spouse Jewish?

Yes (1)

☐

No (2)

☐

54. What is your annual salary from your teaching?

\$1,000 - \$4,999

First school

☐

Second school

☐

\$5,000 - \$9,999

☐☐

\$10,000 - \$14,999

☐☐

\$15,000 - \$19,999

☐☐

\$20,000 - \$24,999

☐☐

\$25,000 - \$30,000

☐☐

over \$30,000

☐☐

55. What is your total family income?

- ☐ 1 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 over \$75,000

56. How important to your household is the income you receive from Jewish education? (Check one)

- ☐ 1 The main source
- ☐ 2 An important source of additional income
- ☐ 3 Insignificant to our/my total income

57. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training institute

58. What degrees do you hold? Please list:

Degree

Major

59. How many college or graduate credits do you have in each of the following:

- a. Judaica or Jewish studies
- b. Hebrew language
- c. Education
- d. Jewish communal service

number of credits

	Yes (1)	No (2)
a. Jewish education	<input type="checkbox"/>	<input type="checkbox"/>
b. General education	<input type="checkbox"/>	<input type="checkbox"/>
c. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

31. Which of the following best describes your career plans over the next three years?

(Choose one)

- ☐ 1 I plan to continue what I am doing.
- ☐ 2 I plan to teach in a different supplementary school.
- ☐ 3 I plan to teach in a day school (or different day school).
- ☐ 4 I plan to be an administrator or supervisor in a Jewish school.
- ☐ 5 I plan to have a position in Jewish education other than in a school (such as central agency).
- ☐ 6 I plan to be involved in Jewish education in Israel, or in some other country.
- ☐ 7 I plan to seek a position outside of Jewish education.
- ☐ 8 I plan not to work.
- ☐ 9 I plan to retire.
- ☐ 10 I don't know. I am uncertain.
- ☐ 11 Other, please specify _____

Thank you very much for your cooperation!

0	1																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The Jerusalem Report

Baseball's
Jewish Commissioner
Cries Foul
Over the Strike

COVERING ISRAEL, THE MIDDLE EAST AND THE JEWISH WORLD

OCTOBER 6, 1994

CAN
WE
KEEP
HER
JEWISH?

U.S. JEWS
PIN THEIR FUTURE ON EDUCATION



U.S.: \$3.00

ISRAEL
NIS8.90

Canada
CAN \$3.50

U.K.
£1.75

Israel's Archaeology Cops Battle a Theft Epidemic

U.S. JEWRY PINS ITS FUTURE ON EDUCATION

America's Jewish leadership is trying to salvage the future of the community by revamping education. But the revolution is moving slowly, and it's hampered by a central unresolved question: Should teaching aim to combat intermarriage, or to bring the children of intermarried couples into the fold?

J.J. GOLDBERG New York

Daniel Nemser likes Hebrew school. Nolan Klein hates it.

Nolan is a fifth-grader with an "A" average in public school. He goes to Hebrew school because his parents make him, and "his attitude is so bad that he may not learn what he has to for his bar mitzvah unless we get him a tutor," says his mother Susan, a biochemist. Daniel, a ninth-grader, is still at religious school a year after his bar mitzvah and, he says, "it's pretty interesting."

Nolan spends five hours a week at Temple B'nai Shalom in suburban Elmont, Long Island. "Mostly they do Bible stories," he says, "and I just don't believe them." Daniel studies two hours a week at Congregation Kehillat Israel in the university town of East Lansing, Michigan. His classes include discussions of the Holocaust, ethics, comparative religions and "how different rabbis interpret the Bible."

And one more difference: Daniel's Hebrew school is taught entirely by volunteers from the congregation, which received a \$69,000 grant three years ago from the New York-based Covenant Foundation to train the volunteers and build a curriculum.

The soft revolution at Kehillat Israel is one small part of an effort sweeping American Jewry to rebuild religious education. The effort, which began at a local level over two decades ago, turned into a nationwide cause just four years ago —



A parent-child day in New York: What kind of Jews are schools supposed to produce?

when the 1990 National Jewish Population Survey showed that 52 percent of all U.S. Jews were marrying outside the faith (see sidebar, page 28). "That figure served as a wake-up call to the American Jewish leadership," said John Ruskay, director of Jewish continuity programs at UJA-Federation of New York.

To fight assimilation, that leadership is putting its main weapon, money, into innovative education programs from Boston to Honolulu. Many, like the one at Daniel's school, seem to be working, at least in the immediate terms of getting young people interested in learning about being Jewish. But countless Jewish kids have yet to see their schools made any more engaging; so far, the revolution hasn't reached them. What's more, the

kind of education professional educators say works best — Jewish day schools — is considered treif by the majority of American Jews. And most basically, it's nearly impossible to agree on what Jewish education is supposed to do, even on whether it's supposed to cut intermarriage — or get the children of the intermarried to see themselves as Jews.

Since the Population Survey's release by the Council of Jewish Federations (CJF), educational reform and its cousin, "Jewish continuity," have become the biggest growth industry in organized Jewish life. In Cleveland, the local Jewish federation has nearly doubled its funding to Jewish schools in a decade, up from \$1.9 million in 1984 to \$3.5 million this



Eyes down at Manhattan's Ramaz School: Day schools are the growth sector of Jewish education, but the cost to parents is often prohibitive

year — a third of its domestic budget. Other federations are catching up. In New York, UJA-Federation last year brought all its far-flung educational and cultural programs — half the total domestic budget — under the control of a single "Jewish continuity" department, headed by Ruskay, who received an extra \$2.5 million a year for experimentation grants.

The results are visible in innovations, like Kehillat Israel's volunteer-teacher experiment, being introduced in cities and towns from coast to coast. In Detroit, the old, citywide United Hebrew School has been decentralized, broken up and handed over to individual synagogues to run, in hopes of involving students in congregation life. In New Jersey, the Jewish Federation of MetroWest has created a "family education" program that helps teach families simple Jewish practices for the home. In Florida, local Jewish federations have begun to advertise their teen Israel tours on rock radio stations.

Much of the momentum comes from a handful of wealthy Jews who are putting their own money into a crusade to push reform. The acknowledged leader is Cleveland multi-millionaire Morton Mandel, an industrial-parts wholesaler and one-time CJF president, who created the Council on Initiatives in Jewish Education in 1990. Mandel's council now spends nearly \$1 million a year on a 2-pronged campaign. Its main goals: promoting better teacher training and building public support for more federation spending on

education. "Community leaders have begun to recognize this as a growing crisis," says Mandel. "During the 1980s it was conversation. Now it's money."

Another private effort is the Covenant Foundation, funded by Chicago's Crown family, heirs to the General Dynamics defense contracting fortune. It awards grants to synagogues and schools with innovative education programs that can be replicated elsewhere. About two dozen grants have been given out since 1991, like the one to Daniel Nemser's synagogue in East Lansing. Smaller awards programs exist locally in a few cities, like the Samis Foundation of Seattle, which gives out yearly prizes for teacher excellence.

Yet another family foundation, the CRB Foundation, headed by Montreal's Charles R. Bronfman, chairman of Seagram (and a member of The Jerusalem Report board of directors), spends close to \$1 million a year on efforts to boost teen travel to Israel. CRB has funded marketing studies, developed ways to improve tour programs themselves, and created a savings program with the United Jewish Appeal and Bank Leumi to help families save for youngsters' "Israel experience."

Biggest of all are the two foundations created in the mid-1980s by billionaire Ohio retailer Leslie Wexner at a personal cost of some \$8 million a year. One, the Wexner Foundation, gives out scholarships to would-be rabbis, teachers and community leaders. The other, the Wex-

ner Heritage Foundation, conducts Jewish studies lessons, free of charge, for hand-picked groups of young lay leaders around the country, in hopes of creating a national leadership that is more learned — and more supportive of Jewish education. About 500 have graduated the program so far.

To press for change nationwide, the CJF last year set up the North American Commission on Jewish Continuity. It brings together educators and leaders from Orthodox to Reform to secular, in what could be the broadest Jewish coalition since the founding of the Soviet Jewry movement in the 1960s. But after a year-and-a-half of meetings, the commission has yet to develop concrete proposals for action.

Is all this making a difference? Here and there, yes. Daniel Nemser's Jewish education was the better for it. So was Alison Cohen's. A 16-year-old from Cincinnati, she quit Hebrew school in disgust at age 12, right after her bat mitzvah: "I had bad teachers, I didn't really learn anything, and I thought it was a waste of time." But last year, she went on an "Israel Experience" tour sponsored by the local federation, and came home feeling far more positive. "Everyone should go to Israel at least once to see what it's like to be in a place where Judaism is dominant," she says.

Some reforms are mixed blessings. Detroit's decentralization experiment, for

THE INTERMARRIAGE MYTH?

Nothing has spurred support in the last generation for Jewish education like the 1990 National Jewish Population Survey — particularly its finding that U.S. Jews were marrying outside the faith at a rate of 52 percent.

That figure — representing the percentage of Jews wed in the previous five years who married non-Jews — was only one of the survey's shockers. The study, conducted by the Council of Jewish Federations, also found more than half-a-million Jews who said they were practicing another religion. The Jewish community it portrayed was far more Reform and far less Orthodox than any other recent survey had shown. It also found an enrollment in Jewish schools of just 264,000 children, far below previous estimates of 400,000.

But it was the intermarriage figure that hit home. In the past four years, "52 percent" has inspired emergency task forces, conferences and angry sermons.

Nevertheless, it's probably wrong. "My estimate for the intermarriage rate is about 12 points lower, or 40 percent," says sociologist Steven M. Cohen of Queens College and Hebrew University, the survey's most persistent critic. "That's bad enough anyway. It was 24 percent back in the late 60s."

Cohen's main criticism lies with the survey's methods: "In any survey there are certain types of people we know will be underrepresented, because they don't respond to surveys." To correct the bias, social scientists use standard ratios, or "weights," to overvalue responses from an underrepresented group.

The trouble is, Cohen says, that the standard American weights were applied to the National Jewish Population Survey. Cohen believes this inflated the numbers of Jews in "weighted" groups — poor, uneducated, rural and Southern. Since those very Jews are less likely than others to light Sabbath candles, teach their children Hebrew or marry other Jews, Cohen says, "the weighting system tends to overestimate those Jews

with weaker Jewish identities." Remove the weights, he says, and the Jewish community looks much the way it does in other studies: more Orthodox, with more youngsters learning Hebrew and far fewer "practicing another religion."

CJF survey director Barry Kosmin concedes the weighting was imperfect. "If we'd spent \$2 million or \$3 million we could have knocked that error down a bit," he says. "We only had \$370,000." Kosmin says the margin of error in the survey's total sample, representing 5.5 million Jews and their households, was a respectable 2 to 3 percent. But, he cautions, the margin rises as researchers study subgroups like the survey's 1.1 million children.

The 52-percent intermarriage figure is based on a sample of fewer than 200

Brooklyn College sociologist Egon Mayer, an associate of Kosmin's, notes each of the survey's 2,441 respondents represents 1,300 theoretical Jews. Thus 1.1 million children merit only 840 survey entries, giving an error margin of some 10 percent — too high to draw firm conclusions about Hebrew school enrollment.

As for the intermarriage figure, it is based on a sample of fewer than 200 respondents. The margin of error? "Pretty high," Mayer conceded. Perhaps 20 percent? "Maybe more." So intermarriage could easily be 40 percent, as Cohen insists. There's no way to know.

Does any of this matter? Not really, most experts insist. The 52-percent figure may be high, says Brown University sociologist Calvin Goldscheider, but "it's had a very positive effect" by forcing Jews to reexamine their values.

The figure has also boosted public support for Jewish education. Whether it's accurate doesn't matter, educators say — they're not convinced schooling can prevent intermarriage anyway.

"I don't think you can equate levels of intermarriage with success in Jewish education," says Mark Gurvis of Cleveland's Jewish Education Center. "But it's intermarriage that has motivated a lot of the community concern."

J.J.G.

example, eliminated job security and many of the teacher benefits that went with a large bureaucracy, leaving educators demoralized. And last spring, the UJA was rebuffed when it asked the Jewish Agency and the Israeli government to join it in a \$30-million partnership to promote youth travel to Israel.

Ironically, no one knows how far the reforms have reached, for American Jews have an estimated 2,600 separate Jewish schools, with nearly no central supervision. Teachers number some 20,000. Total yearly budgets are estimated at \$1.5 billion to \$2 billion.

No one even knows for sure how many students there are: Numbers range from 264,000 to 450,000, depending on who's counting. One widely accepted figure, from a 1988 census of U.S. Jewish schools by Hebrew University demographer Sergio Della Pergola, puts the total at around 386,000 enrolled students, age 6 to 17, in an estimated population of 710,000.

Those statistics contain good news and bad. True, only half of all school-age Jewish children are enrolled in Jewish schools. But in the 10-12 age group, preceding bar and bat mitzvah, enrollment tops 75 percent. It drops to 48 percent among 14-15-year-olds and barely 25 percent after that.

In other words, three-quarters of all American Jewish youngsters attend Hebrew school at some point. But there are schools and schools. About two-thirds of all enrolled students attend "supplementary schools" like Nolan Klein's and Daniel Nemser's. Most are operated by synagogues and meet evenings and Sunday mornings, typically three times a week in Conservative congregations, twice a week in Reform ones.

The rest of the kids are in all-day Jewish schools: 150,000 young people in 540 institutions. And day schools are clearly the growth sector of Jewish education. They've doubled their enrollment in the last quarter century, while the overall Jewish population has remained stable.

Much of the day schools' growth comes from the Orthodox community, which has all but abandoned after-hours Hebrew schooling in the last generation. But close to a quarter of the Orthodox schools' students are not Orthodox. And non-Orthodox day schools, virtually non-existent in 1970, now make up 30 percent of the total, and their share is growing.

For most Jewish educators, the growth is pure good news. "The Jewish day school is the sine qua non for Jewish living," says Rabbi Robert Hirt, a vice president of Yeshiva University. "Without it you can't acquire the tools to survive as a



Nolan and his mother: 'Mostly they do Bible stories, and I just don't believe them'

Jew in the American melting pot."

Several studies have indeed shown dramatically lower intermarriage rates among day-school graduates. One soon-to-be-published Yeshiva U. study shows an intermarriage rate among day-school graduates — Orthodox and non-Orthodox combined — of just 4.5 percent. Then again, only the most motivated families send their children to day school in the first place.

The biggest builder of non-Orthodox day schools is the Conservative movement, with about 17,000 students in its 70 Solomon Schechter schools (named for the seminal figure in the movement's history). A handful are affiliated with Reform Judaism, with just over 2,000 students in 16 schools. Most of the rest are "community schools" operated by local federations or parent groups, like New York's acclaimed Abraham Joshua Heschel School.

"We integrate the child's world," says Peter Geffen, founding director of the Heschel School. "If your worlds are separated, you're making an implicit statement that you have to choose between them. If the worlds are together, being Jewish is part of your being."

Not all the day-school growth comes from rising Jewish fervor. A big part results from parents fleeing public-school decay. Jonathan Moreno, a professor of bioethics in Washington, D.C., frankly admits he chose to send his son Jarrett, 8, to a day school because of "convenience and a reputation for good schooling."

"I don't have a big stake in the religious thing, though it wasn't a minus," Moreno said. "My sense was that he was going to get as intensive an education there as he would get at a secular private school, for half the money."

Still, cost is a major day-school drawback: Tuition averages \$6,000 to \$8,000

per student, going as high as \$11,500 at places like Manhattan's toney Ramaz School. Almost none of the cost is government-subsidized or even tax-deductible, because of court rulings on church-state separation. Most day schools offer scholarships to low-income families. But middle-income families are left in a squeeze.

"It's very, very expensive to send kids to day school," says David Twersky, a New Jersey journalist with two children in a Schechter school. "We want our kids to know something about Jewish culture and Jewish languages. But we're paying \$6,000 per kid this year. That's a very large percentage of our disposable income."

What's more, most day schools are small institutions that can't offer everything that a public school does. Josh Kopp, an 11th grader in Columbus, Ohio, attended a local Orthodox day school until eighth grade, then transferred to a public high school. "If I'd gone to Hebrew high school I wouldn't have had a social life," he says. "Plus I wanted sports, and there was nothing there."

Many advocates of educational reform say the answer to all these problems is simple: Stop talking and start spending. "Day schools are the best thing we've got," says Rabbi Herbert Friedman, one-time national chief of the United Jewish Appeal, now head of the Wexner Heritage Foundation. "The community's leadership should convene and decide what they want to do about it — that X number of schools will be built, that tuition will be set at \$1,000 and the rest will be borne by the community."

Things are moving in that direction, if less dramatically than Friedman wants. Federations nationwide now spend about 24 percent of their domestic budgets — some \$100 million in all — on Jewish education, half of it on day schools.

Money, even lots of it, won't bring most American Jewish kids into day schools, though. "Most Jews consider them parochial and anti-American," says Brown University sociologist Calvin Goldscheider. "Day schools will never cover more than 20 percent of the Jewish population."

Washington attorney Lee Levine confirms that view. He says he and his wife "have never at all considered sending our children to a Jewish school as their regular school." Levine's two children attend an afternoon Conservative Hebrew school. "In public school," Levine says, "my children get to know and interact with people of different cultures, different backgrounds, races and religions. It parallels the world they're likely to enter when they grow up."

So outside the Orthodox community, educators accept that the day schools are a minority choice. "We assume that afternoon schools will continue to exist and continue to have a majority of Conservative kids in them, and that they have to be as good as they can be," says Rabbi Robert Abramson, education director of the United Synagogue of Conservative Judaism. "And my experience is that there are many places where the synagogue schools succeed."

Perhaps. But the failings of after-hours Jewish education — dull classes; ill-trained teachers; bored, unruly students — are the stuff of legend, much of it true. "Many people we interview tell us that Hebrew school permanently alienated them from Judaism," says sociologist Gary Tobin of Brandeis University.

It's no surprise. Teachers remain underpaid. Attendance is spotty, as Hebrew

educational material pour out continually from research institutes in Los Angeles, New York, Jerusalem and elsewhere.

But it's all a drop in the bucket. "In a country with perhaps 20,000 positions in Jewish education, the training institutions are turning out about 70 professionals a year," says Alan Hoffman, a professor of education at Hebrew University's Melton Center for Jewish Education in the Diaspora, currently heading the Council on Initiatives in Jewish Education.

Hoffman's council is running pilot programs in three cities (Milwaukee, Baltimore and Atlanta) to test ways of improving Jewish teaching, through field training, recruitment and pay hikes. No one has yet put a price-tag on the reforms needed nationwide, though. Just the immediate needs — building more day schools, endowing scholarships, recruiting better teachers, adding training insti-

Once the Russian immigration is completed in a decade or so, they say, Israeli institutions like the Jewish Agency can be reshaped to the education needs of American Jewry. "One has to think broadly about how Israel might become a place for training North America's Jewish teachers," says Alan Hoffman. (The Jewish Agency and the World Zionist Organization currently spend about \$40 million a year — less than 8 percent of their combined budget — on Diaspora education. Barely 10 percent of that sum serves Jews in the U.S., with the rest providing youth leaders and teachers in South America, Europe and elsewhere.)

The problems of cash-flow and teacher-training, however, hide a more basic question: What's the purpose of expanding Jewish education?

Not surprisingly, the answers divide U.S. Jewry down the middle. Orthodox and some Conservative Jews urge the community to invest its resources in helping the most committed Jews resist assimilation. "Jewish education has got to be a counter-cultural movement in American society," says Yeshiva University's Hirt.

At the very least, says Abramson of the United Synagogue, that means teaching young Jews they shouldn't marry non-Jews: "If we're not talking about ways to make sure that kids are in-married and continue to be Jewish, we're being stupid and naive."

The problem with this approach is that so many Jews are already married to non-Jews. "It's no longer a question of trying to stop intermarriage," says Barry Kosmin, research director at the Council of Jewish Federations. "Intermarriage has already happened. We estimate that more than a quarter-million children have one Jewish parent. Even if you're Orthodox, at least half of them are Jewish, because their mother is Jewish. That's 130,000 Jewish children we could be writing off. The challenge is to encourage them to be Jewish."

At the opposite pole, the Reform movement is actively embracing intermarried families, hoping to induce them to raise their children as Jews. Intermarried families are streaming into Reform congregations as a result. And many Reform synagogue schools have given up trying to teach that Jews should seek to marry other Jews. "We're very careful not to make judgments in our classrooms, because we have a large number of kids who come from intermarried families," says Gloria Aronson, education director at Seattle's Temple Beth Am.

"I don't tell them it's wrong to intermarry," says Deborah O'Connor, a Temple Beth Am teacher who is herself mar-



But the statistics just don't compute: Nobody really knows how many children go to Jewish schools in America

school must compete with sports, dance and other pursuits. Curriculum supervision is haphazard, and content often consists of learning the Hebrew characters to perform bar mitzvah prayers, plus rudimentary Bible and holiday lessons. Most students drop out right after bar mitzvah.

The results can be read between the lines of the 1990 Population Survey. The product of Hebrew school is today's American Jewish life, with its low affiliation, high intermarriage and rampant ignorance of Jewish law and lore.

Hundreds of millions of dollars have been spent over the years to upgrade Jewish supplementary schools. The Reform and Conservative seminaries turn out dozens of trained educators each year. New curricula, teaching aids and

tutions — would come to hundreds of millions of dollars a year.

It is hard to see where this would come from, especially as ongoing government cutbacks strain overworked Jewish welfare agencies. "It's very difficult to shift dollars because you're always competing with what already is," says Cleveland federation director Stephen Hoffman.

The one current idea that might free up serious money for Jewish education is the hotly debated proposal by Israel's Deputy Foreign Minister Yossi Beilin to take UJA cash now going to Israel and divert it to American needs. Fundraisers warn that a UJA campaign without Israel at the top might not attract donors at all. Still, some suggest that the two goals — aiding Israel and teaching young Jews — might be combined.

A SCHOOL FOR DIVERSITY

From the outside, the Solomon Schechter Upper School in West Orange, New Jersey, looks like any suburban public high school: a squat yellow brick building with a parking lot in front and sports fields behind.

Once inside, the visitor finds Hebrew artwork on the walls, volumes of Talmud on the shelves and yarmulkes on the boys' heads, and decides this is actually a standard private Jewish day school.

Look again. Schechter is a day school, but it's not standard. It's one of just half a dozen non-Orthodox Jewish high schools in America; most liberal Jewish day schools end at grade 6 or 8. Here diversity and questioning of beliefs are encouraged, and girls and boys are treated with full equality, from the sports field to morning prayers in most of the pluralistic school's several morning minyanim. It's an institution whose values resemble those of the broad American Jewish public.

And with two affiliated elementary schools in West Orange and nearby Cranford, plus a network of five other Schechter grade schools that feed graduates from the surrounding counties into the high school, the Solomon Schechter schools of New Jersey could be called the closest thing in America to a Jewish public school system.

"I'm trying to create a Jewish community in this school where students are comfortable learning and growing Jewishly, which includes everything from prayer to community service," says Ruth Ritterband, overall head of the West Orange-Cranford complex. "And at the same time, we're creating a community that's fully involved in the American way of life."

Part of the nationwide network of Solomon Schechter day schools of Conservative Judaism, the West Orange complex got its start in 1965 with a single kindergarten class. It now has a combined student body of 900 on its three campuses. The high school, which will graduate 48 youngsters next spring, received its own \$7-million facility in 1991. The five other Schechter elementary schools around the state, which are administratively separate, have another 1,100 children for a total Schechter system

Solomon Schechter is the closest thing in America to a Jewish public school system

population of about 2,000.

Maintaining Schechter's religious pluralism is a tricky balancing act. The administration and a minority of families are committed to halakhah, or rabbinic law, as liberally interpreted by the Conservative rabbinate. Most families are not. "There are a lot of people in the Schechter community with lots of ideas about their Jewishness and how Jewish they want to be, and for me that's a plus," says photographer Ginny Twersky, who has two children here.

Observant families say the school's rapid growth in the last decade has brought growing diversity, a mixed blessing. "It used to be a like-minded community of parents, but it's turning into a sort of Jewish public school," says Rabbi Daniel Allen, who has four children in Schechter. "Now you have kids planning parties on Shabbat,

which excludes half the class. You've got debates over equality for girls in the morning minyan — and the newcomers don't even have an opinion. If you're sending your kid to school just to get 'an exposure to Judaism,' you don't care about the nuances. I do."

Similar tensions surface regularly in Schechter schools across the country, as growing numbers of unaffiliated families enter, then seek to lower the schools' religious level. "As the schools grow, there's got to be some implications for observing less," says the national Schechter schools chief, Rabbi Robert Abramson. "In an atmosphere as pluralistic as ours, the principal tends to be much more susceptible to pressure."

The tensions are not just internal. As it is non-Orthodox, Schechter's sports teams are not permitted to compete in the Metropolitan New York Yeshiva League. Instead they play in a league of New Jersey prep schools and Catholic schools.

The school's 12th grade semester-Israel program is in a similar bind. Because of the school's kosher-food-only policy, youngsters spend the kibbutz segment of their stay at a religious kibbutz. But many rebel against Orthodox restrictions they've never faced before. The problem has not yet been solved.

And yet, while the great debates of Judaism and modernity swirl around them, Schechter's students seem to have achieved something that was once considered an exclusively Zionist dream: Jewish normalcy. "We've been doing this all our lives, and I don't feel I'm missing anything," says 12th grader Sarah Allen, a lifelong Schechter student. "It's sort of normal for all of us." □

J.J.G.

ried to a non-Jew. "I do tell them it's wrong to tear a kid in half and give mixed messages. I tell them I'm Jewish and I believe in it very firmly, and for me it's the best religion there is."

With such opposing strategies at work, efforts to forge a national consensus are leading to fireworks.

Agudath Israel of America, the main body of ultra-Orthodox Judaism, refused to join the North American Commission on Jewish Continuity when it was formed last year. Agudath Israel's Rabbi Moshe Sherer told the commission in a letter that asking the Reform movement to help stop assimilation was "like asking the arsonist

to help put out the fire."

Officials of the CJF's continuity commission hope to bridge the gaps by encouraging individual movements and institutions to formulate their own goals, then coming together to agree on ways the overall community can help achieve them. "It's one of the realities that people have different goals for Jewish education," says commission director Jonathan Woocher. "One of our critical pieces is encouraging people to be more goal-conscious."

But some say the entire notion of using schools to change a community may be misguided. "People assume that if you

teach somebody Hebrew for six years, they'll become more Jewish," says CJF researcher Kosmin. "Nobody assumes that if you study Japanese for 10 years you'll become Japanese. I learned Latin for years, but I never became a Roman. The problem is that this whole area of Jewish education and what it achieves is under-researched."

In other words, the body of organized Jewry may be willing to boost its spending on Jewish education, and the spirit of reform may be strong. But the community hasn't agreed on what kind of Jewish future the schools are supposed to build — or whether schools can do the job at all. □

NOVEMBER 11, 1994

Jewish Education Survey

Study finds teachers in Jewish schools dedicated but undertrained.

LISA S. GOLDBERG STAFF REPORTER

Results from a survey of teachers in Baltimore's Jewish schools show that while they are highly committed to Jewish education, they are often poorly compensated and undertrained.

The study, which was presented Wednesday to the board of directors of the Associated Jewish Community Federation of Baltimore, was prepared under the auspices of the New York-based Council of Initiatives in Jewish Education.

Baltimore, along with Atlanta and Milwaukee, agreed to participate in the study as one of the CIJE's three "Lead Communities," or model communities for Jewish education.

Among the findings of the survey were that of Baltimore's 575 Judaic studies teachers, only 23 percent have higher education training in Jewish subjects and education.

In an interview with JTA, Rita Wiseman, principal of Beth Tfiloh Hebrew School, emphasized that training makes a difference in the caliber of teachers. "You can only impart as much knowledge as you have," said Ms. Wiseman, who taught Hebrew school for 25 years before becoming principal this year. Ms. Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

About half of the surveyed teachers said they would like more instruction in Hebrew language and Jewish history. Teachers also said they attend only a handful of workshops every two years, with Orthodox day and preschool teachers attending the fewest.

Salaries, the study found, seldom provide the main source of income for a teacher's family, although more than 50 percent said it is an important addition. And Jewish studies teachers are more often than not part-time, with 40 percent teaching less than 10

found, is particularly troublesome in local Orthodox day schools. Nearly 60 percent of teachers in those schools reported that their salary is the main source of the family's income, but only 34 percent were offered benefits.

And Baltimore's Jewish educators say there are few opportunities for career advancement beyond teaching, with some qualified instructors indicating that they plan to leave Jewish education for full-time employment in other areas.

"The community has to take a look at levels of compensation" and in-service training, said Chaim Botwinick, executive di-

**"You can
only impart
as much
knowledge
as you have."**

-Rita Wiseman

rector of the Associated's Center for the Advancement of Jewish Education. "We have to recognize the fact that quality education personnel hold the key to effective Jewish education."

The results of the survey, he said, were not surprising.

"If anything, it validates the need to address personnel issues," he said. "The findings really address a compelling argument ... by and large, the insufficient preparation of teachers."

Dr. Botwinick said the Associated is developing focus groups with principals, rabbis and community leaders to study survey findings.

Another work group, he said, will draft a plan to address the "challenges" identified in the CIJE report by the end of the current school year. [J]

CIJE: Jewish teacher training needed

A new in-depth study of all the Jewish educators in Atlanta, Baltimore and Milwaukee reveals that classroom teachers have far less professional background and in-service training than is commonly expected of teachers in general education. And yet the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) Nov. 17 at the General Assembly in Denver, the findings offer a powerful first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"Now every Jewish community can know where to start and what

to do," said Alan Hoffman, executive director of CIJE. "This is a major opportunity for North American Jewry."

Among the findings:

- Over 80% of the teachers surveyed lacked professional training either in education or in Judaica — or in both.

- Almost 30% of teachers in supplementary schools had on Jewish schooling after the age of 13.

- Ten percent of the teachers in Jewish pre-school programs are not Jewish; in one community, the figure is as high as 21%.

- Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, yet they attend fewer than two in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)

- And yet, almost 60% of the

teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.

The policy brief, the first of a series based on the CIJE Study of Educators, outlines a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

CIJE's chair, Morton L. Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading philanthropist in the field of Jewish education.

"Although some of these statistics correspond to what we may have suspected anecdotally," said Mandel, "there are also distinct surprises. We believe that Jewish communities should be able to replicate this research method, extrapolate from these conclusions, and begin to address the personnel needs of Jewish education in a meaningful way."



Teachers Aid

Israel offers its expertise in training Jewish American educators — a badly needed service, according to a recent report.

STEWART AIN
STAFF WRITER

Denver — Israel's educational resources and expertise have been offered to North American Jewry as another tool to help ensure Jewish continuity.

The offer was made here by Israeli Prime Minister Yitzhak Rabin and Education Minister Amnon Rubinstein to 3,000 delegates attending the Council of Jewish Federation's General Assembly two weeks ago.

Rabin said Israel's destiny is not just to serve as a refuge for Jews but to "assist Jewish communities to maintain their Jewishness. We need to cooperate. ... We have to strengthen Jewish education. And we in Israel are ready to cooperate, to help bring teachers to [learning] centers in Israel so they can be prepared for you."

Rubinstein said in separate remarks that he foresees the establishment of a "world center [in Israel] for the training of senior educators" who number about 1,500. He said they would serve as the heads of the departments of education of the religious denominations, professors of Jewish education and the principals of key Jewish schools and community centers.

He pointed out there are two existing one-year and two-year programs in Israel that have graduated 200 educators who now hold leading positions in the field of Jewish education worldwide. These programs are the Jerusalem Fellows and the senior educators program at the Melton Centre at Hebrew University.

"We believe that we should, that we can, enlarge and deepen these programs as well as introduce shorter term programs for the in-service education of senior educators," said Rubinstein. "Let us together form our new alliance with programs for senior educators because they determine so much of what takes place in education."

Rubinstein said he was only laying out the framework for his proposal and that he wanted Jewish leaders to work with him in developing the partnership.

The executive director of education and continuity for UJA-Federation of New York, John Ruskay, said he welcomed the statements of Rabin and Rubinstein.

"They reflect the apparent readiness on the part of the Israeli government to make available its prodigious resources to the challenges we face in strengthening Jewish education throughout North America," he said. "Given the urgent need to strengthen the quality of Jewish educators, all initiatives are welcomed and deserve the most serious attention."

The executive director of the Council for Initiatives in Jewish Education (CIJE), Alan Hoffmann, said he has already begun assembling a committee of top North American educators to respond to the offer. He said Ruskay and Jonathan Woocher, executive vice president of the Jewish Education Service of North America, are among about a dozen educators who are being asked to serve.

CIJE was founded to implement the 1990 recommendations of the Commission on Jew-



Amnon Rubinstein: "Senior educators determine so much of what takes place in education." Photo by Yolene Haik

ish Education in North America chaired by Morton Mandel, a billionaire Cleveland industrialist. A key finding of the commission was that there is a "shortage of well-trained and dedicated educators for every phase of Jewish education."

To assess the educational background of Jewish educators today, the CIJE surveyed preschool, supplementary school and day school teachers in Atlanta, Milwaukee and Baltimore. Its questionnaire, which was completed by more than 80 percent of the teachers, revealed that most supplementary school teachers had little or no Jewish education since their bar or bat mitzvah.

Other highlights:

■ A majority of preschool teachers had no more than one day a week of Jewish education as children — and 10 percent of them were not even Jewish. In one community, that figure was 21 percent.

■ Fully 40 percent of day school Judaica teachers and 80 percent of supplementary school teachers had neither a degree in Jewish studies nor certification as Jewish educators.

■ Day school Judaica teachers averaged fewer than two in-service workshops each year. Supplementary school teachers reported that in-service opportunities were infrequent.

The study, which was released at the GA, pointed out that research has found that "carefully crafted in-service can improve the quality of teaching" and thereby make a "decisive difference." In addition, it said that although there are state requirements regarding the training necessary to be a general studies teacher, there are none for Judaica teachers.

Ironically, fully 69 percent of the full-time day school teachers surveyed said they viewed Jewish education as their career. More than half of those who worked only part-time gave the same answer. In supplementary schools, where virtually no teacher is considered full-time, 44 percent considered Jewish education their career. □

Jewish teachers failing, 2-year study reveals

By IRA RIFKIN
RELIGION NEWS SERVICE

DENVER — American Jewish leaders — fighting escalating intermarriage and declining religious affiliation — have long touted a solid Jewish education as the best assurance of keeping young Jews within the fold.

But a study released by the Council for Initiatives in Jewish Education shows Jewish educators to be woefully ill-prepared for the task. The two-year study of Jewish educators in Atlanta, Baltimore and Milwaukee revealed that more than 80 percent lack professional training in either Jewish studies or classroom education.



Mandel

Council chairman Morton L. Mandel, a Cleveland businessman, said equally ill-prepared educators can probably be found "in every (Jewish) community in America."

"Education is our best shot for insuring Jewish continuity. Yet Jewish education in America is in a state of disarray.... This report is like a bombshell."

Mandel's comments came during the annual general assembly of the Council of Jewish Federations, the North American umbrella group for 189 local federations coordinating Jewish fundraising and social services for the estimated 6.1-million Jews in the United States and Canada. More than 3,000 delegates attended the four-day meeting in Denver that ended Saturday night.

As has been the case each year since the 1990 release of a Council of Jewish Federations study detailing the rapid rate of Jewish assimilation into the secular mainstream, this year's general assembly revolved around the issue of "Jewish continuity."

Particular attention was paid to young people. A parade of speakers said the current generation of young people may well be the community's last hope for ensuring the survival of a distinctly Jewish community in America.

But as the council's survey showed, organized efforts to slow the erosion of Jewish religious observance still have a long way to go. One piece of evidence: More than half of all young people raised as Jews marry outside the faith.

"Most students come to college with a 12th-grade understanding of the humanities, but with a sixth-grade understanding, at best, of Jewish subjects," said Rabbi Richard Levy of the Los Angeles Hillel Council, a campus outreach program for Jewish university students.

Levy said college-age American Jews often are so embarrassed by their lack of Jewish knowledge that they shy away from anything on campus relating to Judaism.

"Intermarriage figures are well known," added Edgar M. Bronfman, World Jewish Congress president, "but our lack of knowledge about what Judaism is all about is not so well known."

In his general assembly keynote address, Bronfman, who also is chairman of Seagram's, the Montreal-based distiller, called for reallocation of Jewish communal dollars because Jewish education "must receive a massive infusion of money."

But an estimated 28 percent of the more than \$1 billion in donations collected annually by local Jewish federations and other agencies already is spent on education. Despite that, educators working in Jewish day school, supplemental afternoon and Sunday schools, and even pre-schools remain insufficiently prepared, the council's study noted.

According to the survey, 40 percent of the teachers working in day schools have neither a degree in Jewish studies nor certificates as Jewish educators. That figure rose to 80 percent for supplemental schools, which educate the bulk of American Jews who receive any kind of formal Jewish education.

"One of the most startling findings," said the report, "is that many pre-school teachers are teaching Jewish subject matter to Jewish children — but are not themselves Jews. Overall, 10 percent of the teachers in Jewish pre-schools are not Jewish."

The study also concluded that a lack of in-service training is compounding the situation. On average, teachers attend no more than four workshops over a two-year span. Jewish day schools also tended to have higher standards for secular studies teachers than for those involved in Jewish studies.

Mandel, who is chairman of Premier Industrial Corp., agreed that Jewish education needs additional funding. But where it may be needed most, he said, is not in funding new educational programs but in teacher training.

"There has not been a sufficient investment in building the quality of Jewish educators," he said.

Even if the Jewish community were to invest immediately in training educators, it would still take years before Jewish educators are better prepared.

In the meantime, Mandel noted, additional young Jews will be lost to the community through assimilation because they have received an inadequate Jewish education.

A Gift to Help American Jews Preserve an Identity

Continued From Page B1

75, beginning in September 1996, and to hire three new full-time faculty members, bringing their total to 10.

In addition to the new graduate school, the endowment will be used to inaugurate continuing education for professionals as well as to start a center for research on Jewish education. (The seminary is not the first school to receive money from Mr. Davidson, who has been the chairman of the United Jewish Appeal for Detroit and is also a past president

of Congregation Shaarey Zedek in Southfield. In 1992, his \$30 million gift endowed the William Davidson Institute at the University of Michigan Business School, which is dedicated to helping nations in Eastern Europe develop free-market economies.)

Nationwide, Dr. Schorsch said, some 30,000 people work in Jewish education, with only 5,000 of them serving in full-time positions. Training is varied and in many cases, not very thorough.

"A huge number of teachers have not much more education than the

students they are teaching," said Alan Hoffmann, the executive director of the Council for Initiatives in Jewish Education. "Most of them are, at best, graduates of Jewish supplementary programs."

Citing a report that will be released next month, Mr. Hoffman said his group surveyed three cities — Baltimore, Atlanta and Milwaukee — and found that only 30 percent of teachers in supplementary schools graduated from Jewish day schools. Almost a third received no further Jewish education after their bar mitzvah, and only a quarter of them received one day a week of instruction after their bar mitzvahs.

Those kinds of data are fueling an intense re-examination of priorities in the American Jewish community, which has responded with commissions, task forces and philanthropic involvement at all levels. Some of those discussions have looked at how to make the profession of Jewish education more attractive.

"The failure for most American Jews is that Judaism is a closed book," said Steven Bayme, national director of Jewish Communal Affairs at the American Jewish Committee. "We always prided ourselves as being people of the book. Unfortunately today our capacity to read a Jewish book in the original language has been sharply diminished. We insist on the highest standards in our secular education, but we have yet to transmit that to our Jewish education."

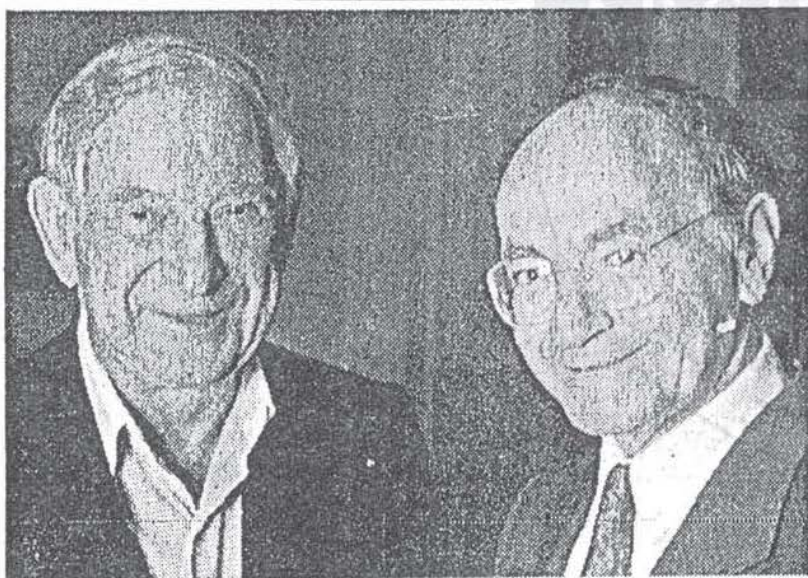
Approaches have ranged from greater emphasis on sending young people to Israel to initiating synagogue programs for the education of young adults who are starting to have children.

Previous efforts to stimulate Jewish education have included gifts by the Wexner Foundation, which provides fellowships for students in Jewish studies courses.

In New York City, the UJA-Federation is for the first time providing grants directly to synagogues to develop new programs, especially for families. It is part of a larger grant plan to develop programs for camps, community centers and students.

The topic of Jewish continuity will also be a major focus of discussions and workshops at the General Assembly of the Council of Jewish Federations, which is to take place next month in Denver. And after years of studying how they could best help Israel, some of the conference participants will try to learn how Israel can help them, as they listen to an address by the Israeli Minister of Education.

"It's part of a broader question of renegotiating the traditional relationship where Israel was the one in need of help and the wealthy diaspora was coming to Israel's aid," Mr. Hoffmann said. "This area is one where there are huge resources of intelligence and spiritual resources in Israel that could be helpful in the training of educators and strength-



Joyce Culver/The New York Times

A gift of \$15 million from the industrialist William Davidson, left, will support graduate studies in Jewish education at the Jewish Theological Seminary of America, whose chancellor is Dr. Ismar Schorsch, right.

SURVEY FINDS JEWISH EDUCATORS ARE COMMITTED, BUT NOT TRAINED FOR FIELD

By Larry Yudelson

NEW YORK, Nov. 8 (JTA) -- Finally, some good news about the state of Jewish education: Most teachers in Hebrew schools, day schools and Jewish preschools see their job as a career, even if they are only working part-time.

That is one finding of a study, conducted by the Council of Initiatives of Jewish Education, based on questionnaires filled out by more than 80 percent of the Jewish educators in Atlanta, Baltimore and Milwaukee.

The study also found, however, that only a small percentage of those teachers had any formal training as Jewish educators.

"This goes part of the way to explain why people's supplementary (Hebrew school) experience was the way it was," said Alan Hoffman, executive director of CIJE.

Taken together, Hoffman insists the twin findings "offer a huge opportunity for the Jewish community.

"You have teachers in classrooms for whom investment in their professional backgrounds, both as educators and as Jews, will have immediate payoff," he said.

Currently, according to the survey, day school teachers receive only a sixth the amount of continuing education as Wisconsin mandates for public school teachers.

Most of the supplementary school teachers have had little or no Jewish education since their Bar or Bat Mitzvah. And the majority of preschool educators had no more than one day a week of Jewish education as children.

In the three cities surveyed, discussion has already begun on what to do in light of the data. One emerging possibility is the creation of master's degree programs in Jewish education in communities which now lack them.

Such moves toward professionalizing Jewish education will be boosted by the survey, which dispels an image of Jewish educators as transient.

The survey found that two-thirds of the educators had been teaching for more than five years. Even among part-time teachers, more than half consider Jewish education their profession. Only 7 percent are Israeli, dispelling another common myth about these educators.

But only 31 percent of the teachers had been trained in Jewish studies, and just more than half had professional education training. A third had training in neither field.

The 983 teachers surveyed, 84 percent of whom were women, were almost evenly divided between day school, supplementary school, and preschool teachers.

The survey was conducted by Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin, Madison, and Ellen Goldring, professor of educational leadership and associate dean of Peabody College of Education, Vanderbilt University.

The survey was undertaken as part of CIJE's Lead Communities Project, which aimed to use the Jewish educational systems in the three communities as laboratories for revamping Jewish education.

Hoffman of CIJE believes that the results can be generalized across North America, noting the similarity of the results in the different cities -- as well their similarities to previous studies of Jewish teachers in Miami and Los Angeles.

Improving teacher training has been a central mandate for CIJE, which was created in 1990 as an outgrowth of the Commission on Jewish Education in North America.

Headed by Morton Mandel, a billionaire Cleveland industrialist and former president of the Council of Jewish Federations, the commission had warned in its final report of "a shortage of well-trained and dedicated educators for every phase of Jewish education."

The new survey will be officially released at the General Assembly of the Council of Jewish Federations, being held in Denver next week.

Mandel, whose foundation largely funds CIJE, will be joined in presenting the survey by the researchers and by Israeli Minister of Education Amnon Rubinstein.

CIJE officials hope that against the backdrop of continuing concerns over Jewish continuity in America, and the endorsement of that agenda by Israeli officials, the time has come for American Jews to turn their Jewish educational system around.

"It's a very involved process; we have to be patient," said Louise Stein, co-chair of Milwaukee's Lead Community Project. "But there's enthusiasm in Milwaukee."

She said her community is looking into creating a master's degree in Jewish education.

Among the suggestions, she said, is a long-distance program with the Cleveland College of Jewish Studies, or for the University of Madison to offer such a program, using its education and Jewish studies faculties.

Rita Wiseman, principal of Baltimore's Beth Tfiloh Hebrew School, agrees that training makes a difference in the caliber of teachers.

"You can only impart as much knowledge as you have," said Wiseman, who taught Hebrew school for 25 years before becoming principal this year.

Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

While supplementary school teachers are less likely to have general education training than their day school or preschool counterparts, nonetheless 41 percent have a university degree in education, and a further 5 percent a degree from a teachers institute.

Sixty-two percent of preschool teachers, and 60 percent of day school educators, have a degree in education.

But if Jewish educators start off with a degree, they can expect little professional support for their continuing education.

The officials at CIJE say that one-shot workshops are not the solution.

"The worst thing that would happen is for people to respond to the data and say, 'We had X amounts of episodic training opportunities; we will now make it X plus 50 percent,' " said Hoffman.

"One has to target specific populations and think of systematic training that has norms and standards built into it," he said.

One finding that particularly disturbed the CIJE researchers was the clear gap in Jewish background among the preschool teachers.

Since Jewish preschool education is being hailed as a great way of getting parents involved in the Jewish community, the findings indicate that an opportunity is being squandered.

"Parents of young children will send their kids to Jewish settings, not only because they're Jewish, but because they have heard the best early childhood program happens to be in the synagogue down my street," explained Barry Holtz, senior education officer at CIJE.

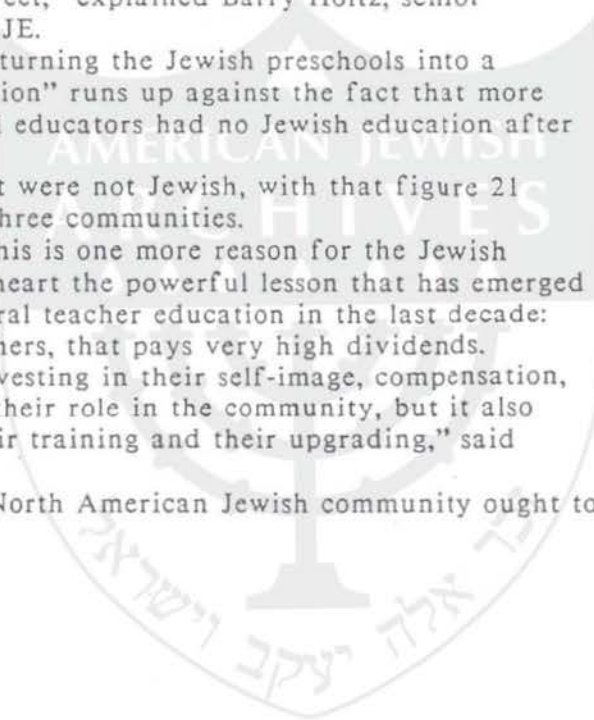
But the goal of turning the Jewish preschools into a "holistic Jewish education" runs up against the fact that more than half the preschool educators had no Jewish education after age 13.

Fully 10 percent were not Jewish, with that figure 21 percent in one of the three communities.

For Hoffman, this is one more reason for the Jewish community to take to heart the powerful lesson that has emerged from the field of general teacher education in the last decade: "If one invests in teachers, that pays very high dividends.

"That means investing in their self-image, compensation, and thinking through their role in the community, but it also means investing in their training and their upgrading," said Hoffman.

"We think the North American Jewish community ought to be galvanized by this."



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: CIJE STAFF CONSULTATION DAYS
DATE OF MEETING: NOVEMBER 7-9, 1994
DATE MINUTES ISSUED: NOVEMBER 29, 1994
PARTICIPANTS: Gail Dorph, Seymour Fox, Annette Hochstein,
Barry Holtz, Ginny Levi, Robin Mencher (sec'y),
Daniel Pekarsky, Nessa Rapoport
COPY TO: Morton L. Mandel

DAY ONE:

I. CIJE Gameplan - 1995 and Beyond

Alan began the meeting by setting the tone as to the purpose of the week. He based his introduction upon the CIJE workplans for 1995 developed thus far. Emphasizing the emerging structure of CIJE, Alan outlined the four clear domains our of work, structured in committees chaired by members of our board. In the first half of 1995 the board of CIJE should grow in size to include approximately sixteen new members, four to each committee. The Steering Committee is set to meet five to six times in the coming year. Alan noted that as the role of the board crystallize, so does the clarity of CIJE's role within the federated world.

In beginning a discussion about the short term and long range agendas, Alan posed the question for the consultation days of where does CIJE want to be in one year and in three to five years. Are the goals of the organization an aggregate of the workplans or is there a further guiding vision for CIJE? Which parts of the present workplans are indispensable to the larger goals of CIJE?

If we examine the current status of CIJE, Alan suggested, we can isolate four basic axes within which CIJE must respond to some fundamental areas of tension regarding its mission. These are:

- A. Planning vs. Implementation
- B. Building the Profession and Community Mobilization:
How much of our energy in one relative to the other?
- C. Community vs. Continental
- D. The Federated system as the major context for CIJE's operations

Alan expanded on these issues as framing questions for the consultation days:

A. The planning and implementation axis begs CIJE to make choices about how we wish to impact Jewish education. In the instance of providing professional development, for example, what type of a role or roles does CIJE provide now and what should we be providing in the future? Alan offered the CIJE - Harvard Principals' Center Seminar as an example of CIJE staff members actively planning and then implementing a CIJE design for in-service training of leaders. The impact of the seminar came directly from the efforts of CIJE staff on site. As our goals require both planning and implementation, how much of the ongoing work of CIJE should be devoted to such activities as the seminar at Harvard?

B. CIJE speaks of both building the profession and community mobilization frequently, but in the past, much of our emphasis and staff time has been placed on the former. Is there any well-thought out knowledge base for community mobilization? What would it take for us to move the community mobilization agenda forward? Alan noted the continuing expansion and development of the CIJE board and committees as one milestone for community mobilization.

C. Superimposed on A and B above lies the tension between CIJE acting on a communal vs. a continental level. The building blocks of Jewish education, as outlined in *A Time To Act*, indicated that the implementation of building the profession and community mobilization were to take place in the lead communities. The question today begins with an evaluation of whether the lead communities are indeed ready for the change stemming from local implementation of the building blocks.

Our work in communities (e.g. the Educators Survey and Policy Brief, as well as the seminar at Harvard) form the basis for much of the agenda of the work of CIJE. Our work in communities have helped us to develop principles such as the "holy trinity" concept. What commitments does CIJE still have to these communities? They are still waiting for a well-crafted and articulated personnel action plan as well as a goals seminar specifically tailored for their communities.

On the continental level, CIJE is looking for partners in the personnel action plan and in particular for in-service education. We have already begun to connect with JTS and Brandeis on these issues. How important is this coalition work to fulfilling the goals of CIJE?

D. How do we evaluate the success of CIJE? What is the context of our work in communities within the broader context of Jewish life in North America? Alan suggested that as we see the increasing numbers of North American Jewish communities that are involved in creating commissions to improve their educational programs, this is an achievement of the CIJE approach - even if it is not recognized by the communities. As more and more communities are planning for change, our role should be to install within other institutions (such as JESNA) the capacity to provide guidance and

leadership to these planning initiatives.

As the face of organized Jewish life in North America appears to be changing, which institutions are our constituency? With which institutions should we build coalitions? Taking into account the structural changes of UJA and Jewish Federations life is a close connection with the federation structure still the most promising address for renewal and reform?

In light of the issues and tensions outlined above, what should the gameplan of CIJE be for 1995? In the coming year, CIJE will present a personnel action plan for in-service education to the Jewish communities of North America. In addition we should take the first steps to develop a plan which will lay out a matrix detailing core components of the profession in Jewish education.

The CIJE goals and best practices projects should be instrumental to the implementation of our action in personnel. Best practices can be used as part of the process to build the curriculum for educating the educators. Concurrently, the Goals Project stands at the heart of CIJE's work with educational leaders. It has to be part of the plan for both lay leaders and Jewish professionals.

Is this an effective way to frame the work of CIJE? Does it speak to the question of what we want CIJE to achieve?

Discussion:

In thinking about the key CIJE issues noted above, the participants began by examining the actions CIJE could take in these areas and the resulting impacts of those actions. Brainstorming one aspect of the workplans could serve as an example of how CIJE could implement all aspects of the workplans.

The exercise, proposed by Annette, centered on the topic of training personnel. It was proposed that an approach to developing capacity for in-service training should be developed. A half day seminar for communities in North America on preparing in-service programs for their personnel would need to be located. For such a project, the role of CIJE might be to run these training seminars, or maybe to set up regional centers, facilitating such work by others. This project could be approached at either or both local and continental levels. A prominent challenge would be to articulate the size and scope of the project in a way that would maintain the quality. The developing of the people to facilitate this project was seen as the most important and difficult part of the project. It therefore should call for the most immediate attention.

Several questions arose out of this brainstorming session. Does the work to create a

quality product, in this instance, fit into the longterm goals and and outcomes for CIJE? The most strategic of goals must be chosen with regard to the work of CIJE. Can we achieve our goals without expanding our leadership base? By creating more competition? Into what geographical space should we put the majority of our efforts? Who are our partners in this project? Are communities ready to back this work? Are we using CIJE's own resources to our best advantage? Taking into account our limited resources, what type of choices will we have to make? While this plan for personnel may be attractive, are we heading down the right course or falling into a trap? Where will this eventually take us?

As Dan Pekarsky was in New York only through Tuesday morning, the discussion on Personnel was deferred until after the full discussion on the Goals Project.

II. The Goals Project

(This Summary was written by Dan Pekarsky)

The purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan for Goals, developed by the core CIJE staff in New York in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting in New York (attached), this summary proceeds immediately to item c), which concerned questions posed by Seymour Fox in Pekarsky-Fox conversations, questions which offer useful lenses to use in the planning-process.

A. SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project — or is there more that we hope for that might not be captured in a)? If so, what is this

"more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be operating?

B. EXAMINING THE GOALS PROJECT AGENDA THROUGH THESE LENSES:

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.) B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education. Such a Center would:

- a) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- b) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.
- c) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- d) develop strategies to disseminate its research findings in ways likely to make an impact;

B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:
 - a. strategies and models that can guide efforts at institutional improvement;
 - b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
 - c. identification of institutional "readiness-conditions" if meaningful change is to take place;
 - d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
 - e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development of evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering experiences and ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, its feasibility, work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.

C. MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

- 1. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
- 2. MEF could be invited to do the assessments.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

- 1. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep

focused on some of the basic questions and concerns that are at the heart of the Goals Project.

2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.

3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.

4. The Educated Jew Project's papers could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

D. DISCUSSION

Our discussion took place against the general background defined by the matters discussed above. Below are summarized some of the major themes and decisions that emerged in our discussion, and then a draft of a work plan.

1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

2. The Center-idea.

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could ultimately be folded into the work of a Center within the larger conception defined by the three long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined by this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1)

that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was ultimately "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could ultimately be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a Project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - nor desirable - for such a new entity to take on "a full plate" from the very beginning. On the contrary, if created, it might initially focus on only a few of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of

the initiatives it helps to bring into being.

3. Who could serve as adequate "coaches"/resource persons to institutions embarked on a change-process?

A possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels. Where one begins would need to be decided on a case-by-case basis.

5. Inventory of outstanding commitments.

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. The Agnon School in Cleveland.
- c. Cleveland's Goals Seminar.
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).

e. A JCC Camp.

f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

a. The Atlanta JCC Camp.

b. The Baltimore congregational program.

c. The new Atlanta Day School.

E. [PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions; a curriculum of study for CIJE staff.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a

measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

3. CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

F. GOALS PROJECT WORKPLAN FOR 1995

1. Building capacity

a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)

b. Resource persons

i. Identification of 5 to 20 promising individuals (Dec., '94)

ii. Recruitment of these individuals (Jan.'95)

iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

c.. Learning through prototype institutions

- i. Begin with one or more institutions to which we may have preexisting commitments.
(January-June, '95)
- ii. If and only if we have sufficient personnel after meeting requirements of #1,
identify other institutions. (Summer '95)
- iii. Identify institutional representatives who will work with CIJE (Summer, '95) and hold seminar with them (Fall, '95)

2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec. '94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

3. Establishment of a Project for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CIJE.
(Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

BY THE END OF '95:

1. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.
2. We will have completed local seminars to which we've committed.
3. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.)
4. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.
5. We will have established a Project maybe leading to a Center for the Philosophy of Jewish Education.

DAY TWO:

III. Discussion of the Revised Plan for the Goals Project

Following the model as proposed by Annette earlier, the participants analyzed the revised workplan for the Goals Project in terms of limitations and opportunities for the short and long term and CIJE's role in making this project successful.

The main Question is: What capacity does CIJE have for fulfilling every aspect of the workplan iterated above? What are the limitations in terms of human resources, time, and funding?

A. Human Resources

Building capacity should be the highest priority in the work of the Goals Project. While this may be a time consuming process, the recruitment and training of Jewish educators to be "coaches" to institutions and communities can only benefit the work of CIJE in fulfilling both our short term and long term goals.

Gail suggested that when working to develop our human resources, we should not forget to include the newer generations of Jewish educators in order to truly ensure that the process of Building the Profession is addressed in every aspect of

CIJE work. CIJE will bring seasoned educators together with the newer generations of Jewish education professionals to train them for the developing coaching roles.

In an analysis of the Goals Project coaches, Danny pointed out that as these people begin to take leadership roles in their communities, they will also continue to learn. CIJE might ultimately create a central training institute for the coaches.

B. Honoring Commitments

It was suggested that CIJE could combine projects to fulfill existing commitments to specific institutions and communities. Additionally, these commitments could be used as opportunities to build the leadership base for future Goals Project activities. At the same time, the possibility exists that this service to communities will bring stronger ties between the Council and these institutions in the future, resulting in more commitments on the part of CIJE.

C. In an analysis of all the workplans of CIJE, the Goals Project represents only one facet of the total activity produced by the Council. The above limitations sit within the total work and resource limitations of CIJE.

IV. Community Mobilization (Nessa Rapoport)

In the work to mobilize community support for Jewish education and create lay "champions" in the field, Nessa suggested that CIJE must take a proactive approach. We should produce substantive documents and take part in setting the agenda for North American Jewry. Inherent in this work, however, lies the tension between setting the Jewish communal agenda and publicizing the work of CIJE. Both projects are necessary to the success of the overall workplan of the Council.

A. Models of Creating Lay Leadership in Communities

How can CIJE engage key Jewish lay leaders in the efforts to transform Jewish education in North America? Concurrently, what can CIJE offer lay leaders so that they feel fulfilled by their involvement? Several models of creating lay leadership were discussed.

1. Peer Group Model

Nessa articulated a model to build lay leadership that arose out of a

meeting with Art Rotman. CIJE could increase leadership by building upon existing peer groups within the world of lay leaders. This could be accomplished by making the elite groups accessible to more lay people.

2. Creative Change Model

Nessa noted another approach to the creation of lay leadership. As suggested by Chuck Ratner, CIJE could draw leaders to the Jewish education agenda by proposing creative ideas for the field. By drawing attention to the advancement in Jewish education and its effects on Jewish life, CIJE could attract and build more support from lay leadership.

CIJE could implement this model through our own Board to engage both seasoned leaders and newcomers in the work of the Council.

B. Community Mobilization as a Building Block of Jewish Education

Conceived by the Commission, the building block of community mobilization plays a significant role in the total CIJE Workplan. As we introduce more lay leaders into the work of the Council, we must remember to always remember the intimate connections between the work of lay leaders to the work of the other aspects of CIJE. Because of this link, it may be most productive to concentrate our efforts for mobilizing community support and building a group of lay "champions" to leaders who are already affiliated with the Jewish education agenda.

C. Messages

What points of CIJE do we want to highlight when working to mobilize communities? How do we spread the word? Where do these conversations take place? It was agreed that CIJE should highlight our research and activities, offer models of excellence in Jewish education as examples of our work and goals, and bring to light the integral nature of Jewish education to the sustaining of Jewish life.

D. Community Mobilization: Toward the Future

Alan began the afternoon session with two questions: Where do we see ourselves in terms of Community Mobilization for next year? Are there other parts of Community Mobilization that we should discuss?

Nessa suggested we need to build the relationship between education professionals and lay leaders. We need to develop new models for mobilizing communities. She proposed that CIJE begin by developing clear visions of what we would like to see happening in communities and on a continental level.

Seymour proposed a multi-pronged strategy for achieving these goals. His plan would operate on several levels, addressing short and long term, specific and philosophical answers. By generating a variety of approaches, CIJE could offer a plan that would cater to many different types of people and communities.

He noted that some people become involved in Jewish communal life out of a sense of pride they feel associated with being Jewish. Others may find using their creative skills for the advancement of Jewish culture to be fulfilling. Based on these two distinctions, he illustrated the different methods of support CIJE could provide to lay people for Jewish education and Jewish life as a whole.

1. The Perpetuation of Jewish Life in North America

Lay leaders, through their dedication to their communities, and Jewish educators, through their teaching, should be working together to ensure Jewish continuity in their communities and Jewish educators. CIJE should help create places for these conversations to occur. Additionally, we should work to spread the success stories of Jewish education. Educating those lay people who are proud to be Jewish on why contributing to Jewish education is among the best ways to ensure Jewish continuity is also part of the work of CIJE. Additionally, Jewish educators also need educational resources to provide better and better opportunities for learning.

2. Sociology of Knowledge

On the more theoretical side of his proposal, Seymour discussed CIJE's ability to promote creative projects that would add to the quality of Jewish life in the long term. If given the opportunity, the people involved in this work would become major contributors to Jewish life in a way that no one is actively pursuing at this time. Part of this work comes from a need to inspire Jewish learning on as many levels as possible. By expanding the notion of what Jewish life is all about, CIJE can help channel creative resources into our work and create more innovative approaches to mobilizing communities.

To motivate all these different types of people, CIJE must present concise goals. Everyone agreed that engaging lay leaders, educators, and other creative thinkers is a difficult yet worthwhile task in our work for the future of Jewish living.

A major task by Nessa is to begin to articulate the Plan for Community Mobilization which would incorporate this thinking.

E. The Policy Brief and Community Mobilization

The discussion turned toward the immediate with a look at the expected community impact of the policy brief on the educational background of Jewish teachers in North America. The group advanced strategies for creating the maximum amount of impact resulting from the policy brief. A discussion then followed about the long range plans for connecting MEF to increasing community mobilization.

1. Planning after the GA

Annette noted that CIJE should expect phone calls from educational institutions and communities as a result of the dissemination of the policy brief and the expected publicity surrounding personnel. She pointed out that this creates an enormous opportunity for CIJE to impact education in an immediate way because it invites communities to analyze the strengths of their teaching staffs, opening possibilities for deeper analysis of their educational programs. Alan suggested that Gail is the best CIJE staff member to field these calls as related to personnel in our pursuit to turn data into action.

2. CIJE and our Growing Data Base

Now that we have begun produce solid data, we need to continue to make it accessible to communities as indicators of improvement. The communities themselves can decide how they can best improve their educational programs.

To continue the impact of the data, CIJE will have to enhance our data base by creating lists of categories of target groups. By isolating rabbis, schools, etc., we can personalize the information to make it more valuable to each targeted group.

*DAY THREE:***V. Building the Profession (Gail Dorph)****A. Overview**

Gail opened the discussion, suggesting that a review of plans for the next year should be put in the context of a longer term goal for building the profession. She suggested that our ultimate goal is to insure that Jewish education is staffed by qualified people, knowledgeable in their fields and committed to their work. She suggested that reaching this long term goal will require the following:

1. Recruitment of new people to enter the field.
2. A change in the structure of the field to support the number and quality of full-time professionals required to do this work.
3. Concerted efforts to energize the people already in the field.
4. Enlarging the group of people who think of themselves as part of the teaching force to include Rabbis, community volunteers, and others.
5. Broader acceptance of the notion that informal education is an integral part of this picture.

In discussion, it was suggested that it would be useful to put numbers to the goals listed above. For example, if there are now 5,000 people working full time in the field of Jewish education, what is our goal? It was also suggested that informal education be added to the MEF short term agenda in order that we might begin to impact that segment of the Jewish education field.

The notion of personnel may keep our thinking too narrow; we should look at this in the context of a profession. Teaching must be made more attractive by making the profession more so. This includes issues of salary, benefits, image, research, licensing and career ladders.

We should continue to devise effective methods of training, both pre-service and in-service, while at the same time working on developing a supportive infrastructure. We believe that CIJE can have an immediate impact on the critical in-service front. The first step is to show the Jewish community that Jewish education is a serious field.

With the help of an advisory committee, CIJE should work to develop a fully

fleshed out plan for Building the Profession. We should assess what is currently being done and select specific areas for early concentration. This would involve the development of a matrix identifying all the actors and the various categories we wish to impact. We should be careful, however, not to limit ourselves only to what is currently being done, but to think creatively about other approaches.

It was suggested that another way to look at our ultimate goal for building the profession is to seek to have a community of learners and teachers in North America.

B. In-Service Training

Discussion turned to concrete thoughts about how CIJE could impact current Jewish educators. Our staff has particular experience on how to design and implement programs for effective in-service training, but there are few people available to do the work. It was suggested that we use the laboratory communities as sites to develop programs and demonstrate their effectiveness toward energizing the field. CIJE should help to translate this work into a generic approach which can be implemented elsewhere. CIJE's role should be to help design a demonstration, to create models which can be replicated elsewhere, and to make these available to other communities.

The Biggest Problem is training capacity.

One area in which CIJE can have an impact is in attracting qualified people to work as consultants in individual communities in order to move in-service training ahead quickly. Another CIJE contribution should be to identify best practices in the area of in-service to serve as models for the development of new programs.

CIJE's role during 1995 should be to work on building capacity. We might approach the seminaries, colleges of Jewish studies, and selected secular colleges and universities about developing programs for training people to serve as trainers of current educators. Alternatively, CIJE might work itself to create a national center of in-service training at which the training of trainers might be undertaken.

It was suggested that CIJE should declare its commitment to the principle of quality. We should articulate through documents, workshops, and meetings the centrality of quality and content to in-service training.

An immediate issue is how CIJE can be helpful to communities in response to the GA presentation on the results of the educators survey. How can CIJE turn up the heat on the need for in-service training, provide guidance on its implementation and not spread our own staff too thin in the process? Perhaps we can help each community to develop its own plan for action, keeping in mind the necessity for quality and continuity in whatever program is offered.

RESPONDING TO THE POLICY BRIEF

The group turned to how, specifically, CIJE should be prepared to respond to the demands communities might make as a result of the policy brief and Adam Gamoran's report at the GA.

It was suggested that desired outcomes of the presentation include the following:

1. CIJE should be seen as a (or the) leader for change in Jewish education.
2. People should see that Jewish educators are unprepared for their work to a degree which is unacceptable.
3. They should leave with the feeling that there are constructive responses to this problem in the form of systematic, coherent in-service education.

Communities can be advised to take a close look at their own situations, and can be offered the use of the CIJE assessment tool for this process. They should be encouraged to identify local deficits and find local resources which can be applied to in-service training, with advice from CIJE on how to proceed with both of these steps. CIJE can prepare written materials in advance which speak to these issues.

CIJE might sponsor regional conferences to work with the lay and professional leaders of educational institutions, as well as their rabbis, to identify the issues and begin to develop interventions.

Communities can be advised to do the following:

1. Locate a person locally who can facilitate in-service education. (CIJE might provide a job description for this person.)
2. Send that person to a program for the training of teacher educators. (CIJE should design such a program or work with one or more training institutions to do so.
3. Set up local in-service programs. (Regional conferences might use someone such as Sarah Lightfoot to talk about moving from vision to in-service.)
4. Establish new hiring standards and practices to be applied to all new educators into the system.

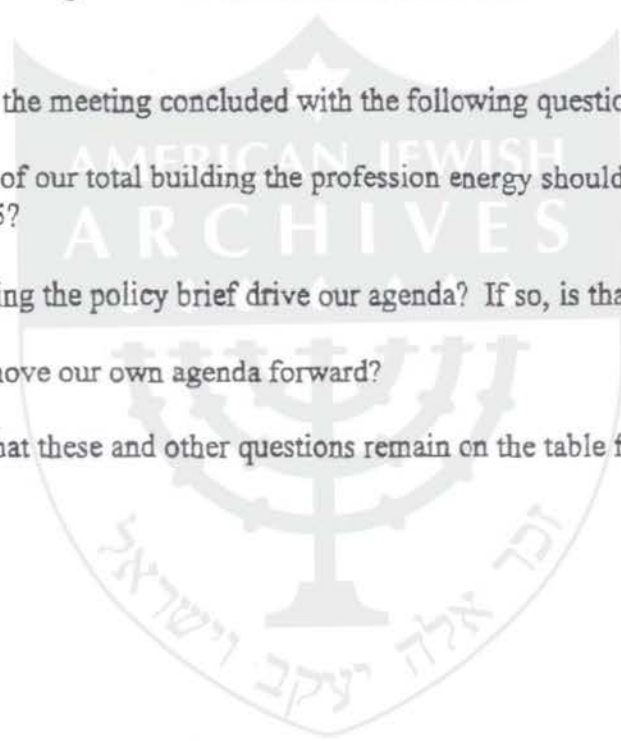
Other models which CIJE might follow include the following:

1. Identify one community in which to invest heavily in in-service education. Build a macro-attack in that community. CIJE might work directly with the community or the community might hire someone to work under CIJE's guidance.
2. Identify one or several schools (defined as day schools, supplementary schools, JCC's, camps) to serve as "lead schools" and develop them into models.
3. Organize an in-service series to take place over a period of three weeks throughout the year, to be run by training institutions or centers. It was suggested that CIJE's role in all of this is to serve as architect. We should help with the planning, help to identify seed money, and provide guidance as communities do the work.

This portion of the meeting concluded with the following questions:

1. How much of our total building the profession energy should go into in-service training in 1995?
2. Are we letting the policy brief drive our agenda? If so, is that what we want?
3. Does this move our own agenda forward?

It was agreed that these and other questions remain on the table for future discussion.



CIJE CONSULTATION DAYS
WITH SEYMOUR FOX AND ANNETTE HOCHSTEIN
NOVEMBER 6 - 10, 1994
NEW YORK

CJE

Sunday, November 6

7:30 pm - 10:30 pm ✓ Dinner SF, ARH, ADH

Monday, November 7

7:30 am - 10:30 am Breakfast SF, ARH, ADH

9:00 am - 12:00 pm CIJE 1995 (and Beyond) Gameplan ADH

12:00 pm - 1:00 pm Lunch

1:00 pm - 6:00 pm Goals Project DP

6:00 pm - 7:00 pm Meeting with Phillips Oppenheim SF

Meeting with Jonathan Woocher ARH, ADH

7:00 pm - 9:90 pm ✓ Dinner SF, ARH, ADH

Tuesday, November 8

8:00 am - 12:00 pm Goals Project and Community Mobilization DP, NR

12:00 pm - 1:00 pm Lunch

1:00 pm - 5:00 pm Community Mobilization

5:00 pm - 6:00 pm Meeting with Phillips Oppenheim ARH

7:30 pm - 9:30 pm Dinner [alternative: Wednesday evening] SF, ADH

Beverly Gully

Wednesday, November 9

9:00 am - 12:00 pm Building the Profession GZD

12:00 pm - 1:00 pm Lunch

1:00 pm - 5:00 pm Building the Profession

7:30 pm - 9:30 pm Dinner [alternative: Tuesday evening] SF, ADH

Thursday, November 10

9:00 am - 12:00 pm

Return to the CIJE Gameplan

- MEF
- Best Practices
- World Center and CIJE

12:00 pm - 1:00 pm

Lunch

1:00 pm - 3:30 pm

CIJE Gameplan

4:30 pm

Train to Baltimore

SF, ADH

7:00 pm

Dinner with David Hirshhorn

SF, ADH



FILE
CJ5

Professional Development Is High on Administration Agenda

Continued from Page 1

Week 7/13/94

Teacher Training Key Focus for Administration

By Ann Bradley
Washington

The attention paid to the Clinton administration's education entered on its push to set rigorous standards and create a new measuring students' progress, the administration also is placing a focus on professional development that teachers need more intensive training to prepare them to meet standards. On professional development is in the Goals 2000: Educate America Act and in the Administration's reauthorization of the Elementary and Secondary Education Act. The Education Department also has taken force that is to recommend the better use of the professional development money appropriated under federal programs. "We're trying to do is to change the learning," asked Undersecretary.

Continued on Page 20

Training seen key in push for higher academic standards for students.

typical one-shot workshops.

The debate is one that has not been heard in Washington for about 20 years, said John F. Jennings, the education counsel for the House Education and Labor Committee.

President Ronald Reagan cut the teacher-development programs that had been started in the 1970s, though Congress began putting money into training mathematics and science teachers in the mid- and late 80s, through the National Science Foundation and the Eisenhower math and science program.

"This will be a big chore," Mr. Jennings said. "We're not going to revive professional development in a year or two."

A growing body of research suggests that without attention to teachers' knowledge and skills, reform efforts may be wasted.

"The Achilles' heel of school curricular reform and higher standards is the relative lack of depth and the execution of staff develop-

ment," said Michael W. Kirst, a professor of education at Stanford University. "There is just no conceptual understanding as to what it takes to implement complex curricular material."

Good professional development, researchers have learned, brings teachers together in networks that wrestle, over time, with important issues. Teachers should also receive coaching and follow-up help in using new practices in the classroom.

Goals and Funds

A new national education goal, added by Congress to the original six goals negotiated by the Bush Administration and the National Governors' Association, signals the new federal interest in professional development by calling for teachers to have access to "programs for the continued improvement of their professional skills."

The Goals 2000 law enacted earlier this year, which codified the goals, also requires states that apply for federal school-reform grants to draft improvement plans spelling out how they will help develop teachers' capacity to provide high-quality instruction centered on content and performance standards.

States are to make grants to districts to develop their own reform plans, which must include strategies for improving teaching. They also can make grants to districts or groups of districts to work with colleges and universities to improve teacher education.

The Goals 2000 law puts school districts in the driver's seat in seeking out partnerships with colleges and universities that can meet their needs, said David G. Imig, the chief executive officer of the American Association of Colleges for Teacher Education.

"The school of education or the dean has to look outside the university for a connection and a part-

nership in a much more aggressive way," Mr. Imig said.

Links to Standards

The Education Department's proposals for reauthorizing the ESEA also heavily stress professional development, calling for it to become "a vehicle for reform."

The Administration proposed creating a new Eisenhower professional-development program, expanding the existing mathematics and science program to support professional development in a variety of disciplines.

The Administration had proposed eliminating the Chapter 2 block grant and combining the funding authorized for that program and the current Eisenhower program to set a funding ceiling of \$752 million for the new effort.

HR 6, the ESEA bill that has cleared the House, and S 1513, the companion bill pending in the Senate, both reject the proposal to scrap Chapter 2. But both would create an expanded professional-development initiative as well.

Both versions of the ESEA bill make it clear that professional-development activities should be linked to challenging content and performance standards.

But the legislation is flexible, providing not mandates but a list of possible activities that differs somewhat between the two versions.

The money could be used for such purposes as developing new ways of assessing teachers and administrators for licensure, supporting local and national professional networks, or providing incentives for teachers to become certified by the National Board for Professional Teaching Standards. School districts could use the money to release teachers from their classes.

In a related effort, the Administration has proposed consolidating more than 50 technical-assis-

tance centers now funded under Chapter 1, bilingual education, drug-free schools, and other categorical programs into a system of 10 regional centers that would take an integrated approach to helping states and districts with professional development and school reform.

Both versions of the ESEA legislation endorse the consolidation.

A Chapter 1 Set-Aside?

The Senate bill also calls for creating a "national teacher training project," modeled after the National Writing Project.

Lawmakers are also considering how and whether to address professional development under the Chapter 1 compensatory-education program.

The Independent Commission on Chapter 1, formed by a group of child advocates, is pushing for a provision setting aside some Chapter 1 money specifically for professional development.

But the Administration argues that requiring districts to set aside money under Title I—the name Chapter 1 would revert to under the ESEA bills—would contradict its commitment to local flexibility and schoolwide strategies.

The Senate bill would earmark 10 percent of districts' funding for professional development; HR 6 contains no such provision.

"We thought it didn't make sense to come up with an arbitrary percentage required across the board in all Title I schools," said Thomas W. Payzant, the assistant secretary for elementary and secondary education.

But Kati Haycock, a member of the Chapter 1 commission's steering committee, argued that a set-aside would be controlled by educators who are responsible for raising student achievement. Eisenhower money, she noted, would be "in the hands of the district."

"What tends to happen is schools that most desperately need the help don't get it," she said. "Title I has the wonderful benefit of putting the greatest investment in the schools with the greatest problems."

Are Schools Ready?

While praising the effort to improve professional development, some observers fear that states and districts lack the know-how to follow through.

"How in the world do you now do site-based, continuous in-service education or professional development without any kind of preparation of principals and lead teachers and others to do this?" asked Mr. Imig of the A.A.C.T.E.

In some of the legislation, he said, "there is a presumption that you put two teachers together and they have a wonderful conversation that leads to change."

Glen Cutlip, a senior policy analyst at the National Education Association, said the union accords the Administration's view that "standards and assessments may not be a magic bullet without other things."

But Mr. Cutlip said he still worries that some politicians and educators are placing too much faith in a "mechanistic" view that assumes a direct link between setting standards for students, training teachers, and improving outcomes.

"Clearly, it's going to be hard to do this," Undersecretary Smith said of improving professional development. But he argued that a policy calling for training teachers to help students reach higher standards will "begin to focus behavior."

"The only way to get going is to start to stimulate it, showing examples, reinforcing and rewarding, and providing resources when people need it," he said.



idence of local health care providers Wednesday.

Gaston's remarks came at a luncheon hosted by the Sixteenth Street Community Health Center, 1032 S. 16th St., as part of Gaston's tour of Milwaukee's community health-care centers.

"You as board chairs and executive directors must be the voices for the disenfranchised," said Gaston, who serves as the chief of the US Bureau of Primary Health Care. "You must continue to advocate for them."

Gaston cited data from the National Center for Health Statistics at the Centers for Disease

Control and Prevention communities. "These are preventable causes of death," she said. "These issues really reflect poverty."

Gaston praised efforts of the local community health-care providers, saying Milwaukee serves as an example of a strong partnership between community health centers and a city health department.

"As a nation, we need to look at models that work," Gaston said. "I'm impressed by the linkages and networking I see here between community-based providers, the Health Department, legislatures and health maintenance organizations."

William R. Hittman is seeking input from all segments of the community as it begins the search process. Hittman left the district in August to become superintendent of the Sheboygan School District.

Badger Executive Search and Outplacement Inc. is looking for residents' comments about what kinds of skills and abilities they think a superintendent should have. To comment, call (800) 236-7704.

The firm, which is being paid \$7,500 by the district, also is meeting with parents, teachers, administrators and board members as part of the search process.

struck a 6-year-old boy on a North Side street Wednesday was in custody Thursday after turning himself in, police said.

The victim, Zysotskiy Jackson, was listed in fair condition with head injuries Thursday morning at Children's Hospital of Wisconsin.

standing near the curb, was struck by a van, headed north, unexpectedly swerved into the side of the roadway and struck the child.

Officials said the driver of the van called police about an hour

car at 9:23 a.m. Tuesday as she crossed the street near S. 96th St. and W. Greenfield Ave., West Allis Police Capt. Austin Dunbar said.

He said Kempf had parked her car in the middle of the block and was crossing the street. She

received minor injuries, Dunbar said.

Police would not release the name of the driver involved in the fatal accident. Dunbar said traffic fatalities were automatically submitted to the district attorney for review.

\$500,000 grant boosts Jewish education programs in city

by MARIE ROHDE
umal religion reporter

A fledgling organization aimed at improving Jewish education in Milwaukee has been awarded \$500,000 over the next five years by the Helen Bader Foundation.

"This is seed money and doesn't solve our funding needs," said Jane Gellman, a co-chairwoman of the organization, Lead Community Initiatives. But this gift seems to make everything possible."

Lead Community Initiatives was formed about two years ago by Cleveland philanthropist Morton Mandel. Mandel is intensely concerned about the state of Jewish education in North America and finding ways to improve it, Gellman said.

Through Mandel, organizations in Milwaukee, Atlanta and Baltimore were formed with the intent that they would come up with ways to improve Jewish education that could serve as a model for other communities in the nation.

"He was ahead of his time," Gellman said. "He believes that Jewish education is an essential ingredient in getting people to live active lives in the Jewish community."

CONCERNS RAISED ABOUT REPORT

Mandel's concerns predated a national report issued in 1990 that quantified the trend of Jews marrying non-Jews. The report jolted leaders in Jewish communities across the country as observers predicted that a continuation of the trend would result in

a dilution of Jewish identity, both cultural and religious.

Jewish education has widely been seen as a way of maintaining both cultural and religious identity.

But even before the national report was issued, a dramatic growth in Jewish education programs began. Now about a third of area Jewish children are in Jewish day schools and countless others are involved in other religious education programs.

Gellman says her group is in the midst of planning projects to improve education. Key elements of what needs to be done involve building community support for education and improving personnel.

Louise Stein, who co-chairs the Lead Community Initiatives steering committee with Gell-

man, said much work thus far had been aimed at mobilizing the Jewish community and creating a base of volunteer leadership.

"We have a 4,000-year-old heritage that has a value system that has a lot to say about living today," Stein said.

She also noted that Milwaukee's Jewish community strongly supported educational efforts. More than half the money raised in the Milwaukee Jewish Federation's annual fund drive goes to educational efforts, and the bulk of that goes to the day schools.

MORE TEACHERS NEEDED

The Jewish schools have been fortunate in attracting high quality teachers who are dedicated to Jewish education, but more needs to be done to attract and

retain teachers, Gellman said.

"The teachers we have are doing a wonderful job," she said. "But the fact is that every year when school starts, we don't have enough of them."

Certainly there are those who truly believe in Jewish education, but Gellman added: "I don't know that an institution can exist forever with just true believers."

There haven't been any options, Gellman said.

Although no project has been given a go-ahead, she discussed several that have been proposed including a co-educational high school and a program to assist teachers obtain a master's degree in Jewish education through Cleveland College of Jewish Studies.

FROM: THE MILWAUKEE JOURNAL (AN EVENING DAILY, SECULAR PAPER)

WEDNESDAY, OCTOBER 5, 1994

OCT 13 '94 13:38

KEKST AND COMPANY

GERSHON KEKST
 LAWRENCE A. SAND
 JAMES A. ROTHSTEIN
 ROBERT D. SCHULMAN
 JEFFREY Z. TAUBER
 ANDREW R. BAER
 THOMAS W. HALL
 FREDRIC I. SPAR
 DAVID KRONFELD
 LISA PERLMAN
 ROANNE M. R. JAKOB
 JOAN RESNICK
 RICHARD J. WOLFE
 THOMAS J. DAVIES
 ALTHEA PACHMAN
 ISLE E. LUTER
 KERRY H. WINNICK
 GARY DOVER

P. 2
 CJE
 FILE
 AREA CODE 212 512 2635
 TELECOPY 212 512 2410
 TELE 971 700

VIA FAX

October 13, 1994

Professor Seymour Fox
 Mandel Institute
 Hatzfira Street 22A
 Jerusalem, 93102 Israel

Dear Seymour:

This is only a beginning --- and I know we have a long way to go --- and I know it won't be easy. But as you have played such an important role in helping us get to this point, I just wanted to share the news with you.

With your continued help, encouragement and support we will continue our work. And one day we can celebrate the fulfillment of all of your hopes and expectations.

Thanks!

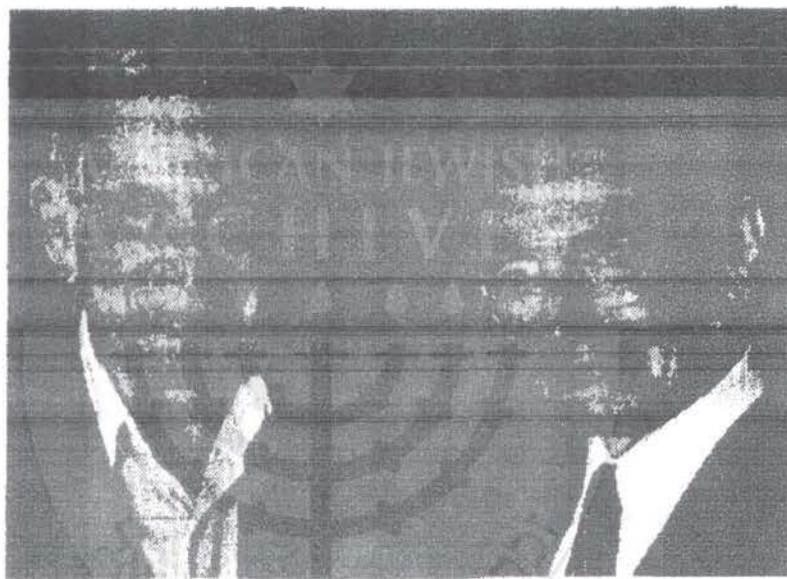
Best wishes,

GK:mag

Following New York Times article .

THE NEW YORK TIMES

Thursday, October 13, 1994
Page Three



Joyce Culver/The New York Times

A gift of \$15 million from the industrialist William Davidson, left, will support graduate studies in Jewish education at the Jewish Theological Seminary of America, whose chancellor is Dr. Ismar Schorsch, right.

THE NEW YORK TIMES

Thursday, October 13, 1994

American Jews Focus on Preserving Their Identity

A New Gift of \$15 Million for Graduate Studies in Jewish Education Should Help

By DAVID GONZALEZ

For American Jews, the most unsettling news these days doesn't always come from the Middle East. It's a lot closer to home.

One of two Jews now marry outside the faith. Less than half of all American Jews belong to synagogues. And even if the children of Jewish parents do take classes in Judaism, they are likely to be taught by teachers whose own training stopped when they were bar mitzvahed.

Against this background of erosion in the identity of American Jews, the Jewish Theological Seminary of America has received a \$15 million gift for a graduate school of Jewish education.

The gift, by William Davidson, a Michigan industrialist who is the majority owner of the Detroit Pistons basketball team, is the largest donation ever made to a single institution of Jewish education in this country.

Dr. Ismar Schorsch, the seminary's chancellor, said he hoped that the gift, to be officially announced today, would send a strong signal that it was time for Jews in America to focus on their own future.

"This is where the battlefield for Judaism is, not the Middle East," Dr. Schorsch said. "The enormity of the need for Jewish education, and the welfare need to be shown to Jewish education. The most pressing problem for the survival of world Jewry is the survival of American Jewry."

How to deal with the loss of a distinct identity among American Jews, particularly those of Conservative and Reform backgrounds, has received increased attention from Jewish groups since a survey found that 52 percent of Jews who married after 1985 did so outside their faith. The survey also showed that only 28 percent of the children of such interfaith unions were being raised as Jews.



The logo of the Jewish Theological Seminary of America.

Dr. Schorsch said other research shows that only 45 percent of American Jews belong to a synagogue, which is where the vast majority of Jewish children receive education in Judaism in supplementary, or after-school, programs until they reach 13 years of age and are bar or bas mitzvahed.

And a survey to be released next month concludes that many of the leaders in those programs have not continued their own education in Judaism after their bar mitzvahs.

"The teaching ranks are thin and poorly prepared," Dr. Schorsch said. "Yet they are the backbone to cultivate and deepen Jewish identity in American society."

Mr. Davidson, 71, who is the chairman and president of Guardian Industries, the world's fifth-largest glass manufacturing concern, with annual sales of \$1 billion, as well as the majority owner of the Pistons, said he chose to make his gift to the Jewish Theological Seminary because it had already demonstrated a commitment to Jewish education.

The seminary, at Broadway and West 122d Street on the Upper West Side of Manhattan, already has professional programs for rabbis and cantors, as well as an undergraduate college and a general graduate school.

"They have the students and the access to those who would want to do graduate work," Mr. Davidson said. "But they have not up to this point had adequate financing."

Seminary officials said the endowment would be used to build on existing graduate studies in Jewish education; they plan to increase the number of students enrolled in graduate studies in Jewish education to 150 from the current

Continued

THE NEW YORK TIMES

Thursday, October 13, 1994

Page Two

A Gift to Help American Jews Preserve an Identity

75, beginning in September 1996, and to hire three new full-time faculty members, bringing their total to 10.

In addition to the new graduate school, the endowment will be used to inaugurate continuing education for professionals as well as to start a center for research on Jewish education. (The seminary is not the first school to receive money from Mr. Davidson, who has been the chairman of the United Jewish Appeal for Detroit and is also a past president of Congregation Shaarey Zedek in Southfield. In 1992, his \$30 million gift endowed the William Davidson Institute at the University of Michigan Business School, which is dedicated to helping nations in Eastern Europe develop free-market economies.)

Nationwide, Dr. Schorsch said, some 30,000 people work in Jewish education, with only 5,000 of them serving in full-time positions. Training is varied and in many cases, not very thorough.

A huge number of teachers have not much more education than the students they are teaching," said Alan Hoffmann, the executive director of the Council for Initiatives in Jewish Education. "Most of them are, at best, graduates of Jewish supplementary programs."

Citing a report that will be released next month, Mr. Hoffmann said his group surveyed three cities — Baltimore, Atlanta and Milwaukee — and found that only 30 percent of teachers in supplementary schools graduated from Jewish day schools. Almost a third received no further Jewish education after their bar mitzvah, and only a quarter of them received one day a week of instruction after their bar mitzvah.

Those kinds of data are fueling an intense re-examination of priorities within the American Jewish community, which has responded with commissions, task forces and philanthropic involvement at all levels. Some of those discussions have looked at how to make the profession of Jewish education more attractive.

"The failure for most American Jews is that Judaism is a closed book," said Steven Bayme, national director of Jewish Communal Affairs at the American Jewish Committee. "We always prided ourselves as being people of the book. Unfortunately today our capacity to read a Jewish book in the original language has been sharply diminished. We insist on the highest standards in our secular education, but we have yet to transmit that to our Jewish education."

Approaches have ranged from greater emphasis on sending young people to Israel to initiating synagogue programs for the education of young adults who are starting to have children.

Previous efforts to stimulate Jewish education have included gifts by the Wexner Foundation, which provides fellowships for students in Jewish studies courses.

In New York City, the UJA-Federation is for the first time providing grants directly to synagogues to develop new programs, especially for families. It is part of a larger grant plan to develop programs for camps, community centers and students.

The topic of Jewish continuity will also be a major focus of discussions and workshops at the General Assembly of the Council of Jewish Federations, which is to take place next month in Denver. And after years of studying how they could best help Israel, some of the conference participants will try to learn how Israel can help them, as they listen to an address by the Israeli Minister of Education.

"It's part of a broader question of renegotiating the traditional relationship where Israel was the one in need of help and the wealthy diaspora was coming to Israel's aid," Mr. Hoffmann said. "This area is one where there are huge resources of intelligence and spiritual resources in Israel that could be helpful in the training of educators and strengthening the diaspora community."