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1988.

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אסון לעם ולמדינה

מאת יחזקאל לוקסטין

הכותב הוא מראשי איגוד הרבנים האורתודוקסים באר"ב, אחד מסגני הנשיא של המגבית היהודית המאוחדת בני-דורק

נידיוורק
כיהודי אורתודוקסי, אני כואב ודואב על ניסיון של כמה מפלגות בישראל להעביר את עניין ההגדרה "מיתו יהודי" אל היורה הפוליטית, ולהכריע בו על יסוד לחץ להקים ממשלה, או לכפות את גפילתה של ממשלה.

כפיית הגדרה הלכתית של יהודות על חוקה הלאומיים של ישראל לא תפתור שום בעיה מבציות העם היהודי, ולא תהיה לה שום השפעה חיובית מעשית. בעיקר היא תהיה משום הכרזה כלפי חלק גדול של יהודי אמריקה והעולם כולו: "אין אתם יהודים" - אף כי אתם מרגישים כיהודים, אף כי אתם כורכים את עצמכם מבחינה רחית עם יהודים, אף כי אתם תומכים במטרות היהודים בגולה ובישראל, ואף כי אתם מושיטים תמיכה פוליטית חיונית למדינת היהודים. הצהרה זו אין מדינת ישראל מוכרחה להשמיע.

לומר את האמת - אילו היה אחד היהודים האלה בא אלי, כרב אורתודוקסי, ומבקש ממני לנהל טקס נישואים, היה עליי לעיין בשאלות ההלכתיות הנוגעות ליהדותם של בני הזוג: אם לא נולדו לאם יהודית, או

אם לא גידו לפי ההלכה, אבל למי שלה חילונית בישראל אין כל צורך לעסוק בעניינים ההלכתיים האלה, מוטב להשאירם בידי הרבנות והאשתי, שיש לה הגיסיון ליישב בעיות כאלה, הצצות מפעם לפעם.

אולם אם תרחיק מדינת ישראל מספר ניכר של אנשים החושבים את עצמם ליהודים, עשויים האנשים האלה בהחלט לדחות את מדינת ישראל ולהתנער ממולדתו הלאומית, שרואה בהם זרים. התוצאות, במובן של תמיכתם הכספית - ועוד יותר מזה: הפוליטית - בישראל, עלה לות להיות הרות-אסון לעמנו ולמדינתנו.

שום מנהיג ישראלי אינו צריך לקבל עליו סיכון כזה. שום פטריוט, הלוחם לטובת עמנו, אינו צריך לדחות את ישראל לאובדן אפשרי של תמיכה ולניכורם של מאות אלפים, אשר משעה שידחו, יגיבו באופן שבו היה מגיב כל דתי.

אבל אפילו כשאנו משמיעים את המסר הזה בקול רם וברור, עלינו לשגר מסר שונה מעיקר, ליהודי אמריקה. זהו מסר, באוקטובר '88 לפני שהחלה במלואו, עונה מלחמתו של היטלר ביהודים, נעשה ניסיון לאחד את פעולותיהם של "הג'וינט" - ארגון הסעד העיקרי למען יהודי אירופה - ושל "המגבית הפלשתינאית המאוחדת", הורע הציונית של יהדות אמריקה, שנאבקה למען מולדת לעם

היהודי בפלשתינה. גיימס רונברג והרב ג'ונה ווייס מן "הג'וינט" הסתלקו מן המשאומתן עם הרב אבא הלל סילבר, והכריזו: "אם משמעות הסיוע ליהודי אירופה היא כפיית הציונות על יהדות אמריקה, מוטב לא לסייע".

כעבור כמה ימים בא "ליל הב' דולח". בתוך כמה שבועות כוננו מן "הג'וינט" ו"המגבית הפלשתינאית המאוחדת" את "המגבית היהודית המאוחדת", אגב הכרה מלאה שאיראפשר עוד להפריד את יהודי אירופה מיהודי פלשתינה.

"ליל הב' דולח" השיג מה שמנהיגי היהודים לא יכלו להשיג: הוא המחיש את האחדות היסודית בין כל היהודים ואת התמיכה בציון, מעשה של איר וניה טראגית יהיה, אם כמה שבועות אחרי יום השנה ה-50 ל"ליל הב' דולח" תימוג, אחדות זו של העם היהודי, שגוללה מתוך אותו פוגרום, ואת עמנו יפלו הכעס והתרעומת.

הן העבר והן ההווה מלמדים אותנו כי לנו, יהודי אמריקה, יש רק ישראל אחת. אין לנו ברירות אחרות. בלי שום לב, אפוא, להחלטות שתקבל הממשלה הדמוקרטית הנבחרת של ישראל - אנחנו מצווים להתחייב כלפי ישראל ולהעניק לה תמיכה כלכלית, תנאי אנחנו עם אחד, ועלינו להישאר אחד. ההיסטוריה המרה שלנו היא שגיבשה את האחדות. אל לנו להניח למרידות או לאכזבה של היום לערער את ייעודנו.

שט.

שבויעים

המטרות

זת, ובמעט

יצוע מהיר

דפת סכך

אני מתנגד

ע, ועל-כן

ד, עיניים

אינני מוין

עולם, אף כי

מן האנשים

לי כל בירה

זועדף בעיני

היא עבירה

הוצאה בלתי

ז, או בכ

מידה משפ

עת-החוק חד

יאונה לי בעק

יה, ושום הדין

בי, על-כן אני

וקסים שלי

ט, חכו לי רק

אזכה ליהנות

אחד מעיב על

נהיר שערכתי

יח לשחרר את

נה, מכל יוצרי

יות, ומכל מער

ן המדינה שבר

כח סביר ביותר

רוב, בכנסת

וק הזאת.

RM5 11/88

Commissioners

RM 5

From Josh Elkin

December 28, 1988

Annette,

Just a thought re: the Best Practice/Vision Papers --

In essence, to do these papers seriously, you will have to touch base with the "Programmatic" and in more than a superficial way. This is a partial answer to those who are still invested in the programmatic.

The cross-fertilization between --

Personnel	---	Best practice
Community	---	Vision papers

should be fascinating.

Another Comment: Re: your initial remark about the creation of a possible model for others -- **beware** -- because I think that the model we are using is rooted strongly in the American ethos of pluralism, democracy, and consensus. It might not be possible to transfer anything resembling this process to another country (e.g., South Africa, Buenos Aires, France, England).

Finally, we need to be collectively embarrassed as Commissioners that the arts were not included on the list of possible options.

Hope this helps.

Josh

P.S. Also there are 4 movements, and not 3! Don't forget the Reconstructionists.

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Joseph Reimer
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/8/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Interview Summaries

Attached are copies of my interview summaries for Commissioners David Arnow, Carol Ingall, Jack Bieler and Josh Elkin.

Distribution:
Morton L. Mandel
Seymour Fox
✓ Rachel M. Gubitz
Annette Hochstein
Virginia F. Levy
Arthur J. Naparstek
Henry L. Zucker

attachments



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INTER-OFFICE CORRESPONDENCE

Commission on Jewish Education in North America Towards the Second Meeting

Interviews of Commissioners

1. Commissioner: David Arnow
2. Interviewer: Joseph Reimer
3. Date: 12-6-88
4. Duration: 1 hour by telephone

As Dr. Arnow had not been at the August 1 meeting, we started with a review of that and proceeded to the methods used to generate the option papers and the distinction between programmatic and enabling options. He listened carefully, asked detailed questions and followed the logic clearly. He seemed to agree that the distinction is a valid one and that it makes good sense to start with the "means" as long as they are not detached from the programmatic. He saw their relation as sequential: the means need to take priority, but ought to be followed, at some point, with attention to the programmatic options.

He strongly gravitated towards the option of community which he felt ought to be a first priority. He views it in terms of leaders setting the example by becoming involved in Jewish education by educating themselves. If central leaders committed themselves, e.g., to learning Hebrew, he thinks it would send a strong signal as to the seriousness of the endeavor.

He is less clear on personnel. He seemed less informed about the dimensions of the issue, and even when I explained, he felt that if the right lay leadership would get involved in Jewish education, the personnel problem would solve itself. If Jewish education would become a high priority item for the community, then its status would rise along with the attractiveness of being in the field.

Dr. Arnow favors moving towards a committee or task force structure and sees real advantage in commissioners working together in smaller groups. The one problem created would be reporting back to the whole group which he hoped could be done in a non-tedious way. He hopes the groups would meet, which might require more geographic proximity. He advised against constituting task forces by volunteering alone and suggested that some careful balancing go into their composition.

Dr. Arnow will be at the December 13 meeting. He seemed quite involved and interested. His own interests are in the communal option and Israel programs.

1. Commissioner Carol Ingall
2. Interviewer: Joseph Reimer
3. Date: 12-6-88
4. Duration: 1/2 hour by telephone

Carol Ingall was quite familiar with the steps taken since the August meeting and agreed with the validity of distinguishing between programmatic and enabling conditions. She thought it appropriate to focus on the generic "preconditions." She sees the programmatic options as having such variations from community to community that a national effort, such as the Commission, would have its greatest impact by focusing on the generic issues. Personnel and community seem right to her as specific generic foci.

Her own primary interest is in the area of personnel. Carol sees the two main issues within personnel to be recruitment and retention and is personally interested in both - though more so in recruitment.

She favors moving to a task force structure and thinks task forces can be used on December 13. She prefers to have task force piggybacked to Commission meetings.

Carol is enthusiastic about the Commission and will attend the meeting on December 13.



1. Commissioner: Jack Bieler
2. Interviewer: Joseph Reimer
3. Date: 12/7/88
4. Duration: 1/2 hour by telephone

Rabbi Bieler really enjoyed the October meeting in Boston and found it very stimulating. He would look forward to future meetings of that quality.

Jack felt the meeting gave him a good understanding of the method used to develop the option papers and the distinction between programmatic and enabling options. He finds the distinction valid and the focus on the preconditions of personnel and community as almost self-evident.

His concern is that in reading the option papers, they were so general as to not take the reader to the hub of the issues. He offered the example of the paper on day schools where some of the finer points on how to establish quality education (that he suggested), were not in the paper. His concern is that commissioners get enough detail to be able to make informed decisions.

Jack's hope is that the task force structure get underway in a way that allows some commissioners, like himself, who have the time and interest to get involved in the details of an issue, to meet more frequently and really interact over the issues. He currently finds the issues of personnel and community too broadly defined and predicts that once commissioners begin to work on them in detail, differences of perspective will emerge that will need to be worked out.

His own interest is in working on the issue of personnel. He is anxious to contribute from what he is learning on the subject and to gain for himself a broader picture.

Jack's level of involvement and enthusiasm is high. He will attend the meeting on December 13. He wanted us as a staff to think about whether or not current tensions over the issue of "Who is a Jew?" might spill-over into the meeting and create a less harmonious atmosphere.

1. Commissioner: Josh Elkin
2. Interviewer: Joseph Reimer
3. Date: December 5, 1988
4. Duration: 1/2 hour in Rabbi Elkin's office

Rabbi Elkin really enjoyed the October meeting in Boston which he felt gave him a good sense of where the Commission is moving.

He readily accepts the distinction between "preconditions" and programmatic options, and agrees that the former need to take priority, as dealing with them will have the broadest impact. Yet he thinks that keeping some programmatic options available for the Commission may help in enfranchising commissioners who have specific interests in them.

Josh is concerned that the communal option remains ill-defined. This is his main interest: how to help Jewish educators learn to work more comfortably with lay leaders; how to build local cooperation between lay and professional leaders; and how to improve the public image of Jewish education by involving lay leaders.

Josh favors moving to a structure of 3 task forces and believes task forces should have a life of their own. He would look forward to being active on a task force on community. He is enthusiastic about the Commission and will attend the December 13 meeting.



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

POST-MEETING TWO INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: RABBI HASKEL LOOKSTEIN
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: DECEMBER 27, 1988
4. SETTING: A HOME IN JERUSALEM
5. DURATION: 1 HOUR
6. SUMMARY:

HL OPENED THE MEETING WITH COMPLIMENTARY REMARKS CONCERNING THE SECOND MEETING OF THE COMMISSION, THE FASCINATING MATERIALS, AND THE PRESENTATIONS. HE SUMMARIZED THE BASIC POINT OF THE MEETING HE CAME AWAY WITH: THAT WHILE THE ENABLING OPTIONS THAT WERE POINTED OUT BY THE PROFESSIONALS ARE UNDOUBTEDLY ON TARGET AND CORRECT, WE WILL NEED TO FIND A WAY TO DEAL WITH THE PROGRAMMATIC OPTIONS TOO.

ASKED WHERE HE WOULD LIKE TO SEE THE COMMISSION GO FROM HERE, HL ANSWERED THAT OPTIMALLY FOR HIM, THE COMMISSION SHOULD STIMULATE LARGE AMOUNTS OF FUNDING FOR THE ATTRACTION AND RETENTION OF DAY-SCHOOL TEACHERS IN NORTH AMERICA. IN PRACTICAL TERMS, THIS MEANS "HELPING US (THAT IS, JEWISH EDUCATION IN NORTH AMERICA) MAKE THE PROFESSION ONE SUFFICIENTLY WELL-PAYING COMPARED TO OTHER OPPORTUNITIES FOR OUR TALENTED YOUNG PEOPLE, SO THAT THOSE WHO CHOOSE JEWISH EDUCATION SHOULD NOT HAVE TO PAY AS HEAVY A PRICE IN TERMS OF SALARIES AS THEY DO NOW."

THE SALARY ISSUE IS VERY REAL. IT IS A MAJOR COMPONENT OF THE DIFFICULTY OF RECRUITMENT. IT WILL UNDOUBTEDLY BE CENTRAL TO ANY OPPORTUNITY FOR IMPROVEMENT.

IF WE WANT TO BREAK OUT OF THE IMAGE OF EDUCATION AS A "SECOND EARNER'S" JOB ONLY, WE WILL HAVE TO MAKE A REAL EFFORT ON THE SALARY LEVEL.

STAFF DEVELOPMENT IS THE SECOND COMPONENT OF PERSONNEL THAT WILL REQUIRE MAJOR ATTENTION. TEACHERS IN SCHOOLS SHOULD BE REQUIRED TO DO IN-SERVICE TRAINING. THE MAJOR ELEMENT FOR THE IMPROVEMENT OF PERSONNEL RESIDES IN ADEQUATE IN-SERVICE, ON-GOING STAFF DEVELOPMENT PROGRAMS.

RABBI LOOKSTEIN BELIEVES THAT UNDERGRADUATE SCHOOL SHOULD EDUCATE FUTURE EDUCATORS JEWISHLY, WHILE EDUCATION SHOULD BE A MINOR COMPONENT OF THEIR STUDIES, THE MAJOR ONE BEING LEFT FOR IN-SERVICE STAFF DEVELOPMENT. STAFF DEVELOPMENT SHOULD INCLUDE BOTH GENERAL AND JUDAIC STUDIES TEACHERS. IT SHOULD BE DONE BY GOOD PROFESSIONAL EDUCATORS. AT THIS POINT, HL REFLECTED THAT THERE ARE NOT ENOUGH TEACHER-TRAINERS, AND THAT WE MUST TRAIN THESE TOO. HE REFLECTED THAT MOST OF THE QUALITY TRAINERS ARE CONCENTRATED AT THE HEBREW UNIVERSITY.

WHEN ASKED HOW RAMAZ WOULD DO IN-SERVICE STAFF DEVELOPMENT, HL RESPONDED THAT A GRANT WOULD ALLOW HIM TO BRING SOMEONE FROM THE MELTON CENTRE TO GIVE A 2-MONTH IN-SERVICE COURSE AT RAMAZ. REALIZING THE IMPLICATIONS, WE WENT ON TO DISCUSS AGAIN HOW TO PRODUCE AT THIS TIME MORE PEOPLE WHO CAN TRAIN TEACHERS.

THE IDEA OF DEMONSTRATION CENTERS WAS DISCUSSED. HL ASKED WHAT IS THE MINIMUM SIZE OF A DEMONSTRATION CENTER THAT WOULD ENSURE THAT WHAT IS BEING DEMONSTRATED IS REPLICABLE ON A WIDE SCALE? E.G., IF A GIVEN DEMONSTRATION CENTER SUCCEEDS IN ATTRACTING 200 EDUCATORS OF QUALITY, DOES IT INDICATE THAT 2000 COULD ALSO BE RECRUITED?

FOR RABBI LOOKSTEIN, WHO UNDERSTANDS THE PLURALISTIC NATURE OF BOTH THE COMMUNITY AND ITS NEEDS, THE DAY-SCHOOL REMAINS THE MAJOR AREA TO INVEST IN IN JEWISH EDUCATION.

IN GENERAL, VERY PLEASED WITH THE COMMISSION. UNCLEAR ABOUT HOW WE WILL PROCEED TO CONCRETE RECOMMENDATIONS AND ACTION. BUT, BASED ON PAST PERFORMANCE, GIVES THE STAFF BENEFIT OF THE DOUBT. WANTS TO KEEP BEING LISTENED TO.

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/21/88
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: OPTION #2 - "TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP, AND ITS STRUCTURES AS MAJOR AGENTS FOR CHANGE IN ANY AREA"; AND OPTION #2 - "TO GENERATE ADDITIONAL FUNDING FOR JEWISH EDUCATION" ²⁶

These two options are closely related and should be treated as a single option.

1. What is the target population?

The target population is the lay and professional leaders who contribute to creating the climate for Jewish education, such as scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders, and the leaders of the American Jewish community who relate to planning for and financing of Jewish education. The chief organization targets are the local congregations and organizations which are leaders in Jewish education, and local Jewish community federations, particularly in the large and intermediate cities, major Jewish-sponsored foundations, and the national CJF, JWB, and JESNA.

2. What outcomes are to be achieved through this option?

The Commission is committed to being proactive in the effort to improve Jewish education. Specifically, it should attract the highest level of community leadership in order to create a climate which will offer educators greater professional substance, fulfillment and status, and which will attract maximum community support. It should encourage a substantial increase in federation and foundation funding for Jewish education. It should encourage communitywide planning to promote maximum cooperation and coordination between formal and informal Jewish education.

3. Do we know if these outcomes can be achieved?

We believe that there can be major achievements, because of the widespread concern for Jewish continuity and the improved climate for Jewish education; the impetus for forward movement which will be generated by the Commission and by local committees on Jewish education; and the availability of substantially increased community financial resources which could be made available for this purpose.

4. Are there alternatives for achieving this outcome?

The alternative to an aggressive program now would likely be much slower improvement. The purpose of pursuing the community and financing options is to speed up the desired improvements in Jewish education.

INTER OFFICE CORRESPONDENCE

5. Do we have the know-how to implement this option?

We know how to organize the community to carry out the purposes of this option. There are good opportunities for collaborative action and there are organizations through which our message can be transmitted and actions taken.

6. Is the personnel available?

The necessary personnel is available in the lay and professional leadership of the Commission, of the federation movement, of the Jewish sponsored foundations, and of the CIE, JESNA and JWR, and in the leadership of organizations currently engaged in formal and informal Jewish education.

7. Are the materials available?

This question is not applicable.

8. Is the physical infrastructure available?

Not applicable.

9. Are the financial resources available?

Yes, in the Jewish community federations, the Jewish-sponsored foundations, the national Jewish agencies, and the agencies engaged in Jewish education.

10. Is the funding available?

The obvious purpose of this option is to see that the necessary funding become available. Funding is potentially available in the form of federation and foundation endowments, and possibly in re-allocation of annual federation budgets.

11. Is the political support available?

Jewish leaders understand that the continuity of the Jewish people and of the Jewish community of North America depends greatly upon major improvement in Jewish education. This sentiment should lead to recognition of the need for substantially greater support for Jewish education. Some persons believe that adequate political support is not yet available, and this may be true in some communities.

12. Is the option timely?

This is the best time in our generation to pursue this option. There is widespread concern for constructive Jewish continuity and the preservation of the Jewish value system. In the past year or two, there have emerged comprehensive committees to plan for improved Jewish education in at least nine communities, committees which could be vehicles through which to follow up on the Commission's findings and recommendations.

13. What needs does this option answer?

This option is basic to carrying out the whole purpose of the Commission to ensure Jewish continuity through a vastly improved system of Jewish education.

14. What benefits can be anticipated?

A general and major improvement in the Jewish education product of the Jewish community.

15. What would the costs be?

It is very difficult to give a specific figure. However, it is clear that the cost will be high, perhaps on the order of doubling the community's investment in Jewish education rather than modest increases.

16. How long would it take to implement?

Some of the improvements can be accomplished within a few years after the Commission reports. Substantial improvement should be realized in a five to ten year period.

17. How important is this for the field?

It is crucial to the purpose of the Commission. Without a commitment by community leadership and greatly increased financing, the recommendations of the Commission will be simply one more study of Jewish education which makes good reading but has little result. On the other hand, real community leadership commitment and substantially increased financing can make a major impact on the Jewish education product and on its positive influence for Jewish continuity.

We have been using the following outline which is a shortened version of the criteria, pp. 17-19 of key papers in Ginny's book). Formulations will have to be improved upon:

1. WHAT IS THE TARGET POPULATION?
2. THE DESIRED OUTCOMES OF THIS OPTION?
3. DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?
4. ARE THERE ALTERNATIVES TO ACHIEVE THESE OUTCOMES?
5. DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?
6. IS THE PERSONNEL AVAILABLE?
7. ARE THE MATERIALS AVAILABLE?
8. IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?
9. ARE THERE INSTITUTIONAL SUPPORTS AVAILABLE?
10. IS THE FUNDING AVAILABLE?
11. IS THE POLITICAL SUPPORT AVAILABLE?
12. IS THE OPTION TIMELY?
13. WHAT NEEDS DOES THIS OPTION ANSWER?
14. WHAT BENEFITS COULD BE ANTICIPATED?
15. WHAT WOULD THE COSTS BE?
16. HOW LONG WOULD IT TAKE TO IMPLEMENT?
17. HOW IMPORTANT IS THIS FOR THE FIELD? (SUFFICIENT, NECESSARY, ENABLING)

HINA Archives -- Post 1st, Pre 2nd Commission Meeting

29 C	11-28-88		From DH to Joe Reimer, re: final draft option # 3
30 C	11-2-88	C	From SF & AH to Joe Reimer, re: comments on his option # 5
31 C	11-15-88		From SF & AH, to VL, re: background materials, draft of



OPTION # 20 - TO DEAL WITH THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION
DESCRIPTION

To recruit, train and maintain sufficient numbers of well qualified, dedicated professionals for all levels and settings of Jewish education. This will require building the field of Jewish education as a profession.

What is the target population?

Over 30,000 educators in formal education. In addition ^{it is necessary to} the professionalization for the many other settings of Jewish education such as early childhood, family education, adult education and the appropriate areas in informal education as well as personnel for special areas such as curriculum, the media and research.

What are the desired outcomes of this option?

1. To recruit sufficient numbers of qualified, dedicated personnel for the many settings and clients of Jewish education.
2. To educate personnel in appropriate institutions and settings and to continue with on-the-job education.
3. To retain the qualified and dedicated personnel by granting them the empowerment to develop the kind of education they are committed to.
4. To make available the appropriate salaries and benefits so that educators can enjoy a respectable standard of living.
5. To create status for the profession of Jewish education so that appropriate candidates will be drawn to it.
6. To introduce and develop other elements that characterize a profession:
 - a) ~~body of knowledge~~ body of knowledge
 - b) code of ethics
 - c) collegiality
 - d) ladder of advancement
 - e) status

~~f) salary~~

g) certification

~~h) retention~~

CRITERIA

Do we know if the outcomes can be achieved?

We have little knowledge and many assumptions. There has been very little research done in this area but we know that the initial efforts to recruit ^{and train} outstanding candidates for senior positions have been encouraging.

There has been no careful, thoughtfully planned approach to the recruitment of teachers. There is very limited information about recruitment and training of educators for informal settings and for other areas of Jewish education.

There are those who assume that if educators are empowered, ^{if they} can truly effect education, are granted appropriate salaries and status, that it would be possible to tap the nascent idealism of many young people to devote their lives to Jewish education.

Potential areas for recruitment include:
~~There are fields such as general education, Jewish studies, social work, that are~~
~~potential arenas for recruitment. The experience of the outstanding graduate~~
~~schools of education encourage us to believe that outstanding candidates could be~~
~~attracted.~~

Though the training programs (pre-service and in-service) require a great deal of development, there is a good deal of knowledge available as to how to educate educators.

It is assumed that the profession will be built when there is ^{significant} massive community support for the field of Jewish education.

Are there alternative ways to achieve these outcomes?

There are no alternatives. Some of the problems might be ameliorated by ^{Creative & sophisticated use} sophisticated use of paraprofessionals and the media.

Do we have the know-how to implement this option?

There are some encouraging beginning^s and interesting proposals but little

Is the personnel available?

In one sense this criteria is not relevant because the proposed outcome of this option is to recruit and train sufficient personnel for the field of Jewish education. However, there is a need for the personnel to educate educators in the various settings (pre and post-service). There is a great shortage of professors of Jewish education, teacher educators and trainers for fields such as curriculum. ^{Further} ~~It is~~ possible ^{if some of the} to recruit some of the faculty ^{from the} of the programs of Jewish studies at the universities and Jewish academics from the field of general education.

Are the materials available?

Some Materials are available, others could be prepared as programs are developed.

Is the physical infrastructure available?

~~XXXX~~ As training programs are developed and new ones established there may be a need for building.

Is institutional support available?

There are encouraging first signs that the institutions of higher Jewish learning, the local federations and some foundations are placing this issue high on their list of priorities.

Is the funding available?

^{minimal} There are ~~no~~ funds available today. However, it is assumed that if this became a priority for the communal and private sector, sufficient funding would be made available.

Is the political support available?

Yes. As all elements in the Jewish community recognize the serious need for appropriate personnel.

Is the option timely?

Yes.

What needs does this option answer?

Every area of Jewish education requires people in sufficient numbers and high quality to educate.

What benefits could be anticipated?

If there were sufficient high quality personnel available for the many settings of Jewish education they would improve the quality, introduce innovative and more effective programs and most likely increase the numbers of participants in educational programs.

What would the cost be?

Implementing this option will be very expensive. There has been no study or analysis made of what is the appropriate salary range needed to attract and retain personnel. There is little information about what the cost would be for building the profession as well as adding the many positions that are needed to build the field of Jewish education such as faculty for the training of educators, developers of educational materials etc.

How long would it take to implement?

~~Small~~ thoughtful experiments could be introduced within a 2 year period. This will be an ongoing activity and it can accelerate depending on the commitment of the Jewish community and available funding.

How important is this to the field?

To deal with the shortage of qualified personnel for Jewish education is a precondition for any significant impact in Jewish education. Educational experts agree that the educator is the single most important factor for the educational enterprise. This includes the improvement of existing programs, the recruitment of additional clients for education as well as the introduction of innovative ideas and programs.

Ed. shared that
Outstanding community leaders will be recruited to the cause of Jewish education if they feel they can develop a partnership with devoted, qualified personnel.

OPTION #15 To Enhance The Use of Media For Jewish Education

Defining the Option

Media is a broad term that refers to a host of possible means for communicating information to an audience. In this paper we will concentrate on three forms of visual media - television, films and videos - and consider their potential uses for Jewish education. Two broad types of uses will be considered: media for home viewing in a family context and media as a means of instruction in a more formal learning environment. In the first we would think of television programs and videos for VCR which people would watch in their homes. In the second of using films and videos as part of instructional packages which educators would present in any number of contexts. While these limitations leave out many options which are currently in use (e.g. computer programming), they will allow us some clarity on the complex issues involved in introducing any of the new media into the world of Jewish education.

1. What Is The Target Population?

The target population is: (1) any Jewish viewer of television and/or user of home videos; (2) any group of participants in a Jewish educational program that could incorporate these media as part of the program.

The first is the broader of the two populations because it includes not only Jews who affiliate with the community and participate in Jewish educational programs, but also non-affiliated Jews who might watch a Jewish program on television or a video that deals with Jewish content. Secondly, but not insignificantly, this category extends also to non-Jews who might watch the same television programs on videos.

2. What Are The Desired Outcomes of This Option?

1. To increase exposure to and knowledge of Jewish culture and tradition by providing viewers with programming on a wide variety of Jewish themes - from the holidays to history, calligraphy to cooking.
2. To make Jewish instruction and programming more effective by providing alternative, enlivening means of presenting materials to students and participants.
3. To bring Jewish materials more directly into homes and family life.

3. Do We Know if The Outcomes Can Be Achieved?

We know that high quality Jewish programming on public broadcast television can attract mass audiences, that local programming on cable television can attract smaller, but consistent audiences and that Jewish film festivals can be popular with college and adult audiences. We know little about the integration of these media into Jewish instruction and programming, and little about the impact of home viewing on Jewish family life.

4. Are There Alternatives to Achieve These Outcomes?

Use of these media is thought of as the alternatives to the more traditional means of Jewish education. Experts, however, often point out that the traditional education and media can be seen as complementary to one another in the sense that a good media presentation can augment a classroom discussion, viewing a video drama might stimulate interest in reading more on that subject, or seeing on television a documentary on Israel might lead to more involvement in Israel related activities.

5. Do We Have the Know-how to Achieve These Outcomes?

We are only beginning to learn how to use these media for best advantage in Jewish education. While more local communities are learning to use cable television for Jewish programming and are developing media centers to advise on the use of media in schools, JCC's, etc., we still have little know-how in training educators to incorporate media as an integral part of their educational instruction.

6. Is the Personnel Available?

There are a wide variety of personnel to be considered, from those who produce the programs or films to those who distribute them to those who present them to groups of learners. On all levels there are more personnel available now - in Israel and in North America - than were available even in the recent past: for example, the presence of media consultants in 24 local communities. However, there are vast gaps in the personnel that would be needed if this option were to be more fully implemented: from writers of materials for educational programs to teacher trainers in the use of media to teachers and curriculum writers who have the time and inclination to learn the skills of incorporating these media into educational instruction.

7. Are The Materials Available?

Not to a great extent. (1) There are many very valuable Jewish resources in film and television in Israel and North America that need to be made more commonly available for educational use. (2) There is a great need to create appropriate, quality Jewish programs for the variety of subjects that make up the curriculum of Jewish learning. (3) Even when high quality media materials are available, their use in an educational setting is only as valuable as is the way they are presented and incorporated into a coherent instructional packages. We lack such instructional packages for daily use in a variety of educational settings.

8. Is The Physical Infrastructure Available?

While almost all homes have televisions and most have VCRs, most Jewish educational institutions are sorely lacking in proper facilities and equipment for satisfactory use of these media. How many day or supplementary schools have libraries with good viewing facilities or equipment? How many synagogues or camps are equipped to show quality films or videos?

9. Are The Institutional Supports Available?

While more communities are supporting the use of cable television, there is not yet comparable supports for production of high level programming for public broadcast television or for development of films or videos for instructional use. Some experts have called for a national educational service that would foster the creation and distribution of high quality media materials, first for broadcast television and then for re-use on local cable television and in videos created for home or institutional use.

10. Is The Funding Available?

No. The production and distribution of high quality materials are expensive, and with the exception of a few major projects which received foundation support, there are no regular funding sources currently available to carry the expense.

11. Is The Political Support Available?

As we all become increasingly aware of how the visual media are shaping our general culture and have become a powerful force in the Christian community, the political support seems to be building.

12. Is The Option Timely?

Yes.

13. What Needs Does This Option Answer?

1. The need of all Jews to see themselves and their culture well represented in the media that increasingly shape our society.
2. The need of students on all levels of Jewish education to see the concepts and symbols of Judaism visually represented in ways that expand their understanding of them.
3. The need of educators to have more effective means of capturing the interests of a visually-oriented generation of students.
4. The need of the community to present itself and its interests as powerfully as possible on media that grant broad exposure.

14. What Benefits Could Be Anticipated?

1. Existing programs in Jewish education could become more effective by increasing interest and involvement of students and families through use of media.
2. Jews who do not participate in educational programs could be exposed in their homes to Jewish content and ideas and possibly be attracted to seek greater communal involvement.

3. More and different people who would not ordinarily be involved as personnel in Jewish education might become resources for Jewish education (such as Abba Eban via television).
4. Jews and the general public might better understand the religious, cultural and political stances that are vital to Jewish survival via exposure and analysis on these media.

15. What Would The Costs Be?

While use of local cable television comes at a low cost, once the community became invested in producing high quality programming and materials, the costs would rise dramatically. There would also be more moderate costs for media equipment and facilities, for curriculum development and teaching training.

16. How Long Would It Take To Implement?

Gaining access to local cable television can be done in a relatively short time. Planning for a major broadcast from start to finish takes several years. Creating adequate facilities for viewing, developing curricular materials and teacher training programs could be begun in pilot projects in 1 to 2 years and be expanded more fully in 3 to 5 years even using currently available media materials.

17. How Important Is This For The Field?

While this is neither a necessary nor an enabling condition, there are experts who believe that this option is very important to the future of the field because of its potential for both wide exposure and appeal to a generation of students raised on television and the other visual media.

OPTION ~~1~~1: TO DEVELOP CURRICULUM AND METHODS

INTRODUCTION:

A. Curriculum is an option that is particularly complex because it is so wide-ranging. We could consider, for example, the setting or form of Jewish education, either formal or informal. That is, we could look at day schools or supplementary schools, camps or community centers, youth groups or trips to Israel and in all those cases try to determine the nature and effectiveness of the curriculum being used. In a similar way we could look at any population for Jewish education and try to examine the curriculum being used for that age group. That is, the curriculum currently available for 10 year olds and the curriculum currently available for 3 year olds or adults could each be evaluated separately. And, finally, curriculum could be discussed in relation to subject matters. The amount and quality of curriculum currently available in the area of, for example, teaching Jewish holidays may differ greatly from curriculum available in the area of teaching Israel or Hebrew.

B. And these areas do not address the issue of quality and availability. We can see some materials which are examples of effective curriculum-- they clearly help educators perform their tasks. Other materials are available, but are ineffective; they are designed as curriculum, but do not help the educator. And there is a very important, though often-overlooked, area which we could call "curriculum in potential." These are the available materials or effective programs which could be turned into curriculum, but have not yet been perceived as "curriculum". For example, the many Judaica books for adults currently in print could be seen as "curriculum in potential" for adult education; the materials exist, but we don't know how to use them for adult education in a general way (that is, there are individual talented teachers of adults that use such books, but their teaching ideas have not been organized or disseminated in a way that other teachers could use them). Another example of "curriculum in potential" is the effective programming done in camps or community centers, most of which has never been written down and therefore cannot find a wider audience.

C. Finally, none of the above addresses the crucial connection between curriculum as it is conceived and curriculum as it lives. Curriculum plans that have been developed are directly tied to the implementation of curriculum. For example, we seem to have some curriculum of quality available for the teaching of Hebrew in day schools, but we have a lack of qualified personnel to implement that curriculum. In addition we seem to have a lack of personnel who could train teachers to use these existing materials. And, in addition, in the important domain of "curriculum in potential," we may not have the talented or trained personnel who could do the job of taking existing ideas, programs or lesson plans and transforming them into curriculum.

We could also consider the institutions that should develop curriculum. Should this come as a "top-down" process through Boards of Jewish education, research centers and curriculum publishers or should this emanate from local institutions or from the individual educators themselves?

Finally we could treat curriculum and methods together, for our conception of curriculum requires that we include the methods by which the curriculum is to be taught.

We will try to address the general picture of curriculum in Jewish education, being fully aware that the complexity of the subject does not allow for a simple or detailed analysis.

Therefore:

TARGET POPULATIONS: All age groups, settings and forms of Jewish education.

OUTCOMES: The "Improving Curriculum" option should mean:

- a) Materials should encompass the various settings and age groups of Jewish education
- b) Materials should be both effective and available
- c) Educators (teachers, informal educators, etc.) should participate in in-service education programs where they can learn how to use curriculum and methods
- d) Personnel should be trained to use, implement (train others) and create materials

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED:

We do know a good deal about our abilities to create materials for school age populations and settings; we assume, based on that fact (and perhaps incorrectly), a good deal about our ability to create materials for informal settings and other ages. We know a good deal about training educators to use materials and about working with school environments in introducing new curriculum ideas (i.e. there is considerable research in the general education field, some of which is relevant to Jewish education; and there is considerable practical work, most of which is currently not written up, about the implementation of curriculum in Jewish education) and we know something about training people as curriculum writers and trainers.

WHAT ARE ALTERNATIVES FOR REACHING THESE OUTCOMES:

Some have argued that training teachers and helping them become their own "curriculum developers" might be preferable to working on curriculum materials per se or in working in larger institutions in a "top down" fashion. (E.g. perhaps the local JCC or school or synagogue should be producing its own "materials" and these either may or may not be made available for larger dissemination.)

This alternative will require relieving talented teachers from a good part of their work and making consultants available to help them in the curriculum project.

DO WE HAVE THE KNOW-HOW?

In some areas, such as formal education, yes. In informal education it is unclear what such curriculum should look like and how it should be produced.

IS THE PERSONNEL AVAILABLE?

In most areas (including writing, producing and implementing curriculum): no.

But this differs among settings and even among the denominations-- e.g. there is a shortage of teachers who could implement Hebrew language curriculum in almost all settings; there is a shortage of youth group leaders who could implement curriculum in almost all settings; in Jewish museums there seem to be excellent personnel for implementation of programs, but little personnel for creating curriculum materials for them to implement; there is a great shortage in the non-Orthodox world of day school teachers for rabbinic literature (Talmud, Midrash, etc.); there seem to be adequate numbers in supplementary school settings for teaching Jewish holidays, but not prayer or synagogue skills, etc.

There is a shortage of personnel for creating new materials or for training others in use of materials in almost all settings. At the very top of the training ladder there are some people available in Jewish education academic settings who could train future curriculum writers and planners and there are resources in secular education schools that could be put into play here as well.

ARE MATERIALS AVAILABLE?

This entire option is connected to this question and as mentioned above it is almost impossible to address in great detail. But a thumbnail sketch:

a) In supplementary school arena: a good deal available both from the national organizations and through "curriculum clearing houses" such as NERC at JESNA and CAJE curriculum bank and from the commercial publishers (such as Behrman House). Some areas very strong (Jewish holidays); some areas very weak (teaching Israel); some areas materials are available but for various reasons have not been effective (teaching Hebrew).

b) In day school area: much less available here in almost all subject areas except Hebrew language. Often "curriculum" in dayschools

simply means handing out a classical text for the class to study. Very little material of any seriousness, however, available to help teachers teach rabbinic literature in graded fashion, for example. Yes, there are materials in modern Hebrew; and there are literature books imported from Israel, but these tend to present problems in the non-Israeli setting. There may be greater potential here for such exchanges.

c) For informal settings: recently some materials are starting to become available in adult education domain. Otherwise very little in the way of materials, but potential based on programming experience and successes over many years (in youth groups, camps, JCCs, etc). Some materials exist for specific localities and may not be relevant beyond that setting (e.g. Jewish museums.)

d) Early childhood age: very little available, although there is potential in using/adapting children's literature.

e) Adult: yes, much material (books on history, Israel, translations and commentaries on traditional sources, etc.) for the adult student, but very little done as curriculum per se (i.e. help for the teachers of adults), plus very little written material beyond this formal domain. That is, materials for programs on adult identity, growth, etc. Even though some programs have been successful little has been preserved to help others implement such programs.

f) Family education: some material available, some programs have been successful in specific localities but have not been turned into curriculum. However, this whole area suffers from vagueness. The term is used loosely, without definition and the goals for such curriculum are unclear. Therefore it is hard at present to evaluate what exists and what can exist.

g) Computer and video materials both appropriate for children and of quality are lacking in almost all subject areas. Some video materials available for adult education, but full potential as curriculum has not yet been tapped.

PHYSICAL INFRASTRUCTURE: Not relevant

INSTITUTIONS: Yes

ANSWERS NEED: Yes

AVAILABLE FUNDS: Generally, not at present

COMMUNAL AND POLITICAL SUPPORT: Unclear; depends on setting

QUALITATIVE IMPROVEMENT: Yes

QUANTITATIVE IMPROVEMENT: Yes

COST: Wide range; This includes personnel for researching, writing and developing materials; personnel for training teachers in use of the new materials. Also costs for the actual production, testing and distribution of materials. In areas in which existing materials could serve as the basis of curriculum (e.g. adult education), cost of producing curriculum would be lower than areas in which few materials exist (e.g. early childhood). There are areas in which there is debate currently over about how to achieve our goals (Hebrew language) or even what those goals should be (family education) and planning and research in those areas would also entail additional cost.

TIME: This is an ongoing activity and some materials could be created fairly rapidly; others would take much longer. All materials would need revision and continuing update.

IS THIS A NECESSARY CONDITION: NO

IS THIS AN ENABLING CONDITION: Yes



Option #13 The Integration of Formal and Informal Education

DESCRIPTION

Defining the Option

Though we tend to think of formal education (such as schools) and informal education (such as camps, youth groups) as separate domains, there have been efforts to integrate the two. The effort may come in an informal setting with the inclusion of formal learning opportunities or in a formal setting with the inclusion of informal learning opportunities. A third possibility is for two institutions - one formal and one informal - to work together to coordinate their activities so that the participants (students) would be exposed to similar materials on themes in both settings. All these efforts work from these assumptions: (1) formal and informal education complement one another; (2) Jewishness needs to be taught using both types of learning; (3) participants' learning greatly improves when these approaches are brought together in one programmatic package, creating a synergistic effect.

What is the target population?

The population is all Jews who participate in Jewish education and could profit from this integrative approach.

What outcomes are to be achieved?

1. Increasing effectiveness of both types of programs by having the cognitive component of formal education reinforced and amplified by the affective component of informal education and visa versa.
2. Students' learning how the two aspects of Jewish living-study and deed- fit together and reinforce one another.
3. Increasing coordination between educational institutions who often conceive of their missions as being distinct from one another.

Do we know if these outcomes can be achieved?

We have the informed opinion of the educators who have attempted this integration that it is likely that these outcomes can be achieved. The number of serious attempts at integrations are few and we have no hard data on the effectiveness of these attempts.

Are there alternatives for achieving this objective?

The common reality is the alternative. In most cases in which students participate in both formal and informal Jewish settings, the co-ordination of realms is left to chance or to the students' own abilities to integrate these diverse experiences. It is generally agreed that this lack of coordination fails to realize

the full potential of either formal or informal education.

Do we have the know-how to implement the option?

There are educators who are prepared to experiment in this area and have suggested interesting programs. There is as yet no established model for dissemination or, even, a clear way of training educators for integration.

Is the personnel available?

No, except for a small number of educators. Training educators to function well in both formal and informal settings, and to build integrative programs is difficult.

Are the materials available?

No materials have been specifically prepared for integrating education in the formal and informal settings, but there are existing materials that can be applied to the integration. There are some emerging curriculum, e.g. for Shabbat retreats, that attempt the integration.

Is the physical infrastructure available?

Usually, yes. Integrative programs often use camp and retreat sites but in some communities, they are not available on a year-around basis. A program that would fully integrate formal and informal education would probably require the linking of institutions such as schools and JCCs.

Are the institutional supports available?

This subject has not yet been directly and systematically addressed by the institutions in the community. Greatest support for it is found in informal settings where JCC's, camps and youth organizations are working to integrate formal learning opportunities into their programs. There is an increasing realization in supplementary schools that their students could benefit from school-sponsored informal activities. Day schools often look for such opportunities for their students too, though not usually through school sponsorship.

Is funding available?

To a very limited extent. The integration is costly and usually families are asked to pay for some of the operating costs. For the training of staff, preparation of materials and coordination or organizations there is little funding available.

Is the political support available?

There is realization of its importance, but it is not a high priority on most political agendas.

Is this option timely?

Yes.

What needs does this option answer?

1. Students' need to experience a link between what is learned in a formal setting and what is learned in informal settings especially when homes do not provide the links.
2. Educators' need to find efficient ways to bring to life what is taught in the classroom and to give intellectual depth to what is experienced in a camp or on a retreat.
3. The community's need to have different educational organizations coordinate efforts and become more efficient.

What benefits could be anticipated?

1. What is taught in classes could be reinforced and better understood by its being experienced in a live setting.
2. What is experienced in a camp, etc. could have more meaning if it were more clearly connected to a set of ideas and a field of information.
3. More students might choose to continue their Jewish education beyond Bar Mitzvah if their learning opportunities become more experiential and personally meaningful.
4. More full-time jobs for educators could become available if formal and informal education were combined into single job-description.

What would the costs be to operationalize?

Unknown setting up model programs - which would include small-scale for some staff training, material production and scholarships to offset added costs to families - could be done at a low cost. More extensive dissemination would require more staff training and retraining.

How long would it take to implement?

Model programs could be established in 1-2 years. Dissemination is a 3-5 year project.

How important is it for the field?

It is neither a necessary nor an enabling condition, but an option that could maximize educational impact and efficiency.

OPTION 11: TO DEVELOP INFORMAL EDUCATION

WHAT IS INCLUDED IN THE TERM "INFORMAL EDUCATION"?

The scope of informal education is vast, extending from toddlers to senior citizens, from swimming with Mom to studying Torah with a resident scholar. For the purposes of this paper, it will be limited to three domains - JCC'S, summer camp and youth work - and will not include programs for early childhood (option 1) or senior adults (option 8).

WHAT IS THE TARGET POPULATION?

The 200 JCC's in North America target all Jews as their potential population. The 70 residential summer camps under Jewish communal auspices are primarily for children of school age (annual population estimated at 52,000) but also are expanding to service adults on retreats and family programs as well as train college students who work on their staff. Ten major youth organizations primarily serve high school students but also extend downward to junior high and upward to college students (with 100,000 participants).

WHAT ARE THE DESIRED OUTCOMES TO BE ACHIEVED?

1. To create an experiential field within which Jews of varying ages and backgrounds can encounter and participate in a living Jewish community and experience themselves as more deeply identified as Jews.
2. To create a multiplicity of opportunities for Jews to learn more about their Jewishness through "informal means" including interest activities, cultural programs, small groups, classes and retreats.
3. To create contexts in which Jews can freely associate with one another and forge more lasting communal and friendship bonds.
4. To create a sense of community by sponsoring major cultural events in which many elements of the community can come together and constitute themselves as "klal yisrael."

DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?

There are some studies which suggest that participation in informal Jewish activities - especially camps, youth movements and Israel programs - has a significant impact on people's subsequent Jewish identity. Much of what we know of outcomes, however, is based on informed assumptions.

ARE THERE ALTERNATIVE WAYS TO ACHIEVE THESE OUTCOMES?

Only trips to Israel are seen as having the same affective and experiential impact as these informal educational programs, and they generally do not begin at as early an age. Most experts do not see formal education as an alternative to informal education, but rather as each complementing the other.

DO WE HAVE THE KNOW-HOW TO IMPLEMENT THE OPTION?

Yes. To a great extent. Jewish camping and youth movement are well-established and given the right conditions can be run with great effectiveness. The JCC staffs have been learning to introduce Jewish content and experiences into their programs and have done so with increasing effectiveness.

IS THE PERSONNEL AVAILABLE?

In camping and youth movements the recruiting and maintaining of appropriately effective staff is a constant struggle. In the JCC world there are also shortages, but the main issue is the Jewish training of staff where there are definite shortages in personnel

with strong Jewish backgrounds.

ARE THE MATERIALS AVAILABLE?

Yes, to an extent. Informal education requires a "curriculum of learning" as does formal education. Over the years a "curriculum in potential" has developed in the form of many successful programs and materials that have been produced. However, there is need for actual curriculum that orders programs and materials and offers direction for their use. National access and coordination is still in need of improvement. In camping and youth movements there are few opportunities for professionals in the field to meet together on use of materials.

IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?

To a great extent, yes. In camping, however, there is the need to explore if certain areas of North America are not underserved. Also, the potential to use camps as year-around resources for informal and family education would require upgrading of facilities. Maintenance and improvement of summer facilities remain a budgetary concern as well.

IS INSTITUTIONAL SUPPORT AVAILABLE?

Yes. The JCC world has become supportive of viewing informal education as an essential part of Jewish education. The denominations each support a youth movement as do other national organizations like Bnai Brith and Hadassah. The JCC world has an extensive network of residential and day camps. The Reform and Conservative movements each officially sponsors a network of summer camps. In the Orthodox world there is also much support for camping.

IS THE FUNDING AVAILABLE?

Yes. However, youth movement's reliance on national and local support still often leaves them with minimal-level budgeting. Camps can rely on tuition up to a point, but as tuitions rise, the numbers of families who can afford camp drops. There is a large need in camps and youth movements for scholarship funds. Starting new camps would require large influx of funds, estimated at \$3 million per residential camp; winterizing at \$500,000.

IS THE POLITICAL SUPPORT AVAILABLE?

Yes. However in camping and youth work there is less clear support for upgrading and expanding their mandate.

IS THIS OPTION TIMELY?

Yes. Especially in the JCC world there is much recent movement to upgrade Jewish quality of informal education. In camping there is recent movement to include more programming for families and adults.

WHAT NEEDS DOES THIS OPTION ANSWER?

1. The need of individuals of all ages to express their Jewishness through a variety of informal modalities.
2. The need of individuals of all ages and families to enter a "Jewish space" in which they can be at home with their Jewishness and their fellow Jews.
3. The need of individuals of all ages to learn more about their Jewishness and themselves as Jews.
4. The need of the community to have opportunities to constitute itself as a community (without having to respond to a crisis).

WHAT BENEFITS COULD BE ANTICIPATED?

1. Jews learning a richer, more textured sense of self as a Jew.

2. Reinforcement of and expansion upon the Jewish learning done in formal settings through enactment in less formal settings.
3. Reinforcement of communal bonds through effective connections developed by people commonly engaged in informal activity.
4. Attractive to the Jewish community individuals and families who feel less comfortable in the more formal environments of schools and congregations, and helping them towards fuller integration.

WHAT WOULD THE COSTS BE?

The main costs involve staff recruitment, training and retention. On all levels, informal education requires a core of well-trained professionals who will devote their careers to this work. In addition, the work is labor-intensive and requires the constant search for new staff due to high turnover. Higher salaries and benefits, more opportunities for professional growth and advancement is especially important in youth work and camping. JCC's need on-going funding for the Jewish education of their staff.

HOW LONG WOULD IT TAKE TO IMPLEMENT?

The Jewish training of staff is already on-going. The professional upgrading of camp and youth movement staff could begin to be implemented in a short period. The training of a more permanent professional top staff would require a 5-10 year effort.

HOW IMPORTANT IS THIS TO THE FIELD?

While not a necessary condition, informal education is considered very important as a complement to existing forms of formal education and as a door through which non-affiliated Jews can more easily enter. Some argue it is an enabling condition in that it enlivens the whole field of Jewish education.

Joseph Reimer

Option #20: To Develop and Improve the Day School (Revised edition)
(Elementary and High School)

1. What is the target population?

The population is all Jewish families with children of school age who are interested or could be made interested in day school education. In 1982 110,000 students attended day schools in the U.S.A.; 16,000 in Canada. The largest concentration is in the lower elementary grades. Of the 586 day schools in North America, 462 are Orthodox, 62 are Conservative, 44 are communal, 9 are Reform, 4 are secular

2 What are the desired outcomes of this option?

1. Improve quality of day school education through supports for personnel training and professional growth, model programs, curriculum development, integration of different areas of learning and increased family involvement.
2. Produce graduates with high-levels of Jewish commitment and in-depth Judaic knowledge who could form a core of future Jewish leadership.
3. Improve possibility of more families throughout community choosing day school education for children by increasing total number of day schools (d.s.) and qualified personnel and by offering, when needed, more opportunities for tuition reduction.

3. Do we know if outcomes can be achieved?

We have a good deal of experience with day school education and much formed opinion about its potential effectiveness. We assume that by creating more total Jewish ambience, devoting more hours to Judaic content, and commanding a more serious level of commitment that d.s. education produces more knowledgeable and committed Jews. But we do not yet have hard data to support these assumptions. Nor do we know how widespread day school education could become in U.S., or outside of the Orthodox community, what it would take to gain more support for day high school education.

4. Are there alternatives to achieve these objectives?

1. Excellent pre-school, supplementary school, informal education and Israel programs may be alternatives to day school.
2. Some say increasing quality of secular education in day schools will increase numbers.

Many observers believe these are not realistic alternatives to day school and that day schools (especially when complemented by informal programs, family education and Israel programs) is the most effective form of Jewish education available.

#20

(2)

5. Do we have the know-how to implement this option?

Yes, we know how to run successful day schools along all the ideological lines. But at present we have not come up with an approach to recruiting and training the needed personnel.

6. Is the personnel available?

There are personnel available, but not enough for current needs and certainly not for potential future needs. In some cases today day schools need to rely on Israeli teachers to cover certain subjects. Many observers feel that a number of steps could be taken to improve the personnel picture. These include: more active recruitment, more training opportunities, increased salaries and benefits, better in-service and staff development opportunities. There are needs for high school principals and master teachers as well as professional teachers.

7. Are the materials available?

Only to a limited extent. There is a general lack of first rate curriculum at all levels for teaching Judaic subjects.

8. Is the physical infrastructure available?

Day schools face four challenges in relation to physical structures.

1. New schools need to find initial space in which to house the school.
2. Expanding schools need to find larger quarters.
3. All schools face cost of upkeep and maintenance of building.
4. Many schools wish to improve quality of educational facilities such as; libraries, laboratories, gymnasiums and class rooms.

There are constant needs for funds in relation to all of the above.

9. Are there institutional supports available?

In the Orthodox community, definitely yes. In the Conservative movement, mostly yes. In the Reform movement, it is newer, but gaining support. So too in the federation world.

10. Is the funding available?

Day schools rely on the following sources for funding; tuition, communal funds, governmental funds and local fundraising. Tuition fees cover between 40 and 90 percent of operational costs depending on numbers of students on scholarship and the extent of the scholarships (which may range from 10 to 100%). Capital costs must come from communal funds or local fundraising. Many day schools struggle to meet current budgets, without having adequate funding to raise teacher salaries and benefits, expand facilities, or increase scholarship pool.

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(3)

11. Is the political support available?

Certainly in the Orthodox community. Otherwise, the support is increasing, but is by no means universal. Opposition, though, has greatly decreased.

12. Is the option timely?

Yes. Judging by 83% increase in enrollments between 1962 and 1982, and continued growth across ideological lines, day school education is timely.

13. What needs does this option answer?

1. Need to provide students with a more complete setting to study Jewish tradition in depth and develop Jewish commitments.
2. Need to provide viable Jewish alternatives to what some parents perceive as failing public and supplementary schools.
3. Need to provide some parents with opportunities for more Jewish involvement.
4. Need to provide educators with ~~contrast for~~ full-time work and consistently serious teaching and advancement opportunities.

14. What benefits could be anticipated?

1. Larger numbers of Jewish students would be involved in more intensive Jewish study.
2. Quality of Jewish knowledge and commitment could be elevated across the community.
3. Could create a larger pool for future lay and professional leadership in the community.
4. Could intensify Jewish identification for the family of children attending.

15. What would the costs be?

Given the needs for personnel (including improved salaries and benefits and enhanced opportunities for recruitment, training and professional development), physical structure, curriculum development, scholarship funds and outreach efforts, the costs could be high. Recently in the New York area, close to \$10 million of communal funds was invested in meeting these diverse needs for day schools.

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(4)

16. How long would it take to implement?

Some steps, such as curriculum development and personnel recruitment could have first steps of implementation taken within 3 - 5 years. How long it would take to increase funding would depend on response of the community to these needs.

17. How important is this for the field?

Some experts argue it is the most important programmatic option because it has the highest yield. Others wonder if day schools will ever be attractive to more than a small percentage of non-Orthodox Jews and see it as less important in servicing less intensely committed Jewish families.



SUGGESTIONS FOR OPTION 9 - TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL (ELEMENTARY AND HIGH SCHOOL)

REIMER'S 1 AND 2: are now part of the description. Comments on the description:-

- it is not the families but the children
- I suggest it be written this way - "the population is the children and families of school age who are enrolled in supplementary schools. I would further add that the 270,000 enrolled could grow by several hundred thousand. a vast majority are either under Reform or Conservative but there are schools under orthodox communal auspices.

Point Number 2: Keep all his number 2 - in light of the outcome be part of of description.

- 3, Must refer to Schiff's study in terms of an examination of what exists my comment should be included "Expert opinion is divided between those who view the supplementary school as a high-risk poor investment and those who believe that it is important to invest in model programs to give the institute a fair chance." Of course , he picks this up under his point 4,

<

We have no knowledge that a great supplementary school can be developed.

4. Most of 4 is OK. I would add my comments: The Israel Experience programs are generally not appropriate for this age group - even if you agree with Joe that you "start Israel programs for younger children."
6. I would begin with a NO and would mention the large number of poorly trained Israeli teachers and combine him with mine.....
(mine....) "Is the personnel available - No. At present the lack of qualified personnel is the major problem. Personnel could probably be recruited for model programs on a small scale. There are no acceptable proposals at present."

7. I would change to:- On an elementary level, a good deal (etc)
9. His 9 is our 7 - if it is listed our way then the answer is YES.
(OUR WAY NO 7) :- "Do the mechanism - institutions for implementation - exist? If not, how difficult will it be to create them?
I would correct "Federations are now giving minimal instead of some support.
10. I would correct to read:- "not at present for serious efforts at improvement"
12. I would rewrite to following way:- " YES. For those who believe and are concerned about the future of this institution. Not so for those who doubt its ability to be rehabilitated.



J. Reimer

Revised option paper

Option #19- To develop and improve the supplementary school (elementary and high school)

1. What is the target population?

The population is the families of children of school age who are enrolled in supplementary schools. In the U.S. there are close to 270,000 children currently enrolled; in Canada close to 9,700. There are about 2200 supplementary schools in N.A., primarily serving elementary grades, with a vast majority under the auspices of either Reform or Conservative synagogues.

2. What are the desired outcomes of this option?

1. To improve the quality of these programs by providing more highly-trained personnel, better supports for teachers, better consistency in use of curriculum, and more support from families, congregations and communities.

2. To enhance the children's and families' educational experience to better impart knowledge, create commitment to the Jewish people and encourage more observance and participation.

3. To affiliate Jewishly and continue further study after Bar Mitzvah.

4. To increase the numbers of families who would send their children to these schools for a Jewish education.

3. Do we know if the outcomes can be achieved?

We assume a lot and do have some experiential knowledge of what makes a supplementary school more effective and how to improve less effective schools. No sustained widescale effort has been tried to upgrade these schools; but the conditions experts list as essential for effectiveness (qualified personnel, etc.) are currently often lacking.

4. Are there alternatives to achieve these outcomes?

Some experts have put forward these alternatives to replace supplementary schools:

1. Improved recruiting for day schools;
2. Enhancing outreach directly to Jewish families;
3. Increasing allotments for informal education, and
4. Starting Israel programs for younger children

Each of these alternatives is problematic. Many experts believe there will remain a limited clientele for day schools and that family and informal education work best as extensions of, not replacements for, these schools.

5. Do we have the know-how to implement this option?

With appropriate personnel, family and communal support, we believe we know how to improve the quality and attractiveness of single supplementary schools. We have limited knowledge of how to change the culture of these schools for the whole population.

J.R

#19

(4)

6. Is the personnel available?

Currently there is a pool of mostly part-time and some full-time personnel. Improvement would require recruiting, training, and retention of more qualified full-time personnel and more support and professional opportunities for both full and part-time personnel. Creative recruitment of part-time teachers is also necessary.

7. Are the materials available?

On an elementary level, yes. On a high school level, to some extent, but less so.

8. Is the physical infrastructure available?

Yes.

9. Are the institutional supports available?

The crucial support of congregations and denomination remains. Federations are now giving some support. Important issues are how to help congregations make more effective usage of available educational resources and communities to coordinate communal and denominational efforts to improve these schools.

10. Is the funding available?

For current operations, yes; but not for a serious efforts of large-school improvement.

11. Is the political support available?

To a limited extent. The poor reputation of supplementary schools has made it difficult to rally support for a sustained effort to improve their quality and appeal. There is the danger of a self-fulfilling prophecy of low expectations and poor performance.

12. Is the option timely?

Yes. Most observers agree the supplementary schools are in crisis and need to be either improved or replaced.

13. What needs does this option answer?

1. In the U.S.A. the 70% of the children enrolled in Jewish schools who attend supplementary schools need a better educational experience.

2. Most non-Orthodox synagogues spend a considerable portion of their budgets on these schools and deserve more for their money.

3. The many Jewish families with children enrolled in these schools need better-quality help from these schools to help sustain their children's Jewish identity.

J.R.

#19

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14. What benefits could be anticipated?

1. Better quality schools could better provide students with more Jewish knowledge, firmer Jewish values and more deeply felt Jewish commitments.

2. Better quality schools could attract and hold more students for more years.

3. Improved supplementary education could be a gateway for greater interest in informal, family and adult education as well as programs in Israel.

15. What would the costs be?

High. Without a sustained effort to improve the personnel picture, no sustained improvement is possible.

16. How long would it take to implement?

Pilot projects for developing model programs could be implemented in 3-5 years. More systematic improvements could require 5-7 years.

17. How important is this to the field?

It is not a necessary condition. Some observers rank this as among the most important programmatic options because it reaches the largest numbers of families. Other observers believe the outcomes will be hard to achieve and may not be worth the large investment.

J. Reimer

17a

(17a)

Option #7 and 17a: To Focus Efforts on and Develop Programs For Adults

1. What is the target population?

The target is the whole adult population of the Jewish community. This is sometimes divided into subpopulations by age (young or senior adults), status (singles, parents), level of commitment (affiliated or unaffiliated) or professional.

2. What kinds of programs currently exist?

There is a wide array of programs for adults in the realms of both formal and informal education. On the formal side there are lecture series, classes, institutes and schools sponsored by synagogues, community centers, national and local organizations. There are also university programs, study groups, havurot and study retreats, as well as special study programs for leadership groups. On the informal side there are interest and self-help groups, cultural events and Israel experience programs as well as retreats and weekends of all sorts.

3. What are the desired outcomes of this option?

1. To encourage greater personal commitment to Jewish life.
2. To increase engagement with Jewish sources.
3. To increase participation in Jewish communal activities.
4. To encourage more knowledgeable participation in Jewish life
5. To improve adults' ability to transmit Jewish tradition and culture to the next generations.
6. To strengthen the connection of North American Jews to Israel
7. To involve many more adults in formal and informal Jewish learning and activity.

4. Do we know if these outcomes can be achieved?

We know through experience that there are programs that have achieved many of the above outcomes. We know less about developing clear models that can be replicated, and do not know the impact of different programs on adults. We do not know the numbers of adults who have been reached or potentially could be reached by these programs.

7/13

(2)

5. Are there alternatives to achieve these outcomes?

In addition to many kinds of programs listed above, there are alternative modalities which have been suggested:

1. More systematic use of the media (including public and cable television, videos, tapes, computer programs) for reaching
2. More effective use of book clubs and other library or home reading programs;
3. More creative use of University programs through extension courses, etc.

6. Do we have the know-how to implement this option?

We have the know-how to run successful programs of many different kinds. We are first gaining know-how to develop successful models and replicate them. We have yet to gain much know-how in the marketing of available or potential programs.

7. Is the personnel available?

The personnel picture is uneven. There is a great potential if rabbis, scholars and informed professionals can be channeled to area. There is a need here for re-training. There may also be a role for training para-professionals and supporting peer learning as in yesivot and havurot

8. Are the materials available?

There is much material for the adult learner, but it is not arranged in curriculum form for teaching purposes. Some curricular efforts have begun; more would be needed for fuller implementation. Use of the media (films, video, etc.) has begun, but much material is yet to be made commonly available or incorporated into curriculum.

9. Is the physical infrastructure available?

It looks like a great deal is available, though careful study might indicate need for more retreat centers and vacation sites.

10. Are the institutional supports available?

Yes. On both a local and national level there are many organizations involved and supportive. What may be lacking is coordination among organizations to avoid overlap and increase marketing effectiveness.

11. Is the funding available?

Not for a serious effort at model-building, replication, personnel re-training, and development of materials.

12. Is the political support available?

9/13

(3)

Yes. As more communal leaders are themselves touched by adult programs, they become their supporters. There is also more general awareness that we cannot educate the younger generation without also educating the adult population.

13. Is the option timely?

Yes.

14. What needs does this option answer?

1. The need of adults to learn and re-learn more about Jewish tradition and culture.
2. The need of the community to have a more knowledgeable and committed membership.
3. The need of the younger generation to see their elders also also involved in Jewish life and study.

15. What benefits could be anticipated?

1. Adult education could change the nature and kind of Jewish involvement of the adult population.
2. It could involve hundreds of thousands of adult Jews in Jewish activity.
3. It could enable education for children and families to be improved as more people would have a stake in the educational enterprise.
4. It could help turn education into a top priority of national and local communal and religious organizations.

What would the costs be?

Initial efforts at developing model programs could be begun at low-costs. As efforts to expand programs, re-train personnel and develop materials got underway, costs would rise, but remain moderate.

17. How long would it take to implement?

There could be a 1 year planning period followed by a 2-3 year effort at developing model programs. Full fledged implementation would require a 5-7 year period.

18. How important is this for the field?

While neither a necessary nor an enabling condition, adult education is considered by some to be a very important programmatic option because it could reach a very large number of Jews and also help to develop current and future leadership for the community.

Option #6 and 17

To Focus Efforts on the Family1. What is the target population?

The target population is the universe of Jewish families in all its various shapes and sizes. Two particular family constellations which have received most attention are parents and school-age children and senior adults and their grown children and grandchildren.

2. What are the desired outcomes of this option?

1. Greater involvement of the family unit in Jewish life and learning.

2. Greater involvement of parents in the Jewish education of the children.

3. A chance for adults to learn about and attach to Jewish practices.

4. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.

5. Potential strengthening^{of} the cohesion of the Jewish family.

6. Potential building^{of} a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

3. Do we know if the outcomes can be achieved?

Family education is yet in an experimental stage. Educators involved in early experiments believe they have often been successful and have achieved some of the objectives. Models for replication have yet to emerge; no wide replication has been attempted.

4. Are there alternatives to achieve these outcomes?

1. Family members can be involved in children's education through school participation (committees, fundraising, etc.) and more creative, involving homework.

2. A sense of community can be enhanced through social, political or religious activities for adults.

3. Adults can learn directly through programs in adult education.

5. Do we have the know-how to implement this option?

Educators involved in family education believe they are developing the know-how to implement single programs and may be ready to develop a model for replication.

6. Is the personnel available?

Family education draws from existing personnel pools—particularly rabbis, social workers and educators. To move forward requires retraining of personnel along these skill-lines.

7. Are the materials available?

A good deal of materials from other areas may be adapted for family education. To develop this area further may require a serious curricular effort.

8. Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition would be retreat centers.

9. Are the institutional supports available?

The idea is new, but is considered by some experts in the field to be so potentially important as to merit immediate support. Existing programs are to be found in synagogues, JCC's, federations, camps, and there is a call for additional programs. For widespread replication, more national institutional support would be needed.

10. Is the funding available?

Funding for existing programs comes from host institutions and the families themselves. Replication requires material production and re-training of personnel. Currently funding for those are not available.

11. Is the political support available?

The political support is building strongly in selected locations, but is yet untested in many other locations.

12. Is the option timely?

Yes. With worries about family cohesion and parental non-support for children's education, many feel this is a most timely option especially for families involved with congregational schools, but also day school families.

13. What needs does this option answer?

The need of families to find ways to be involved together in Jewish life. The need of schools to involve parents in their children's Jewish education. The educators' needs to feel supported by the home and the children's needs to have continuity between the school and the home.

14. What benefits could be anticipated?

a. Family education could enrich the whole pattern of participation of the family unit on Jewish life- in their homes and communities.

b. Family education ^{could} sometimes build a connection between what is learned at school and seen at home.

c. It could help revive supplementary schools by bringing the parents more closely in touch with their children's and their own Jewish education.

d. Family education could enhance chances that children would continue education beyond bar mitzvah.

e. Family education could increase amount and quality of adult participation in the Jewish community.

f. Unintended consequences: it could raise the demand for more quality adult education and involve rabbis more fully in practice of Jewish education.

15. What would the costs be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation would involve more substantial, but still moderate, costs.

16. How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

17. How important is this for the field?

Some experts believe family education could be an enabling condition in the sense that with more family involvement, many other forms of education for children and adults would be far more effective. Others caution that this is as yet an experimental approach and has yet to be proven effective on a wider scale.

Option 6 and 17 To Focus Efforts on the Family

DEFINITION

What is the target population?

The target population is the universe of Jewish families. Two particular family constellations which have received most attention are parents and school-age children and senior adults and their grown children and grandchildren.

What are the desired outcomes of this option?

1. Greater involvement of the family unit in Jewish life and learning.
2. Greater involvement of parents in the Jewish education of the children.
3. A chance for adults to learn about and practice Judaism.
4. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.
5. Potential strengthening of the cohesion of the Jewish family.
6. Potential building of a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

Do we know if the outcomes can be achieved?

There has been much research done that has argued for the importance of the family as educator but programs in family education are still in an experimental stage. Educators involved in early experiments believe they have achieved some of the objectives. Models for replication have yet to emerge; no wide replication has been attempted.

Are there alternatives to achieve these outcomes?

1. Adults can learn directly through programs in adult education.
2. Family members can be involved in children's education through school participation (committees, fundraising, etc.) and more, involving homework.
3. A sense of community can be enhanced through social, political or religious activities for adults.

Do we have the know-how to implement this option?

Very little. Some educators involved in family education believe they are developing the know-how to implement single programs and may be ready to develop a model for replication.

Is the personnel available?

Presently, family education draws from existing personnel pools - particularly rabbis, social workers and educators but very few Jewish professionals identify as family educators. Existing personnel may be qualified for the few existing models of family education, but if family education is to be developed, personnel will have to be trained appropriately for the new programs and approaches.

Are the materials available?

A good deal of materials from other areas may be adapted for family education, but a serious curricular effort will be necessary if this area is to be fully developed.

Is the physical infrastructure available?

Yes. Programs take place in synagogues, JCC's, camps. The only addition could be retreat centers.

Are the institutional supports available?

The idea is new, but is considered by some experts in the field to be so potentially important as to merit immediate support. Existing programs are to be found in synagogues, JCC's, federations, camps, and there is a call for additional programs. For widespread replication, more national institutional support would be needed.

Is the funding available?

Funding for existing programs comes from host institutions and the families themselves. Replication requires material production and re-training of personnel. Currently funding for large scale development is not available.

Is the political support available?

The political support is building in selected locations, but is yet untested in many other locations.

Is the option timely?

Yes. With concern about family cohesion and parental non-support for children's education, many feel this is a most timely option especially for families involved with congregational schools, day schools and other forms of Jewish education.

What needs does this option answer?

The need of families to find ways to be involved together in Jewish life. The need of schools to involve parents in their children's Jewish education. The educators' needs to feel

supported by the home and the children's needs to have continuity between the school and the home.

What benefits could be anticipated?

- a. Family education could enrich the whole pattern of participation of the family unit in Jewish life - in the home and in the community.
- b. Family education could build a connection between what is learned at school and seen at home.
- c. It could help revive supplementary schools by bringing the parents more closely in touch with their children's and their own Jewish education.
- d. Family education could enhance chances that children would continue education beyond bar mitzvah.
- e. Unintended consequences: it could raise the demand for more quality adult education; and it could involve rabbis more fully in practice of Jewish education.

What would the cost be?

The immediate costs of moving from local experiments to producing models for replication would be low. To move to full implementation and long-term development would involve more substantial costs for the salary and training of personnel and the production of materials.

How long to implement?

The next stage could be achieved in 2 years. Full implementation would require 5-7 years.

How important is this for the field?

Some experts believe family education could be an enabling condition in the sense that with more family involvement, many other forms of education for children and adults would be far more effective. Others caution that this is as yet an experimental approach and has yet to be proven effective on a wider scale.

OPTION 3: TO FOCUS EFFORTS ON THE HIGH SCHOOL AGE

DESCRIPTION

As mentioned in the note on the list of options (see page x of this document), there is a significant difference between developing programs and planning for the needs of a whole age group. While the former focuses on what exists and whether it can be expanded or changed, the latter seeks to take a fresh look at an entire area, to ask broad, speculative questions about seemingly-familiar subjects. This particular option challenges us to ask: What does our general knowledge of adolescence suggest can be done in Jewish education for this population?

WHAT IS THE TARGET POPULATION?

The population is all Jews of high school age in North America. It can be broken down into four sub-groups:

1. Those who are continuing their Jewish education in both formal and informal settings.
2. Those who are continuing only in informal settings.
3. Those who are not continuing in either formal or informal settings.
4. Those who were not involved in elementary Jewish education and are still not involved as adults.

WHAT ARE THE DESIRED OUTCOMES OF THIS OPTION?

To help the Jewish adolescent develop an identity in which Jewish ideas, practice and involvement with the Jewish people play an important role.

DO WE KNOW IF THE OUTCOMES CAN BE ACHIEVED?

Some experts view adolescence as a time for separation (or even rebellion) and that the "normal" course is for adolescents to resist parent-identified themes such as religion and ethnic solidarity, thus rejecting the familiar fare of Jewish education received throughout their childhood. At the same time, however, what adolescents most deeply seek - new ideas, experiences, peers and leaders - are resources that the Jewish community has to offer. With sufficient imagination and resources, the Jewish community can be competitive in the market of attracting adolescent attention.

Until now we have rested primarily on the mass appeal of wide-ranging youth groups or on the specialized appeal, for example, of Torah study in yeshivot. While each of these has its own successes, what has not yet been tried is specified, talent-based options which could draw high school students on the basis of interest. For example, excellent music or theater groups, journals or radio shows, political or social service movements could attract serious youth from different denominations and communities. Israel programs as well could be designed based on the serious pursuit of excellence in learning about Israel from specific perspectives - be it politics, the arts or computer science.

DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTION?

We know how to put together certain pieces of this option, but not a whole package. We would need to identify which resource of the Jewish community could be used to serve this population. For example:

1. Intellectual resources - how do we bring the brightest of our high-schoolers into fruitful contact with the best minds of our communiyt?
2. Political resources - how do we let high schoolers participate in the serious political debates that go on among us in North America and Israel?
3. Social resources - how do we build the right social contexts in which high schoolers can come together and powerfully experience the element of community and community action?
4. Cultural resources - how do we build the youth orchestras, dance groups, etc. which would bring Jewish culture alive for high schoolers?
5. Religious resources - how do we let high schoolers into the incredibly rich and diverse religious possibilities which
xxxxxxxxxxxxxxxxxxxxxx?

ARE THE MATERIALS AVAILABLE?

No.

IS THE PHYSICAL INFRASTRUCTURE AVAILABLE?

No.

ARE INSTITUTIONAL AND POLITICAL SUPPORT AVAILABLE?

Almost by definition institutions are invested in their own current programs. This option asks for a possible break-out from current patterns and would require building new institutional and political supports.

IS THE FUNING AVAILABLE?

No.

IS THE OPTION TIMELY?

Yes. There is widespread awareness that the majority of this population has dropped out and concern to remedy that.

WHAT WOULD THE COST BE?

Unknown.

HOW LONG WOULD IT TAKE TO IMPLEMENT?

Initial experiments could be planned and implemented in two years. Re-training personnel, etc. would require a substantially longer time - at least five years.

HOW IMPORTANT IS THIS TO THE FIELD?

It is neither a neccesary nor enabling condition. However, psychologists speak of adolescence as the time when the developing individual begins to establish a mature identity in areas like occupation, politics, and religion, to set his/her priorities. This view of adolescence suggests that the high school years are a time when the Jewish community would want to have significant input into the decisions young people are making. There is research in the field of Jewish education that shows that an individual's decision to continue his/her Jewish education into the adolescent years is a significant indicator of future involvement and adult Jewish commitment.

J. RAJWALY

Option #2: To Focus Efforts on high school age

1. What is the target population?

The population is Jewish students of high school age who are either not already affiliated or only tangentially affiliated with Jewish schools and/or youth movements.

2. What outcomes are to be achieved through this option?

1. To find alternative Jewish contexts to attract the many Jewish adolescents who do not continue any active affiliation after Bar or Bat Mitzvah.

2. To supplement and strengthen Jewish commitment of adolescents already having some Jewish affiliation.

3. To offer exposure and education to Jewish adolescents who did not attend Jewish schools as children.

3. Do we know if these outcomes can be achieved?

There have been a few successful outreach programs for this age group, but success has been limited to individual efforts. We do not have an accessible model for replication and hence have not widely tested this option.

4. Are there alternatives for achieving this outcome?

Yes. Greatly strengthening existing formal and informal educational programs for this age group.

5. Do we have the know-how to implement this option?

We know how to implement programs that might attract unaffiliated adolescents. Examples of such programs would include:

1. Social service projects through which young people would learn skills while offering needed service;

2. high-level interest groups in areas like computers, the arts, politics through which young people would meet others with similar interests;

3. internships in Jewish agencies which would offer experiences in problem-solving in the work-world;

4. subsidized programs in Israel designed especially for bright, mature, unaffiliated adolescents;

5. programs for adolescents with special needs;

6. Judaism courses for private schools with a high concentration of Jewish students.

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6. Is the personnel available?

To a very limited extent. This option would require recruiting and retraining outstanding high school and college teachers who would do this work during summer and other vacations. *msl*

7. Are the materials available?

To a limited extent.

8. Is the physical infrastructure available?

Yes, because no elaborate physical quarters are needed. *LT*

9. Are the institutional supports available?

Yes. — Jewish outreach to adolescents is primarily in the hands of the denominational movements, JCC's and national movements like Bnai Brith. They would support their own outreach efforts, but have given little support to joint efforts to develop programs to appeal broadly to the non-affiliated teenager.

10. Is the funding available?

Not currently.

11. Is the political support available?

To a limited extent. Adolescence does not seem to be a top priority item on most communal agendas. *— cly*

12. Is the action timely?

Not particularly, though worries about adolescents' behavior could make it more timely. *—*

13. What needs does this action answer?

1. Adolescents' needs to belong to groups they can identify with (even while feeling ambivalent about their Jewishness).

2. Parents' needs to feel their children have some context in which to belong to the community and meet other Jewish teenagers.

3. Community's needs to provide more reliable Jewish continuity at a time in which personal identity is forming and attraction to conventional programs is low.

(3)

14. What benefits can be anticipated?

1. Adolescents who would drift toward greater assimilation could be provided with new ways of affiliating.

2. High quality programs could be especially attractive to high-achieving high school students who are on their way to the better colleges.

3. High quality programs could stimulate existing programs to update their curriculum and resources. It might also provide a group of entering college students who would contribute more to Jewish programs on campus.

*Revised***15. What would the costs be?**

The cost to initiate single programs could be low. The cost to develop a model and replicate widely, given lack of personnel and materials, could be more substantial.

*Don't***16. How long would it take to implement?**

Implementation of experimental programs could be in place in 1-2 years. Developing a model for replication and wide implementation could take 5-7 years.

17. How important is this for the field?

It is not a necessary or an enabling condition, but could become important if it helps to stem the dissatisfaction of this population from the community.

Per

WITH PROGRAMS OF VARIOUS KINDS. HOWEVER TWO FACTORS SHOULD BE TAKEN INTO ACCOUNT:

- a. NOT ALL PROGRAMS ARE AS GOOD AS THEY SHOULD BE AND QUALITATIVE IMPROVEMENT WILL BE A CHALLENGE
- b. INNOVATIVE PROGRAMS ARE NEEDED TO DEAL WITH DIFFERENT NEEDS AND DEMANDS. THESE SHOULD BE EXPERIMENTED WITH.

WE DO NOT HAVE THE NOW-HOW FOR MARKETING PROGRAMS; NOR DO WE HAVE IT FOR THE PREPARATION OF PARTICIPANTS AND FOR FOLLOWING-UP ACTIVITIES AFTER THEIR RETURN.

17. HOW IMPORTANT IS THIS FOR THE FIELD
IT IS NOT A NECESSARY CONDITION.

IT IS NOT AN ENABLING CONDITION.

6. IS THE PERSONNEL AVAILABLE?

YES BUT A SHORT TERM TRAINING EFFORT IS NEEDED.

THE PERSONNEL - COUNSELLORS, TEACHERS, GUIDES, PLANNERS, ADMINISTRATORS - IS POTENTIALLY AVAILABLE (THAT IS, THERE ARE PEOPLE WITH THE NECESSARY QUALIFICATIONS). THEY NEED TO BE TRAINED.

7. ARE THE MATERIALS AVAILABLE?

YES, MATERIALS ARE AVAILABLE. MORE SHOULD BE PREPARED AS SPECIFIC PROGRAMS ARE DEVELOPED. THERE ARE ALMOST NO MATERIALS TO PREPARE PARTICIPANTS FOR PROGRAMS OR TO FOLLOW-UP ON THEM.

8. IS THE PHYSICAL INFRASTRUCTURE AVAILABLE

YES. A PLANFUL USE OF EXISTING FACILITIES (YOUTH VILLAGES, YOUTH HOSTELS, FIELD SCHOOLS, HOTELS, SCHOOL-DORMITORIES, UNIVERSITY CAMPUS HOUSING, ETC...), COULD ACCOMMODATE SIGNIFICANT INCREASES IN PARTICIPATION. THERE ARE BOTTLENECKS IN JERUSALEM AND IN EILAT DURING THE WINTER AND SUMMER VACATION TIMES. THE NEED FOR ADDITIONAL FACILITIES SHOULD BE ASSESSED.

9. ARE INSTITUTIONAL SUPPORTS AVAILABLE
YES.

10. IS THE FUNDING AVAILABLE

SOME FUNDING IS AVAILABLE - PRIMARILY FROM JAFI-WZO SOURCES, BUT INCREASINGLY ALSO FROM DENOMINATIONS, FEDERATIONS AND LOCAL SOURCES. HOWEVER COST IS A SIGNIFICANT STUMBLING-BLOCK TO PARTICIPATION IN PROGRAMS. INCREASED SCHOLARSHIP FUNDS ARE LIKELY TO FACILITATE INCREASED PARTICIPATION.

11. IS THE POLITICAL SUPPORT AVAILABLE
YES

12. IS THIS OPTION TIMELY?
YES

J. Reimer 4

Option #1: To Develop Programs For The College Population (Revised)

1. What is the target population?

The population is the estimated 400,000 Jewish college and University Students in North America. Of these, perhaps 100,000 are currently being serviced by Hillel Foundations or other Jewish agencies on campus. Of those not serviced, some choose not to participate though services are available; others are on campus with no available services.

2. What kinds of programs are currently operating?

The largest provider of services is the National Hillel Foundation with 100 full foundations and 200 smaller operations. Other organizations also have representation on campus - including UAHC, AIPAC, and UJA. There are activist organizations such as Student Struggle for Soviet Jewry, and houses off-campus such as Chabad House and the bayit project. College students also participate in missions to and programs in Israel and organized off-campus study experiences such as in the Brandeis-Bardin Institute. There is an extensive network of over 600 on campus Judaica programs in North America. Some are degree granting departments with multiple course offerings while others may offer only a small number of individual courses.

3. What are the desired outcomes of this option?

1. Increase opportunities for college students to identify as Jews, meet other Jews, learn more about Judaism and the Jewish community and develop an adult identity as a Jew.
2. To provide students with opportunities to view the Jewish community as pluralistic and multi-faceted and to learn to live and cooperate with Jews of diverse backgrounds, interests, and ideologies.
3. To upgrade and expand the capacity of existing programs to provide for the Jewish needs of students by providing more and better trained personnel and funds for more extensive programming.
4. To make available services on the many campuses where no Jewish services currently exist.

4. Do we know if these outcomes can be achieved?

We have the informed opinion of several generations of Hillel director and other professionals on campus as to what works best on campuses to achieve these outcomes. We have little hard data in this area

#14

(2)

5. Are there alternatives for achieving these objectives?

Some suggest a fresh look at the entire college population. Their alternatives include:

1. Much more extensive use of subsidized Israel programs;
2. Extended use of media and arts for on-campus programs and at-home use.
3. More effective use of retreat centers, conferences and summer institutes.
4. More direct servicing by local synagogues, JCC's, federations in home communities and on campus.
5. Better financing of student-run activist and religious groups on campus.

6. Do we have the know-how to implement this option?

We know something about what it takes to run successful programs and start new ones on campus. We know less about alternative possibilities and how to effectively reach the population not currently serviced by existing programs.

7. Is the personnel available?

To some extent. Personnel is drawn largely from three sources: rabbis, social or communal workers and professors on campus. Attracting and maintaining full-time professional personnel on current level requires added funding and training facilities. Attracting, training and retaining full and part-time personnel on a level that would more adequately meet the needs of this population would require a major effort.

8. Are the material available?

Yes. There are well-established programs for use with this population. Dissemination of these programs for wider use is often lacking. Availability of new trends of programs - such as more extensive use of media-is limited and needs fuller development.

9. Is the physical infrastructure available?

While college programming can draw on the physical facilities on the campus, there is much to be improved upon, especially in model programs. In some cases (e.g. Harvard Hillel), the acquisition of a Hillel building made a dramatic difference in increasing outreach to student and quality of programs. Alternative off-campus options would sometimes envision acquiring new facilities for possible institutes, conferences and retreats.

#14

(2)

10. Are there institutional supports available?

Yes. While Bnai Brith is not able to carry alone the burden of full support, local federations and other national groups have lent support. Lacking is support for campuses not located near a Jewish community.

11. Is the funding available?

Currently funding comes from three sources: natural organizations, local federations and indigenous fund-raising. Funding is often at minimal levels and badly needs upgrading. Expansion of programs would certainly entail added funding levels.

12. Is the political support available?

Yes. For continued presence on campus; less so for significant upgrading and expansion.

13. Is the option timely?

As Jewish youth continue to be on campus and face assimilatory pressures, the option remains timely.

14. What needs does this option answer?

1. The students' need for affiliation and growth.
2. Parents' need to know their children will continue to experience a Jewish presence when away from home.
3. The community's need for continuity, for not losing its members at this vulnerable time to assimilation and intermarriage.
4. The community's need to have a source of young adults who will think of making a lay or professional commitment to working in the Jewish community.

15. What benefits could be anticipated?

1. A more affiliated, Jewishly better educated young adult population.
2. A population with a greater appreciation for the pluralistic nature of the Jewish community.
3. Minimal services provided to thousands of students who currently are without; more substantial services to thousands who are currently underserved.

16. What would the costs be?

To use Hillel as an example, starting a new Hillel foundation, run at almost minimal level, costs \$50,000 per year. Upgrading a functioning Hillel foundation to the level of a model program requires \$500,000 per year. There are on going costs for personnel training and development, as well as moderate costs for improving level of programming. Alternative programs add another level of expense.

(4)

#14

17. How long would it take to implement?

Planning for alternatives and beginning new models requires a 2-3 year period. Upgrading existing programs requires about the same time period. Upgrading training of needed personnel could take longer, 5-7 years.

18. How important is this for the field?

Some experts believe the college campus is a crucial battlefield for Jewish education. Others believe college is not an optimal opportunity for reaching young Jews given the nature of the college experience. It is neither a necessary nor an enabling condition.



NW.9

Dear Seymour & Annette,

I realize the clock is ticking away and there is much to be done. I was slowed down by need to gather information over the phone. People are very generous with time and information, but it takes time to reach them. I think we need ^{one} week's flexibility to get it done, sent to you & back to me & onto Cleveland. I've alerted Ginny of this possibility.

There is my schedule by options.
done once, being revised on the way to Israel
 #8 family #14- programs for college
 #12 programs for early childhood #16 informal educ.
 #13 " " family
 13a " " adults
 19 supplementary schools data gathered, to be done by Monday
 20 day schools #15 media
 #17 integration of formal & informal
 #24 knowledge base

integrated into another option

#6- college age with #14
 #9 adults age with 13a

no time to do now

#10 retired & elderly
 #11 tuition
 #22 physical plant

to be done next week

#3 early childhood age
 #4 elementary age
 #5 high school age
 #7 young adults

I tried to do piece very much.

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FAX SENT
DATE: 2/11

FACSIMILE TRANSMISSION

TO: DR. JOSEPH REIMER

FROM: SEYMOUR FOX AND ANNETTE HOCHSTEIN

FAX NUMBER: 617-736-4724

DATE: NOVEMBER 2, 1988

NO. OF PAGES: 3



306

MEMORANDUM

TO: DR. JOSEPH REIMER

FROM: SEYMOUR FOX AND ANNETTE HOCHSTEIN

DATE: NOVEMBER 2, 1988

RE: OPTION NUMBER 5 -- TO FOCUS EFFORTS ON HIGH-SCHOOL AGE

Dear Joe,

I just finished reading your option number 5. First a general comment about all of the options that are devoted to an age group. The reasoning behind approaching an age group, instead of a program was that we were going to take a fresh look at the entire age group, those participating in programs and those not participating in programs. This has implications to the entire approach. It appears that you are dealing only with those who are not involved in programs. Obviously that is where the large population is, but I think that if we're going to look at adolescents anew, it requires that we look at all aspects -- existing programs, as well as those that are not involved. Therefore the emphasis on outreach may turn out to be a large part of the story, but is not the entire story.

The above comments are directly related to "what is the target population" and "what outcomes are to be achieved," because in both of these you would have to include day high-school students and supplementary high-school students, youngsters who go to camps, Israel Experience, etc.

In terms of item number 3, "outcomes," I don't know enough about this one, but isn't it too strong to say: we do not have an accessible model for replication -- when later, in number 5, you seem to imply that there either are programs, or at least pieces of programs, that should be replicated.

In number 5, I think that if the approach is going to be across an age group, these could be good examples of some first attempts or some of the things that could be done. But many of our categories may not be appropriate when we're talking across the whole age group. In other words, it is not fuzziness that I'm suggesting here, but an open statement that thinking, research of all kinds, and creativity are what is called for when you approach an age group anew.

Number 6, "the personnel," is this only a part-time job? I don't know the facts about whether the option is timely, but this is something that I'm sure will be responded to by the other people whom you consult.

In terms of number 14 -- I would suggest using the word "recruitment" for community leadership and for professional work in Jewish education. Also in number 14, you may want to give figures, because we want to talk about quantitative benefits too. It should be fairly easy to get from your colleagues a cohort size (70,000? 75,000?) in order to estimate the size of the whole group. You may then differentiate between the numbers we know attend supplementary school and day school and the others, in order to give a sense of the numbers involved.

We will be sending you our Israel Experience option in the next day or so.

Look forward to talking to you on the phone. I know I haven't arranged that as yet, but the time difference has not worked to my advantage. I will try to get to it today or tomorrow.

Best regards and thanks again for the excellent work.

Sincerely,


Seymour Fox
Annette Hochstein



November 3, 1988

Dear Joe,

You asked so many good questions last night, that I am stimulated to continue our conversation by fax.

Let me first repeat one matter that we both agreed on, on the phone. Not every category is appropriate for each option. Sometimes you may want to respond to the category and indicate why it is not appropriate (e.g. "we don't know enough"; "there are not enough experimental programs in the field" etc.). Sometimes you may simply choose to skip the category and not relate to it.

When we come to options that deal with a broad age category, we really have a new phenomenon for Jewish Education. I am not aware of a fresh look that has been taken for any age group. Let me then re-organize my thinking this morning about one of the options - one that you have already done:

Option 5: To focus efforts on the high-school age

No one has looked carefully or specifically at this age group in terms of Jewish Education. Therefore what follows is highly speculative and would have to be differentiated according to different populations that would be identified in a systematic study. E.g. young people who are now involved in Jewish Education; Young people who were involved but are currently not involved; young people who have never been involved and are not currently involved, etc.

1. Target population.

All Jewish highschool age children - whether they are or have been participants in any form of Jewish Education (formal or informal). (It would be nice to give some conception of the large numbers involved)

2. Desired outcomes

Depending on the population :

- a. Acquire knowledge
- b. Acquire or deepen emotional attachment to the Jewish people
- c. Consider, experiment with, deepen their Jewish life-style
- d. Discover ways to explore their identity within the framework of Judaism.
- e. Etc... [the various ideas you have been dealing with in your work]

3. DO WE KNOW IF THESE OUTCOMES CAN BE ACHIEVED?

a. There are replicable examples of successful summer-camp programs; youth movements; Israel Experience programs; formal schools; and community center programs. How appropriate these are for the entire population, you will have to express your opinion on the basis of your expertise. You might decide that

what exists if expanded carefully with proper staff, could handle a good deal of the picture. On the other hand you may feel that what is needed is a great deal of thinking and experimentation for the uninvolved and even maybe for those who are presently involved in intensive programs like the day-school.

4. ALTERNATIVES - becomes inappropriate because the study of an age group is to discover what are all of the alternatives.

I believe ⁺⁴⁴⁷ ~~that~~ the above thoughts will help continue our conversation. Please don't hesitate to call or fax. Annette looks forward to hearing from you about Debbie's work. She'll be sending you the Israel Experience option in the next few days.

We may succeed at doing nothing else but creating a research and work-agenda for hundreds of educators for many years... I am enjoying it, and I wish we could be sitting across the table with you the way Annette and I are able to work. We'll find a way to work this out too.

Best Regards,

Sincerely,

Seymour Fox



FAX TO: JOSEPH REIMER

FROM: SEYMOUR FOX

DATE: 14.11.88

4

Dear Joe,

I probably will have spoken to you by the time you receive this fax. Here is my response to Option 14:-

1. I take it that the data - 400,000 and 100,000 comes from some authoritative source. Because of the make-up of the commission, I would say more on the on-campus Judaica courses.
5. I don't think that it's wise to focus on Hillel here only, all I can think of is: "Some suggest a fresh look at the entire college population. Their first thoughts include much more extensive use of Israel, the media, both to supplement current programs (Judaica courses on campus, Hillel programs) as well as for home use." In addition, they suggest the exploration of the more effective use of retreat centers and summer institutes and the synagogue and JCC's in their home communities.
- 6.-7. Are you comfortable about the kind of personnel that we are recruiting and can recruit and that we know how to train them so that their work will be effective. I am less comfortable but have been out of touch for some time.
8. Here, as well, I have the feeling that a new kind of material will be required, more like Great Books, video, Barry Holtz's book etc. Is there a typo in this one about coordinating efforts among "sites."
9. Do you want to mention something about institutes and retreat centers here.

10. My impression is that the college age is underfunded. Have you checked 10-11 - I imagine the National Hillel office, Woocher etc. will be dependable.
13. I'm not familiar with your claim that there was more urgency felt in the 1960's and 1970's.

16-17-18:

Where did you get figures and would the same source be able to tell you how many we need at \$50,000 and how many at \$500,000. Also you are now only treating Hillel as though it is the entire story.

OPTION 16:

1. Under those you don't include I would mention the Israel Experience. At some point in our work we included community events (rallies for Russian Jewry) and fundraising. What shall we do with this. Are you comfortable in not mentioning the Arts or is culture enough.
4. I think you might consider saying this more directly and not by comparison - many of the commissioners think that all of formal education is a failure - maybe you might consider repoting that the studies claim that there is significant impact.
7. My opinion is that there is a great shortage here of people who have been trained Jewishly and of people who can use the JCC's and other informal settings for Jewish education e.g. what Lukinsky did with baseball. Aren't most of these people part-time and unprofessional? Won't it be necessary to do something here like what was done for full-time Directors in Ramah? In a sense that is what the appointment of Dick Israel in Boston and Yecheil Poupko in Chicago represent. (Was this entire option checked by the JCC crowd particularly Art Rotman?)

8. I think that Barry Holtz's references to curriculum for informal education might be useful to you - he claims that little has been prepared as curriculum but that much exists in practice.
9. Do the camping people agree with you?
11. This doesn't seem to agree with what I hear from people in the Ramah Movement about costs. Maybe other camps are cheaper.
- 15.-4:
I would substitute congregations for Shuls.
16. If we move toward full-time well trained staff the cost could be great - I think that you may want to introduce this or at least describe an incremental approach that leads to this.
18. I think the JCC people would want to give this greater importance. I am going to suggest that in this category we simply answer "is this a necessary condition" by YES/NO or something inbetween.

In most of our options we have left out as an outcome Attachment to Israel and Involvement with the Jewish people. I did it myself in the early version of the Supplementary Schools.

Best regards,

Sincerely,

Seymour Fox

Dear Seymour and Annette,

Nov. 10

As time runs short, the write pace quickens.
I'll be faxing you regularly next week all the new ones
(#17, #15, #3-7, 9 (redone)). I will be away at a
conference tomorrow & Tue. Good to call me at
home (617-739-6419) early Sunday (between 8-8:45 AM)
or at Brandon (736-2986) on Monday between
10 AM & 2 PM. Or Monday at home early
between 7:30 & 9 AM.

Best,
Jre





Brandeis University

Philip W. Low
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

Nov. 16, 1988

Dear Seymour and Annette,

Including in today's fax are 3 papers - #9/13,
#14 (revised), #20 (revised). Notes on contributors.

1. #9/13 - Programs for adults - Input from Mrs. Melton, Levi Derby (92 St V) + D. Aruel. This is a re-write of copy we composed together in Cleveland.
2. #14 - college programs - Yes, I relied heavily on Hillel for information - including national office (who gave me the numbers and dollar figures) and 3 trusted Hillel figures from around the country. Input also from Mrs. Melton and UARC. I tried to balance my perspective - but we need a separate paper on focus on his age group.
3. #20 - day schools - As above, I am incorporating your feedback plus comments by Bieler, Lookstein, Abramson and Schiff. Schiff supplied the information on physical structure and funding.

Tomorrow I will send 2: revised informal paper (where I spoke extensively to Lenny Rubin at JWR + Brant Cohen + UARC on campus + youth groups) and focus on high school age.

Sincerely,

/re

No
300D

PAGES: 2

FAX TO: MR. HANK ZUCKER

FROM: SEYMOUR FOX

DATE: 16.11.88

DEAR HANK,

THANK YOU VERY MUCH FOR YOUR COMMUNITY OPTIONS. ALTHOUGH I WILL BE SPEAKING TO YOU ON THE PHONE, I THINK THIS RESPONSE BY FAX WILL BE HELPFUL.

BEFORE I RESPOND TO THE ACTUAL POINTS, I WOULD LIKE TO MAKE A GENERAL COMMENT. YOU TAKE THE POSITION THAT FOR THE PURPOSES OF THIS COMMISSION THAT THE COMMUNITY WILL BE VIEWED AS THE VERY TOP LEADERSHIP - THE DECISION MAKERS. I HAPPEN TO AGREE WITH THAT BUT SHOULD WE SAY IT? THERE ARE THE PEOPLE WHO HAVE BEEN WORKING IN JEWISH EDUCATION THROUGHOUT - WON'T WE INSULT THEM? THERE ARE ALSO THOSE IN ADDITION TO THE DECISION MAKERS WHO WILL CONTRIBUTE TO THE CLIMATE SUCH AS SCHOLARS, RABBIS, HEADS OF INSTITUTIONS OF HIGHER LEARNING, THE DENOMINATIONS. DARE WE EXCLUDE THEM IN THE DESCRIPTION OF THIS OPTION? COULDN'T WE INCLUDE THEM BUT FOCUS ON THE DECISION MAKERS.

SOME MORE SPECIFIC COMMENTS IN THE ABOVE SPIRIT FOLLOW - BY NUMBER:-

1. WOULD YOU CONSIDER INCLUDING THE LOCAL LEADERSHIP NOT ONLY THE NATIONAL LEADERSHIP. YOU MENTION THIS WHEN YOU SPEAK OF THE ORGANIZATION TARGETS. COULD YOU ALSO INCLUDE THOSE WHO CONTRIBUTE TO BUILDING THE CLIMATE SUCH AS THE LEADERS OF THE DENOMINATIONS, RABBIS, SCHOLARS ETC.
2. COULD YOU INCLUDE STATUS HERE AS WELL E.G. "OFFER EDUCATORS GREATER PROFESSIONAL SUBSTANCE, FULFILMENT AND STATUS."
6. WOULD YOU BE WILLING TO INCLUDE THE PERSONNEL OF THE DENOMINATIONS AND THOSE WHO ARE PRESENTLY OFFERING LEADERSHIP TO THE DAY SCHOOL MOVEMENT.

PAGE 2.....

11. SOME PEOPLE CLAIM THAT THE POLITICAL SUPPORT IS REALLY NOT AVAILABLE BUT ALL WE HAVE IS PUBLIC ANNOUNCEMENTS. I DISAGREE WITH THIS BUT DO YOU THINK THAT YOU WANT TO CONSIDER THAT POINT OF VIEW IN YOUR ANSWER?
14. THE IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT CANNOT BE GUARANTEED BY COMMUNITY SUPPORT AND ADDITIONAL FUNDING IT ONLY SETS THE STAGE FOR IT THEREFORE YOU MAY WANT TO INDICATE THAT "A GENERAL AND MAJOR IMPROVEMENT IN THE JEWISH EDUCATION PRODUCT OF THE JEWISH COMMUNITY (and add to it:-) BECAUSE THERE WILL BE ADDITIONAL FUNDS AND ~~GOD~~ ENCOURAGEMENT FOR APPROPRIATE PERSONNEL TO BE RECRUITED AND RETAINED FOR JEWISH EDUCATION."

IT WAS A PLEASURE TO READ THE OPTION AND I WOULD LIKE TO DISCUSS MY COMMENTS WHICH MAY OR MAY OR MAY NOT BE USEFUL.

WITH BEST WISHES,

SINCERELY,


SEYMOUR FOX



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

Nov. 18

Dear Seymour & Annette,

I've worked quite hard to revise my #5 paper. Several drafts later it seems like a "visions paper", & I'm not sure that is the right time. I need feedback if I am to do the other age-focus papers - as this one is over under.

I'm currently working on the media paper - which is quite complex. I'm also tiring. Please remember next week is Thanksgiving - which means it's a half week. I expect to finish media & research pieces.

I believe I could do the other age pieces if we agree on a style. I doubt I can do more than that before we'll run out of time for December meeting. We need a realistic plan & perhaps help from others.

I received yesterday your paper & I want another day to think about it. I'll fax a reaction on Monday.

Sincerely,

Joe

Debby,

Here is the list of people to thank for helping me:

Family education - Harold Schulweis

College - ^{PR}William Rudolph, ^{Neil}Richard Israel, ^{Neil}Edward Feld, Michael Brooks
^{PR}7. Melton

Informal - Arthur Rotman, David Dubin, Leonard Rubin, ^{PR}Burt Cohen,
^{PR}Robert Abramson, ^{PR}Joseph Lee, ^{PR}Dan Wolfson

early childhood - Mona Aetzerman, Mickey Finkberg,
Center for Modern Jewish Studies

adult - ^{PR}Leona Isaacs, ^{PR}Florence Melton, ^{PR}David Ariel
^{PR}Lacey Derby, ^{PR}Allan Teperow, ^{PR}Barry Shrage

media - ^{PR}Eli Evans, ^{PR}Moshe Waldoks, ^{PR}Sharon Rivo

day schools - ^{PR}Alvin Schiff, ^{PR}Jackie Buler, ^{PR}Haschel Lookstein,
^{PR}Robert Abramson

supplementary schools - ^{PR}Carol Ingall, ^{PR}Debra Hirschman, ^{PR}Sara Lee
^{PR}Susan Hall, ^{PR}Angela Davidson, ^{PR}Alvin Schiff

Research - ^{PR}M. Lipset, ^{PR}S.M. Cohen, ^{PR}A. Davidson, ^{PR}Hannan Alexander,
Center for Modern Jewish Studies

P.S. The following 3 sheets are detailed notes
on day and supplementary schools.

FAX SENT
DATE: *11/28/88*

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: DR. JOE REIMER, Hornstein Program

FROM: DEBBIE MELINE

FAX NUMBER: 617-736-4724

DATE: November 28, 1988

NO. OF PAGES: 4

Dear Joe,

The document is on its way to Cleveland (we sent it on Saturday night with someone flying to the States) and will be mailed out immediately to all of the Commissioners. Now we are working on completing the final document that will be distributed at the meeting.

Attached is the options paper on the high school age group - your draft ammended. We hope that it is helpful and look forward to receiving your drafts of the other age group options in the next few days.

Annette noticed that Bernie Reisman's name was not on your list of people to acknowledge. Did you really not consult with him?

Warm Regards,

Debbie

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OPTION #3 – TO FOCUS EFFORTS ON THE HIGH SCHOOL AGE GROUP

DESCRIPTION

As mentioned in the note on the list of options (page x), there is a significant difference between developing programs and planning for the needs of a whole age group. In dealing with a specific population, we need to take a fresh look at an entire area, to ask broad, speculative questions about seemingly-familiar subjects. This particular option challenges us to ask: What does our general knowledge of adolescence suggest can be done in Jewish education for this population?

What is the target population?

The population is all Jews of high school age in North America.

What are the desired outcomes of this option?

To help the Jewish adolescent develop an identity in which Jewish ideas, practice and involvement with the Jewish people play an important role.

CRITERIA

Do we know if the outcomes can be achieved?

Some experts view adolescence as a time for separation (or even rebellion) and that the "normal" course is for adolescents to resist parent-identified themes such as religion and ethnic solidarity, thus rejecting the familiar fare of Jewish education received throughout their childhood. At the same time, however, what adolescents most deeply seek — new ideas, experiences, peers and leaders — are resources that

the Jewish community has to offer. With sufficient imagination and resources, the Jewish community could become competitive in the market of attracting adolescent attention.

We do not yet have specific answers as to how these outcomes could be achieved. The very purpose of this option is to start afresh in thinking about this age group; it is premature to list possible solutions to the problems. What follows are some first thoughts.

Until now we have rested primarily on the mass appeal of wide-ranging youth groups or on the specialized appeal of, for example, Torah study in yeshivot. While each of these has its own successes, some of the things that have not yet been tried are specified, talent-based options which could draw high school students on the basis of interest. For example, excellent music or theater groups, journals or radio shows, political or social service movements which could attract serious youth from different denominations and communities. Israel programs as well could be designed based on the serious pursuit of excellence in learning about Israel from specific perspectives — be it politics, the arts or computer science.

Do we have the know-how to implement this option?

We know how to put together certain elements of this option, but not a whole package. We would need to identify which resources of the Jewish community could be used to serve this population. For example:

1. Intellectual resources — how do we bring the brightest of our high-schoolers into fruitful contact with the best minds of our community?
2. Political resources — how do we let high schoolers participate in the serious political debates that take place in North America and Israel?
3. Social resources — how do we build the right social contexts in which high schoolers can come together and powerfully experience community and community action?
4. Cultural resources — how do we build the youth orchestras, drama and dance groups, etc. which would bring Jewish culture alive for high schoolers?
5. Religious resources — how do we let high schoolers into the rich and diverse religious possibilities which are available in our tradition?

Are the materials available?

No.

Is the physical infrastructure available?

No.

Are institutional and political support available?

Institutions are invested in their own current programs. This option may require breaking out from current patterns and could involve building new institutional and political support.

Is the funding available?

No.

Is the option timely?

Yes. There is widespread awareness that the majority of this population has dropped out and concern to remedy that.

What would the cost be?

Unknown.

How long would it take to implement?

Initial experiments could be planned and implemented in 2 years. Retraining personnel, etc. would require a substantially longer time — at least 5 years.

How important is this to the field?

It is not a necessary condition. However psychologists speak of adolescence as the time when the developing individual begins to establish a mature identity in areas like occupation, politics, and religion, and sets his/her priorities. This view of adolescence suggests that the high school years are a time when the Jewish community would want to have significant input into the decisions young people are making. There is research in the field of Jewish education that shows that an individual's decision to continue his/her Jewish education into the adolescent years is a significant indicator of future involvement and adult Jewish commitment.

החברה לענין החינוך היהודי בצפון אמריקה

Jewish Education Service of North America, Inc.

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

Tel. (212) 529-2000



DR. DAVID RESNICK
ISRAEL REPRESENTATIVE

November 23, 1988

Ms. Annette Hochstein
Nativ
Jerusalem

Dear Annette:

I'm flattered that you asked me to review materials for the upcoming Commission meeting. As agreed, I've made many comments directly on the materials themselves -- in the interest of time. Therefore, what I'll do here is just make a few main points.

Background paper

1. The decision to "affect the macro picture" via means options is a bold one, but I see two main difficulties (which ought to be addressed, if possible):

- Programmatic priorities will still have to be set, e.g. for which domains will we train personnel, early childhood, elementary, high-school, formal, informal, etc.? So the ostensible main benefit of abandoning the programmatic option -- not having to make these hard choices -- may be illusory.
- Means options are one step removed from the fray, and make it more difficult to measure short- and medium-term impact on the entire field of Jewish education.

2. I found the distinction between program options and age-group options (page 4) to be largely artificial. Intelligent programming is preceded by a needs assessment of the target population, and that can entail as broad a vision of change as any other approach. In any case, the options papers end up combining the categories, despite the supposed difference!

3. Some key terms used in the options papers were not defined in the introductory paper (at least not in the version I have, dated November 15): necessary, sufficient, enabling. Is it in an appendix I didn't get?

Options papers

1. My overall, and most important criticism, is that the options papers make tedious reading and, relatedly, don't advance the "state of the art" as much as they could. Some reasons for this may be:

- Without specific examples of successful program options in each domain, the papers don't put "the best foot forward" for each option.
- Therefore, each option is described in such general terms, that "outsiders" are probably relying on their own stereotypes of the domain under discussion, rather than a new, more clearly focused understanding of each area's potential.

Since the options papers may themselves be an important contribution to the field, they need to be as colorful and comprehensive as possible. (I know the constraints of short time and space under which you're working!)

2. I found the "How important is this to the field?" section to be pretty wishy-washy; it's almost always a variation of "some say very important, others not at all." I hoped the "means options" evaluations on this point might be different, but the only means option we received (#15) didn't even have this section! Instead, there are some new categories (never defined), quantitative/qualitative improvement.

3. There is a quantitative unevenness in the papers. Not all target populations are defined numerically, nor are costs (how high is "high"?). In the "how long to implementation" section, what does "full-fledged" or "full-implementation" mean?

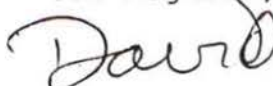
- full program development, or
- nationwide distribution, or
- both?

4. Enabling conditions. I continue to believe that significant improvement in any area is an enabling condition to related areas.

5. Of the nine options papers given me, I had the most substantive comments on #4, #9, #10, and #15. Again, see the comments directly on the papers themselves.

Let me close with words of congratulation on a job so well done in such a short period of time! But you're the ones who set the standard so high! Please feel free to call if I can clarify any of my chicken scratchings. I look forward to seeing you on December 1.

Best regards,



David Resnick

DR/gwr
enc.

cc: Jonathan Woocher

Alvin Schiff's Comments on Options

Option #19 - Supplementary Schools

question

A. Schiff's suggested changes

1. change "270,000" to "260,000"
"a vast majority" to "over 3/4"
2. a. Switch outcomes #2 + #1 - so #2 comes first.
b. Amend #2 to read: ... educational experience to create more knowledgeable Jews, more commitment to the Jewish people, more observance and participation in Jewish life.
c. Amend #1 to read: ... personnel, more adequate ...
continued study after Bar Mitzvah.
3. Amend last sentence: ... conditions experts list as essential for effectiveness (qualified personnel, family involvement, etc.) ...
4. Amend #2 to: Intensifying parental and family involvement in Jewish education of children.
Amend #3 to: Enhancing opportunities for learning in informal educational settings such as more regular ~~attendance~~ attendance at summer camps over the course of a few years.
6. Amend to: Currently there is a pool of mostly part-time personnel. Improvement would require far more full-time career opportunities so that people could be trained to fill those positions. Also required are more support...

Question #

7. add: Adm., available ... not more fully tested and are of uncertain value.
8. amend: Generally yes.
9. Amend last sentence to: ... to help congregations re-organize practice and involve key personnel - lay and professional - in improving the schools and related educational programs.
10. amend: "large-school" to "large-scale".
13. #1 amend: In USA 70% of children enrolled in Jewish schools attend supplementary schools. They need ...
delete #2 + make #3 into #2.
~~#2 amend: Though most non-Orthodox congregations spend~~
15. Amend. improve the personnel picture, particularly by increasing possibilities for full-time employment, ...
17. Amend first sentence: Improving the supplementary school is not a necessary condition for Jewish education. Yet, some observers...

Section # 20 - 7 schools = Schiff's suggested changes
question #

1. emend first sentence. ... school age who attend or are interested...
2. add #4. improve programming, ... day school education through the high school years.
4. delete in #1 "pre-school"
delete #2.
5. In first sentence, del. 1. "along all ideological lines"
6. Emend last sentence to read: ... master and other professional teachers.
8. #2 emend to: ... to find more adequate and larger quarters.
#3 emend to ... costs of maintenance, repair and renovation.
9. Emend last sentence to: In the federation world there is growing awareness of need to support day schools; still the level of funding remains insufficient to meet needs.
10. add ... operational costs depending on demography and numbers...
add to list sentence: expend facilities, ^{improve} materials for instruction,
11. Emend second sentence to: Otherwise, communal support is increasing, but is not consistent or whole-hearted.
12. Emend: Judging by 100% increase in enrollments between 1962 and 1988, -
13. #1 change "a more complete setting" to "a more complete environment"
14. #4 Emend: Need to provide principals, administrators and teachers with full-time work and professional advancement opportunities.
15. delete last sentence. In its place: It is estimated that currently ^{annual} per pupil expenditures in day schools is between \$4,000 and \$5,000. The best public school averages \$1,000 to \$1,500 per year. A \$1,000 rise in per pupil expenditure could make a significant difference in educational quality.

FAX SENT
DATE: 15/11/88

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
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FAX SENT
DATE: 15/11/88

FACSIMILE TRANSMISSION

TO: MS. VIRGINIA LEVI

FROM: FOX & HOCHSTEIN

FAX NUMBER: 011-216-391-8327

DATE: NOVEMBER 15, 1988

NO. OF PAGES: 18

1 Memorandum
1 15 p. Background Materials
1 letter from Bronfman's office
The Whole package, straight from
Asia!

With Best Regards

A.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
BACKGROUND MATERIALS
FOR THE MEETING OF DECEMBER 13, 1988

These documents are meant to serve as background materials for the second meeting of the Commission on Jewish Education in North America.

Their purpose is to facilitate the work of the Commission as it decides what areas of Jewish Education to select and focus its attention upon.

I. BACKGROUND

The Commission was established to deal with the problem of ensuring a meaningful Jewish Continuity through Jewish Education for the Jews of North America. It was initiated by the Mandel Associated Foundations as a partnership between the communal and the private sector. The partners -- M.A.F., in association with JWB and JESNA, and in collaboration with CJF -- invited forty four distinguished community leaders, educators, scholars, rabbis, foundation leaders to join the Commission.

In preparation for the first meeting of the Commission, the Commissioners were interviewed to learn of their views on the problems and opportunities facing Jewish Education.

At the first meeting the Commissioners suggested a large number of important ideas that could serve as the agenda for the work of the Commission. A rich discussion ensued, around the following major themes:

- The people who educate
- The clients of education
- The settings of education
- The methods of education
- The economics of education
- The community: leadership and structures

At the end of the meeting and in subsequent communications (written and oral), the Commissioners urged that the next step be narrowing the focus of the discussion to a manageable number of topics. The assignment was undertaken in consultation with the Commissioners, and through a dialogue with them as well as with additional experts.

November 15, 1988

FAX SENT
DATE: 15/11/88

M E M O R A N D U M

To: Morton L. Mandel; Arthur J. Naparstek; Henry L. Zucker;
Virginia F. Levi

From: Seymour Fox and Annette Hochstein

Re: Background materials for the next meeting of the Commission

We have been working non-stop for too long. We need to stand back and think for a day or so. The problem is : how do we finish the paper. We are concerned about the following:

1. The analysis leads us in one direction only - the choice of personnel and the community: will this "put off" some Commissioners?

2. We could build a case (a weak one) for undertaking programmatic options, if the Commission could arrive at a consensus. If this is possible and or desirable this strategy would involve choosing several options that meet Mort's principles of ease of achievement and significant impact. This strategy could also include developing a roadmap for many of the programmatic options.

3. A combination of 1 and 2 (above). That is - personnel, the community and one programmatic option.

We would like to discuss this with you in the next day or so. We will continue to respond to the options papers being prepared by Reimer, have them checked by experts and introduce them into the text. (As you can see we left room for them after page 10.)

We would appreciate your reactions to all the materials. We will write the Executive Summary as well as our suggestions for the cover letter in the coming days.

We look forward to hearing from you.



November 15, 1988

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At the end of the meeting and in subsequent communications (written and oral), the Commissioners urged that the next step be narrowing the focus of the discussion to a manageable number of topics. The assignment was undertaken in consultation with the Commissioners, and through a dialogue with them as well as with additional experts.

II. METHOD OF OPERATION

The staff was asked to develop methods and materials to assist the Commissioners as they consider the implications of the many suggestions and decide which of them to study and act upon. The following steps were undertaken:

A. FROM SUGGESTIONS TO OPTIONS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. Every effort was made to ensure that the Commission would represent the interests and needs of the Jews of North America. It appears at this time that the Commission indeed fulfils this function. Nevertheless, it is necessary that this prized representativeness be continuously monitored, to ensure that all major concerns and needs are in fact expressed. The process may require that adjustments be made from time to time and that additional people be invited to join the Commission.

2. The Commissioners considered the areas of most urgent need in Jewish Education and expressed their views and suggestions as to what directions - what areas of endeavour - should be selected for the work of the Commission.

They dealt with what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

These suggestions were offered in the initial interview, at the first meeting of the Commission, in letters and in conversations following the Commission meeting.

The many suggestions were then formulated as options to be considered by the Commissioners for the agenda.

B. CHOOSING AMONG OPTIONS

1. It was evident from the very beginning that there were too many options (more than 26) for any one Commission to act upon. Therefore the Commission would have to choose among them.

But how could a responsible choice be made among the many outstanding suggestions?

A careful consideration of each option was required.

2. For this purpose, tools were developed to help point out what is involved in each choice.

They include:

- a. Developing the list of options from the suggestions of the Commissioners.
- b. Identifying the implications of each option for the enterprise of Jewish Education: developing an inventory.
- c. Compiling a checklist or set of criteria to assess the options.
- d. Examining the options in light of criteria.
- e. Designing alternative possibilities for the selection by the Commission.

a. DEVELOPING THE LIST OF OPTIONS

The following options were generated from the suggestions made by Commissioners in the interviews, at the first commission meeting and in post-meeting communications.

1. To focus efforts on the early childhood age group.
2. To focus efforts on the elementary school age group.
3. To focus efforts on the high-school age group.
4. To focus efforts on the college age group.
5. To focus efforts on young adults.
6. To focus efforts on the family.
7. To focus efforts on adults.
8. To focus efforts on the retired and the elderly.
9. To develop and improve the supplementary school (elementary and high-school).
10. To develop and improve the day school (elementary and high-school).
11. To develop informal education.
12. To develop Israel Experience programs.

13. To develop integrated programs of formal and informal education.
14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish Community.
15. To develop curriculum and methods.
16. To develop early childhood programs.
17. To develop programs for the family and adults.
18. To develop programs for the college population.
19. To enhance the use of the media and technology (Computers, VCR, etc.) for Jewish education.
20. To deal with the shortage of qualified personnel for Jewish education.
21. To deal with the community - its leadership and its structures - as major agents for change in any area.
22. To reduce or eliminate tuition.
23. To improve the physical plant (buildings, laboratories, gymnasias).
24. To create a knowledge base for Jewish Education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc.).
25. To encourage innovation in Jewish Education.
26. To generate significant additional funding for Jewish Education.
- 27, 28... Combinations of the preceding options.

■ A note on the list of options:

Some options may appear to be redundant. For example, "To Focus on the Early Childhood Age Group" (option #1) and "Develop Early Childhood Programs" (option #16) seem to be similar, as do options #2 & 3 and #9 & #10; #6 & #7 and #17; #4 & #8. On closer observation, this is clearly not the case. There is a significant difference between developing programs and planning for the needs of a whole age group. Developing programs involves a vision of change, improvement, increase, enlargement of what already exists. Focusing on an age group extends the vision to include broader questions such as "what kind of education is appropriate for the needs of the whole population". Such an approach invites us to take a fresh look at an entire area -- both at existing

programs and at creative ideas for different programs, at those who are participating as well as those who are not participating.

To illustrate the distinction, let us look at the two options that refer to early childhood "Developing early childhood programs" (#16) would focus attention on enhancing programs for pre-kindergarten, kindergarten and day care. "Focusing efforts on the early childhood age group" (#1) would require us to look at this entire age group and consider how creative educational ideas, such as the media, books, games, parent and family education could be effectively introduced as elements for the education of the very young.

Some Commissioners were chiefly concerned with programmatic options because of their impact on large participating populations. Other Commissioners felt that these programmatic options do not address the large number of people who are not currently participating in programs, and therefore are limited.

The list of options will be organized into useful categories (see pages 12-13).

The list will continue to be revised in consultation with the Commissioners.

b. DEVELOPING AN INVENTORY

What is involved in an option?

Following the development of the list of options it is important to ask ourselves what is involved in any single option -- what are the elements that have to be considered if an option is chosen for action or study. Any option involves elements from all the following categories:

- * the personnel for education
- * the clients of education
- * the settings for education
- * the curriculum and methods
- * the community and the economics involved.

For example, when we consider option #19 "To enhance the use of media and technology," we must ask questions such as: who will (can) deliver the programs (classroom teachers? counsellors at JCCs?); to whom are the programs addressed (young children? adults?); to what setting are they geared (supplementary schools? home?); what should their content be and how should the message be delivered?; what are the institutional structures, the financial and political support needed to implement the option?

To generate the relevant questions, we developed an inventory. The five categories (personnel, clients, settings, curriculum, community) served as a basis for the inventory. Each of these categories was studied and broken down into sub-categories. For example, the category of "the personnel for education" was divided into four sub-categories:

- * the people who educate
- * recruitment
- * training
- * the profession.

These were further refined into lists of elements.

Personnel

A. The People Who Educate	B. Recruitment	C. Training	D. The Profession
1. Educator by: formal/inform full/part-time professional/ paraprofessional qualified/unqualified	1. Whom to recruit 2. Where to recruit 3. How to recruit	1. Duration 2. Where to train: existing/ new institutions new forms	1. Body of knowledge 2. Code of ethics 3. Collegiality
2. Educator by type: Formal classroom specialist senior educator Informal officially designated not officially designated senior educator			4. Ladder of advancement 5. Status 6. Salary 7. Certification 8. Retention
3. Educator by student age			

Each of these elements was further elaborated and refined (see appendix).

The same method was applied to all five categories, and the outcome is reflected in the complete inventory (see appendix).

The inventory is a list of the relevant elements that must be taken into account when considering an option; the elements that have to be dealt with in planning for implementation. The inventory includes more than 500 elements and it will make it possible to view the complexity involved when considering any one option. The Commissioners will then be able to choose the appropriate angle and depth for dealing with an option. The inventory will be continuously refined.

c. COMPILING A CHECKLIST; A SET OF CRITERIA

Because there are too many options for any one commission to undertake, it is recommended to develop some means or method to help us select among the options. It was decided that a checklist, or set of criteria, would help better understand each option.

The checklist will permit us to disclose relevant current knowledge about each option: how important it is to the field; whether it is feasible; how significant an impact it could have; what its cost might be; and how fast it could be implemented. This checklist was prepared in consultation with Commissioners and experts, and is likely to be modified as work proceeds.

The checklist includes the following categories:

-- Feasibility

Can the option achieve its desired outcomes?
Can the option be implemented?

-- What are the anticipated Benefits?

-- How much will the option Cost?

-- How much Time is required for implementation?

-- What is the Importance of the option to the entire enterprise of Jewish Education?

Each item on the checklist is briefly described:

-- Feasibility

How feasible are the outcomes?

1. Do we know if the outcomes can be achieved? ^{E.g.} Is "free tuition" likely to increase enrollment significantly?

Answering this question requires us to consider the option in the light of the knowledge that we possess. By knowledge we mean conclusions based upon research, well-grounded theory and the articulated experience of outstanding practitioners. We have decided to consider each option in terms of three levels of knowledge:

- * Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve the desired outcomes.
- * Options for which we have LITTLE KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve desired outcomes.
- * Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve desired outcomes.

The level of knowledge about any option is but one element affecting the decision to act. Should an option for which we have little or no knowledge emerge in the eyes of the Commission as central or crucial for Jewish Education, the absence of knowledge alone may not invalidate such a choice. It would probably guide and modify the kind of action recommended. (E.g., For an option where there is no knowledge we may decide to undertake carefully monitored experiments.)

2. Are there alternative ways to achieve the outcomes or is this option the optimal way? (E.g., Is there a more effective way than free tuition to increase school enrollment? Some people claim that improving the quality of existing programs will be more effective.)

Can the option be implemented?

Are resources available? If not, how difficult would it be to develop them?

3. Do we have the professional know-how to successfully implement the option? If not, how difficult will it be to develop?

4. Is the manpower available? If not, how difficult will it be to develop?

5. Are materials (curriculum etc.) available? If not, how difficult will they be to develop?

6. Is the physical infrastructure (buildings, etc.) available? If not, how difficult will it be to create?

7. Do the mechanisms - institutions for implementation - exist? If not, how difficult will it be to create them?

8. Are funds available? If not, how difficult will it be to generate them?

Will the communal and political environment support this option?

9. Will this option enjoy communal and political support? What are likely obstacles?

10. Is the option timely - that is: is it likely to be well received at this time?

-- What are the Anticipated Benefits?

How likely is this option to significantly affect the quality and quantity of Jewish Education?

11. What needs does this option answer?

12. What is the expected qualitative benefit or impact if it is successful?

13. How many people are likely to be directly affected?

14. What additional - unanticipated - benefits can be expected?

-- How much will the option Cost?

15. What will be the cost of this (absolutely or per-capita or per expected benefit)?

-- How much Time is required for implementation?

16. How long will it take until implementation? How long until results?

-- What is the importance of this option to the entire enterprise of Jewish education?

This criterion seeks to differentiate between options on the basis of questions such as: How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

Items 17 and 18 address each option with these questions.

17. Is this option a sufficient condition? That is: if this option is selected and implemented, will it alone be able to solve the problems of Jewish Education?

18. Is this option a necessary condition? If we look at the entire field of Jewish Education can we identify issues that must be acted upon in order to bring about significant and sustained change. Does improvement in many or all areas depend on dealing with this issue? (E.g., Some people claim that the creation of an adequate climate of support for Jewish Education in the Community is a pre-condition for the success of almost any other option. Such an option would therefore be a "necessary" condition. We probably should not act upon any other option without undertaking this one.)

d. EXAMINING THE OPTIONS IN LIGHT OF THE CHECKLIST

The criteria are a means for assessing the options, a way of looking at them. Experts in the field of Jewish Education were asked to prepare individual papers on each option, viewing ^{them} in light of the checklist, the criteria. The authors of these papers were asked to bring to bear the best available information and to apply state-of-the-art knowledge to their brief summary statements of each option. Their work is presented here as the individual options papers. These papers report on the importance, the feasibility, the benefits, the cost and the time involved for the implementation of each option.

After these papers were prepared, they were reviewed by a group of experts in the field of Jewish Education. The assignment could easily have become a multi-year project that would yield more comprehensive and authoritative reports. This advantage had to be foregone for now, in order to offer timely and useful information to the Commission as it decides. The papers are tentative and will continue to be refined as the Commission proceeds with its work.





INTERIM SUMMARY

Following the analysis of the individual options, it is possible to look at them collectively, in the aggregate, for an overview of the universe from which the Commissioners can choose their agenda. The Commission will then be able to identify possible alternatives for action. In order to facilitate this process we have organized the options into two very broad categories:

- Programmatic options
- Options that can be viewed as tools, as facilitators, possibly as means.

Programmatic options

These options approach Jewish Education through interventions that are based on a particular cut into the field - either through age-groups, institutions or programs. Some of these options involve improving existing programs or strengthening institutions. Other options call for a fresh look at an entire age-group or client population.

The following options fall into this category:

1. To focus efforts on the early childhood age group.
2. To focus efforts on the elementary school age group.
3. To focus efforts on the high-school age group.
4. To focus efforts on the college age group.
5. To focus efforts on young adults.
6. To focus efforts on the family.
7. To focus efforts on adults.
8. To focus efforts on the retired and the elderly.
9. To develop and improve the supplementary school (elementary and high-school)
10. To develop and improve the day school (elementary and high-school)
11. To develop informal education.
12. To develop Israel Experience programs.

13. To develop integrated programs of formal and informal education.
14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish Community.
16. To develop early childhood programs.
17. To develop programs for the family and adults.
18. To develop programs for the college population.

Means options

The options in this category approach Jewish Education through interventions that are tools. They serve many of the ^{other} options, and could be viewed as means for programmatic options.

15. To develop curriculum and methods.
19. To enhance the use of the media and technology (Computers, VCR, etc.) for Jewish education.
20. To deal with the shortage of qualified personnel for Jewish education.
21. To deal with the community - its leadership and its structures - as major agents for change in any area.
22. To reduce or eliminate tuition.
23. To improve the physical plant (buildings, labs, gymnasias).
24. To create a knowledge base for Jewish Education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc.)
25. To encourage innovation in Jewish Education.
26. To generate significant additional funding for Jewish education.

■ Note on the categories

The categories of "programmatic" and "means" options are but one way to organize the options. It is not the only way. Moreover the decision as to which options to include in each category depends on one's view of education as well as on the strategy for intervention. To illustrate: we have put option #15 "curriculum and methods" in the "means" category, taking the view of curriculum and methods as tools for other options. A different approach could see it as a programmatic option.

e. DESIGNING ALTERNATIVE POSSIBILITIES FOR SELECTION BY THE COMMISSION

The purpose of this document is to present methods and materials which will assist the Commission in selecting options for its agenda. The next step involves presenting for selection some alternative possibilities that emerge from the analysis.

Options for action could be selected from either category ("programmatic" or "means") or from both. Let us consider the programmatic options first.

When faced with the need to select first options for action, we find that the "programmatic" category offers difficult challenges. Indeed, the analysis of the individual options does not offer a basis for choosing between them. We find compelling reasons to undertake each one, but we also find that each involves significant problems. Despite the problems, there is no option that cannot be acted upon in some form, whether experimentally or on a wide scale.

How then can one choose, given that all the options remain important and that it is quite difficult to rank the benefits that would accrue from each? How is one to assess the importance of undertaking the elementary school age, versus that of undertaking the high school age? All population groups are important. All the settings are important. We tried to identify one option that might be an indispensable first step -- one that could lead us to say "we must start here." But we could not find it. In fact, it appears that choosing among programmatic options, selecting one or many for action, can only be done on the basis of affinities or personal values.

The situation differs with regard to the category of the "means" options. Indeed, what characterizes the means options is that almost all the other options -- particularly the programmatic ones -- need these, or can benefit from them in one form or another. Moreover, when we analyze these options in the light of the criteria, we find that three means options stand out, because they are each required -- one could say that they are each a pre-condition -- if one wants to make across-the-board improvements in the field of Jewish Education at this time. These options are:
#20, to deal with the shortage of qualified personnel for Jewish Education.

#21, to deal with the community, its leadership and its structure -- as a major agent for change in any area.

#26, to generate significant additional funding for Jewish Education.

Indeed, almost all of the options require a heavy investment in personnel, the community and funding, if they are to be successfully implemented. Almost all options require the improvement of existing personnel, and/or the recruitment and

training of additional personnel. All options require additional and sustained community support, that is: a change in climate, and decision-making that will give them the priority status needed for change. Several of the options cannot be undertaken at all, until significant additional funding and support is secured.

The inter-relationship of these three issues as well as the aforementioned dependence of the other options on them, supports the view, expressed by Commissioners, that the way this particular Commission can make its biggest impact, is by affecting the macro picture, that is dealing with the conditions or options that are likely to affect the field across-the-board.



Dear Seymour,

Is this the symptom of burnout or my natural lack of focus? I'm not sure, but I am very sorry (actually mortified) that I lapsed this morning and walked out of the house "for a minute" with the dog when I had lost track of the time.

I was up quite late finishing the paper on media which was a tough one - with a lot of new information to integrate. I will up late again tonight so ~~if~~ a midnight call is possible. Tomorrow I will be home definitely from 8:30 AM to 9:15 AM and again between 1:00 and 2:00 P.M.

I am waiting now on the research option, but its getting typed & sent out will be delayed by the holiday. I am firing, which I'm sure is not my problem alone. (I received the new format of options and like the format - though some pages were missing. When you get a chance, I need further guidance on the age-focus papers for next week.)

I am sorry!

Sincerely yours,
The Reimer