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Decision matrix - Draft 1 -- 27 Sept.1988

TIMELY 11 =====	b.Benefits			d.Cost	d.Time
	QUALITY 12	QUANTITY 13	OTHER 14	COST 15 =====	DURATION 16 =====
YES	YES	YES(d)	YES	SMALL (d)	SH-M-L(c)
YES	PERHAPS	YES	YES		SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES		SH-M-L
	YES	YES	YES		
YES	YES	YES	YES	SMALL \$1billion	SHORT
YES	SOME	YES	SOME		SHORT
YES	NO	YES	YES		SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS	HIGH	MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES		MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES		SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOLDAYSCHOOLS				SHORT
YES	YES		YES		VARIES
DOUBTFUL	YES	YES	YES		SHORT-MED-LO
DOUBTFUL	YES	YES	YES	REASONABL REASONABL	MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

Decision matrix - Draft 1 -- 27 Sept.1988

e.Importance		
SUFFICIENT	NECESSARY	ENABLING
17	18	19
=====		
NO	YES	NO
NO	YES	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
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NO	YES	YES
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NO	NO	NO
NO	NO	NO



FACSIMILE TRANSMITTAL SHEETDate of transmission October 28th Pages: 8Transmit to: Brandeis University (Including Cover)Fax number: 617-736-4724Attention: Joe Reimer, Hornstein Program

Hi Joe!

~~ATTN:~~
Attached are the 7 interviews I've completed so far. It's harder than I thought it'd be to reach everyone. Many people won't be available until Monday so I should be

RETURN FAX: 305-963-2344 | sending you another batch of questionnaires on Tuesday morning. Hope that's not gonna put you behind schedule. Call me if you can't read my writing or if something is "unsatisfactory." [305-981-4800]. I will probably be arriving in Boston on Oct. 3rd but could come on the 2nd if necessary.

Love Joe

Debbie

What do you think are the central improvements possible in this area?

Look at programs that work → create models/demonstration centers. Possibilities: 1 model in a formal environment (e.g. L.A. Hebrew High, N.Y. Prozdor); 1 model in an informal environment; 1 model in conjunction with the public sch. system. Work with public sch. superintendent to develop linkages the secular life of Jewish teens. Need to study high sch. life

How important do you think this area is to the whole field of Jewish ed.?

Very! 8 or 9 on a scale of 1 to 10.

If we wanted to implement these ideas, do we have the . . .

know-how? No.

personnel? A few people are qualified to work in this area.

materials? Plenty of materials exist.

institutional support? Yes. BGE's, institutions of higher learning, etc. are concerned, willing to do something.

political support? Yes. Serious anxiety/concern over high school students does exist. Anxiety can be turned into support.

What would the benefits be?

How much would it cost? Approximately \$1,000,000

How long would it take? 3 years.
8-10 months of planning; 2 or 3 pilots over 2 years.

Comments:

Teacher Training / In Service Training would have to accompany the model projects for the students.

What do you think are the central improvements possible in this area?

Need to develop a knowledge base in Jewish education - none exists today. Knowledge is research needed on the life of teachers, on the effectiveness of Jewish ed. - achievement, identity, etc. - for the purpose of teacher training, policy decision making.

How important do you think this area is to the whole field of Jewish ed.?

In general, research is only 5 or 6 on a scale of 1 to 10. But if we were interested in professionalizing Jewish education, research is very important. Research is crucial to policy making.

If we wanted to implement these ideas, do we have the . . .

know-how? yes, need to get the proper people to do the work.

personnel? Yes.

materials? Yes.

institutional support?

Research isn't a sufficient priority right now.

political support?

What would the benefits be?

Give senior personnel and leadership people (policy-makers) more direction. Right now they don't know where to turn. Would attract various people from related fields to Jewish ed. Apply findings to greater Jewish world.

How much would it cost?

A serious piece of research would cost between \$100,000 - \$500,000.

How long would it take?

Between 1 yr and 18 months.

Comments:

Research is more important to me (senior educator) than to a teacher. But important to advancing the profession as a whole.

What do you think are the central improvements possible in this area?

Public opinion of early childhood education needs to be strengthened. Have to inform the public of the value of early Jewish educ. Parent education support needed. Good opportunity to reach families through little kids.

How important do you think this area is to the whole field of Jewish ed.?
Of the utmost importance — the beginning of a Jewish education. If you lose them now, you never get them back. Also, brings us closer to the family of the child. Great opportunity.

know-how? *Yes.*

materials? need to develop curriculum. We have some materials but not nearly enough.

political support? The public needs to be convinced, become more aware of value of early childhood.

What would the benefits be?
Child's learning would be more lasting. (Home and School would be mutually supportive.) Teachers would stay in field. Community would benefit. Community leaders would emerge from these families.
How much would it cost?

No idea.

low long would it take?
5 years. Could do some things immediately but need to set up a long-range plan.

Comments:

OPTION Research

What do you think are the central improvements possible in this area?

Need focus group research on how to market Jewish educational programs.

Need basic research on what attracts/repels middle-range affiliated Jews to Jewish education.

Need to investigate Jewish success stories (i.e. How successful Jews made it)

How important do you think this area is to the whole field of Jewish ed.?

Extremely vital. Such research would cover the major research questions critical to the success of the commission.

If we wanted to implement these ideas, do we have the . . .

know-how? yes!

personnel? yes!

materials? yes.

institutional support? yes. ~~Similar~~ research has been done.

political support? yes. Not a problem.

What would the benefits be?

It would provide basic policy guidelines for the development/promotion of educational programs. Would stimulate the requisite thinking about these issues.

How much would it cost?

Each study could be done successfully for approximately \$20-25,000.

How long would it take?

Each of the studies would take 6-8 months to complete.

Comments:

OPTION Day School

What do you think are the central improvements possible in this area?

greater coordination btw. Judaic and secular studies →
 greater cohesiveness of the day school experience
 Train staff to be conversant in more than one area →
 bridge the areas. Students have a "dichotomized"
 education. The problem is exacerbated in the upper
 grades where schools are departmentalized.

How important do you think this area is to the whole field of Jewish ed.?

Important to the success of the day school to de-
 fragment the experience, but how important day
 school is to the whole field is a question of priorities.

If we wanted to implement these ideas, do we have the . . .

know-how? yes. Requires a commitment to the idea. Redefine
 job of day school teacher. Collegial exchanges,
 team teaching, in-service training could be used.

personnel? need to create models; make them available to
 the whole community; invite schools to come and see.

materials? materials need to be generated. Teachers should be
 encouraged to develop programs to share with
 others. (Teachers will feel empowered.)

institutional support? Specialists are being trained → encourages dichotomy.
 Requires rethinking the roles of the specialists.

political support? Doesn't require external (outside the school) political
 support.

What would the benefits be?

Staff would feel more a part of a whole;
 more creative, stimulating environment;
 more possibilities for teachers.

How much would it cost?

Not significant cost. Certain schools should be
 chosen to experiment - demonstration centers,
 or going consultants for in-service training.

How long would it take? Two years. One year to get the project going
 and second year to run, evaluate going

Comments:

Problem: Turf-issues. Will teachers be willing to
 give up some of their autonomy?
 See Beiler's letter to Fox. (October 1988 - sent to 515 Park Ave.)

OPTION Supplementary Sch

What do you think are the central improvements possible in this area?

Grants to teachers to improve their prof credentials (e.g. fellowships for educators for higher training). Funding for teacher conferences (e.g. a "bank" to finance on-going training). Inservice training & a cadre of experts who go to schools to assist in specific training. Set up model schools for others to follow. Establish position of family educator within the supplementary schools.

How important do you think this area is to the whole field of Jewish ed.?

Very important. Too early to assume that suppl. school isn't worthwhile. Don't close the door on it! Day schools aren't the only way. Supplementary High Schools (13-17 yr. olds) are important way to reach teens.

If we wanted to implement these ideas, do we have the . . .

know-how? yes. Enough talented people around to create the process.

personnel? yes. Need to create a "Jewish Peace Corp" - fund education of potential educators (college grads) and then supplement their income.

materials? yes, plenty of materials around. People need to learn how to use the materials better.

institutional support? ~~Federations~~ Federations have given lip service to Jew Ed. But we have to create the institutional support.

political support? Bureaus have to be advocates within the community.

What would the benefits be? People would feel better about choosing Jew Ed. as a career. Capitalize on young people's Jewish feeling. Time is right to do this.

How much would it cost? Funding for higher training: \$25,000 (?) per teacher
Funding for conferences: \$500 per teacher per year
Model School: \$50,000 per school

How long would it take? Family Educator: \$25,000 (?)
Teacher Corp: \$20,000 for educating a new teacher plus \$10,000 salary supplement per year

Model school could take 5 years.
Teacher Corp would take 5-10 years.

What do you think are the central improvements possible in this area?

Define realistic goals of the suppl. schools. No targeted program for kids in suppl. schools (kids feel they aren't being fitted). Create tangible ways of evaluating if goals are being reached. Training of teachers/principals towards a defined set of goals. New models for use of time need to be developed.

How important do you think this area is to the whole field of Jewish ed.?

Exceedingly. Form has to change somewhat but day schools can't replace suppl. schools.

If we wanted to implement these ideas, do we have the . . .

know-how? Yes. There are people who know how to look at new models - but they aren't necessarily in the position to implement changes now.

personnel? Have to enable the right people to work on it. The formal agencies are least qualified to do it. Must tap into the creative, qualified people.

materials? No. Need to develop better understanding of children, how they spend their time. Need new models for institutional support?

No. There are isolated leaders but no structures are ready for it. Need good P.R. to transmit the messages.

political support? Potential for support exists but actual support isn't evident.

What would the benefits be?

Attitudinal change in students and their family. More dynamism in Jewish Education → new image. More knowledgeable Jewish public.

How much would it cost?

Don't know.

How long would it take?

Could begin to test new models immediately. 2-3 years for experimentation.

Comments:

Lack of qualified staff is also crucial issue. Setting of goals has to consider available personnel. (e.g. Hebrew can only be a goal if qualified Hebrew teachers are available.)

October 25, 1988

DR. JOSEPH RIEMER
JEWISH COMMUNAL STUDIES, HORNSTEIN PROGRAM
BRANDEIS UNIVERSITY
WALTHAM, MA 02254

DEAR JOE,

LET US TELL YOU AGAIN HOW PLEASED WE ARE WITH THE MATERIAL THAT WE RECEIVED. OUR COMMENTS SHOULD BE READ AS SOME THOUGHTS THAT YOU MIGHT WANT TO CONSIDER.

OPTION ⁶~~8~~ AND ¹⁷~~13~~ A: TO FOCUS EFFORTS ON THE FAMILY

I THINK IT WOULD BE USEFUL IF AT SOME POINT YOU INDICATED HOW IMPORTANT CERTAIN THEORISTS BELIEVE THE FAMILY IS FOR EDUCATION AND FOR JEWISH EDUCATION. THAT MIGHT BE MENTIONED UNDER THE "IMPORTANCE" CRITERIA, OR UNDER "WHAT BENEFITS COULD BE ANTICIPATED." IT COULD BE INCLUDED IN YOUR CATEGORIES 13, 14 OR 17.

NOW SOME MINOR COMMENTS ON VARIOUS ITEMS IN THE PAPER. PARAGRAPH NUMBERS REFER TO YOUR PARAGRAPHS.

1. LISTING THE PRIMARY POPULATION AS "JEWISH FAMILIES WITH CHILDREN" IS TO EMPHASIZE FAMILY EDUCATION ESSENTIALLY FOR THE SAKE OF CHILDREN GOING TO SCHOOL. THAT MAY BE YOUR POSITION AND THAT MAY BE THE ACCEPTED POSITION, BUT WE WANTED TO POINT OUT THAT ANOTHER POSITION MIGHT BE THAT FAMILY EDUCATION IS IMPORTANT UNTO ITSELF, AND THAT THIS SHOULD BE LISTED FIRST. ALSO, SOME OF THESE PEOPLE ARE NOT GETTING A SECOND CHANCE, BUT A FIRST CHANCE, AS WE DISCOVERED IN THE MELTON MINI-SCHOOL.

2. THE SAME POINT APPLIES. THAT IS, YOUR APPROACH IMPLIES THAT NUMBER 2(1) COMES BEFORE NUMBER 2(2), WHICH MEANS THAT PARENT EDUCATION BECOMES A MEANS FOR THE EDUCATION OF CHILDREN.

2(4). YOU MAY WANT TO QUALIFY THIS WITH "POTENTIALLY" OR "POSSIBLY" "THE STRENGTHENING AND COHESION OF THE JEWISH FAMILY."

2(5). YOU MAY WANT TO QUALIFY THIS AND STATE THE POSSIBILITY OF BUILDING A SENSE OF COMMUNITY.

3. ARE YOU SAYING THAT THERE ARE SUCCESSFUL EXPERIMENTS THAT WE CAN ACTUALLY PROVE ARE SUCCESSFUL? OR IS IT JUST INFORMED OPINION? I THINK THIS IS A POINT THAT YOU WILL WANT TO CONSIDER AS IT APPEARS SEVERAL TIMES IN THE PAPER. I AM PARTICULARLY REFERRING TO POINT NUMBER 5 -- DO WE HAVE THE KNOW-HOW? THE

QUESTION IS DO WE REALLY HAVE THE KNOW-HOW, OR DO WE HAVE SOME INFORMED OPINION ABOUT SUCCESSFUL EXPERIMENTS?

7. REGARDING MATERIALS: WE SHOULD TAKE A CONSISTENT POSITION THROUGHOUT ALL THE PAPER ABOUT THE ADAPTATION OF EXISTING MATERIAL FROM ONE AREA TO ANOTHER. WE TEND TO FEEL THAT IN AN AREA LIKE THIS, THE FORMULATION THAT WE DISCUSSED IN CLEVELAND MIGHT BE USEFUL. AND THAT IS THAT A GOOD DEAL OF MATERIAL FROM OTHER AREAS COULD BE ADAPTED OR ADOPTED THE FIRST TIME AROUND. AS WE DEVELOP A SPECIFIC AREA (THE DAY-SCHOOL OR FAMILY EDUCATION) ON A LARGER SCALE, WE WILL PROBABLY NEED SOME KIND OF SERIOUS CURRICULAR EFFORT.

9. 10. 11. IN TERMS OF INSTITUTIONAL SUPPORT, FUNDING AND POLITICAL SUPPORT, WE AGREE. BUT YOU MAY WANT TO EMPHASIZE THE IMPORTANCE OF THE FAMILY AGAIN HERE. SOME PEOPLE ACTUALLY CLAIM THAT WITHOUT IT, YOU CAN FORGET ABOUT JEWISH EDUCATION OR EDUCATION GENERALLY. YOU MAY WANT TO USE THIS ARGUMENT POSITIVELY TO INDICATE WHY SUPPORT WOULD BE AVAILABLE.

13. 14. AS MENTIONED ABOVE, THIS MAY BE THE PLACE FOR THE THEORETICAL AND RESEARCH ARGUMENTS ABOUT THE POWER OF THE FAMILY. WE SHOULD CONSIDER WHETHER TERMS LIKE "SOCIALIZATION" WILL BE UNDERSTOOD BY THE COMMISSIONERS.

17. BY "UNTESTED" ARE YOU REFERRING TO SUCCESSFUL EXPERIMENTS AND THEIR IMPACT, OR TO WHETHER IT IS POSSIBLE TO REALLY DEVELOP SUCCESSFUL EXPERIMENTS?

WE LOOK FORWARD TO THE NEXT SET OF PAPERS. SEYMOUR WOULD LIKE TO SPEAK WITH YOU AND DISCUSS OUR APPROACH TO WHO CHECKS OUR STUFF AND WHEN.

IN THE NEXT DAY OR SO

BEST REGARDS,

SINCERELY,

Annette
ANNETTE & SEYMOUR

P.S. ATTACHED IS A FAX WE SENT TO HANK. PLEASE NOTE RATIONALIZED LIST OF HEADINGS AT THE END.

October 24, 1988

Mr. Henry Zucker
Premier Industrial Foundation
4500 Euclid Ave.
Cleveland, OH 44103
USA

Dear Hank,

It was wonderful spending time with you and I hope that we can find some relaxed time together on my next visit as well.

It would have been better to have had a face-to-face conversation about the two options that we hope you will undertake:

Option 2: to deal with the community, its leadership and its structure as major agents for change in any area; and

Option 23: to generate additional funding for Jewish Education.

In Cleveland we agreed that we should attempt to respond to the same categories in each option, while at the same time remembering that some categories are not appropriate for a given option. (See attached list, p. 4.)

Let us then begin:

OPTION 2: TO DEAL WITH THE COMMUNITY, ITS LEADERSHIP AND ITS STRUCTURES, AS MAJOR AGENT FOR CHANGE IN ANY AREA.

1. What is the target population?

You will have to decide what is meant by this category (all suggestions are to be seen as examples only).

One view might include every element that is normally included in the concept "the organized Jewish community." The range could include CJF to the local Federation; JESNA to the local BJE; the national denominations to the local synagogues; JWB to the local

community center and possibly even national organizations like Hadassah, NCJW, etc.

A more restricted definition might include selected targets which could be cut different ways:

- a. The leadership and the membership of the above.
- b. Only the leadership of the above.
- c. A selection of the above: e.g., only the Federation-involved groups, JESNA and JWB.

2. The desired outcomes of this option.

This is probably the crux of this option. Are we speaking here of changing the climate; of changing the priorities; of increasing the allocations; of changing the status of the field of Jewish Education and thus attracting a different kind of lay leader; of educating the existing leadership? Do you want or need to specify some of the content involved in changing the climate or educating lay-leadership? You may decide to deal here with the appropriateness or inappropriateness of existing structures that deal with Jewish Education -- as you have often mentioned. At some point in this paper you probably will have to deal with the conflict between the community as policymaker and the deliverer of services (denominations, schools, JCCs, etc.). You may also want to deal with the pool of money available now, and the amount of money that would be available at the end of the process, when Jewish education will be higher on the agenda of the Jewish community.

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

I am unaware of any research in dealing with this problem. However, I am sure that your experience with the Jewish community in building social services, the relationship to Israel, the campaign, etc. are important sources of knowledge that can be translated and modified for use in the area of Jewish Education.

4. Are there alternatives to achieve these outcomes?

There is the view that if we only gave funds to the current deliverers of services (the seminaries, the denominations, the schools, the community centers) that would be the best of all possible solutions. Some commissioners have actually expressed this point of view and claim that changing the climate or affecting the community is an amorphous target or sophisticated P.R. They claim that several foundations announcing substantial grants for existing activities is the route that should be taken. I believe it is useful to present differing points of view, their strengths and weaknesses. (We have found it useful to indicate the weaknesses of alternative suggestions [see option 19, pp. 27 & 28 of the package in the book prepared by Ginny for our October meetings].)

5.-16. The rest of the categories.

Do we have the know-how to implement this option? Is the personnel available? Are the materials available? Is the physical infrastructure available? Are there institutional supports available? Is the funding available? Is the political support available? Is the option timely? What needs does this option answer? What benefits could be anticipated? What would the costs be? How long would it take to implement?

These will largely depend on the answers to the previous questions about target populations and desired outcomes.

17. How important is this for the field?

Is this a sufficient, necessary or enabling condition?

The point will have to be made here that this is a necessary condition for any large-scale, systematic, sustained change for Jewish Education.

I will call you in the next day or so to discuss these suggestions. At that time I would like to mention an idea that was discussed a long time ago -- namely, the preparation of a paper on the appropriate structures for Jewish Education. We considered a historical piece and Hermann Stein was mentioned as a possible author.

With best regards,

Sincerely,

Seymour Fox

pp-SFox

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)

October 24, 1988

Dr. Joseph Reimer
Jewish Communal Studies, Hornstein Program
Brandeis University
Waltham, MA 02254
USA

Dear Joe,

I was delighted to receive the materials on the two options and I hasten to reply.

I think it would be best if I replied, by your categories, thus numbers here refer to those on your documents.

¹⁰
Option No. 20: to develop and improve the day school (elementary and high-school).

1. I would indicate that the population is "potentially" all of the Jewish families.

2. I prefer to list the content aspects first. (e.g. numbers 2(4) and 2(5)) and then deal with the quantitative aspects. Furthermore, it might be enlightening for the Commission members to have you expand a bit on these content aspects. You might say, for example: "improve the day-school through support; improve the day-school through model programs, by recruiting qualified personnel and by creating an environment in which they would be retained." You might even give an example of curriculum -- e.g: an integrated curriculum of general and Jewish subjects. But that really is a matter of taste.

3. I think that the formulation here is a bit too tough, in the sense that, though we have no hard data, we do have some impressions and a good deal of experience. I would get my hands on the Rosalin Bernstein study of Ramaz. It can be found through Ginny Levy or Art Naparstek. I also think that it is too strong to say that we do not know if day high school will be feasible beyond the Orthodox community. There have been difficulties, but I don't know that real efforts have been made to deal with this.

4. I think it would be useful to list the alternatives first, and then argue the case. Also you begin with an argument about the day-school itself. But that again may be a matter of taste. Point number 3 about massive financial backing is not likely to

be understood. We discussed this, but I am not sure that the Commissioners could see it as an alternative to building the day-school. It is too Milton Friedman-like. Number 4(4) would probably be better placed in category number 3: ("Do we know if outcomes can be achieved").

5. I think it is too extreme to say that we do not know how to recruit and train the personnel needed. I would formulate this as: "At present, we have not found or come up with an approach to recruiting and training personnel".

6. I think that again I would say "not presently" and use the raeli teachers as an example only. It is not the only problem and there is disagreement about numbers. A formulation that you might find useful may be: "in some cases, day-schools rely heavily on Israeli teachers."

7. This too, may be too strong because people could claim that existing materials could be modified. However you may decide that your formulation is more appropriate.

8. I would check physical infrastructure with the experts. I certainly do not know whether the existing schools have a sufficient infrastructure.

10. Resnik's study on the funding of education, a recent JESNA publication, may be helpful. I would also consider the first sentence reading: high tuitions may limit enrollment for many families. "Attractiveness" might be misunderstood.

11. I don't think that many Commissioners will know, what you mean by "time", as they are not familiar with the hours' issue. Another formulation that might be helpful is "a complete setting", or "a more complete setting, to study Jewish tradition in depth."

Are terms like "socialization" known to the laymen on the Commission? I am not sure.

In 13 (4), I would suggest "need of some parents for increased Jewish involvement" instead of "identification" -- but that again may be a matter of taste.

14. In 14 (2) I prefer the formulation: "quality of Jewish knowledge and commitment could be" instead of "would be."

In 14 (3) I would soften and say "Could create" or "Might create."

Similarly, in point 14 (4), I would indicate "could intensify Jewish involvement."

5. I think that, if we have time, we ought to try and get some data here. Schiff might be helpful.

It might be useful to use rules of thumb to guess at annual per capita costs. This would allow to estimate how much adding 1,000, 15,000, 75,000 or 150,000 children, to the school system would cost the Jewish community. We know for example from Lookstein's letter that a year at Ramah costs \$ X. We also know that the cost is lower in other schools, so the range might be anywhere from \$4,000-\$10,000 per capita. These figures could be estimated and Schiff may be able to assist you.

(This of course is just an example of what could be estimated. New buildings are not included in this figure.)

17 I am not sure that tuition-reduction could be implemented in a short time. This might take massive community involvement and would depend on option number 2, that is: changing the climate of the community, etc.

In terms of curriculum production, I think 3-5 years is fair. About personnel recruitment, I think much could be done in a shorter period. I would tend to think 3-5 years as well. You wouldn't solve the whole problem, but you could certainly get model programs going and possibly first steps at introducing larger numbers into the system.

17. I would take out of the last sentence "a small minority", and formulate it as: "ever be attractive to more than a percentage of non-Orthodox Jews."

I hope these remarks are useful. I will try to respond to the second option tomorrow and look forward to receiving your comments and further materials.

With best regards,


Seymour

P.S. create model with
me & we built that that
IT IS EXCELLENT



Brandeis University

Philip W. Lown
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From:

{ Joseph Reimer
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1-617-736-4724

86 BM

charge - 4-45171-4600

86BM

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 has growing popularity in synagogues, JCC's, federations and camps (especially on the West Coast). Replication.

10. Is the funding available?

Funding for 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 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 timely option.

13. What needs does this option address?

The need to involve parents in children's Jewish education and in their own Jewish learning and practice. It answers educators' needs to feel supported by the home and the children's needs to have continuity between the school and the home.

a. Family education could enrich the whole ambiance of children's Jewish socialization.

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

c. Family education could enhance chances that children would continue education beyond high school.

d. Unintended consequences: It could raise the demand for more quality adult education and involve rabbis more fully in practice of Jewish education. It could help revive supplementary 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?

Untested. It could prove to have a minimal ripple effect. ~~Some experts expect it would have a maximal effect and become an~~ enabling condition (especially for supplementary education).



Option #20

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 1992 110,000 students attended day schools in the USA; 16,000 in Canada. The largest concentration is in the lower, elementary grades. Of the 586 day schools in North America, 400 are in the USA.

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

1. Increase total number of day schools (d.s.) and enrollees.
2. Increase number of day high schools and enrollees.
3. Increase financial support for d.s. to raise quality of education and decrease tuition costs.
4. Improve d.s. through support for personnel training and retention, curriculum-development, family involvement and integration of formal and informal education.
5. Increase Jewish commitment and knowledge of d.s. students.

3. Do we know if outcomes can be achieved?

We have little hard data on day-schools, either in terms of their educational effectiveness or their growth in numbers. Reasons for growth are multiple; we do not know how to maximize growth or what are its limits. We do not know if day high school is feasible beyond the Orthodox community, or if the elementary day school alone has long-lasting positive benefits.

4. Are there alternatives to achieving this objective?

1. Many assume that the day school (especially when used together with informal education and Israel programs) is the single most effective form of Jewish education, for which we know of no alternative. That's an untested hypothesis.
2. Excellent pre-school, supplementary school, informal education and Israel programs may be alternatives to day school.
3. As to increasing day schools and enrollments, massive financial backing may be an alternative to the more painstaking process of improving quality.
4. Some say increasing quality of secular education will increase numbers.

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. No, we do not know how to recruit and train the needed personnel to meet expanding enrollments and raise quality of education.

6. Is the personnel available?

Not in North America. Day schools rely on Israeli teachers to fill many of the Judaica slots. There is a need for North American teachers and principals.

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?

For existing schools, yes. For expansion, no.

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?

High tuitions put a squeeze on many families and may limit attractiveness. Federations have increased support, but still account for a small percentage of the funding. Day schools must raise funds for themselves. Added support needs to come from outside sources.

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, d.s. education is timely.

13. What needs does this option answer?

1. Need for sufficient time to study Jewish tradition in depth.

Option #8 and 13b

To Focus Efforts on the Family

1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719

The primary population is the family members of children who are of school age and enrolled in some form of Jewish education. A secondary population is senior adults and their grown children and grandchildren.

2. What outcomes are to be achieved?

1. Greater involvement of parents in the Jewish education of the children.
2. A second chance for adults to learn about and attach to Jewish practices.
3. Building reinforcement for children's learning by increasing Jewish learning and practice in the home.
4. Strengthening the cohesion of the Jewish family.
5. Building a sense of community among Jewish families and a collective attachment to sponsoring Jewish institutions.

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Family education is yet in an experimental stage. There have been a number of successful experiments that have achieved some of the objectives. These remain isolated examples; no programmatic models have emerged; no wide replication has been attempted.

4. THE STATE OF TEXAS, County of EL PASO, do hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the County Clerk of said County.

1. Parents can be involved in children's education through school participation (committees, fundraising, etc.) and more ~~meaningful, involving~~ meaningful, involving ~~involvement~~ involvement.
2. A sense of community can be enhanced through social, political or religious activities for adults.

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

We have the know-how on a case by case basis, but do not know how to implement it on a large scale.

8. 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?

~~New materials are borrowed from other contexts. To move forward requires development of its own materials.~~

2. Need for total school ambience to support message of Jewish socialization.

3. Need for viable alternatives to failing supplementary and public schools.

4. Need of some parents for increased Jewish identification.

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 would be elevated across the community.

3. Create a larger pool for future lay and professional leadership in the community.

4. Intensify Jewish identification for the family of children attending.

15. What would the costs be?

Given needs for new buildings, tuition reduction, personnel training and retention, and materials production, the costs would be high.

16. How long would it take to implement?

Some steps (tuition-reduction) could be implemented in short time. Other steps (curriculum production, enrollment drives) could be implemented in 3-5 years. Other steps (personnel recruitment and training) require 10 years.

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 minority of non-Orthodox Jews and see it as less important.

OCTOBER 13, 1988

TO FOCUS EFFORTS ON PROGRAMS FOR ADULTS

DEFINITION

TO INVOLVE MANY MORE ADULTS IN INFORMAL AND FORMAL ACTIVITIES THAT ARE LIKELY TO LEAD TO GREATER KNOWLEDGE, PARTICIPATION AND COMMITMENT.

E.G.:

- PROGRAMS IN SYNAGOGUES, COMMUNITY CENTERS, OTHER ORGANIZATIONS (HADASAH etc.)
- STUDY GROUPS - HAVUROT
- ISRAEL EXPERIENCE PROGRAMS
- COMMUNITY EVENTS
- UNIVERSITY PROGRAMS

I. FEASIBILITY OF TARGETS:

(1)

ANTICIPATED OUTCOMES

- * GREATER PERSONAL COMMITMENT TO JEWISH LIFE.
- * INCREASED ENGAGEMENT WITH JEWISH SOURCES
- * INCREASED PARTICIPATION IN JEWISH COMMUNAL ACTIVITIES
- * MORE KNOWLEDGEABLE PARTICIPATION IN JEWISH LIFE
- * IMPROVED ABILITY TO TRANSMIT JEWISH TRADITION AND CULTURE

(3a, b, c)

DO WE KNOW HOW TO ACHIEVE THESE TARGETS?

YES. THERE ARE PROGRAMS THAT HAVE ACHIEVED THIS.

THE QUESTION IS HOW MUCH CAN BE REPLICATED.

WE DO NOT ~~KNOW~~ THE IMPACT, THE NUMBERS THAT CAN BE REACHED. ETC...

(have empirical data on)

ARE THERE ALTERNATIVES FOR REACHING THESE TARGETS?

- * A SYSTEMATIC, CONCENTRATED USE OF THE MEDIA
- * MORE EFFECTIVE USE OF BOOKCLUBS AND GROUPS TO STUDY BOOKS LIKE THE "GREAT BOOKS" IDEA)
- * CREATIVE USE OF JUDAICA PROGRAMS AT UNIVERSITIES THROUGH EXTENSION PROGRAMS.

II. CAN WE IMPLEMENT

(4) DO WE HAVE THE KNOW-HOW?

SOME: WE HAVE THE KNOW-HOW BASED ON A WIDENING THE CIRCLE OF EFFECTIVE PROGRAMS.

(5) PERSONNEL NO - PROBABLE

87BM

THERE IS GREAT POTENTIAL IF RABBIS, SCHOLARS AND INFORMED PROFESSIONALS CAN BE CHANNELLED TO THIS AREA

(6) MATERIALS

A GREAT DEAL OF MATERIALS IS AVAILABLE. MODIFICATIONS NEED TO BE INTRODUCED. FULL-FLEDGED IMPLEMENTATION WILL REQUIRE MORE.

(7) PHYSICAL INFRASTRUCTURE

YES. IT LOOKS LIKE A GREAT DEAL IS AVAILABLE, HOWEVER A CAREFUL STUDY MIGHT INDICATE THAT WE MISS RETREAT CENTERS AND VACATION SITES.

(8) INSTITUTIONS

YES (DENOMINATIONS; JWB; NATIONAL ORGANISATION

(9) FUNDING

NO

(10) POLITICAL SUPPORT

PROBABLY YES

TIMELY?

YES

WHAT NEEDS DOES THIS ANSWER

THE WHOLE ADULT POPULATION THAT HAS BEEN BY-AND-LARGE IGNORED BY JEWISH EDUCATION.

QUALITY

THIS COULD CHANGE THE NATURE AND KIND OF JEWISH INVOLVEMENT OF THIS ENTIRE AGE-GROUP

QUANTITY

COULD INVOLVE HUNDREDS OF THOUSANDS (THE NUMBER OF JEWS BETWEEN THE AGES OF 25-65...)

(14) UNINTENDED CONSEQUENCES

IT COULD SERVE AS A HANDLE TO FIELD SUCH AS FAMILY EDUCATION AND THE EDUCATION OF CHILDREN.

(15) COST NA

REQUIRES AN ANALYTIC EFFORT

(16) DURATION

1 YEAR PLANNING

2-3 YEARS MODEL PROGRAMS

LONG-TERM WIDE IMPLEMENTATIONS

e. IMPORTANCE

NO

NO

NO

IT MAY PROVE USEFULL TO TREAT THE ADULT POPULATION AS AN AGE GROUP AND NOT THROUGH PROGRAMS

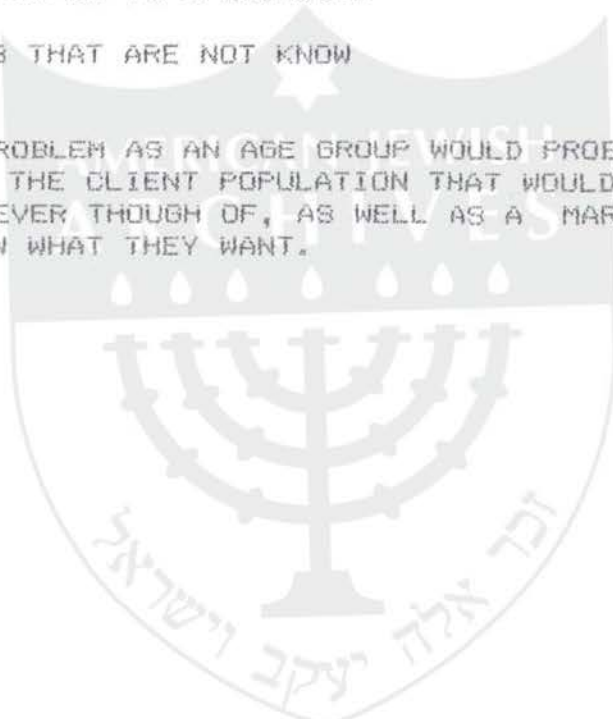
THIS WOULD ENABLE US TO:

1.DISCRIMINATE DISCRETE SUB-POPULATIONS WITHIN THIS CATEGORY ADN ASK HOW THEY SHOULD BE TREATED.

2. CONSIDER THE INTEGRATION OF EXISTING PROGRAMS IN A NOVEL WAY SO THAT THE WHOLE WOULD BE GREATER THAN THE SUM OF ITS PARTS. E.G. LEARN ABOUT ISRAEL : A YEAR'S CONCENTRATED STUDY AT A NORTH AMERICAN UNIVERSITY WEEK-ENDS WITH APPROPRIATE FIGURES FROM ISRAEL IN NORTH AMERICA AN ISRAEL EXPERIENCE OF A MONTH A SECOND YEAR'S COURSE THAT WOULD MAKE IT POSSIBLE FOR PEOPLE TO SPECIALIZE

3. CREATIVE IDEAS THAT ARE NOT KNOW

ATTACKING THE PROBLEM AS AN AGE GROUP WOULD PROBABLY INVOLVE A CAREFUL STUDY OF THE CLIENT POPULATION THAT WOULD INDICATE NEEDWS THAT WE HAVE NEVER THOUGH OF, AS WELL AS A MARKET STUDY THAT WOULD LET US KNOW WHAT THEY WANT.



Dear Annette and Seymour,

Please find enclosed 2 more options papers. The second is my own version of a draft on option 19 which you shared with me earlier.

I received Seymour's comments on my first 2 option papers. They were very clear & very helpful. I have tried to incorporate some stylistic corrections into these next 2 drafts. I will revise the first two later as I also get more information from the field. I welcome further feedback.

Debby Meline called. I put her to write on information-getting, which is my current mode in helping to draft options papers on topics I know less about. Having Debby's help is very much appreciated.

So two more along nicely. I hope I can get the inflow of information I need to keep up the quick pace.

Please call Asha Shaked for me & tell him that the American Jewish education conference is early in June & in no conflict with the one sponsored by the Merce2. — L. L. 1

83BM

J. RAINWATER

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

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.

J.R. #5

(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 upgrade their offerings and resources. It might also provide a group of entering college students who would contribute more to Jewish programs on campus.

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.

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 3-7 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.

J. Reimer

Option #12: 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 outcomes are to be achieved through this option?

1. To improve the quality of these programs by providing more highly-trained personnel; better consistency in use of curriculum; more support from families and community.

2. To enhance the children's and families' educational experience to come away with more Jewish knowledge and commitment.

3. To increase the numbers of children who choose to continue to affiliate Jewishly after their 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 these outcomes can be achieved?

There are a minority of supplementary schools that achieve many of these outcomes. We have 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; it remains untested as to whether these outcomes can be achieved on a national basis, but conditions that experts list as essential for effectiveness are met.

4. Enhancing outreach directly to Jewish families

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

When appropriate personnel is available, 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.

(2)

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 far more qualified full-time personnel.

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?

Yes, as long as these schools remain under denominational auspices.

10. Is the funding available?

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

12. Is the action timely?

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

13. What needs does this action 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

(3)

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?

And developing model programs

Pilot projects could be implemented in 3-5 years. Overall, systematic improvement could require 5-7 years.

17. How important is this to the field?

It is not a necessary condition. Some observers rank this as 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.

THIS IS A VERY VERY ROUGH FIRST DRAFT. I HAVE MAJOR DIFFICULTIES WITH "2. DESIRED OUTCOMES"; "13. WHAT NEED DOES THIS OPTION ANSWER" AND WITH THE GENERAL DEFINITION OF TARGET POPULATION

October 30, 1988

OPTION #18:

TO DEVELOP ISRAEL EXPERIENCE PROGRAMS

✱

DEFINITION: TO BRING ABOUT INCREASED PARTICIPATION IN SHORT, MEDIUM AND LONG-TERM EDUCATIONAL EXPERIENCES/ PROGRAMS IN ISRAEL, OF VARIOUS KINDS (FORMAL AND INFORMAL) AND FOR ALL AGE GROUPS.

1. TARGET POPULATION: THE WHOLE JEWISH POPULATION OF NORTH AMERICA. (CLOSE TO 40% OF NORTH AMERICAN JEWS HAVE VISITED ISRAEL. STUDIES INDICATE THAT ANOTHER 40% MIGHT BE ATTRACTED TO PROGRAMS GIVEN CERTAIN CONDITIONS. SOMEWHAT OVER 20% INDICATE NO INTEREST WHATSOEVER.) POLICYMAKER MAY DECIDE TO TARGET SUB-GROUPS (BY AGE, SETTING, AFFILIATION, ETC...).

notes
1

2. DESIRED OUTCOMES:

- * RESPOND TO THE SEARCH FOR BELONGING TO THE JEWISH PEOPLE AND TO THE DESIRE FOR PARTICIPATION IN IT.
- * INCREASE THE SENSE OF BELONGING TO THE JEWISH PEOPLE, OF THE IMPORTANCE OF ISRAEL, OF COLLECTIVE AND INDIVIDUAL PARTICIPATION AND RESPONSIBILITY FOR THESE.
- * INCREASED ACQUAINTANCE WITH ISRAEL AS A MAJOR CREATIVE JEWISH ACCOMPLISHMENT.
- * EXPERIENCE CONTEMPORARY ISRAEL -- ITS MEANINGS, DILEMMAS, CHALLENGES.
- * GET ACQUAINTED WITH THE SITES OF JUDAISM
- * INCREASE KNOWLEDGE ABOUT ISRAEL

3. DO WE NOW IF THE OUTCOMES CAN BE ACHIEVED?

WE HAVE LIMITED EMPIRICAL DATA CONCERNING THE IMPACT OF PROGRAMS IN ISRAEL. THERE ARE ~~HAVE~~ MAJOR ASSUMPTIONS (BY EXPERTS, EDUCATORS AND DECISIONMAKERS ALIKE) CONCERNING THE FACT THAT ISRAEL SPEAKS POWERFULLY TO ITS JEWISH VISITORS AND HAS SIGNIFICANT IMPACT RE-JEWISH IDENTITY. (MORE THAN?...)

4. ARE THERE ALTERNATIVES TO ACHIEVING THESE OUTCOMES?

5. DO WE HAVE THE KNOW-HOW TO IMPLEMENT THIS OPTIONS?

YES. BY-AND-LARGE WE HAVE THE KNOW-HOW FOR THE ACTUAL IMPLEMENTATION OF PROGRAMS, THANKS TO THE EXTENSIVE EXPERIENCE

13. WHAT NEEDS DOES THIS OPTION ANSWER?

14. WHAT BENEFITS COULD BE ANTICIPATED?

a. QUALITATIVE IMPROVEMENT IN PROGRAMS

b. INCREASE NUMBERS OF PARTICIPANTS FROM 25,000 PER YEAR (13-30 YEAR OLD IN ORGANISED PROGRAMS) TO A FEW TIMES THAT NUMBER.

c. UNANTICIPATED OUTCOMES:

15. WHAT WOULD THE COST BE?

[COULD DO RULE OF THUMB - \$500-1000 PER CAPITA. 25000 * 1000 = 25,000,000]

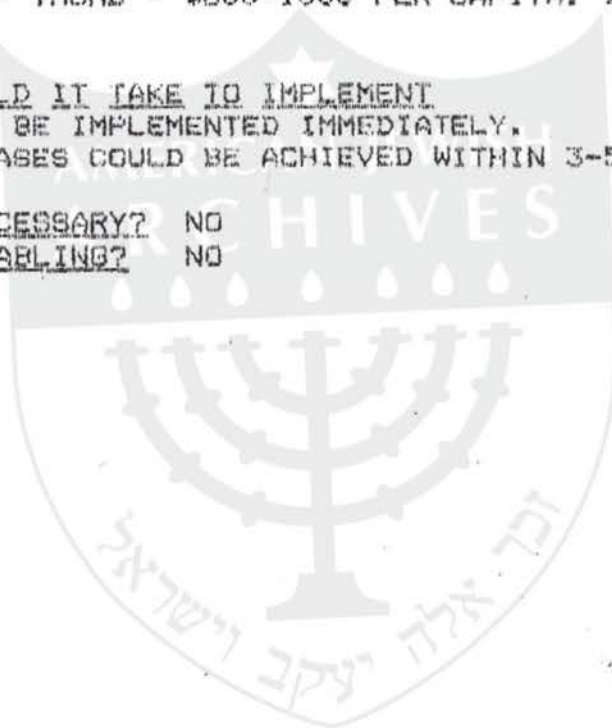
16. HOW LONG WOULD IT TAKE TO IMPLEMENT

SOME THINGS COULD BE IMPLEMENTED IMMEDIATELY.

SIGNIFICANT INCREASES COULD BE ACHIEVED WITHIN 3-5 YEARS.

IS THIS OPTION NECESSARY? NO

IS THIS OPTION ENABLING? NO



Oct.1, 1988

M E M O R A N D U M

Options Paper-Draft #2

This document contains background materials for the second meeting of the Commission for Jewish Education in North America. Alternative options for action by the Commission are analyzed and presented.

Our goal is to facilitate the work of the Commission as it decides what area of Jewish Education to select and focus its attention upon.

PROCESS

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. They considered the most urgent areas of need in Jewish Education and expressed their views as to what direction - what area of endeavour - should be selected for the work of the Commission.

Major issues were raised as to what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

* Many Commissioners expressed the view that the next step should involve narrowing the focus of deliberation to a manageable set of options for intervention.

* It was agreed that the Commission would attempt to decide at its Second Meeting what option or options to undertake.

2. The professional staff of the Commission prepared these background materials to point out the implications of the various options (what is involved in each choice) and how the various possible choices of the Commission could be dealt with

3. In order to offer maximum expert responsiveness to the options suggested by the Commissioners, a comprehensive analytic effort was undertaken (see memo's of September 6 and 15). The analysis was aimed at exploring each relevant option in-depth so as to identify the elements it entails, the anticipated benefits, and evaluate its feasibility as well as other implications.

4. The following steps were taken :

a. A list of relevant options for action (possible areas of intervention) was generated. The sources for these options are:

* The Commissioners - options suggested at the First meeting of the Commission; in the interviews; in letters and conversations following the Commission meeting.

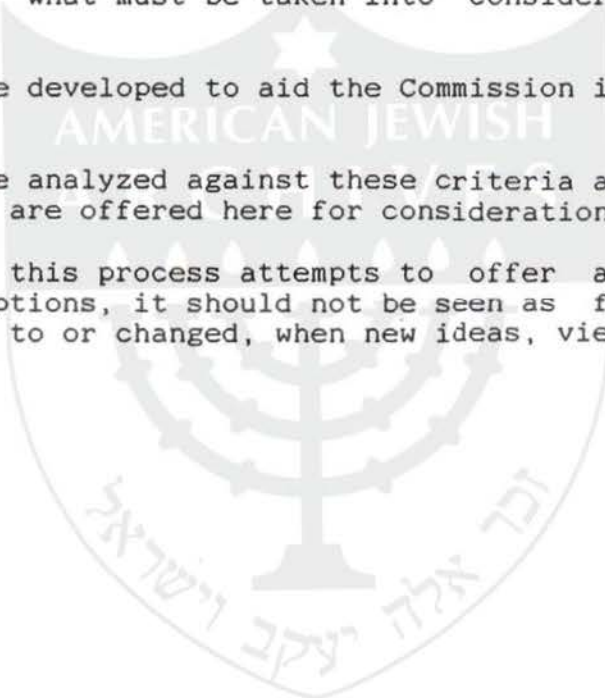
* Expert knowledge - literature surveys and the polling of experts has been undertaken to identify possible additional options that the commission may want to consider.

b. An inventory was compiled of the elements relevant to these options (see memo of September 15: Inventory of elements). This helps identify what must be taken into consideration for any given option.

c. Criteria were developed to aid the Commission in the selection of options.

d. Options were analyzed against these criteria and the results of the analysis are offered here for consideration and decision.

Note: Though this process attempts to offer a comprehensive analysis of options, it should not be seen as final and will always be added to or changed, when new ideas, views, or options are suggested.



B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. We will explain what may appear as redundancies. They may be eliminated later. E.g. options 3 and 12).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major agents for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To develop programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of the media, technology (Computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To develop and improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).

22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
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 focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28.. Combinations of the preceding options.

C. Criteria

The following criteria were applied to the options:

a. Feasibility

- I. Can the option achieve its targets?
- II. Can the option be implemented?
- b. What are the anticipated Benefits?
- c. How much will the option Cost?
- d. How much Time for implementation?
- e. The Importance of the option [to the entire enterprise]

a. Feasibility

- I. Can the option achieve its targets?

1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).

2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).

3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

3a. Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve their targets.

3b. Options for which we have LITTLE OR NO KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve their targets.

3c. Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve their targets.

II Can the option be implemented?

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

4. Do we have the KNOW -HOW? that is the professional knowledge available to successfully implement the option?

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

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

7. Is the physical infrastructure available? If not, how difficult will it be to create?

8. Do the mechanisms - institutions for implementation exist? If not, how difficult will they be to create?

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

B. Will the communal and political environment support this option?

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

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

b. What are the Anticipated Benefits

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

12. What is the expected qualitative benefit or impact?

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

14. What additional benefits can be expected?

c. How much will the option Cost

15. How much will this option cost? (absolutely or per-capita or per expected benefit).

d. How much Time to Implementation

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

e. The importance of the option (to the entire enterprise)

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?

The option could be classified according to the following criteria:

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

18. Is this option a necessary condition? That is: does improvement in many or all areas depend on this option (e.g. 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. We probably should not undertake any option without undertaking this one.)

19. Is this option and enabling or facilitating option? That is, it in itself may not directly affect the quality or quantity of Jewish Education. However it facilitates or enables the implementation of other options. (e.g. the generation of additional funding will enable the implementation of practically any other option - though it in itself may not significantly improve Jewish Education.)

D. Analysis of the Options

The Commissioners should be given maximum (but concise) useful information on each option. The richness and reliability of the information will be governed by the constraints of time and the available expertise.

The information will be presented two ways:

1. A comparative matrix (options versus criteria)
2. Individual discussion papers on each option

E. The matrix

The following matrix presents in a concise and simplified form the value of each option against each criterion. It allows us to get a quick overview of any option as well as a comparative picture.



Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	I. Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
	1	2	3a	3b	3c
OPTIONS (*)	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
5 HIGH SCHOOL	Define	No	Some	Much	Some
6 COLLEGE	Define	No	Little	Much	Much
7 YOUNG ADULT	Define	No	Little	Some	Much
8 FAMILY	Define	No	Little	Some	Much
9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No	Little	Some	Much
11 NO TUITION	Define	No	Much	Much	some
12 EARLY CH.PROGS	Define	No	Little	Some	Much
13 FAM.&ADULT PROG	Define	No	Little	Much	Much
14 COLLEGE PROGS	Define	No	Some	Some	Some
15 TECHNOLOGY	Define	No	Some	Much	Some
16 INFORMAL ED	Define	No	Little	Some	Much
17 INTEGRATED	Define	No	Much	Much	Some
18 ISRAEL	Define	No	Little	Much	Much
19 SUPPLEMENTARY S	Define	No	Some	Much	Much
20 DAY-SCHOOL	Define	No	Much	Much	Some
21 CURR.& METHODS	Define	No	Much	Much	Some
22 PHYSICAL PLANT	Define	No	Much	Much	Some
23 ADD.FUNDING	Define	No	Much	Much	Some
24 KNOWLEDGE	Define	No	Little	Much	Much
25 HEBREW	Define	No	Much	Much	Much
26 INNOVATION	Define	No			

Notes:

- *. See Definitions in "Options Paper"
- a. Define: see detailed descriptions of options
- b. Hyerarchy of values: 1.Little 2.Some 3.Much
- c. SH=short; M=medium L=long INCR=incremental
- d. Estimates or exact figures should be provided
- e. Blanks indicate missing data. To be researched.

Decision matrix - Draft 1 -- 27 Sept.1988

II. Can we implement?

KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
4	5	6	7	8	9	10
=====						
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME	PROB.		PROB.
SOME	NO		YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME	NO	NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME	YES	YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	----	----	NO		DOUBTFUL
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.	-----	COMPETES
SOME	NO	SOME	-----	PROB.	-----	NO
SOME	LITTLE			PROB.		DOUBTFUL

Sept. 28, 1988

OPTION 12 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :

PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN
IMPART APPROPRIATE KNOWLEDGE
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.
THE MEDIA
BOOKS
GAMES
PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.

THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL,

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO

7 Individual Discussion Papers

Sept. 28, 1988

OPTION 18 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :
PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN
IMPART APPROPRIATE KNOWLEDGE
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.
THE MEDIA
BOOKS
GAMES
PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.

THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL,

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION? NO

OPTION 19 -- TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL
(ELEMENTARY AND HIGH SCHOOL AGE)

TARGET POPULATION -- 250,000 TO A FEW HUNDRED THOUSAND 6-17 YEAR
OLDS (DEPENDING ON THE EXTENT TO WHICH THE SUPPLEMENTARY SCHOOL
IS DEVELOPED AND IMPROVED AS A JEWISH-EDUCATION PROGRAM.

TARGETS: SUPPLEMENTARY SCHOOLS SHOULD :

IMPART KNOWLEDGE
CREATE EMOTIONAL ATTACHMENT
DEVELOP A POSITIVE ATTITUDE TOWARDS FUTURE INVOLVEMENT IN
JEWISH LIFE
ENCOURAGE OBSERVANCE AND PARTICIPATION
MOTIVATE FURTHER STUDY

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? --
WE KNOW A LITTLE - WE ASSUME A GOOD DEAL - DON'T KNOW A GOOD
DEAL.

THESE TARGETS ARE NOT BEING ACHIEVED IN MOST SUPPLEMENTARY
SCHOOLS TODAY. WE KNOW THAT THE CONDITIONS EDUCATORS AND SOCIAL
SCIENTISTS LIST AS ESSENTIAL TO ACHIEVING THESE TARGETS, ARE
MISSING IN THE SUPPLEMENTARY SCHOOL (QUALIFIED PERSONNEL,
ETC...).

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 INSTITUTION A FAIR CHANCE.

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

INFORMAL EDUCATIONAL PROGRAMS
ISRAEL EXPERIENCE
SERIOUS RECRUITMENT EFFORT FOR THE DAY SCHOOL

EACH OF THE ABOVE ALTERNATIVES ARE PROBLEMATIC:
INFORMAL EDUCATIONAL PROGRAMS ARE NOT LIKELY TO IMPART THE
DESIRED KNOWLEDGE AND SUFFER FROM A SHORTAGE OF PERSONNEL.
ISRAEL EXPERIENCE PROGRAMS ARE GENERALLY NOT APPROPRIATE FOR THIS
AGE GROUP.
WE DO NOT KNOW HOW MANY YOUNGSTERS COULD BE RECRUITED FOR THE
DAY-SCHOOL - AND WHAT WOULD HAPPEN TO THE DAYSCHOOL IF IT WERE
DOUBLED IN SIZE. (PERSONNEL ETC..)

DO WE HAVE THE KNOW-HOW? -- IN SOME AREAS.

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.

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

OF THE MANY STUDENTS CURRENTLY ENROLLED AND THE MANY ADDITIONAL STUDENTS WHO COULD MOST PROBABLY BE RECRUITED IF QUALITY IMPROVES.

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO
AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

PROBLEMS ARE ANTICIPATED IN THE COOPERATION BETWEEN COMMUNAL AND DENOMINATIONAL INSTITUTIONS THAT WILL BE REQUIRED IF THIS OPTION IS ADOPTED.

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN
SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND ABOVE ALL OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

TIME MEDIUM RANGE
WOULD INVOLVE PLANNING, 3-5 YEARS OF MODEL PROGRAMS AND THEN LARGE SCALE IMPLEMENTATION.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO

OPTIONS

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH.PROGS
- 13 FAM.&ADULT PROGS
- 14 COLLEGE PROGS
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR.& METHODS
- 22 PHYSICAL PLANT
- 23 ADD.FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27.COMBINATIONS

INVENTORY

Level 1

MAJOR CATEGORIES:

1. PERSONNEL

AMERICAN JEWISH
2. CLIENTS ARCHIVES

3. FORMS

4. CURRICULUM AND METHODS

5. THE COMMUNITY

INVENTORY
LEVEL 2.

SUB-CATEGORIES

JEWISH EDUCATION
INVENTORY OF ELEMENTS

I. Personnel

- | A. People Who Educate | B. Recruitment | C. Training | D. The Profession |
|---|------------------------|--|-----------------------------|
| 1. Educator By:
formal/informal
full/part-time
professional/
paraprofessional
qualified/unqual. | 1. Whom To
Recruit | 1. Duration | 1. Body of
Knowledge |
| 2. Educator By Type:
Formal
classroom
specialist
senior educator
Informal
officially des-
ignated
not officially
designated
senior educator | 2. Where To
Recruit | 2. Where To
Train:
existing/
new
institutions
new forms | 2. Code of
Ethics |
| 3. Educator By Student Age | 3. How To
Recruit | | 3. Collegiality |
| | | | 4. Ladder of
Advancement |
| | | | 5. Status |
| | | | 6. Salary |
| | | | 7. Certification |
| | | | 8. Retention |



⑥ INVENTORY - LEVEL 3 - EXAMPLE

Pg. 4

C. TRAINING

=====

Duration

Where to Train

1. Full-time -
long-term

2. Full-time -
short-term

3. On-the-job -
long-term

4. On-the-job -
short-term

1. EXISTING INSTITUTIONS

a. Jewish - USA

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Special Programs

b. Jewish - Israel

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Universities
5. Special Programs

c. General Institutions

1. Schools of Social Work
2. Schools of Education
3. Departments of Judaica, Social Sciences and Humanities

d. On-the-job Training

1. Jewish
2. General

2. NEW INSTITUTIONS

a. Jewish - USA

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Special Programs

CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

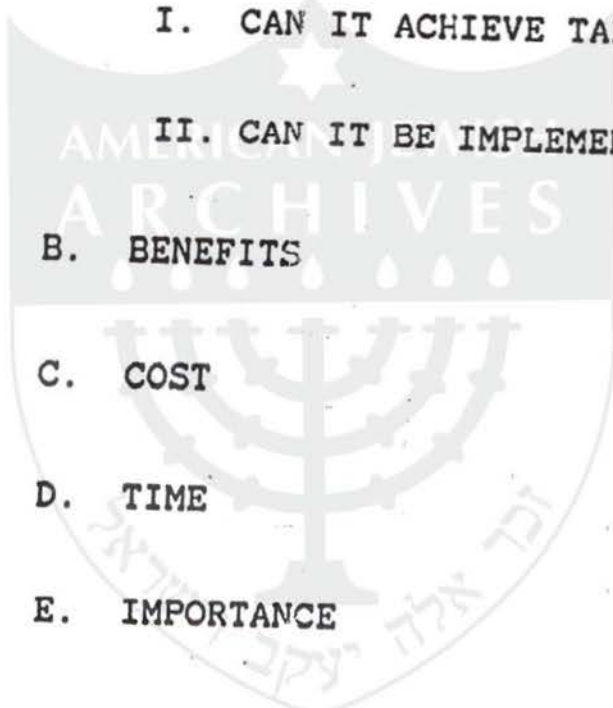
II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE



CRITERIA

A. FEASIBILITY

I. Can it achieve its targets?

1. definition of target
2. alternate
3. knowledge assumptions
don't know

II. Can it be implemented?

4. know-how
5. personnel
6. materials
7. physical infrastructure
8. institutions
9. funds
10. political
11. timeliness

B. BENEFITS

12. quality
13. quantity
14. other

C. COST

15. cost

D. TIME

16. duration

E. IMPORTANCE

17. sufficient
18. necessary
19. enabling

I. PERSONNEL FOR JEWISH EDUCATION

THE PEOPLE WHO EDUCATE

=====

educator	Educator by Type
----------	------------------

. FORMAL	1. CLASSROOM TEACHER
. full-time	a. Jewish Subjects
professional -	1. Hebrew
qualified	2. Rabbinics
. full-time	3. Mitzvot (e.g. Customs
professional -	and Ceremonies)
unqualified	4. History
. full-time	5. Social Studies
paraprofessional -	(e.g. the community
qualified	and institutions)
. full-time	6. Contemporary Jewry
paraprofessional -	7. Israel
unqualified	8. Literature
. part-time	9. Jewish Thought
professional -	(Philosophy,
qualified	Hashkafa, etc.)
. part-time	10. Tefilla
professional -	11. Ethics
unqualified	
. part-time	b. General Subjects
paraprofessional -	1. basics (3rs)
qualified	2. the disciplines
. part-time	(e.g. literature, history)
paraprofessional -	3. integrated subjects
unqualified	(e.g. social studies)
	c. Skills - Jewish and General
	1. reading
	2. analysis
	3. reasoning
	4. interpersonal learning
	5. parshanut
	6. skills of observance
	2. SPECIALIST
	a. the arts
	b. the media
	c. computers
	d. museum education
	e. special education:

MEANS OPTIONS V. PROGRAMMATIC OPTIONS (MEANS OPTIONS = UNDERLINED)

OPTIONS

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH. PROGS
- 13 FAM. & ADULT PROGS
- 14 COLLEGE PROGS
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR. & METHODS
- 22 PHYSICAL PLANT
- 23 ADD. FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27 COMBINATIONS

October 26, 1988

TOWARDS THE SECOND COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Synopsis

The following topics are suggested for the interview - and are expanded upon below:

1. We suggest to start by reminding the commissioner of the idea behind the first interview (as a way to begin a review of the entire process)
2. Review the six categories emerging from the interviews (list them).
3. Review the first meeting - with special emphasis on the excellent attendance and responses.
4. Remind the interviewee of the decision NOT to move to closure at the first meeting - and review the method used to move from the richness of the options to a specific agenda.
5. Detail the process and workmode of the staff.
6. Invite the commissioner to respond to the method and to emerging trends.
7. Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.
8. A reminder to ourselves : we have agreed to circulate all the reports on the interviews to all the members of the planning group (Mandel, Naparstek, Zucker, Reimer, Levi, Fox, Hochstein)

II. The Interview

* The interview should last from 1 to 2 hours and is aimed at bringing the commissioner on board as to the work done, and to hear his/her first views as to the desirable direction to follow.

** We have found it useful to review the entire process with the commissioner. The extent and detail of this review will depend on the individual commissioner's degree of involvement with the

Commission. We may want to remind the commissioners that the Commission hopes to prepare, within 18-24 months, a report that will also include concrete recommendations for action.

1. We suggest to start by reminding the Commissioner of the idea behind the first interview (as a way to begin a review of the entire process). We wanted to learn the commissioners' views and to set the agenda of the first Commission meeting according to these views.

2. Review the six categories emerging from the interviews - they were a way of organizing all the suggestions (list them).

- 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

3. Review the first meeting - with special emphasis on the excellent attendance and response during the meeting, the enthusiasm following the meeting (letters; conversations).

** Refer to the interviewee's specific contribution (e.g. Ratner: the supplementary school; Evans: the media; Lamm: the day-school, etc.) [Note : we found the tapes particularly useful here - the list of speakers by tape side/counter can facilitate finding specific contributions].

4. Remind the interviewee of the decision NOT to move to closure at the first meeting (they did not want the policy advisors to take decisions as to narrowing the focus of the agenda).

The Commissioners made it clear in the discussion that they wanted to make the decisions concerning narrowing the scope of the agenda to a few manageable options. Our task (the staff) became to present the richness and variety of the views expressed and the options suggested, and find a way to narrow the focus without losing this richness. This led us to work with the commissioners and to disclose the method by which we are moving from the many options to a specific agenda.

We view the role of the commissioners as taking decisions; the role of the staff is to provide the commissioners with the relevant expert knowledge to inform decisions; to lay out alternatives; to clarify their implications. This is what we have tried to do since the first meeting of the commission, and this is what we have come to discuss with the commissioner.

5. The process and workmode of the staff should be detailed. We found it useful to allow ourselves to be guided by the memorandum

of October 1, 1988 (Options paper-Draft #2). It allows to review the work done:

* Note: we all know that it is easy to "drown" in this material. It should be used remembering Mort's friendly admonition (Keep It Simple...). We found it useful and even necessary to tell the commissioners that this material was raw R & D stuff and that it would not be presented in detail at the meeting. Rather, it will be offered as background material - and as needed to answer questions.

The work done:

- the list of options (attached) and how the list was compiled (page 2 of the memorandum). We treated all options as equally important before narrowing the focus.
- The inventory may or may not be worth mentioning (3 pages attached for illustration) - it is a tool that helps identify what must be taken into consideration for any given option.
- The check-list (criteria) (summary page attached + pages 4-6 of the options paper)
- The matrix : analyzing options in the light of the checklist:

We learned through our work and in conversations with commissioners that one way of organizing the options - that might prove useful - could be the following:

- a. programmatic options
- b. means or enabling options (app. 6)

After discussing the above distinction with them, it would be useful to get the commissioners' input as to which of the "means options" should be tackled first by the commission.

It is not possible to rank the programmatic options by importance: they are probably all important. The decision to start with one or the other will be a value choice. They all belong on the roadmap.

- Examples: we found it useful to read through the two examples of "spelled-out" options with the commissioner (the four pages following the matrix - early childhood and supplementary school - pages 25 to 29 of Ginny's book). You may want to point out that similar summaries are being prepared for all the options
- You may want to review the "checking" process: commissioners; academics; educators; other experts are being consulted for methodology and content.

6. Invite the commissioner to respond to the method and to emerging trends

7. Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.

8.A reminder to ourselves : we have agreed to circulate all the reports on the interviews to all the members of the planning group (Mandel, Naparstek, Zucker, Reimer, Levi, Fox, Hochstein)

III. SUMMARY

- a. The commissioner should know at the end of the interview that we are involved in an honest consulting process and do not want to pre-empt decisions that will be taken on December 13.
- b. On the other hand it will be necessary to reach consensus on a manageable agenda.
- c. If appropriate the emerging preference for personnel and the community, complemented by some approach to the programmatic options should be shared with the commissioner.



B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. Redundancies may be eliminated later).

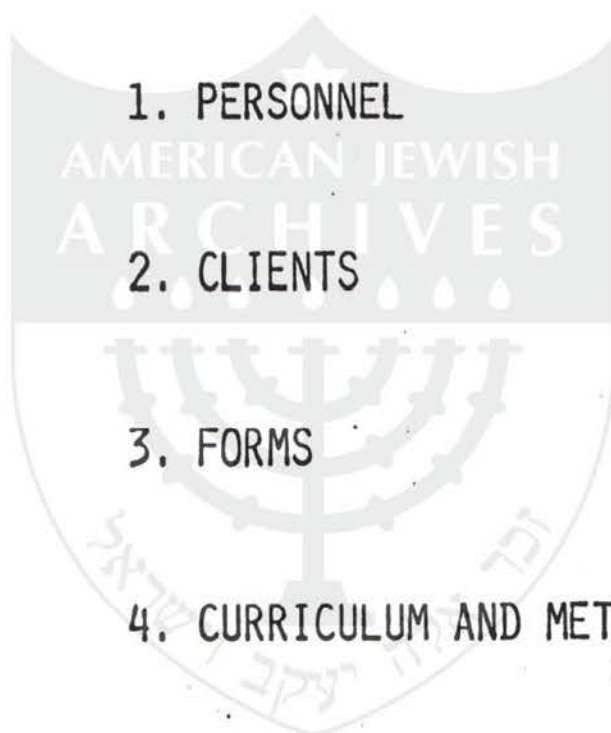
1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major factors for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To focus on programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of technology (the media, computers, etc.)
for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
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 focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28...Combinations of the preceding options.

6BM

INVENTORY

Level 1

MAJOR CATEGORIES:



1. PERSONNEL

2. CLIENTS

3. FORMS

4. CURRICULUM AND METHODS

5. THE COMMUNITY

78M

INVENTORY

LEVEL 2.

SUB-CATEGORIES

JEWISH EDUCATION INVENTORY OF ELEMENTS

1. Personnel

A. People Who Educate	B. Recruitment	C. Training	D. The Profession
1. Educator By: formal/informal full/part-time professional/ paraprofessional qualified/unqual.	1. Whom To Recruit	1. Duration	1. Body of Knowledge
	2. Where To Recruit	2. Where To Train: existing/ new institutions new forms	2. Code of Ethics
	3. How To Recruit		3. Collegiality
2. Educator By Type: Formal classroom specialist senior educator Informal officially des- ignated not officially designated senior educator			4. Ladder of Advancement
			5. Status
			6. Salary
			7. Certification
			8. Retention
3. Educator By Student Age			



⑥ INVENTORY - LEVEL 3 - EXAMPLE

Pg. 4

C. TRAINING

=====

Duration

Where to Train

1. Full-time -
long-term

2. Full-time -
short-term

3. On-the-job -
long-term

4. On-the-job -
short-term

1. EXISTING INSTITUTIONS

a. Jewish - USA

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Special Programs

b. Jewish - Israel

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Universities
5. Special Programs

c. General Institutions

1. Schools of Social Work
2. Schools of Education
3. Departments of Judaica, Social Sciences and Humanities

d. On-the-job Training

1. Jewish
2. General

2. NEW INSTITUTIONS

a. Jewish - USA

1. Teacher Training College
2. Institutions of higher Jewish learning
3. Yeshivot
4. Special Programs

CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

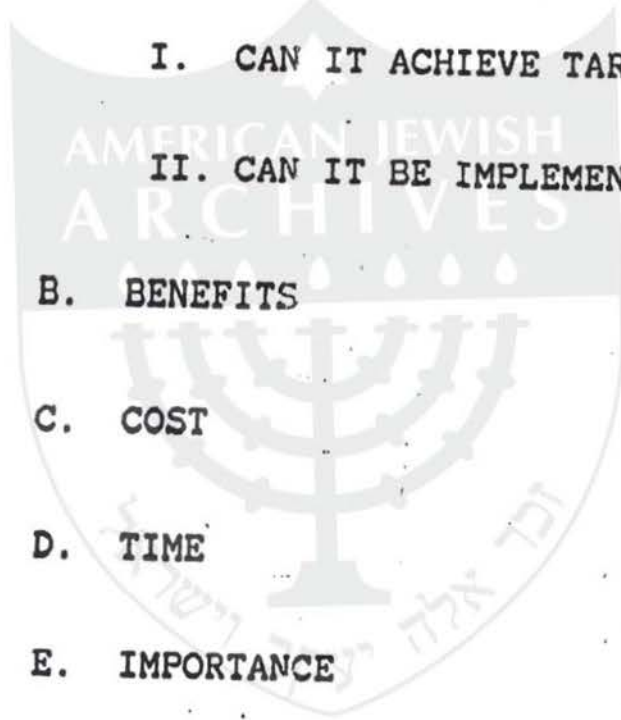
II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE



MEANS OPTIONS v. PROGRAMMATIC OPTIONS
(MEANS OPTIONS = UNDERLINED)

OPTIONS

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
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- 21 CURR. & METHODS
- 22 PHYSICAL PLANT
- 23 ADD. FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
27. COMBINATIONS

FAX SENT
DATE:

27/10/87

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

FACSIMILE TRANSMISSION

TO: DR. ART NAPARSTEK

FROM: ANNETTE HOCHSTEIN

FAX NUMBER: 216-391-8327

DATE: OCTOBER 27

NO. OF PAGES: 11

I AM NOT SENDING THIS TO JOE REIMER OR
ART



October 19, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: DR. SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 18, 1988
4. SPIRIT: FACTUAL, FORTHCOMING, FRIENDLY
5. SETTING: PHONE CALL FROM JERUSALEM
6. DURATION: 37 MINUTES
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: STRONG SUPPORT
 - B. THE COMMUNITY: TOO AMORPHOUS. DOESN'T MEAN TO KILL IT, YET DOES NOT REALLY THINK THIS IS AN OPTION THAT CAN BE TRANSLATED INTO PROGRAMMATICS.
 - C. THE PROGRAMMATIC OPTIONS: THE STAFF SHOULD FOCUS THE DELIBERATION ON A SMALLER, MORE MANAGEABLE, NUMBER.
8. SUMMARY:
 - A. I REFERRED TO MY PHONE CONVERSATION WITH DR. SCHORSCH ON AUGUST 3RD, WHERE HE SUGGESTED THAT THE STAFF ANALYZE THE CONTENT OF THE FIRST MEETING, THE INTERVIEWS, ETC., WORK ON DEVELOPING SUGGESTIONS AND THEN TEST THEM IN CONSULTATIONS WITH THE COMMISSIONERS. I SUMMARIZED THE STANDS DR. SCHORSCH HAD TAKEN: EMPHASIS ON THE DAY-SCHOOL AND CURRICULUM; COMBINATION OF ADULT EDUCATION AND SUPPLEMENTARY SCHOOLS; STAY AWAY FROM THE COLLEGE AGE AT THIS STAGE.
 - B. EXPLAINED THE METHOD, THE LIST OF OPTIONS, THEIR IMPLICATIONS (THE INVENTORY) THE CHECK LIST (THE CRITERIA) TOLD I.S. OF THE EMERGING TWO CATEGORIES OF OPTIONS: 1) THE PROGRAMMATIC OPTIONS; 2) THE MEANS-OPTIONS, OR PRE-CONDITIONS.

C. I.S. RESPONDED AS FOLLOWS:

1. "THE PERSONNEL OPTION, I CERTAINLY UNDERSTAND AND I FEEL IS CRUCIAL. I BELIEVE THAT IT IS THE KEY ISSUE. I BELIEVE THAT THE RECRUITMENT OF TALENTED, INSPIRED, YOUNG PEOPLE WILL TRANSFORM THE FIELD OF EDUCATION. THIS IS MUCH MORE IMPORTANT THAN THE PRODUCTION OF CURRICULUM, THOUGH WE UNDERSTAND THAT THE RIGHT KIND OF PEOPLE WILL USE THE RIGHT KIND OF CURRICULUM EFFECTIVELY. HOWEVER, WE FIRST HAVE TO HAVE THE RIGHT KIND OF PEOPLE. IT IS THE MOST IMPORTANT INFUSION OF VITALITY INTO THE FIELD THAT CAN BE AND IT SHOULD BE DONE ON A LARGE SCALE."

2. THE COMMUNITY OPTION IS AMORPHOUS. IT SEEMS TO ME THAT YOU MAY BE SPEAKING OF SOPHISTICATED P.R. HOWEVER, SOME OF WHAT IS GOING ON IN THE COMMUNITY HAS CHANGED FOR THE BETTER AND WHAT YOU WANT MAY ALREADY BE GOING ON. LOOK FOR EXAMPLE AT THE PLACE OF EDUCATION IN THE PROGRAM OF CJF'S G.A -- IT IS VERY IMPRESSIVE.

IT SEEMS TO ME THAT IN THIS OPTION WE ARE NOT GOING TO BE ABLE TO COME UP WITH THE KIND OF PROGRAMMATIC STRATEGIES THAT WILL TRANSLATE THEMSELVES INTO PROGRAMS AND THEREFORE IN RESOURCES. PERSONNEL ON THE OTHER HAND, WILL TRANSLATE ITSELF IN MAJOR PROGRAMS AND IN HANDSOME AMOUNTS OF MONEY. IT SEEMS TO ME THAT WITH THE COMMUNITY OPTION YOU ARE SPEAKING OF A TACTICAL QUESTION WHEREAS PERSONNEL IS A PROGRAMMATIC ONE.

I DON'T KNOW HOW FAR YOU WILL BE ABLE TO CARRY THE DELIBERATION ON THE COMMUNITY OPTION. I DON'T MEAN TO KILL IT. IT SEEMS TO ME THAT THE ISSUE YOU RAISE REALLY COMES DOWN TO THE LOCAL FEDERATIONS. E.G., WHETHER THE SOLOMON SCHECHTER SCHOOL IN NEWTON, MASS. WILL BE FUNDED IN A SIGNIFICANT WAY BY THE LOCAL FEDERATION. ON THE NATIONAL LEVEL, THE CLIMATE HAS CHANGED. WHAT NEEDS TO BE DONE NOW IS ON THE LOCAL LEVEL.

THE CONVERSATION TOUCHED BRIEFLY ON THE PROGRAMMATIC OPTIONS. I.S. SAID THAT IT IS IMPORTANT TO REDUCE THE NUMBER OF PROGRAMMATIC OPTIONS TO A VERY FEW.

D. THE PROCESS: RABBI SCHORSCH LISTENED TO THE SUGGESTIONS OF TASK-FORCES OR SUB-COMMITTEE. HE VIEWS THIS AS A PLAUSIBLE STRATEGY. HOWEVER HE RAISED THE IMPORTANCE OF MAINTAINING CONTACT AMONG ALL MEMBERS OF THE COMMISSION THROUGH THE PLENARY MEETINGS AND INCREASING INTERACTIONS AMONGST THE VARIOUS COMMISSIONERS.

HE SUGGESTED AN ALTERNATE STRATEGY THAT WOULD INVOLVE CHOOSING THREE TOPICS THAT WOULD BECOME THE AGENDA FOR THE NEXT THREE MEETINGS OF THE COMMISSION. THE STAFF WOULD PREPARE MATERIALS AND RECOMMENDATIONS FOR DELIBERATION. E.G., THE JUNE MEETING OF THE COMMISSION COULD BE A DAY-LONG DELIBERATION ON THE TOPIC OF PERSONNEL WITH RECOMMENDATIONS AT THE END OF THE DAY.

RABBI SCHORSCH SAID THAT WITH THE VERY MIXED GROUP OF PEOPLE WE HAVE, ONE CANNOT EXPECT A LOT OF SUBSTANTIVE INPUT FROM MANY OF THEM. THEREFORE, THE STAFF WILL HAVE TO DO THE WORK ANYWAY.

E. I TOLD RABBI SCHORSCH THAT HE WOULD PROBABLY RECEIVE MATERIALS IN THE FIRST DAYS OF DECEMBER. HE SEEMED VERY KEEN TO RECEIVE THEM.

F. WE SET UP A MEETING FOR FRIDAY, DECEMBER 9TH, 1:00 P.M. RABBI SCHORSCH WILL ATTEND THE MEETING OF DECEMBER 13TH.



October 18, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: NORMAN LAMM
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 17, 1988
4. SPIRIT: FACTUAL, FORTHCOMING, FRIENDLY
5. SETTING: PHONE CALL FROM JERUSALEM
6. DURATION: 35 MINUTES

7. COMMISSIONERS CURRENT STAND:

A. PERSONNEL: STRONG SUPPORT

B. THE COMMUNITY: RATHER START BY GENERATING ADDITIONAL FUNDING FROM KEY DONORS (OPTION 23). THIS WILL MOTIVATE THE COMMUNITY MORE THAN ANY OTHER ATTEMPT AT CHANGING THE ATMOSPHERE.

C. PROGRAMMATIC OPTIONS: THESE SHOULD COME AFTER THE ABOVE PRE-CONDITIONS OR MEANS OPTIONS.

8. SUMMARY:

A. I BEGAN BY TELLING RABBI LAMM THAT WE TOOK OUR DIRECTIONS FROM THE CONTENT OF THE FIRST COMMISSION MEETING, ~~AND~~ OF THE INTERVIEWS, OF THE CONVERSATIONS AND FROM THE LETTERS WRITTEN BY COMMISSIONERS.

B. REFERRED TO N.L.'S SPECIFIC INPUT: HIS ~~SPECIFIC~~ STANDS, PARTICULARLY IN FAVOR OF DEALING WITH TEACHERS.

C. REFERRED TO MY PHONE CONVERSATION WITH HIM ON AUGUST 3RD WHERE HE SUGGESTED THAT WE SHOULD NARROW THE FOCUS TO A FEW TOPICS AND DO OUR HOMEWORK, THEN CONSULT WITH THE COMMISSIONERS AS IDEAS DEVELOP. TOLD HIM THIS WAS PART OF CONSULTING.

D. EXPLAINED THE METHOD: THE LIST OF OPTIONS, THEIR IMPLICATIONS (THE INVENTORY), THE CHECK-LIST (CRITERIA). TOLD N.L. OF THE EMERGING TWO CATEGORIES OF OPTIONS:

1. PROGRAMMATIC OPTIONS;
2. MEANS-OPTIONS OR PRECONDITIONS.

wanted emphasis on day-sch
combining adult ed &
supplementary school
not college
Cos we don't
have input
of Jewish
people

A-He too personal (adults
needs)
B-Importing his comments
about college
C. Proven

12 I Holtz

E. AT THIS POINT RABBI LAMM EXPRESSED HIS FEELINGS THAT WE WERE RIGHT ON TARGET AND THAT WE SHOULD DEFINITELY DEAL WITH THE MEANS OPTIONS FIRST, BEFORE DEALING WITH THE PROGRAMMATIC ONES.

F. PRESENTED THE MEANS OPTIONS (READ THE LIST UPON REQUEST). I THEN SAID THAT PERSONNEL AND THE COMMUNITY WERE EMERGING AS MORE IMPORTANT OR MORE NECESSARY THAN THE OTHERS AND ASKED FOR HIS RESPONSE.

G. N.L. RESPONDED AS FOLLOWS:

A) PERSONNEL IS CLEARLY THE MOST IMPORTANT TOPIC TO DEAL WITH. IT IS ABOVE EVERYTHING ELSE IN IMPORTANCE AND MUST BE DEALT WITH FIRST.

B) AS FAR AS THE COMMUNITY IS CONCERNED, (MISUNDERSTOOD THE OPTION DUE TO POOR FORMULATION ON MY PART) THE RECASTING OF COMMUNAL STRUCTURES IS AN IMPOSSIBLE TASK. THE SECOND PRE-CONDITION SHOULD BE TO GENERATE ADDITIONAL FUNDING. A BRIEF CONVERSATION FOLLOWED ABOUT WHAT THE NATURE OF THE COMMUNITY AND THE FUNDING OPTIONS ~~WOULD BE~~. RABBI LAMM ~~THEN~~ SAID THAT INDEED THERE IS A DIALECTIC BETWEEN FUND-RAISING AND THE COMMUNITY SUPPORT FOR JEWISH EDUCATION. HOWEVER, HE SUGGESTED THAT IF PEOPLE WOULD SEE REAL COMMITMENT ON THE PART OF A FEW KEY LAY ~~PEOPLE~~ (LARGE DONATIONS), ~~THEN~~ THEY WOULD GET THE MESSAGE ABOUT THE IMPORTANCE OF JEWISH EDUCATION, WOULD BE MOTIVATED, AND WOULD FOLLOW THE EXAMPLE. LEADERS

THE PROGRAMMATIC OPTIONS SHOULD BE DEALT WITH LATER, AT A SECOND STAGE. DEALING WITH THEM FIRST WOULD SIMPLY ~~BE~~ TO SQUANDER WASTING EFFORTS WITHOUT HAVING THE MEANS TO DEAL WITH THE OPTIONS EFFECTIVELY.

H. THE WORK--THE PROCESS: ASKED ABOUT TASK-FORCES: RABBI LAMM REITERATED HIS VIEW THAT 1) A MAJOR STUMBLING BLOCK TO THE TASK-FORCES WOULD BE IF THEY REQUIRED MEETINGS IN ADDITION TO THOSE OF THE COMMISSION. 2) THE HOMEWORK, THE WORK, SHOULD BE DONE BY THE STAFF WHO SHOULD TAKE THE INITIATIVE AND PRESENT AN OUTLINE ~~OF~~ FOR DISCUSSION FOR THE TASK-FORCES. 3) N.L. ALSO WARNED AGAINST TASK-FORCES THAT WOULD BE TOO LARGE AND THEREFORE NOT EFFECTIVE. "BECAUSE PEOPLE IN LARGE GROUPS WANT TO BE HEARD."

RABBI LAMM ACCEPTED TO MEET WITH ME ON DECEMBER 9TH AT 8:15 A.M. TO DISCUSS THE CONTINUATION OF OUR WORK AND THE UPCOMING MEETING.

I. RABBI LAMM WILL ATTEND THE MEETING OF DECEMBER 13TH.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ISADORE TWERSKY
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 13, 1988
4. SPIRIT: VERY POSITIVE AND INVOLVED
5. SETTING: DR. TWERSKY'S OFFICE AT HARVARD UNIVERSITY
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:

ACCEPTS THE IDEA OF PERSONNEL AND THE COMMUNITY AS A GOOD WAY TO START THE WORK OF THE COMMISSION.

8. SUMMARY:

MOST OF THE MEETING WAS DEVOTED TO A SUMMARY OF HOW WE HAVE PROCEEDED FROM THE LAST COMMISSION MEETING. I WENT THROUGH THE OPTIONS, THE CRITERIA, THE ASSUMPTIONS THAT GUIDED THE GENERATION OF THE OPTIONS, AND INDICATED HOW THEY WERE APPLIED.

I SUMMARIZED OUR MEETINGS IN CLEVELAND AND TOLD HIM THAT WE WERE SUGGESTING TWO SETS OF OPTIONS NECESSARY, OR MEANS OPTIONS, AND PROGRAMMATIC OPTIONS.

HE THOUGHT THAT DISTINCTION WAS A GOOD ONE AND IT WOULD BE GOOD TO BEGIN WITH THE TWO OPTIONS THAT ARE EMERGING.

I BELIEVE THAT HE WILL WANT TO BE VERY ACTIVE ON ANY KIND OF MECHANISM WE ESTABLISH SUCH AS A TASK-FORCE, ETC.

HE TOLD ME THAT A TRAINING PROGRAM IN JEWISH EDUCATION WAS BEING FUNDED BY WEXNER AT HARVARD AND ASKED TO FURTHER CONSULT WITH ME ON THAT MATTER. THIS PROJECT WAS MENTIONED TO ME EARLIER IN A CONVERSATION WITH PROF. ISRAEL SCHEFFLER.

HE WILL BE ATTENDING THE MEETING ON DECEMBER 13.

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

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES BRONFMAN
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 6, 1988
4. SPIRIT: VERY POSITIVE AND INDICATED DEEP INVOLVEMENT
5. SETTING: MR. BRONFMAN'S OFFICE IN MONTREAL
6. DURATION: 3 HOURS
7. COMMISSIONER'S CURRENT STAND:
PERSONNEL: SUPPORTIVE, PROVIDED IT INCLUDES THE INFORMAL
SECTOR AND THE ISRAEL EXPERIENCE.
THE COMMUNITY: IN FAVOR OF THE IDEA.
8. SUMMARY:

MR. BRONFMAN BEGAN THE MEETING BY SUMMARIZING WHAT TOOK PLACE AT THE COMMISSION. HIS SUMMARY WAS ACCURATE, UP-BEAT AND HE EMPHASIZED SEVERAL TIMES THE GREAT CONTRIBUTION THAT MORT MANDEL MADE BY ESTABLISHING THE MANDEL COMMISSION. THE ENCOURAGEMENT HE RECEIVED FROM SEEING THE VARIOUS PARTICIPANTS IN THE COMMISSION AND THE DIVERSITY OF PEOPLE WITH THEIR DIFFERENT VIEWS ABOUT JUDAISM, TRYING TO WORK TOGETHER ON JEWISH EDUCATION. THIS IN ITSELF WAS A SOURCE OF GREAT ENCOURAGEMENT. HE CLAIMED THAT HE LEARNED A GREAT DEAL FROM THE MEETING.

HIS SUMMARY EMPHASIZED THE FACT THAT THE COMMISSIONERS INDICATED MANY DIFFERENT WAYS OF CUTTING INTO THE PROBLEM.

I DESCRIBED IN A VERY GENERAL WAY THE WORK OF THE STAFF, SINCE THE MEETING OF THE COMMISSION. THIS MEETING TOOK PLACE BEFORE OUR MEETINGS IN CLEVELAND, SO I DID NOT HAZARD ANY MORE. HE WAS VERY SUPPORTIVE OF THE PROCESS, PARTICULARLY OF THE NOTION OF A RATIONAL APPROACH TO OUR PROBLEM. HE LOOKS FORWARD TO RECEIVING ADDITIONAL MATERIALS WHEN I MEET HIM BEFORE THE NEXT COMMISSION MEETING.

HE INDICATED SEVERAL TIMES THAT HE THOUGHT THAT IT WOULD BE A GOOD IDEA IF THE FOUNDATIONS COULD FIND A WAY TO WORK TOGETHER SO THAT EACH FOUNDATION'S EFFORTS COULD BE USED TO LEVERAGE THE EFFORTS OF OTHERS AND TO INCREASE THE IMPACT OF AN INDIVIDUAL

FOUNDATION IN ITS CONTRIBUTION TO JEWISH EDUCATION. HE ALSO INDICATED THAT HE WOULD LIKE TO ARRANGE FOR SOME SMALLER GROUP MEETINGS ON THINGS THAT PARTICULARLY INTEREST HIM, LIKE INFORMAL EDUCATION. HE INDICATED THAT HE LOOKED FORWARD TO MEETING INDIVIDUAL COMMISSION MEMBERS TO CONTINUE THE CONVERSATION WITH THEM, SUCH AS FLORENCE MELTON. I BELIEVE THAT HE WILL BE WILLING TO PLAY A SIGNIFICANT ROLE IN THE WORK OF THE COMMISSION.



October 20, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ROBERT E. LOUP
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 19, 1988
4. SPIRIT: INQUIRING, POSITIVE SKEPTICISM, KEEN INTEREST.
5. SETTING: BREAKFAST IN JERUSALEM
6. DURATION: 1 HOUR AND 15 MINUTES
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: YES
 - B. THE COMMUNITY: YES (PARTICULARLY THE JEWISH EDUCATION OF THE COMMUNITY LEADERSHIP)
 - C. PROGRAMMATIC OPTIONS: ELIMINATE THOSE THAT ARE BEING DEALT WITH ELSEWHERE.
8. SUMMARY:
 - A. I BEGUN THE CONVERSATION BY REFERRING TO A BRIEF CONVERSATION FOLLOWING THE FIRST COMMISSION MEETING. AT THAT TIME MR. LOUP WARNED THAT IT WAS EXTREMELY IMPORTANT TO NARROW THE FOCUS OF THE COMMISSION. I REPORTED ON THE PROCESS WE USED TO ATTEMPT TO NARROW THE FOCUS. WE WENT OVER THE LIST OF OPTIONS, THE INVENTORY, THE CHECK-LIST (CRITERIA).
 - B. MR. LOUP OFFERED THE FOLLOWING COMMENTS AS THE PRESENTATION UNFOLDED:
 1. THE LIST OF OPTIONS:
 - A) WE SHOULD FIND OUT WHICH OPTION IS BEING TAKEN CARE OF BY EXISTING AUSPICES. IT IS IMPORTANT NOT TO DUPLICATE EFFORTS -- FOR EXAMPLE, IF THE JEWISH EDUCATION COMMITTEE OR THE JEWISH AGENCY DEALS WITH THE ISRAEL EXPERIENCE, THIS COMMISSION SHOULD NOT DEAL WITH IT. DON'T RE-INVENT THE WHEEL.

2. R.L. SAID THAT HIS BIGGEST CONCERNS WERE:

- A) TO EDUCATE THE LEADERSHIP; AND
- B) TO EDUCATE THE CHILDREN.

"IF THE LEADERSHIP OF THE COMMUNITY IS NOT EDUCATED JEWISHLY, THEY WILL NOT BE COMMITTED TO JEWISH EDUCATION. I BELIEVE THAT ONE OF THE REASONS THAT KIDS DO NOT ATTEND EDUCATION PROGRAMS IS BECAUSE THEIR PARENTS CHOOSE NOT TO OFFER THEM THIS POSSIBILITY. WHO WILL DEAL WITH THE DEVELOPMENT OF JEWISH EDUCATION, IF WE DO NOT HAVE EDUCATED LEADERSHIP?"

I TOLD MR. LOUP THAT LAMM AND SCHORSCH FELT MUCH LESS STRONGLY ABOUT THE COMMUNITY AND IN FACT WERE NOT SURE THAT THIS WAS AN OPTION. HE RESPONDED BY SAYING THAT LAMM AND SCHORSCH ARE PART OF A JEWISHLY EDUCATED GROUP THAT SIMPLY DOES NOT UNDERSTAND PEOPLE LIKE HIM (LOUP). TAKE AS AN EXAMPLE WHAT CLAL IS DOING IN IT'S LEADERSHIP-LEARNING PROCESS CURRENTLY. IT IS CERTAINLY EDUCATING US FOR JEWISH DECISION-MAKING AND IS MAKING A REAL POSITIVE DIFFERENCE.

EDUCATED LEADERSHIP WILL BE THE FOUNDATION OF EVERYTHING.

3. DID WE CONSIDER THE POSSIBILITY OF FUNDING THE EXPANSION OF WHAT ALREADY EXISTS? THIS MIGHT BE AN IMPORTANT OPTION.

4. ANOTHER OPTION TO CONSIDER IS THAT OF PREPARING A UNIVERSAL MARKETING PLAN, OR RECRUITMENT PLAN, FOR JEWISH EDUCATIONAL PROGRAMS. IT IS NOT INCLUDED IN OUR LIST. WE SHOULD NOT ASSUME THAT BY IMPROVING THE QUALITY OF PROGRAMS WE WILL AUTOMATICALLY HAVE PEOPLE ENROLLED. THEY WILL HAVE TO BE RECRUITED AND WE NEED A MARKETING PLAN.

5. MR. LOUP SUGGESTED THAT THE COMMISSION CONSIDER TWO TYPES OF ISSUES:

A) SHORT-TERM CONCERNS: BURNING ISSUES THAT HAVE TO BE TAKEN CARE OF IMMEDIATELY; AND

B) LONG-TERM ISSUES: WHAT DO WE DO HAVING TAKEN CARE OF EMERGENCIES?

6. DEALING WITH THE BAD REPUTATION, THE STIGMA OF JEWISH EDUCATION, IS A MAJOR PROBLEM.

7. NOTE: WHEN WE BEGAN THE MEETING, I REALIZED THAT MR. LOUP VIEWED THE COMMISSION LITERALLY AS A GROUP TO ADVISE THE MANDEL FOUNDATION ON WHAT IT SHOULD DO. I POINTED OUT AGAIN THE BROAD PRIVATE-COMMUNAL COALITION. MR. LOUP RETORTED THAT BECAUSE THE PRESIDENTS OF JWB, CJF, OR JESNA ARE PRESENT, THIS DOES NOT MEAN THAT THEY REPRESENT THEIR ORGANIZATIONS. I POINTED TO THE FACT THAT IT WAS A FORMAL PARTNERSHIP. THIS WAS AN IMPORTANT

CLARIFICATION WHICH LED US TO LOOK AGAIN AT THE COMPOSITION OF THE COMMISSION AND AT THE INTENTIONS AS FAR AS OUTCOMES AND IMPLEMENTATION ARE CONCERNED. I BELIEVE THIS WAS A VERY USEFUL CLARIFICATION.

8. MR. LOUP WILL ATTEND THE MEETING OF DECEMBER 13TH.



Interview:

1. Commissioner Matthew Maryles
2. Interviewer: AJN
3. Date: 11-2-88
4. Spirit: Extremely positive, intellectually stimulating, excited.
5. Setting: a kosher restaurant in the Wall Street area of NYC
6. Duration: 2 hours
7. Commissioner's current stand:
 - A. Personnel - yes.
 - B. Community - yes, with some caveats.
 - C. Programmatic options - yes, if they are organized in a particular way.

8. Summary:

Mattie Maryles is an orthodox Jew, and the President of the Trustees of the Flatbush Yeshiva, but is supportive of the institutions of reform and conservative Judaism. He points out that the primary precondition for Jewish education has to be the commitment to Jewish continuity. He is uncompromising on that position and believes that Jewish education cannot be taken for granted or the continuity of Jewish people will be jeopardized.

As the interview unfolded, Mr. Maryles offered the following:

I. Options.

- A. Personnel - He believes very strongly in personnel particularly as it relates to the issue of creating a profession and being able to put benefit packages together as well as salaries.

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- B. Community - We spent most of our time discussing this issue and he feels that the community has to be defined on a number of different levels. Basically, he takes a multidimensional view of community - a marketplace of ideas. He feels that we have to be very bottom line oriented, that we have to be practical, look for the best performing day school and supplemental school and try to learn from that. We reviewed programmatic options. He feels it is somewhat overwhelming and what is needed is the identification of models - (best practices). I asked him what he thought about the idea of taking a look at the programmatic options in the context of the life cycles from early childhood to the elderly. He got very excited and began to develop a format for putting that together. He said we should first put together early childhood models, formal and informal, look at elementary schools from the right-wing Yeshiva to the conservative day schools and reform schools. We should also look at supplemental school models as well, in terms of Sunday schools 2 to 3 afternoons a week, and begin to somehow determine what makes each of them function effectively. He supports the idea of assessing what works and try to replicate it.
- C. Task Forces. He feels that task forces are the right way to go however, he feels that they have to be staff driven.

page 3.

Mr. Maryles will attend the December 13 meeting, but said that things comes up that at times prevent him from being flexible in his participation.



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES RATNER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 17, 1988
4. SPIRIT: SUPPORTIVE, COMMITTED AND HOPEFUL
5. SETTING: MEETING IN JERUSALEM
6. DURATION: 1 1/2 HOURS
7. COMMISSIONER'S CURRENT STAND:

PERSONNEL AND THE COMMUNITY MUST BE THE TOPICS UNDERTAKEN BY THE COMMISSION.

8. SUMMARY:

WE REVIEWED THE ENTIRE METHODOLOGY, WHICH HE FOLLOWED VERY CAREFULLY AND WAS SIMPLY THRILLED WITH. HE MADE THE POINT EARLY IN THE DISCUSSION THAT SOME OF THESE OPTIONS WERE MORE IMPORTANT THAN OTHERS. WHEN WE OFFERED HIM THE DISTINCTION OF "NECESSARY," OR "PRE-CONDITIONS," AND "PROGRAMMATIC OPTIONS" -- HE THOUGHT THAT THIS WAS AN EXCELLENT IDEA.

HE FELT THAT THOUGH THE SUPPLEMENTARY SCHOOL IS A VERY IMPORTANT AREA, THIS COMMISSION SHOULD PROBABLY NOT UNDERTAKE ANY PROGRAMMATIC OPTION, BUT THAT IT SHOULD CONCENTRATE ITS EFFORTS ON THE NECESSARY CONDITIONS.

HE THOUGHT THAT PERSONNEL AND THE COMMUNITY WERE THE KEY ONES. HE SAID THAT IN CLEVELAND THEY HAVE NOT MADE SUFFICIENT PROGRESS IN RECRUITING ENOUGH TOP COMMUNITY LEADERS TO TAKE LEADERSHIP IN THE WORK OF THE CLEVELAND COMMISSION. HE SAW THE CLEVELAND COMMISSION AS MAKING A CONTRIBUTION TO THE WORK OF OUR COMMISSION AND BENEFITTING FROM ITS WORK AS WELL. WHEN WE CONNECT THIS TO THE LATER INTERVIEW WITH LAINER, WE SEE A RECOMMENDATION EMERGING TO NETWORK WITH LOCAL COMMISSIONS.

HE THOUGHT THAT MOST COMMISSION MEMBERS WOULD AGREE WITH PERSONNEL AND THE COMMUNITY, AND LOOKS FORWARD VERY MUCH TO THE MEETING ON THE 13TH, WHERE HE HOPES TO BE ABLE TO SEE US MOVE TO CLOSURE. HE THINKS THE IDEA OF TASK-FORCES IS A GOOD IDEA. HE THINKS ALL THE MATERIAL SHOULD BE SENT TO THE COMMISSIONERS. (LAINER THINKS SO TOO.)

AT THE MEETING, WE BENEFITTED FROM THE PARTICIPATION OF A
RELATIVE OF CHARLES RATNER, DR. BARRY HOLTZ, WHO IS THE DIRECTOR
OF THE MELTON RESEARCH CENTER AT THE JEWISH THEOLOGICAL SEMINARY
IN NEW YORK.



Reprinted Interview

Commission on Jewish Education in North America Towards the Second Meeting
Interviews of Commissioners

1. Commissioner: Bill Berman
2. Interviewer: AJN
3. Date: 11-1-88
4. Spirit: Keen interest - positive and enthusiastic
5. Setting: U.S. Air V.I.P. lounge at Detroit Metro airport
6. Duration: 3 hours
7. Commissioner's current stand
 - A. Personnel: less than important, somewhat ambivalent about it.
 - B. Community: Yes (but with a particular orientation).
 - C. Programmatic Options: Does not believe that every option should be weighed equally, in fact, he felt several were frivolous.
8. Summary: Berman is totally committed to the notion of community as a way in which the Commission should develop its program and recommendations. He feels the major problem in the Jewish community is disaffection. Jewish people, he claims, have too many options, thus they break away from the community. Focus of the entire interview was on the community. Bill Berman offered the following comments:
 - I. Personnel
 - A. Personnel is less important. Youngsters will stay in school regardless of teachers because parents will keep them there. He does not believe that personnel is the key issue although he does come around as he talks and ultimately ends up identifying personnel as important, but not a requisite or

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enabling condition. He believes that the Jewish people are disaffected from the Jewish community. As families assimilated, options opened up and personnel in Jewish institutions have failed to stimulate children and adults.

II. Community

A. Community should come first. He defines community in the context of structures through which we could reach those who are marginal or are outside the system. He pointed out that prior to 1968, federations saw themselves as health and welfare organizations, and Jewish education was out of the mainstream. Since 1968, federations see their role as protecting Jewish education. He added that someone needs to pay for Jewish education and leadership is needed to begin to build the system. I pressed Bill on exactly how it could be conceptualized and how it would work. He pointed out that what is needed is a system of networks that can organize parents, organize leaders, organize support systems around schools. He felt that in cities where the Jewish community is not particularly organized but is a growing city, like San Jose, California, the major challenge is finding the networks and building a sense of community. Without a framework, this cannot be accomplished. It is just not federation. The community must be defined in functional and structural terms. Only through such structures can we get a issues of leadership and finances. Further, he pointed out that through the

federation structures, nine Jewish education commissions have now been established. This new development should be assessed.

III. Programmatic Options

He indicated that not every option mentioned by a Commissioner should carry equal weight. He felt we needed to come up with 5 to 8 major option areas, and under each option, begin to find working models that could help us move along. He saw the programmatic options as tools that could be used. In other words, his major question is what are the tools to reverse the disaffection, what is causing the disaffection and what are the major tools to reverse it.

IV . Data: He does not believe that we are using data in the best possible way, and feels that we should be using the National Jewish Data Bank at CJF. That data would give us a much better sense of how to deal with the problems.

Mr. Berman will attend the meeting on December 13.

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NATIV POLICY AND PLANNING CONSULTANTS
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Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: VIRGINIA F. LEVI

FROM: SEYMOUR FOX

FAX NUMBER: 216-3918327

DATE: NOVEMBER 2, 1988

NO. OF PAGES:

Dear Ginny,

Enclosed are 5 more summaries of interviews to be shared with the members of the Planning Group (MLM, Naparstek, Zucker, Riemer, yourself).

Could you please fax me Mr. Crown's fax number. I need it urgently.

Best regards,

Seymour Fox

P.S. I SAW LAINER BECAUSE HE WAS
IN ISRAEL AND HE CALLED ME.

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THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES RATNER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 17, 1988
4. SPIRIT: SUPPORTIVE, COMMITTED AND HOPEFUL
5. SETTING: MEETING IN JERUSALEM
6. DURATION: 1 1/2 HOURS
7. COMMISSIONER'S CURRENT STAND:
PERSONNEL AND THE COMMUNITY MUST BE THE TOPICS UNDERTAKEN BY
THE COMMISSION.
8. SUMMARY:

WE REVIEWED THE ENTIRE METHODOLOGY, WHICH HE FOLLOWED VERY CAREFULLY AND WAS SIMPLY THRILLED WITH. HE MADE THE POINT EARLY IN THE DISCUSSION THAT SOME OF THESE OPTIONS WERE MORE IMPORTANT THAN OTHERS. WHEN WE OFFERED HIM THE DISTINCTION OF "NECESSARY," OR "PRE-CONDITIONS," AND "PROGRAMMATIC OPTIONS" -- HE THOUGHT THAT THIS WAS AN EXCELLENT IDEA.

HE FELT THAT THOUGH THE SUPPLEMENTARY SCHOOL IS A VERY IMPORTANT AREA, THIS COMMISSION SHOULD PROBABLY NOT UNDERTAKE ANY PROGRAMMATIC OPTION, BUT THAT IT SHOULD CONCENTRATE ITS EFFORTS ON THE NECESSARY CONDITIONS.

HE THOUGHT THAT PERSONNEL AND THE COMMUNITY WERE THE KEY ONES. HE SAID THAT IN CLEVELAND THEY HAVE NOT MADE SUFFICIENT PROGRESS IN RECRUITING ENOUGH TOP COMMUNITY LEADERS TO TAKE LEADERSHIP IN THE WORK OF THE CLEVELAND COMMISSION. HE SAW THE CLEVELAND COMMISSION AS MAKING A CONTRIBUTION TO THE WORK OF OUR COMMISSION AND BENEFITTING FROM ITS WORK AS WELL. WHEN WE CONNECT THIS TO THE LATER INTERVIEW WITH LAINER, WE SEE A RECOMMENDATION EMERGING TO NETWORK WITH LOCAL COMMISSIONS.

HE THOUGHT THAT MOST COMMISSION MEMBERS WOULD AGREE WITH PERSONNEL AND THE COMMUNITY, AND LOOKS FORWARD VERY MUCH TO THE MEETING ON THE 13TH, WHERE HE HOPES TO BE ABLE TO SEE US MOVE TO CLOSURE. HE THINKS THE IDEA OF TASK-FORCES IS A GOOD IDEA. HE THINKS ALL THE MATERIAL SHOULD BE SENT TO THE COMMISSIONERS. (LAINER THINKS SO TOO.)

AT THE MEETING, WE BENEFITTED FROM THE PARTICIPATION OF A
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IN NEW YORK.



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: MARK LAINER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: NOVEMBER 1, 1988
4. SPIRIT: VERY COMMITTED & ENTHUSIASTIC
5. SETTING: HOTEL IN JERUSALEM
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: SUPPORT
 - B. COMMUNITY: ENTHUSIASTIC SUPPORT. CLAIMS THAT ALL THE OTHER OPTIONS DEPEND ON IT.
8. SUMMARY:

VERY USEFUL MEETING WITH LAINER:

 - A) TO BRING HIM UP TO DATE; AND
 - B) TO CONTINUE TO BUILD ON HIS INITIAL ENTHUSIASM AND COMMITMENT.

HE LISTENED CAREFULLY AS I REVIEWED THE METHOD, PARTICULARLY THE CRITERIA AND WAS ABSOLUTELY STUNNED BY THE AMOUNT OF WORK AND THE NUMBER OF CONSULTATIONS THAT HAD TAKEN PLACE. HE KNOWS MANY OF THE PEOPLE LIKE SARA LEE, ALVIN SCHIFF, AND WALTER ACKERMAN VERY WELL. AND THE FACT THAT THESE PEOPLE WERE INVOLVED IN EARLY STAGES MAKE A BIG DIFFERENCE IN HIS THINKING.

HE WAS CONCERNED ABOUT THE FACT THAT RABBI ZELDIN AND RABBI SCHULWEISS MAY NOT BE PLANNING TO COME ON THE 13TH. SO I THINK THIS DESERVES A VERY SPECIAL INTERVENTION, POSSIBLY A PHONE CALL BY ONE OR SEVERAL OF US.

HE MADE AN IMPORTANT DISTINCTION WHICH ADDS ADDITIONAL STRENGTH TO THE DISTINCTION BETWEEN PROGRAMMATIC AND PRE-CONDITIONS (NECESSARY CONDITIONS). HIS CLAIM IS THAT ONLY A COMMISSION LIKE OURS COULD UNDERTAKE THE MACRO ISSUES, WHICH IS ANOTHER WAY IN WHICH HE EMPHASIZES THE SIGNIFICANCE OF PRE-CONDITIONS.

HE FEELS THAT THIS COMMISSION COULD CHANGE THE CLIMATE IN THE JEWISH COMMUNITY AND THOUGH HE IS COMMITTED TO PERSONNEL, HE IS NOT AS ENTHUSIASTIC. HE THINKS THAT THE LOS ANGELES' PERSONNEL PROBLEM IS SERIOUS, BUT NOT AS CRITICAL AS IN OTHER PLACES IN THE WORLD.

HE WAS VERY IMPRESSED WITH MR. MANDEL'S DECISION TO MAKE IT CLEAR SEVERAL TIMES DURING THE MEETING THAT THE COMMISSION BELONGED TO THE COMMISSIONERS, AND WAS PLEASED THAT WE WERE TAKING ALL OF THESE STEPS SO THAT THERE WAS NO "RIGGING" OF THE DECISION PROCESS. HE THOUGHT IT WOULD BE USEFUL FOR MR. MANDEL TO LAY OUT AT THE BEGINNING OF THE MEETING THE WAY THAT THIS MEETING MIGHT PROGRESS AND TO REMIND THE COMMISSIONERS AT APPROPRIATE TIMES THAT THE COMMISSION WAS THEIRS. HE ASKED QUESTIONS ABOUT HOW WE WOULD PROCEED AFTER THE DECISION, THOUGHT THE IDEA OF TASK-FORCES OR COMMITTEES WAS A GOOD IDEA, AND WAS HOPING THAT THE SAME KIND OF STAFF WORK WOULD ACCOMPANY THE NEXT STEPS.

HE SAW IT VERY USEFUL FOR US TO BRING THE REPRESENTATIVES OF THOSE CITIES THAT HAVE COMMISSIONS (PLA, ETC.) TOGETHER, TO MEET AT SOME POINT, BOTH TO GIVE INPUT TO THE WORK OF OUR COMMISSION, AND TO KEEP THEM INFORMED ABOUT OUR WORK.

HE PLANS TO BE AT THE MEETING ON THE 13TH.



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

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES BRONFMAN
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 6, 1988
4. SPIRIT: VERY POSITIVE AND INDICATED DEEP INVOLVEMENT
5. SETTING: MR. BRONFMAN'S OFFICE IN MONTREAL
6. DURATION: 3 HOURS
7. COMMISSIONER'S CURRENT STAND:
PERSONNEL: SUPPORTIVE, PROVIDED IT INCLUDES THE INFORMAL
SECTOR AND THE ISRAEL EXPERIENCE.
THE COMMUNITY: IN FAVOR OF THE IDEA.
8. SUMMARY:

MR. BRONFMAN BEGAN THE MEETING BY SUMMARIZING WHAT TOOK PLACE AT THE COMMISSION. HIS SUMMARY WAS ACCURATE, UP-BEAT AND HE EMPHASIZED SEVERAL TIMES THE GREAT CONTRIBUTION THAT MORT MANDEL MADE BY ESTABLISHING THE MANDEL COMMISSION. THE ENCOURAGEMENT HE RECEIVED FROM SEEING THE VARIOUS PARTICIPANTS IN THE COMMISSION AND THE DIVERSITY OF PEOPLE WITH THEIR DIFFERENT VIEWS ABOUT JUDAISM, TRYING TO WORK TOGETHER ON JEWISH EDUCATION. THIS IN ITSELF WAS A SOURCE OF GREAT ENCOURAGEMENT. HE CLAIMED THAT HE LEARNED A GREAT DEAL FROM THE MEETING.

HIS SUMMARY EMPHASIZED THE FACT THAT THE COMMISSIONERS INDICATED MANY DIFFERENT WAYS OF CUTTING INTO THE PROBLEM.

I DESCRIBED IN A VERY GENERAL WAY THE WORK OF THE STAFF, SINCE THE MEETING OF THE COMMISSION. THIS MEETING TOOK PLACE BEFORE OUR MEETINGS IN CLEVELAND, SO I DID NOT HAZARD ANY MORE. HE WAS VERY SUPPORTIVE OF THE PROCESS, PARTICULARLY OF THE NOTION OF A RATIONAL APPROACH TO OUR PROBLEM. HE LOOKS FORWARD TO RECEIVING ADDITIONAL MATERIALS WHEN I MEET HIM BEFORE THE NEXT COMMISSION MEETING.

HE INDICATED SEVERAL TIMES THAT HE THOUGHT THAT IT WOULD BE A GOOD IDEA IF THE FOUNDATIONS COULD FIND A WAY TO WORK TOGETHER SO THAT EACH FOUNDATION'S EFFORTS COULD BE USED TO LEVERAGE THE EFFORTS OF OTHERS AND TO INCREASE THE IMPACT OF AN INDIVIDUAL

FOUNDATION IN ITS CONTRIBUTION TO JEWISH EDUCATION. HE ALSO INDICATED THAT HE WOULD LIKE TO ARRANGE FOR SOME SMALLER GROUP MEETINGS ON THINGS THAT PARTICULARLY INTEREST HIM, LIKE INFORMAL EDUCATION. HE INDICATED THAT HE LOOKED FORWARD TO MEETING INDIVIDUAL COMMISSION MEMBERS TO CONTINUE THE CONVERSATION WITH THEM, SUCH AS FLORENCE MELTON. I BELIEVE THAT HE WILL BE WILLING TO PLAY A SIGNIFICANT ROLE IN THE WORK OF THE COMMISSION.



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

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ISADORE TWERSKY
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 13, 1988
4. SPIRIT: VERY POSITIVE AND INVOLVED
5. SETTING: DR. TWERSKY'S OFFICE AT HARVARD UNIVERSITY
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:

ACCEPTS THE IDEA OF PERSONNEL AND THE COMMUNITY AS A GOOD WAY TO START THE WORK OF THE COMMISSION.

8. SUMMARY:

MOST OF THE MEETING WAS DEVOTED TO A SUMMARY OF HOW WE HAVE PROCEEDED FROM THE LAST COMMISSION MEETING. I WENT THROUGH THE OPTIONS, THE CRITERIA, THE ASSUMPTIONS THAT GUIDED THE GENERATION OF THE OPTIONS, AND INDICATED HOW THEY WERE APPLIED.

I SUMMARIZED OUR MEETINGS IN CLEVELAND AND TOLD HIM THAT WE WERE SUGGESTING TWO SETS OF OPTIONS NECESSARY, OR MEANS OPTIONS, AND PROGRAMMATIC OPTIONS.

HE THOUGHT THAT DISTINCTION WAS A GOOD ONE AND IT WOULD BE GOOD TO BEGIN WITH THE TWO OPTIONS THAT ARE EMERGING.

I BELIEVE THAT HE WILL WANT TO BE VERY ACTIVE ON ANY KIND OF MECHANISM WE ESTABLISH SUCH AS A TASK-FORCE, ETC.

HE TOLD ME THAT A TRAINING PROGRAM IN JEWISH EDUCATION WAS BEING FUNDED BY WEXNER AT HARVARD AND ASKED TO FURTHER CONSULT WITH ME ON THAT MATTER. THIS PROJECT WAS MENTIONED TO ME EARLIER IN A CONVERSATION WITH PROF. ISRAEL SCHEFFLER.

HE WILL BE ATTENDING THE MEETING ON DECEMBER 13.

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THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

TELEPHONE CALL WITH MRS. FLORENCE MELTON

1. COMMISSIONER: FLORENCE MELTON
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 19, 1988
5. SETTING: TELEPHONE CALL
6. CONTENT:

I CALLED FLORENCE MELTON AFTER I HAD BEEN CALLED BY HER. I DID NOT KNOW THAT THE TOPIC WOULD BE THE COMMISSION.

SHE BEGAN WITH THE EXPRESSION OF A RATHER DEFINITE POINT OF VIEW, WHICH IS THAT THE COMMISSION, BY VIRTUE OF HAVING INVITED "ESTABLISHMENT" ORGANIZATIONS LIKE JWB AND JESNA TO SERVE AS FULL PARTNERS, WAS VERY SERIOUSLY LIMITING THE POSSIBILITY FOR COMING UP WITH INNOVATIVE OR CREATIVE APPROACHES. SHE FELT THE ESTABLISHMENT GROUPS HAD NOT ACCOMPLISHED VERY MUCH OVER THE YEARS, AND WERE ALSO VERY CONSERVATIVE IN THEIR APPROACHES. SHE DESCRIBED BOTH ORGANIZATIONS IN A VERY NEGATIVE WAY. SHE ALSO CRITICIZED THE FACT THAT BEN YANOWITZ WAS ASKED TO SUMMARIZE THE FIRST MEETING, AND THAT HIS POINT OF VIEW WAS BIASED. FOR EXAMPLE, HE DID NOT MENTION THE MEDIA, AND COLLEGE-AGE IN HIS SUMMARY. I TOLD HER THAT I WOULD THINK ABOUT THIS FOR A FEW DAYS AND BE IN TOUCH WITH HER, AND POSSIBLY A SMALL GROUP OF PEOPLE MIGHT DISCUSS THIS WITH HER.

SHE ALSO BROUGHT UP THE ISSUE OF CAJE AND INDICATED THAT IF THERE WERE PARTNERS, CAJE CERTAINLY SHOULD HAVE BEEN ONE OF THEM.

THOUGH I BELIEVE THAT MRS. MELTON IS INCORRECT, I THINK THAT WE OUGHT TO DISCUSS THIS WITH HER. THE CONSTRAINTS IMPOSED UPON US BY VIRTUE OF WORKING THROUGH ESTABLISHMENT ORGANIZATIONS WAS KNOWN TO US BEFORE WE BEGAN AND I THINK WE OUGHT TO BE ABLE TO INTERPRET THIS TO HER.

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Interview:

1. Commission Alvin Schiff
2. Interviewer: AJN
3. Date: 11-3-88
4. Spirit: Positive, enthusiastic, and hurt because he was not mentioned in "Jewish Week" article.
5. Setting: Schiff's office at the bureau.
6. Duration: 3 hours
7. Commissioner's current stand:
 - A. Personnel - Yes
 - B. Community - Yes
 - C. Programmatic options - eliminate those that are redundant and develop a creative scheme to deal with the rest.

Summary: Dr. Schiff opened the meeting by asking if I had seen the article in "Jewish Week". I told him I had heard about it but had not seen it. He said he was very hurt that he was not mentioned. He was upset by Peggy Tishman's quotes in the article and indicated that he is the strongest supporter of the Commission, among educators in New York City and did not understand why the reporter did not seek his advice. I indicated that I value his advice as does Mort Mandel and I also reassured him that there would be appropriate forums as the commission developed. Once we put that behind us, the interview proceeded with great enthusiasm and intellectual stimulation, particularly on his part. Alvin Schiff offered the following comments:

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- I. Personnel - Alvin agrees that personnel is a key issue. We need to focus not only principals but teachers. We need to look at principals in relationship to different types of schools. There are principals and directors. A principal of a day school needs different tools than the director of a part-time supplemental school. In terms of issues, I asked Alvin about the requisite conditions related to Jewish education such as continuity. He indicated that there are 3 levels or goals that the commission needs to consider. The first level is Jewish survival. Alvin pointed out that with Jewish survival, there is no need for education. The second level is Jewish continuity. With Jewish continuity, a requisite condition is Jewish education. The third level is enhanced Jewish living and of course, with enhanced Jewish living is also the need for Jewish education.
- II. Community - There is a need for communal leadership; however, it must be substantively based. You cannot have effective leadership unless people have a sense of the cognitive dimensions of Judaism. The focus on community should deal with lay leadership and financial support. The Commission needs to understand why support of day schools and camps are necessary and why they are different. In terms of community, Alvin pointed out that we need to define it. He identified three dimensions to community. 1. He defined it in geographic terms; 2. people terms; and 3. structural organizational terms. First under geographic

terms, we need to look at geography from a national, regional, and local perspective. How do we work in each arena? Two, in people terms, we need to look at the interrelationship between the lay and the professional. Who are the people that we need to focus on? Three, in structural and organizational terms, we need to look at the various organizations as well as the religious organizations.

Schiff then went on to talk about the principles that make community go. First, we need to describe the construct and context of community i.e. geographic, people and structural. Secondly, what is the mission? What does the community want to do to focus in on day schools or whatever? Third, what is our operational philosophy in relationship to community? How do we want to connect organizations and institutions? How do we begin to deal with the networks and national organizations like JWB, JESNA, COJE? How do we link in with the World Zionist Organization Hadassah, etc.? The Commission he claims, must be positioned so that it is bigger than any one entity.

- III. Programmatic Options - Alvin felt that we had to organize a list of rubrics and each one should be a priority. He identified a number of redundancies in the list. He listed the following: 3, 5, 6, 7, 12, and 16.
- Alvin will be attending the meeting on December 13. The interview with him was excellent.

Interview

1. Commissioner: Peggy Tishman
2. Interviewer: AJN
3. Date: 11-2-88
4. Spirit: Somewhat subdued and a bit apologetic. Indicated unhappiness with the "Jewish Week" quote. More positive than I have experienced her to date on the subject. Very constructive.
5. Setting: Peggy Tishman's office at the Federation in New York.
6. Duration: 1 hour
7. Commissioner's current stand.

A. Personnel

Yes, but not all that interested.

B. Community

Yes, with the caveat that community means a lot of different things to different people.

C. Programmatic Options

As presented, she did not become excited by them; however, through the interview, she came around.

8. Summary:

We began the interview by reviewing what had taken place since the last Commission meeting. She picked up on it immediately and agrees on the direction in which we are going; and also agrees with the notion of task forces. She feels two groups are pivotal for Jewish education. One, the issue of family; and second, the issue of early childhood and elementary school. Sees conditions for programmatic options are family and early childhood.

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As the interview continued, she offered the following comments.

I. Community - everyone has a different definition of community.

She mentioned the JWB report on community as very helpful and went a long way toward defining community. She concluded that this is a very important area.

II. Personnel - She felt that this is a critical area that runs through all the options. Unless there is personnel in terms of a profession, a sense of esteem, we will not be able to move much further.

III. Programmatic Options - Peggy identified family and early childhood/elementary school as key programmatic options. As she talked about the programmatic options, a thought occurred to me that we may need to assess the programmatic options in a life cycle context. In other words, to assess from early childhood, through late adulthood. In a sense, the family then becomes a requisite condition for a number of the other programmatic options. One way of approaching the 24 or 25 programmatic options would be through a life cycle approach in that we could develop a matrix in which we would look at early childhood through the day school lens or a supplemental school lens, and how media as a tool can move us forward.

IV. Task Forces - Peggy Tishman agrees with task forces and believes people should self select into the task forces. She feels that task force meetings should be at the time of the commission, perhaps the day before if you could get people there. Clearly, she is committed to the third task force, but the focus should be

on childhood and family, and the life cycle approach may be the way of dealing with it.

Peggy Tishman will attend the meeting of December 13.



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: John Colman
2. INTERVIEWER: Henry L. Zucker
3. DATE: November 9, 1988
4. SPIRIT: Upbeat, Supportive, Thoughtful
5. SETTING: HLZ's office
6. DURATION: 1 hour
7. COMMISSIONER'S CURRENT STAND:

Personnel and community are the priority topics for the Commission. These are the enabling priorities which are absolutely crucial. The programmatic options are important, but not necessarily crucial to a successful outcome of the Commission's work.

8. SUMMARY:

We reviewed the post-August 1st work of the staff and the planning group and senior policy advisors and some of the reactions in interviews of Commission members. Colman agreed that personnel and community are the two key priorities, the development which is absolutely necessary for the success of the Commission's work.

The mass of material and options presented at the August 1st meeting and subsequently is less crucial, but valuable nevertheless, and should not be lost. Colman suggests boiling down this material and crystallizing a smaller number of option categories, which then are carefully described and presented to the Commission. He suggested that the community option include the importance of top leadership participation in Jewish education leadership. He urged that rabbis be included in the leadership needed to carry out the Commission's recommendation. He urged that we not overlook the need for community leaders to be engaged as learners themselves.

Colman believes the first meeting of the Commission was a success, but warned against settling for a "winning streak of one." It was necessary to freewheel at the first meeting and to get peoples' ideas ventilated. The second meeting should begin with a synthesis of the thinking at the first meeting and the post-first meeting discussions. Staff should not present this summary in the form of recommendations, but rather as a reprise of the thinking presented.

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John Colman Interview

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Colman believes that the Commission is off to a great start. He believes the second meeting should determine the priorities which need to be developed for substantive discussion at meeting number 3, and that the chairman needs to draw a careful line between encouraging commissioners to participate and controlling the discussion so that decisions are made which will move the Commission to the next phase of its work.

We talked about the development of comprehensive studies of Jewish education in at least nine communities. We agreed that the Commission needs to stay in close touch with this development, both for integration of the local committees' thinking in the recommendations of our Commission, and also to encourage the follow up of the Commission's recommendations.

Colman plans to attend the meeting on December 13.





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

November 10, 1988

Commission on Jewish Education in North America
Towards the Second Meeting of the Commission

Interview of Commissioners

Commissioner: Esther Leah Ritz

Interviewer: Art Rotman

Date: November 10, 1988

Setting: Phone call

Duration: 40 minutes

Spirit: Positive, thoughtful, logical

December 13 meeting:

Will not attend because of recuperation from surgery on that date.

Commissioner's opinions:

Reaction to August 1 meeting: ELR found the method of having interviews in advance and the results of the interviews put on the table at the beginning of the meeting very helpful. It moved us forward quickly as we didn't need to "begin from scratch". The Commission recognized her own contributions made in the interview in the summaries presented.

The first meeting served the purpose of getting people to know one another, for individual commissioners to "see who the other players were" and to "find themselves". As a result the plan of having the group identify the elements of a consensus rather than to come to a final conclusion worked out well.

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The problem before the Commission will be to "walk a tightrope". Many of the commissioners are identified with individual points of view. However, the Commission cannot possibly address all these directions. A consensus has to be achieved which would include many of the elements raised at the Commission meeting but would, at the same time, provide a coherent whole. As an example of the tightrope, ELR identified this supplementary education. "Everybody knows that supplementary education is not effective." On the other hand, "that's where the kids are". The low quality has apparently not discouraged the parents. The reasons for this are apparently that any alternative would be more expensive and probably would provide more of a Jewish experience than the parents consider to be desirable. Many of parents are also identified philosophically with the public school system and the need to support it. Because of the large number of pupils in the system, it should not be ignored by the Commission. On the other hand, it need not and should not be a major thrust.

Priorities. ELR is of the opinion that no single element in and of itself is the answer, whether it be personnel or community or finance. However there are several elements which should be attacked simultaneously. These are:

- Senior professional personnel
- Finance and subsidies, and lay involvement
- Parent education

There is an inter-relationship between each of these elements. While an improvement in one will not do the trick, an improvement in all of the above will have a synergistic effect one on the other. In elaboration of the above, ELR pointed out that the senior professional personnel needs to be "beefed up" both in the formal and informal settings. The financing depends on considerable increased support by community leaders and givers; the education of parents needs to provide the parents with enough of an education so that they will themselves see the need for more education for their children and, at the same time, they need education which will parallel their children's experience. The more learned outside the homes than can be reinforced within the home, the better.

Modality. The informal approach is valid in and of itself as a method of learning. The approach used in informal settings stands on its own. However the informal approaches have been very successful in the classroom and schools should be using such approaches to a greater extent.

The informal setting "means mass education". It's possible for camps, Centers, etc. to reach out to those who are "marginally or tangentially involved". These settings need to see themselves not only as ends in and of themselves but they need to see themselves as having a responsibility to move their members or users from the informal setting to the more formal setting of the synagogue and the school.

While many of these users will happily make use of the synagogue or school, there are many who will not. For those the informal settings should offer the more formal type of schooling. As an example, the Hebraica Jewish Community Center in Buenos Aires has developed a successful Jewish school.

Target Populations. In addition to the parents, the target population should be preschool and elementary school children. Adolescents and young adults are too preoccupied with "growing up" for them to devote much energy to their Jewishness. However, if the adolescent or young adult had a good Jewish foundation in the preschool and elementary school years, then it will be possible to break through the barrier of the bar mitzvah age so that in adolescence they can maintain their interest at a time when they are old enough to be able to deal with concepts.

The community is spending considerable sums at this point in integrating the new immigrants and in particular the Russians. Many are being subsidized in day schools. ELR is of the opinion that we have probably not been successful in integrating them into the community in this way nor in making them more Jewishly committed. We should review this to see whether the impact is what the community had in mind and if not use our resources elsewhere.

Commission on Jewish Education in North America towards the second meeting.

Interview with Commissioners

Commissioner: David Dubin

Interviewer: Art Rotman

November 22, 1988

Spirit: Very Interested

Setting: David Dubin's office, Palisades JCC, Tenafly, NJ

Duration: One and half hours.

Commissioner's general statement: Essential and necessary should be the name of the organization. Special attention should be paid to college-age and adult education.

Comments on first meeting of Commission:

The discussion was necessarily discursive since it was the first time that the group had come together. However, much more was accomplished than Dave Dubin had expected would be. This was probably because of the headway that had been made in having the results of the interviews available at the meeting. Dubin was very impressed with the caliber of his fellow commissioners and the diverse mix. He left the meeting with several new ideas as a result of the comments made at the meeting.

Program Options:

Dubin's first choice for emphasis would be the college age group and his second choice would be adult education. The college age are usually forgotten, perhaps because they are difficult to reach. However, this is the age group where there is enough intellectual stability to cope with the ideas in Jewish life. The problem at a younger age is that high school students are generally too preoccupied with SATs, getting into college and the usual adolescent concerns.

Based on his own experience, adults can be very responsive to Jewish education. He has found them to be very responsive to such education in study groups. However, while priority should be placed on the above groups, it should not be to the exclusion of others.

Supplementary School

Dubin is of the opinion based on his experience that the results of the afternoon school or Sunday School is largely "a waste of time" unless there is reinforcement at home. Supplementary schooling should only be offered if there is such a contract with the parents. In any case, the community should be geared up to provide educational experience for the parents in the form of study groups, courses, etc. In other words, the only way in which supplementary education should be offered is on a two-track basis, one track for the child and one track for the parent, offered separately and with equal emphasis.

Resource Integration

In considering the various "options" Dubin was prompted to suggest that based on his experience, it should be in the pooling of community resources. The synagogue, the Jewish school and the JCC should combine their resources, each contributing their own strength. This can be particularly helpful in programs where the entire family learns together, for example, in workshops around the holidays.

Means Options

It is Dubin's impression that the consensus of the first meeting was to concentrate on both personnel and community.

Community

Too many of the level of lay leadership connected with the Jewish education efforts are secondary or tertiary level. On the one hand, a better caliber of leader must be recruited and on the other hand, whatever leadership does end up connected with Jewish education should be trained to fulfill their roles appropriately. Dubin proposed that there be what he refers to as a "Jewish mobilization unit" to study gaps in the community and the Jewish continuity efforts and to have the authority to legislate changes. This in and of itself would be...

Personnel

Each community should have available a number of "master teachers". These would be prestigious positions where the salary would in the \$50-\$60,000 level. These master teachers should be hired by a consortium of agencies representing the community and function in a variety of settings including the day schools, the elementary schools, the JCCs, adult education, etc.

Dubin has had an extremely popular experience with the scholar-in-residence at the Palisades JCC and recommends that Jewish educational institutions, whether formal or informal, should have such a scholar. The position suggested is more of a philosopher who would, in addition to being a sound teacher, provide inspiration to the staffs and the boards of directors. Certainly, each JCC should have such a scholar/philosopher. Dubin urged that the Commission consider the establishment of such positions. It is only by advocating seemingly wild but bold ideas that the Commission will make an impact.

Task Forces

While working with a large group was appropriate for the first meeting, we will need now to start doing work in smaller groups. This can be accomplished by having small groups, not necessarily including all the commissioners, in between the meetings, to prepare any materials for the next meeting. Dubin rejected the idea of breaking up into task forces at the meeting itself. He thought that it could be seen by members of the Commission, being rather sophisticated, as being too much of an exercise. One of the attractions apparently of the Commission is the fact that people enjoy one another's company and this could best be achieved by maintaining the entire group format for the Commission meetings themselves.

TO: See Distribution FROM: Arthur J. Naparstek DATE: 11/30/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF:

SUBJECT: Interview Summary from Art Rotman

Enclosed is a copy of an interview summary of Commissioner David Dubin given by Art Rotman.

Distribution:

✓ Morton L. Mandel
✓ Seymour Fox
✓ Annette Hochstein
Virginia F. Levy
Joseph Reimer
Henry L. Zucker





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

November 23, 1988

Commission on Jewish Education in North America toward the Second MeetingInterview of Commissioners

Commissioner: Harriet Rosenthal

Interviewer: Art Rotman

Date: November 22, 1988

Spirit: Very positive

Setting: Harriet Rosenthal's home, So. Orange, NJ

Duration: 1 1/2 hours

Commissioner's current stand: Personnel and community both clearly the consensus issue arising from the first meeting. Program option priority: Younger groups from preschool through high school and generally education in informal setting.

Summary: Rosenthal believes that the focus should be on children at the "beginning of the process" starting with preschool when the "state is clean". By the time they get to college, they have so many other concerns, that it is too late.

Rosenthal also identified another age group as being vulnerable, mainly the older adult. They have completed their main life goals such as career and family and, at this point in their lives have the time and, in many cases, the money to make choices which they have been delaying.

Education in informal settings is a priority.

Israel visits are not usually a good opportunity for education.

The study of Hebrew on an active scale, while an interesting possibility, would not probably make much difference in Jewish continuity.

Personnel: What is needed is a multi-faceted assault on the entire system including:

- Better compensation
- Better training
- A career line

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"Awards and rewards are needed for entering and staying". The late '40s and early '50s are an opportunity for career change. This could be a fruitful source of recruitment.

Community: There is a need for a long-term commitment by the community leadership, which will hopefully mean that resources will follow. There would be a need to involve top leadership and people of influence by involving them in the process at an early stage. Faced with the problem and concerns, leadership will respond.

Rosenthal thought out loud that a program of no tuition would be an interesting development. However, on reflection she feels that it would not make a substantial difference in people's choices.

Ways of proceeding:

- Once the goals have been set and strategies developed which should be, Rosenthal guesses, by the second meeting, it would be desirable to break up into smaller groupings in some way, as it is only in smaller groupings that any action can be developed.
- In order to with Rosenthal the option is presented as an example of the staff work. Rosenthal thought that it would be essential to develop this type of option clarification for whatever options are selected. In the particular case of preschool, with which she has considerable familiarity because of her involvement with the JCC, the approach is somewhat "elephant" and the questions raised are really rhetorical.

November 27, 1988

Commission on Jewish Education in North America
Towards the Second Meeting
Interviews of Commissioners

1. Commissioner: Rabbi Irving Greenberg
2. Interviewer: Annette Hochstein
3. Date: 11-28-88
4. Spirit: somewhat skeptical, though willing to be brought on board (he did not attend the first meeting)
5. Setting: a Jerusalem home
6. Duration: 1 hour
7. Commissioner's current stand:
 - A. Personnel: very important, but skeptical about the Commission's ability to undertake it at the macro level. Rather, thinks we should deal first with senior personnel or first with personnel for a specific type of program e.g. personnel for early childhood.
 - B. The community: skeptical about the ability of the Commission to undertake at this time as vast a project. Also unclear about what it would mean. Concern that it might take away much needed funding from programs. Would prefer a micro approach.
 - C. Programmatic options: probably prefers these.

8. Summary:

The first part of the meeting was used to bring I.G. on board as to the first meeting of the Commission, the responses, and the process since. We went through the materials of the first meeting (which he recalled having seen). I described the meetings, the dynamics, the responses. From there we went on to discuss the current materials. We went through the document and I.G. made some specific comments about specific options (he read quite a few of them).

Overall he had the following objections:

1. He felt that the staff was in fact presenting a strong recommendation and that this would be the decision. He expressed skepticism at both the personnel and the community options - not on the grounds that they are not important, but on the grounds that dealing with problems at the macro level may not be all that feasible. Rather than take on the major issues, have the foundations deal with more manageable and more limited options or part of options. He conceives of dealing with parts of personnel and parts of the community. He would really choose micro projects over major undertakings.

I found it difficult to breach the gap in his understanding of the Commission, the process, the extent of representation, the private communal aspect of the Commission. It was important that

the meeting took place because some of the perceptions could be corrected, however it would be necessary for him to actually see the Commission in action in order to get a good sense of what it is about.

At the level of specific remarks: he suggested that for supplementary schools when ought to try model schools. In the part on alternatives, he suggests that we left out the possibility for specific alternatives within the framework of the existing supplementary schools, for example: all-weekend activities and all-summer sessions etc. Rabbi Greenberg felt that the community problem or dealing with the community would only have a limited impact on what is going on - he also, found the definition fuzzy. When I raised the question of increased funding and suggested that perhaps one of the goals might be to double the funding for Jewish education, he said that this was a questionable goal given that the existing programs are so ineffective. Though friendly throughout, the underlying tone was one of a fair amount of skepticism, and the expression of specific interests rather than general ones. I believe he really wants an involvement at the micro level, probably in some specific programs.

Interview:

1. Commissioner Haskel Lookstein
2. Date: 11-2-88
3. Spirit: Positive, friendly, supportive and committed.
4. Setting: Office at Ramaz Upper School
5. Duration: 3 hours
6. Commissioner's current stand:
 - A. Personnel - yes.
 - B. Community - ambivalent, not really clear on where that would go.
 - C. Programmatic Options - eliminate almost everything except day schools and Camp Masad.
7. Summary:

I began our discussion by bringing him up-to-date on all that has gone on. He was somewhat aware as we have been talking on the telephone, and he has talked with others. His major concern was to keep the momentum going, and his focus was very utilitarian, with a focus on personnel.

Rabbi Lookstein offered the following comments as the interview proceeded.

- I. Personnel - He strongly agrees with personnel. It is the most important issue and must be put in terms of remuneration and fringe benefits. Linked to personnel is staff development and in-service training.

He discussed the notion of effective schools, and feels that we should build on the literature of effective schools.

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dimensions of Judaism.

IV. Task Forces - He is not very supportive about task forces. He believes they will distort the process by injecting politics of the different movements into the Commission. However, he does believe that we have to organize ourselves in some way, and he feels very strongly that a task force approach should be staff inspired. He also believes that the program task forces should identify innovative models. He gave us an example - How do you begin to learn how to participate in a beginning service? What are the models?

Rabbi Lookstein is looking forward to attending the meeting of December 13.



Highlights of Meeting with David Finn (FAN)

David Finn indicated that what is missing from the Commission is a process that would lead to great ideas. He feels that there are several models that we might look toward. For example, the Conference on Scientific, Academic, Religious, Political, and Military proceedings, the HUC Model on Ethics, and the Bill Moyers model. He also felt that we need an overall communication strategy that deals with the scholarly community as well as the lay and the professional community. It is only through an overall and comprehensive communications strategy that we will create a climate that will make all the over program intervention strategies possible. He recommended the following:

1. Make a decision that a communications plan needs to be part of the process.
2. Put together a group in terms of developing the plan. Development of a plan is the first step. The timing of this is very important and he offered his firm as a consultant. He said he would put his thoughts in writing.

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Highlights of Meeting with Art Rotman (8AN)

We discussed the relationship of JWB and the Commission process. I reviewed my conversation with Woocher and he thought a lay committee might make sense and agreed with the notion of papers that could be presented to the Task Forces. We did agree to get together again prior to the Commission meeting for the purposes of framing an overall comprehensive strategy.



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Highlights of Meeting with Jonathan Woocher (HAN)

Purpose of the meeting was to determine progress on his assignment to develop a strategy paper related to the commission linking to national networks and organizations on formal education. Woocher and Ariel were to have a paper by November 1; however, they appear to have gotten stuck and were unable to produce the paper. John and I talked about developing a mechanism within JESNA such as a lay committee in which we could begin to share the progress of the Commission and establish a process internally within JESNA. I also spoke with Woocher about putting together a committee made up of himself, Art Rotman, possibly Carmie Schwartz and David Ariel to develop an overall strategy for dealing with formal and informal education, as well as networks in the community related to the Commission. He agreed with that approach and felt that once the task forces are organized and the Commission becomes more substantive, it would be possible for JESNA to prepare input papers for each of the task forces.

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October 16, 1988

Dear Professor Fox,

Thanks again for making it possible for me to come to Boston and take part in last Friday's meeting. These occasions are a source for a lot of stimulating thought for me and not only do I welcome the opportunity to contribute to the deliberations, but also personally benefit a great deal from the interchanges that take place. My only regret is that this meeting couldn't have lasted longer, and would therefore very much appreciate if in the future, Friday meetings would be avoided if possible.

The topics of discussion have evoked within me all sorts of thoughts and responses. But before getting to them, I would like to submit some proposals that are specifically connected with the subcategory of personnel that focuses upon the classroom practitioner. Thinking that we would be discussing practical proposals in the educational realm rather than exclusively procedural matters, I brought with me a list of suggestions that I feel could be efficacious in term of improving the lot of classroom personnel, the area within the general enterprise of Jewish education in North America for which Annette informed me I should attempt to serve as an advocate. Hearing that others have written to you in order to allow for their thoughts to enter the arena of serious consideration if not at present, then at some future juncture when the Commission begins to search out means by which the theory can be translated into practice, I am taking this opportunity to submit my own "wish list." I have not grouped these recommendations in any sort of hierarchy of priorities. They are merely matters that, in my opinion, need to be dealt with in order that substantive improvement can take place in the field.

1) Making Yeshiva high schools a priority for the attention of BJE's. My experiences in New York and now in the Washington area have clearly shown that if day

schools are a concern of the BJE's at all, it is on the elementary rather than the high school level. Teachers' Centers, conferences, specialists are concerned primarily with either supplementary schools or the lower schools of day schools. It could be argued that BJE's should primarily concern themselves with those institutions attended by the bulk of the student population. On the other hand, professional and lay leadership for the Jewish community can be expected to come at least in part if not primarily from those receiving more intensive Jewish educations. If the teachers at the secondary day school level are not equipped to offer the most challenging and sophisticated form of Jewish learning, and instead, as so often is the case, even discourage many of their students from taking Judaism and Jewish learning seriously, a crucial resource of the North American Jewish community will not have been properly serviced. Not that the BJE's are necessarily doing such an outstanding job in the areas which they have chosen to concentrate their efforts. But at least there are some efforts being exerted on behalf of supplementary schools and elementary day schools. The argument that the high schools are not seeking out assistance is hardly an argument. They have to be encouraged to participate in curriculum banks, in-service programs, etc. At an in-service conference that was just held in Silver Spring, over 400 supplementary school teachers and administrators came, partially because it was part of their job definition. No comparable requirement or program exists on the high school level. The lack of support that I received in terms of my work with the BJE of New York is only a further case in point. Perhaps an approach that would overcome the relatively narrow perspectives of local BJE's would be to create a national BJE that would see to the needs of Jewish education institutions that from the perspective of local concerns, are not of major significance.

2) Creation of stipends for teachers to attend national conferences and incentives that would encourage schools to release staff members to participate. Once some sort of regular series of professional conferences can be established on a national level that would assist the day school, particularly the Yeshiva high school, to operate more creatively and professionally, means have to be found that would allow teachers in addition to/instead of administrators to attend. More often than not, even when a representative of a schools attends an educational program, either very little filters back to the school because the representative does not feel a mandate to share what he has heard or seen or because the administrator often has differing interests and aptitudes than those of the classroom personnel, the sessions that he has attended will not be of interest to the staff of the school, even if reports about them were to be given. This fact has even led to the phenomenon at the ECA conferences where many of the presentations deal specifically with administrative matters by virtue of the clientele attending the conference, i.e., mainly principles. And even if teachers would wish to attend, most schools are begrudging about granting time off to teaching staff to attend a conference, as opposed to administrative personnel whose presence

for the school to function smoothly is not as necessary on an everyday basis. Therefore, in order to raise the level of classroom teaching in the day school, financial assistance should be offered to the teachers to allow them to defray the expenses of attending conferences, schools must be provided with incentives that will encourage them to send teachers, and perhaps some system of substitutes can be arranged involving graduate students, trainees in education, etc., that would somewhat alleviate the problem of empty classrooms while the teachers are convening. A rotation system should be created in schools where different individuals are given the opportunity to attend such conferences and then subsequently make a presentation to their colleagues in the school. Teachers of Jewish subjects would also benefit from the opportunity to attend conferences dealing with general education issues as well as Jewish studies scholarship in order to provide them with exposure to high-level thinking and potentially infuse them with fresh ideas. Attending a conference could serve the purpose of a mini-Sabbatical. The conference idea could be supplemented/expanded by the creation of week-long courses, similar to what medical schools offer wherein individuals could explore various interests in an intensive manner. On a more limited scale, schools should be given grants that would allow for the hiring of paraprofessionals who could deal with many of the administrative tasks presently given to teachers. Besides often being demeaning, these responsibilities often prevent teachers from attending meetings, participating in in-service activities, and simply contemplating and improving their activities. A wonderful model to be emulated is the commitment of a Miami day school that all Judaic studies personnel be free one period a day for joint study and in-service work on a daily basis.

3) A society of master teachers. It is high time that not only individual teachers be recognized for their creativity and excellence by giving them plaques and/or monetary rewards, but that these individuals be organized into a group that can make recommendations, develop innovations, serve as models etc., beyond the walls of their individual schools. From my own experience, most of these individuals are itching for opportunities not only to be recognized, but also to be able to serve the greater community. At the very least, regular meetings of such an organization would provide encouragement to the designees themselves who are not immune from discouragement and frustration. For example, three series of Gruss awards have been granted. But the only occasion when some of these individuals have been called together was for a perfunctory cocktail party. While the PR for Jewish education that such a party might generate is positive, nevertheless such a group should be mined for its experience and ability. Again such an idea does not have to be confined to local situations, but could take on national dimensions.

4) Apprenticeships for teacher training. It is crucially important that however meager may be the number of candidates training to enter Jewish education at present. that these

individuals be given the best possible preparation for their professed professional interest. A system of apprenticeships ought to be arranged whereby salaries are partially picked up by some funding organization and the institution in which the person is working, with the proviso that the individual is assigned to work with a master teacher whose schedule and job definition includes this responsibility and who has demonstrated in the past an ability to train students. Once again a national conception for such an idea should be entertained, whereby it would be possible for an individual to spend perhaps a month or more in a community other than his own, working under such a gifted educator without having the responsibilities of working several jobs in order to support himself while he continues to train. A serious supervisory component must also be put in place in order to assure that the training will not only reflect idiosyncratic emphases of the particular mentor, but will also raise more universal issues effecting Jewish education.

5) Hebrew language training for native-born Jewish educators. If Ivrit B'Ivrit is to be preserved as a value down the road in North American Jewish education, and if we are not to come to rely upon Shlichim or Yordim for such teaching, then a concerted effort must be made to provide those who already are engaged in Jewish education or those intending to enter the field, to achieve a high level of fluency in Hebrew language. The phenomenon that has those with strong Zionist leanings going on Aliyah and educating in Israel rather than in the Golah, often leaves the field to those who will not necessarily be able to best communicate issues and values other than Hebrew language to their students. A decision will have to be made as to whether an attempt to maintain the ideological and cultural ideal of Ivrit B'Ivrit is worth the time and effort.

6) Joint Supplementary and day school positions created. The dichotomy between the level of preparation and quality of the teaching that takes place in supplementary as opposed to day schools might be addressed by creating job definitions that would entail an individual viewing as a LeChatchilah rather than Bediavad, working both in the day school and supplementary school setting. Rather than the supplementary school serving as a second job in order to provide additional income, it would be defined as much of a priority as a day school position. In this manner, joint activities could be carried out, the staff would be enhanced with more of a professional spirit, more full-time educators could be involved in a community's institutions, educator's would have a greater sense of the overall Jewish community rather than limited segments of it, and the job of Jewish educator might be enhanced in terms of diversity of constituency. Of course, a drawback would be that an individual would tend to feel less loyalty to a single institution when his interests are spread between several. The advantages would have to weighed against any potential disadvantages.

7) A curriculum institute/think-tank staffed by teachers. To better utilize the resource of classroom teachers, opportunities

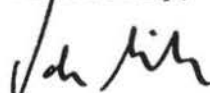
should be provided for teachers to be able to work on curricular possibilities in tandem not only with those who work in the same institution, but on a communal-wide or national basis. Instead of relying upon academics or individuals who no longer serve in the classroom, teachers ought to be empowered to develop units that they and their colleagues could present in their schools. Means should be sought after by which individuals could remain in the classroom and also expand their professional activities in order to gain self-respect and the approbation of their colleagues and communities.

I hope that some of these ideas have merit and could spark some interest in those who are in a position to actualize them responsibly and successfully.

In terms of what was discussed on Friday, the comments about the role of the congregation in terms of formal and informal Jewish education have provided me with a good deal of food for thought. It is clear that congregational Rabbis not only influence the Talmud Torah's under their and their community's aegis, but also the day schools to which they can either give support or discouragement. The example of Rabbi Lookstein as a congregational Rabbi who is committed to Jewish education is in my opinion subject to challenge, although of course I carry a major bias into such an evaluation. I am aware of any number of situations where Rabbis do their utmost to prevent Shiurim from being given in their communities for fear that such teaching and learning will undermine either their authority, popularity, or both. The dichotomy made in most Rabbinic schools between training for the pulpit Rabbinate and the area of Jewish education might need serious study, for this might lie at the seat of many of the problems regarding Jewish education within the affiliated community. It is also a consideration that many of the personality types drawn to the pulpit Rabbinate have not been successful in the area of Jewish learning, or at least lack serious preparation in these matters. How to assure a constructive partnership rather than a continuing adversary relationship is an interesting dilemma that the Commission can ill-afford to overlook.

Finally, as you requested, I did mention to Richie to remind you to get in touch with me from time to time in order to discuss with me my projects here in Washington and how I might advance some of my interests as well as those of the Fellows as a whole. I realize that you are quite busy these days, but I would appreciate an occasional opportunity to compare notes and pick your brain. I am enclosing two papers that I presented during the last few months. Perhaps you will find them of interest. I would appreciate your passing them on to Mike as well if you get the opportunity.

Sincerely,



Premier Industrial Foundation

4300 EUCLID AVENUE

CLEVELAND, OHIO 44103

September 8, 1988

Dear Alvin:

Again, thank you for your thoughtful letter of August 5, 1988. I really appreciate the kind of support you are giving both myself and the Commission. I am optimistic that we will be able to come up with a great product. My optimism stems from the knowledge that you will be very much involved in the development of the program.

I would like to take a moment to bring you up to date on what we hope can be accomplished over the coming three or four months leading up to the next Commission meeting.

I expect Seymour Fox and Annette Hochstein to develop several papers that we will be able to review between mid-September and the first of October. We expect to have an options paper that will include the possible alternatives for the content of the Commission and topics the Commission could decide on. This paper will be based on the proceedings of the first meeting, the interviews and knowledge of the field, and of educational theory. It could become the background document for the deliberations on what topics to address and how to address them. It may also be the basis for a research design. I would very much like to review the contents of this paper with you as it is developed.

Perhaps we can set a time to talk about your ideas and Seymour's work. I'll call next week.

1290

Dr. Alvin I. Schiff

Page 2

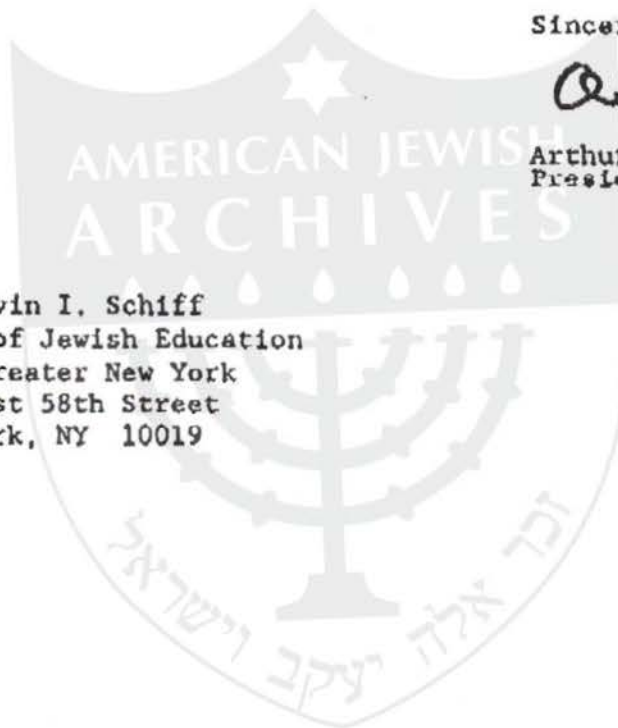
Until then, I wish you a happy New Year and again, thank you very, very much for all that you've been able to do to help move the process along. Thank you very much.

Sincerely,



Arthur J. Naborstek
President

Dr. Alvin I. Schiff
Board of Jewish Education
of Greater New York
426 West 58th Street
New York, NY 10019



Premier Industrial Foundation

4800 EUCLID AVENUE

CLEVELAND, OHIO 44103

September 8, 1988

Dear Rabbi Lookstein:

I apologize for not responding earlier to your letter of August 8. I spent much of August, after the Commission meeting, on vacation and have just returned.

Your letter is extremely helpful and, I believe, very much on target. We are now in the process of setting forth the papers that will be needed in preparation for our December Commission meeting. We are putting together an options paper. This paper will include the possible alternatives for the content of the Commission, topics the Commission could decide to focus on. It will be based on the proceedings of the first meeting, the interviews and knowledge of the field, and of educational theory. This paper could become the background document for the deliberations on what topics to address and how to address them. It could be the basis for a research design.

With regard to the camp program that you wrote of, I believe that certainly offers the basis for the development of a demonstration program which could evolve from our deliberation.

Thank you for recommending Dr. Natalie Freidman. I will contact her within the coming week to see if there are ways in which we might be able to take advantage of her research. In addition, I would very much like to meet with you between now and the next meeting so that I can review with you our development and get your input. Thank you again for the thoughtfulness of your letter of August 8 and your participation in the Commission.

With regards for a happy New Year.

Sincerely,



Arthur J. Naparstek
President

Rabbi Haskel Lookstein
Ramaz School
128 East 85th Street

1304

Premier Industrial Foundation

4800 EUCLID AVENUE

CLEVELAND, OHIO 44103

September 8, 1988

Dear Eli:

I have recently returned from vacation and read your letter of August 16. Thank you very much for your kind words on the meeting. I also believe the meeting turned out to be very successful. In fact, the success of the meeting, in large part, was due to the comments made by yourself. You were very helpful and your input was extraordinary.

During the coming three months, we will be developing a series of papers that could be used as a basis for our December meeting. In our debriefing meeting, the planning committee has agreed that we need an options paper. This paper will include the possible alternatives for the content of the Commission, the topics the Commission could decide to focus on. It will be based on the proceedings of the first meeting, on the interviews and knowledge of the field, and of educational theory. This paper could become the background document for the deliberations on what topics to address and how to address them.

For now I would very much like to meet with you prior to the December meeting to discuss the development of this and other papers and how your ideas, particularly ideas related to media and technology, can be incorporated.

Thank you again for your commitment and interest in the Commission.

Sincerely,



Mr. Eli N. Evans
President
Charles H. Revson Foundation
444 Madison Avenue
New York, NY 10022

175C

Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

September 7, 1988

Dear David:

I am sorry for the delayed response to your August 3rd letter. I had been out of town for much of August. Thank you for the letter which I found to be helpful and quite on target.

I do believe that we have to develop the capability and the methodology to carry out evaluations. You are quite right that many programs are being undertaken without clear objectives as to what the program is intended to achieve. I will be bringing your suggestions and letter to the Commission's policy advisors which will be meeting on October 12. I will also keep you informed as to how we are developing the research design as that will probably be the area in which we are most likely to develop an evaluation design.

Thank you again for the suggestions, and I want you to know that I agree with your notion that we need to develop the capability for research.

Sincerely,

Arthur J. Naparstek
President

Mr. David Hirschhorn
The Blaustein Building
P. O. Box 238
Baltimore, Maryland 21203

12/04

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 1, 1988

Dear Eli:

I appreciate very much your thoughtful letter of August 16th about my activities and the new Commission effort. I think there is a very good chance that we can, together, do something quite important and I know you share my desire too.

I look forward to working with you, and take this opportunity to send my warmest personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Eli N. Evans
President
Charles H. Revson Foundation
444 Madison Avenue
New York, New York 10022-6962

135C

MORTON L. MANDEL4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 1, 1988

Dear Isadore:

Thank you very much for your note, and please know that I would consider it a pleasure to visit with you in Boston. I do get to Boston once or twice a year, and will be in touch with you in advance of a future trip to see if we can find a mutually convenient time to talk.

In the meantime, I do hope we will see each other on December 13th at the next meeting of the Commission, if not before.

Best wishes for a wonderful and fulfilling holiday season and new year, and I send my best personal regards.

Sincerely,

MORTON L. MANDEL

Dr. Isadore Twersky
Harvard University
Center for Jewish Studies
6 Divinity Avenue
Cambridge, Massachusetts 02138

133C

11/22/88

revised
14/12/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Yat

Name	Assignment	Post-Commission Meeting Assignments	Comments
I. LAY LEADERS			
Ronald Appleby	AJN - *	saw in Toronto - 11/15	NOTE; ALL FOLLOW-UP CONTACTS SHOULD BE MADE ONLY BY THE PERSON ASSIGNED.
Mandell Berman	AJN - 1	saw in Detroit - 11/1	
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	
Lester Crown	SF - 1	definitely see before 12/13	
Stuart Eizenstat	AJN - 2	hopes to see in D.C. 11/28	
Irwin Field	AR - 2*	AR should try to see before 10/20	AJN to contact AR
Max Fisher	MLM - 1	MLM will see in FL	
David Hirschhorn	HLZ - 1	HLZ will see in NY on 10/19	
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	
Mark Lainer	JR/AJN-2	SF saw in Jerusalem - 11/1	
* Robert Loup	AH - 2	saw in Jerusalem - 10/19	
* Morton L. Mandel	AH		
Matthew Maryles	AJN - 2	saw in NY - 11/2	
* Florence Melton	AH - 1	SF spoke on phone - 10/19; AH will see before 12/13	
Donald Mintz	AR - 1	attended meeting at GA	
Lester Pollack	AR - 2	***no plans set at this time	
Charles Ratner	SF - 1	saw in Jerusalem - 10/19	
Harriet Rosenthal	AR - 2	AR reported on call - 8/15/88	
* Esther Leah Ritz	AH/AR-2	AH saw in Jerusalem - 10/20; AR spoke on phone - 11/10	
Lionel Schipper	AJN - *	saw in Toronto - 11/15	
Daniel Shapiro	AJN - 2	possible visit before 12/1	
Bennett Yanowitz	AJN - 1	saw in Cleveland - 11/10; attended meeting at GA	
John Colman	HLZ - 2	met in Cleveland - 11/9	
* Peggy Tishman	AH/AJN-1	saw in NY - 11/2	
Henry Koschitzky	JR - 2	call or see by 12/1	
Mona Ackerman - Fdn	AJN - 1	will see in NY - 11/28	
David Arnow	JR - 2*	definitely see by 12/1	
Maurice Corson - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Eli Evans - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Robert Miller - Fdn	HLZ - 1	AJN saw in New Orleans - 11/17	

* = needs special treatment; 1 = top priority; 2 = less critical to see now

11/22/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Assignments	Comments
II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	MLM/SF-1	SF will see in Dec.	
Norman Lamm	MLM/AH-1	AH spoke on phone - 10/17; will see in Dec. <i>saw</i>	
Ismar Schorsch	MLM/AH-1	AH spoke on phone - 10/187; will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF - 1	***no plans set at this time	
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF - 1	saw in Boston - 10/13	
V. JEWISH EDUCATORS (7)			
David Dubin	AR - 2	***no plans set at this time	
Jack Bieler	JR - 2	will see before 12/1	
Joshua Elkin	JR - 2	will see before 12/1	
Sara Lee	SF - 1	attended meeting in Boston - 10/14; phone conv. w/AJN	
Alvin Schiff	AJN - 1	saw in NY - 11/3	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
VI. RABBIS			
Haskel Lookstein	AJN - 1	saw in NY - 11/2	
Harold Schulweis	JR - 2*	AJN called	
Isaiah Zeldin	JR - 2*	will call	
VII. SR. POLICY ADVISORS			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			
Arthur Naparstek			

* = needs special treatment; 1 = top priority; 2 = less critical to see now

11/22/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rotman			
Carmi Schwartz			
Herman Stein			
Jonathan Woocher			
Henry Zucker			
VIII. STAFF			
Rachel Gubitz			
Joseph Riemer			
Virginia Levi			



Board of Jewish Education of Greater New York

426 West 58th Street / New York, NY 10019 / (212) 245-8200



DR. ALVIN I. SCHIFF
Executive Vice President

August 5, 1988

Arthur Naperstek
2452 Lamberton Avenue
Cleveland Heights, Ohio 44118

Dear Arthur:

I thought that the Monday meeting of the Commission was a good one. Most of the credit goes to your careful planning and orientation. As we say in our part of the woods, "Yishar Kochacha".

Much of the discussion actually revolved around givens and confirmed the fact that the challenges of Jewish education are rather clear. In this regard, the last two pages of "Jewish Education at the Crossroads", which I prepared for the Joint Program Jewish for Education, may be helpful. I'm enclosing a copy of this item for you.

The reason for this letter is just to elaborate on some of the remarks I made at the meeting. There are, to my mind, three major categories of challenge:

1. Personnel
2. Children and Families
3. Technology

1. Personnel

Regarding this challenge, I am enclosing some information about the "Year of the Jewish Educator" prepared by COJEO.

Questions re personnel which must be answered are:

What will attract personnel?
What will keep them?

129C

This includes consideration of the teachers' workplace. It refers to the various kinds of educational settings in which teachers work. In many instances, this suggests an upgrading of the school environment and informal programs. Upgrading the workplace carries with it the need to increase possibilities for professional advancement and for career opportunities as well as more meaningful professional experience.

Another question to be answered is:

What will make teachers productive?

In this case, appropriate training to deal with needs of children and families is a necessary response. Moreover, teachers need to be able to be models for their students. They must also be capable of fusing formal and informal education strategies in their work.

2. Families and Children

Reaching and teaching family members of school children and youth in informal educational settings is a major challenge. The need to develop family support systems for pupils is absolutely essential if Jewish education is to become more effective. This means a knowledgeable adult base for our Jewish child education. There is significant research to support this contention. The Jewish supplementary school study of BJE of Greater New York reinforces this point.

3. Technology

How to use technology for formal and informal educational settings is absolutely essential as we enter the 21st century. This means harnessing all kinds of available hardware and software for the purposes of Jewish education in the school, the center, the community and the home.

Essentially, as I noted in my remarks during the morning session, our efforts should be geared to three target populations;

- (1) schools and programs that are effective (example: Day Schools and Camps to which about 20% of the Jewish child population is exposed). These need to be strengthened.
- (2) ineffective schools and programs (example: Supplementary Schools through which approximately 55% of Jewish youth will "pass"). These instrumentalities must be radically changed.
- (3) "Unaffiliated" Jewish children and youth (about 25% of the Jewish child population). These need to be reached and taught effectively.

Developing the appropriate strategies for each target population is our major challenge. Here, providing qualified, creative personnel, adequate family support and effective use of technology, are essential.

With warm wishes, I remain,

Keep up the good work,

Hal Taw!

Sincerely,



Alvin I. Schiff

AIS:lz

cc: Morton Mandel



AUG 15 1988

RABBI HASKEL LOOKSTEIN
117-125 EAST 85th STREET
NEW YORK, N. Y. 10028

THE STUDY
HANOVER 7-1000

14/2C

August 8, 1988

Dr. Arthur Naparstek
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Dr. Naparstek:

I am writing in response to a telephone conversation which I had with Annette Hochstein before she left for Israel. We talked about some of the items that I had raised at the meeting of the Commissioners and also about some items which I did not raise. She suggested that it would be a good idea to write to you and make some specific suggestions reflecting my thinking. I shall try to do just that.

Before I proceed, let me put in writing what I tried to say orally about my very good feeling concerning the work of this Commission. In the first instance, just the possibility of working together with so many fine minds and so many committed people of varied religious outlooks is extremely inspiring. We all have many common goals, and to think that we can sit down and work on them together, despite our philosophic differences, is something which ought to be quite obvious but which, unfortunately, in our Jewish world, is not. Furthermore, the idea of having a chance to work with other people to change or influence the trends in American Jewish life that upset us, at least those trends which touch upon Jewish education, is also very exciting. In short, I am very grateful for the opportunity to serve.

I.

I am glad the document which summarized the interviews began with "The people who educate." There is nothing more important than that concern if we are going to improve - or even maintain - Jewish education in America today and tomorrow.

The question which I publicly aired at the meeting is not a frivolous one. Very few of us would not worry about a decision of our children to enter the field of Jewish education unless we had sufficient independent means to be able to support them outside

Dr. Arthur Naparstek

-2-

August 8, 1988

of their compensation in the field. That's not the way to build Jewish education in this country. We have to compete in some way with law, medicine, business, computer science, and other fields which draw our best minds away from the service of our people.

We start out with certain advantages. An idealist will find Jewish education to be extremely satisfying. The work year is considerably shorter than the normal work year in the market place. Even the hours are a little bit more reasonable, although those of us who move into administration find that it is a seven day a week - day and night - proposition. And yet, the calendar is much more civilized than that of a young lawyer, doctor or businessman.

The key issue, however, is compensation and professional standing. I have some ideas about professional standing but I would like to focus on compensation.

It seems scandalous that a young person who already has a bachelor degree, or perhaps a master's, and who, if he or she is on the Judaic studies side of Jewish education, also has a Judaic studies background, should have to start a career in teaching in a Day School at a salary less than \$25,000 a year. Different areas of the country may have other standards but, surely, in the major metropolitan centers that is not too much to expect for somebody who is going to devote himself or herself to the future of our children. Moreover, that salary has to rise significantly over, let us say, the first ten years in the field. Within ten years the teacher ought to be able to expect a salary in the range of \$50,000 to \$60,000 without becoming an administrator.

How can we do this? Perhaps the way to do it is by matching grants. Pick a figure which a school ought to be able to afford as a starting salary (\$18,000?) and say that we - whoever that "we" is - will provide half or three-quarters of the difference between that figure and \$25,000. Moreover, if the salary increase is \$3,500 a year (in ten years that means the salary will go to \$63,500) "we" will provide half of that salary increase.

I am not sure who "we" is. Perhaps it should be the Federation in a particular city. Perhaps it should be a consortium of foundations. Under any circumstances, however, it seems to me that we have to provide the funding for this kind of salary. Anything that is much less than that is not going to attract the best minds and talents to the field. Moreover, the worst thing is to have excellent teachers feel that in order to get ahead financially they have to become administrators. Frequently, the best teachers make poor administrators. But even if they turn out to be good, we have lost an excellent teacher in the classroom. If I had my way, I would much rather have excellent teachers in

-3-

every class than an outstanding principal. An outstanding principal with poor teachers will have a poor school. Outstanding teachers with a mediocre principal will still be a very good school; if not excellent, at least close to excellent.

Another important idea is in the fringe benefits area. Ramaz has a pension system whereby after three years in the school the faculty member pays four percent and Ramaz pays six percent. There is immediate vesting in the pension. The pension goes up a quarter of a percent per year for each partner, which means that in sixteen years the school is paying ten percent and the teacher eight percent. This represents a very fine pension if somebody stays in the field for about 25 to 30 years. If my memory serves me correctly, we receive about two percent from the Fund for Jewish Education here in New York to help us with that pension. We appreciate that help but, surely, it is quite minimal. For many other schools it means that they don't have good pensions. For us, it means that we are running a tuition in the high school of close to \$8,500 a year (this is directly attributable to the high salaries we are paying and the fringe benefits - pension and medical - which we have to fund ourselves). Since we are also a school which has a broad range of economic classes among our students, it means that we have to provide some form of scholarship for about 53 percent of our students. What we have, therefore, is a kind of graduated income tax whereby those who can afford to pay are paying very high tuition and others are paying less.

We are a better school because of the salaries and fringe benefits but we may be pricing ourselves out of the market. We need help from the outside. Other schools certainly do if we are to raise the quality of teachers who are attracted to Jewish education.

Among the fringe benefits, besides medical (which is going out of sight), dental (which we cannot even afford) and pension, there is the matter I raised at the meeting of providing free Jewish education for any teacher who is devoting himself or herself to Jewish education. In the school in which the teacher is teaching the education ought to be absolutely free. In another school we ought to be paying half the tuition. That's what colleges are doing to attract good people. Surely the Day School movement should not be doing less.

What I have sketchily outlined here is very expensive. I would like to add one further point, namely, that when I speak about teachers, I mean teachers who are in Judaic studies or in general studies (other schools call it secular studies). Both are giving our children a Jewish education and, therefore, both have to be treated exactly the same way.

-4-

If we do the things that I have suggested - and perhaps some other things which I haven't thought of - we will fill the teacher training schools with good people, we will have excellent people to go to the seminars and in-service programs and we will have people to whom we can give a higher status and empowerment and personal growth (I am quoting from item E in the interview reviews). If we don't do the basic financial work, however, everything else is going to be less productive. We simply will not have the people to train, to improve, to empower and to elevate. Recruitment of the right people to come into the field is the number one priority, it seems to me. Salaries and fringe benefits are the number one way to do the recruiting. Look at the legal profession and the business world for the models.

AMERICAN JEWISH ARCHIVES II.

In Roman Numeral III of the Review, there are some questions about the extent to which Day School education ought to be supported or supplementary schools ought to be encouraged. While I believe that it is important to strengthen supplementary schools because, in many cases, that's where the clients are, I would like to stress the fact that Day School education has been markedly successful. Among the Day Schools the importance of encouraging students to continue through their high school years cannot be over-emphasized. Moreover, while the impact on students is of course related to the kind of homes they come from, the statement that "students coming from homes that do not support the values and goals of these institutions" may perhaps not benefit so much from Day Schools. is not borne out by research. I have a study that was just done of Ramaz graduates over the past 50 years. While it is clear that the stronger the home the better the results of the education, it is also clear that even with so-called weaker homes there is a substantial impact of the education. I would be happy to make this study available to the Commission if you would like it. I might even suggest that you contact the person who ran the study, Dr. Nathalie Friedman, at 451 West End Avenue, New York City, 10024 (212 TR-3-2064) she has a good deal of information and insight which does not appear as yet in the actual published version of the study which is due to come out in about three months. She has a world of conclusions that might be very helpful to the Commission. Dr. Friedman is a chief sociological researcher at Columbia University and the acting chairman of the department of sociology at Barnard College.

III.

In speaking about informal education, I would like to make a concrete suggestion about camping. My own experience has been that I attended the Ramaz School through elementary school and high school and during my high school and college years I was a camper and then a counselor at Camp Massad, a Hebrew speaking camp which went out of business about five years ago after having had a tremendous impact on several thousand campers over the course of some forty years. That camp no longer exists and it has left a tremendous void in the centrist Orthodox community.

Massad was a Hebrew speaking camp, devoted to Jewish religion, culture and in, particular, Zionism. Hundreds of its alumni live in Israel. Many, many more are leading personalities in the field of Jewish education and communal leadership. Several of them were sitting around the table at the Commission meeting last week. It was a place in which Orthodox and non-Orthodox felt quite comfortable. I learned to get along with people who disagree with me because of my experience at that camp. I also developed a taste for Jewish leadership and the rabbinate in the camp, rather than in my school. For better or for worse, I probably am a rabbi today more because of Massad than because of Ramaz.

If there is a Foundation which wants to make a very significant contribution to Jewish education, the training of leaders, the development of a love for k'lal Yisrael and the land and people of Israel and to do it all in a Hebrew setting and in a camp which runs according to halakha but which is hospitable to people who are not fully observant, this is a camp which ought to be resurrected. It will not be easy, but I can tell you that there are people and institutions ready to help in this effort, notably Ramaz School and the Yeshiva of Flatbush here in New York. There are not enough opportunities for modern Orthodox young people to be able to go to an inspirational summer camp which is run by an organization as a non-profit entity rather than by private people who, fundamentally, have a profit motive in mind. I think that Dr. Alvin Schiff could shed a good deal of light on this.

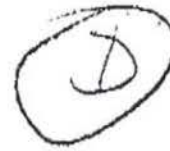
I hope that these remarks have been helpful. They probably have been a little bit more longwinded than necessary but rabbis in general, and this particular one specifically, have been accused of that deficiency before. I should of course be more than happy to discuss this with anybody at any time which is convenient.

Once again, thank you for giving me the opportunity to work together with so many wonderful people for such an important cause.

Very cordially yours,

Haskel Lookstein

HL:f



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

THE PRESIDENT

3101 CLIFTON AVENUE • CINCINNATI, OHIO 45220-2408
(513) 221-1875

August 23, 1988

Mr. Morton L. Mandel
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

Thank you for your gracious letter of August 10. Seymour gave me an update of what transpired when we spoke in Jerusalem and I am sorry to have missed a most interesting, informative and historic meeting. My obligations in Jerusalem were such that it was impossible to have torn myself away at that particular time. The entering classes were in their first days of orientation and I had already other programmatic and personal commitments set long in advance. I look forward, however, to being with you on Tuesday, December 13th.

I wish you and your family heartfelt good wishes for the New Year. May it be one of continued health, well being and success for all of you, but especially for this baby to which you have given birth.

Sincerely,

Alfred Gottschalk

AG/ns

"To learn and to teach"

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MIL



PREMIER INDUSTRIAL CORPORATION

4201 Clifton Avenue • Cleveland, Ohio 44103 • (216) 391-1000

EXECUTIVE OFFICES

August 30, 1988

Dear Fred:

It was very nice of you to write me on August 23rd, and also to send me a copy of your new book To Learn and To Teach. I shall look forward to reading it.

The Commission on Jewish Education in North America did have a good first meeting although we missed you. You will be receiving all the information between now and our next meeting, and I'm glad to note that you will be at the second meeting on December 13th. I look forward to seeing you at that time.

My hope (and dream) is that we're onto something that will prove to be important. I've talked to you about this a number of times in the past, and now I am hopeful that we can actually make something wonderful happen!

Warmest personal regards.

Sincerely,

MORTON L. MANDEL
Chairman of the Board

Dr. Alfred Gottschalk
President
Hebrew Union College
3101 Clifton Avenue
Cincinnati, Ohio 45220-2488

131C

HARVARD UNIVERSITY

CENTER
FOR JEWISH STUDIES6 DIVINITY AVENUE
CAMBRIDGE, MASSACHUSETTS 02138

Dear Mort,

I too enjoyed meeting you and hope that we shall have many occasions to meet. If your travels take you as far east as Boston, please let me know. It would be good to see you here and chat in a more leisurely manner about our shared concerns and aspirations.

Please accept my best wishes for a new year of good health, abundant joy and great achievement.

Sincerely yours,
Isadore T.

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AUG 24 1988

**CHARLES H. REVSON
FOUNDATION**

444 MADISON AVENUE
NEW YORK, N.Y. 10022-6962
(212) 935-3340

ADRIAN W. DeWIND
Chairman

ELI N. EVANS
President

HARRY MERESMAN
Secretary and Treasurer

SIMON H. RIFKIND
Honorary Chairman

August 16, 1988

Arthur J. Naparstek
Mandell Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Arthur,

I want to congratulate you on the success of the meeting and particularly the staff contribution to it. I think all of us learned a great deal about Jewish education, which I have found over the years to be mired in a number of myths. The staff work was enlightening. Like so many others I was struck with the success of the chemistry of the meeting, which is testimony to some adroit thinking about members as well as Mort's capacity to draw outstanding leaders to the meeting.

I received a number of requests from people regarding my writing on the subject of Jewish education and new technology. I was thinking that I might ask you to send a copy of my article on this subject to the members of the Commission. If that puts you in a difficult position, I would be happy to do so myself if you would have the staff send me their addresses. Whatever works for you.

With best wishes,

EE:df



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Secretary and Treasurer

August 16, 1988

SIMON H. RIFKIND
Honorary Chairman

Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

I always admire risk-taking in philanthropy and more than that, real leadership; they are both rare commodities these days. You convened a wonderful meeting and I want to congratulate you for taking the chance on launching it for an adroit choice of members. It was refreshing to watch the professionals and the lay leadership listening to each other and I think the cooperative spirit was a real tribute to you. I also want to congratulate the staff for pulling together materials and data so we could all talk to each other with the same set of facts.

I look forward to participating in the next meeting.

Best wishes,

Eh.

EE:df

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AUG 11 1988

DAVID HIRSCHHORN

BLAUSTEIN BUILDING
BALTIMORE, MD. 21201MAILING ADDRESS
POST OFFICE BOX 230
BALTIMORE, MD. 21203Mr. Morton L. Mandel
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, Ohio 44115

Dear Morton:

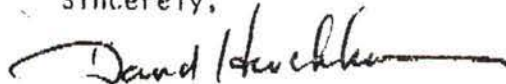
I am pleased to have been a participant in the first meeting of the Commission on Jewish Education in North America last Monday, and I am happy to have had the opportunity to meet you. My apologies for finding it necessary to leave the meeting before its conclusion due to an overlapping commitment. I shall look forward to receiving the Minutes of the meeting.

In addition to the major themes identified by Mr. Yanowitz in his summary, I would suggest that we consider adding to the Commission's Agenda, the subject of evaluation of programs in Jewish education. I recognize that this is a difficult problem. The Commission would be making an important contribution if the methodology for such evaluation could be developed. Many programs are being undertaken with unclear objectives as to what the program is intended to achieve. How are we to measure success or failure? In this connection, the suggestion made during the meeting that case studies of successful programs be circulated would represent a first step. Such case studies should include information determined.

As you are aware, large sums are already being expended for various forms of formal and informal Jewish education. For example, in Baltimore, almost half of the Associated budget for local services is directed toward programs of formal and informal Jewish education. I am sure more funds are needed, and presumably, one of the objectives of the Commission is to stimulate such additional funding. However, I am concerned that there will never be enough funding unless steps are taken to provide for greater accountability in the use of these funds.

I look forward to participating in the further deliberations of the Commission and I convey my best regards.

Sincerely,



DH:ez

cc: Mr. Arthur J. Naparstek, Director ✓

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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
Meeting of August 1, 1988

The Interview with Commission Members
A Selection

The Commission on Jewish Education in North America is composed of 44 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

1. The people who educate
2. The clients of education
3. The settings of education
4. The methods of education
5. The economics of education
6. The community: leadership and structures

I. The People Who Educate

- A. The shortage of appropriate, qualified people to educate children, youth and adults is the most important issue for our Commission to address.
- B. The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- C. There is a need to build the profession of Jewish education and to develop a greater sense of professionalism in the field.
- D. Increased salaries and fringe benefits are necessary. They will raise the status of education and facilitate the recruitment of qualified people.
- E. Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- F. It is necessary to undertake a concerted, well-planned effort to recruit personnel to the field.

G. The education of educators is a high priority. It evokes some interesting differences of opinion:

1. Viewpoint I - We should invest heavily in training institutions. The building of new and different programs should also be considered.
2. Viewpoint II - The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
3. Viewpoint III - The most practical approach is to build centers for thinking and research. Educational reform is most effective when it moves from the top down. Martin Buber's contribution to adult Jewish education in Germany, or John Dewey's contribution to education in America, demonstrate that profound ideas are the way to attract the people we need, are the fastest and most effective way to change the image of the field of Jewish education and to create a profession.

II. The Clients of Education

Many comments and suggestions concern the participants - young and old - who can or do partake of Jewish education:

Who are they?
What do they need?
What do they want?

A. Three points of view were expressed as to whom we should try to attract and serve:

1. We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
2. We must improve the quality of programs: outreach will resolve itself when the quality of Jewish education is improved. Good programs will attract larger numbers of students to Jewish education.
3. The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.

B. Our knowledge base about the clients of education is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Settings of Education

Issues were raised about the many forms of formal and informal education: Which forms justify the greatest investment? What is most in need of qualitative improvement? What has the greatest potential?

- A. Informal education offers great opportunities: the community center, the arts, Israel experience programs, summer camping, youth movements and youth groups are means for reaching many more clients than are currently involved and for impacting on the lives of those that are already participating.
- B. Ways should be found of combining forces between formal and informal settings to create new forms of education.
- C. A massive investment of energy, thought and resources should be made in day-school education. The day school offers the most nearly complete Jewish educational environment; the schools can and will grow if they are improved and properly marketed, and if tuition is within the reach of more parents.

On the other hand, the impact of day schools for students coming from homes that do not support the values and goals of these institutions is not clear.

The number of all day high schools should be increased. Enrollment drops dramatically, precisely at the time when the values of the young person are particularly open to influence.

- D. Differences of opinion were expressed about the supplementary school:
 - 1. Though the supplementary school serves the vast majority of our young people participating in formal Jewish education; it is not a successful educational enterprise and may not be salvageable.
 - 2. The supplementary school is where the clients are. Therefore, we must engage in serious efforts to improve it.
- E. The ideas, views, suggestions expressed span the age continuum from early childhood through adult education.
 - 1. Early Childhood Education and Day Care

This area has great potential. The proponents of formal and informal education join forces to argue that the large number of children and the enormous potential for educational impact converge to make this area worthy of serious attention. However, the personnel for early childhood education, their training and salaries represent a very serious challenge.

2. The Israel Experience

Educational experiences in Israel have a significant impact on young people. Some commissioners believe this to be true for loosely structured programs, summer touring, camping. Others believe structured programs at universities, yeshivot or for day schools are more effective. The issue of ensuring program quality and the question of subsidies were raised.

3. The College Campus and the University

Approximately eighty-five percent of all Jewish young people attend colleges and universities. Educational intervention on the campus is very important because this may be our last opportunity to educate. The academic climate that values universalism over particularism forces difficult dilemmas upon our young people.

4. Adult Education - Family Education

The family environment and the education of adults is of considerable importance, particularly if we want to succeed in the education of children. Though there are encouraging developments in this area, this form of education is still underdeveloped.

IV. The Methods of Education

Energy should be devoted to the various methods used in different forms of education. These include methods for the teaching of Hebrew, history and contemporary Jewish life. A serious effort should be made at curriculum reform that would emphasize the teaching of values, the attachment to the Jewish people and to Israel. We should invest systematically in the creative use of the media and computers for Jewish education.

V. The Economics of Education

- A. We have very sketchy data about present expenditures for Jewish education by the North American Jewish community.
- B. This area is important because the reform of education will cost money, whether it be for teacher salaries, the development of training institutions, or on-the-job training.
- C. The high cost of tuition, particularly for day schools, for the Israel experience, and for camping is a stumbling block to increased participation.

- D. Improved educational facilities are needed. For example, we need good, up-to-date laboratories in the sciences. We need facilities for computer education and for physical education.
- E. There is a need for venture capital to encourage new and creative ideas.

VI. The Community: Leadership and Structures

- A. The recruitment of a cadre of community leaders to the cause of Jewish education is viewed as a high priority. The community leaders are one of the key forces for change. They will have to be informed as to the realities and problems of Jewish education and assume the key positions where policy is determined.
- B. The structures that support and deliver the services of Jewish education must be strengthened to become more effective in implementing change and reform.
- C. The question was raised as to whether the current structures are appropriate. It was suggested that new structures, new mechanisms, consortia between existing institutions should be developed - for example, between the federations that can fund, the denominations that deliver services and the community centers.

