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January 26 1987

## SENIOR PERSONNEL FOR JEWISH EDUCATION

### A FRAMEWORK FOR NORMS

The Jewish Education Committee of the Jewish Agency has undertaken a project aimed at offering suggestions for dealing with the acute shortage of senior personnel for Jewish education in the world. Central to this endeavour is the need to create and develop the profession of Senior Jewish Educator.\*

The present paper outlines appropriate norms or standards for senior personnel. It defines what should exist -- in terms of types of positions, qualifications of the personnel, and some aspects of training.

It is an attempt at developing guidelines that will allow us to address the gap between what exists today (the situation as it is), and what policy-makers and experts agree should be in order to obtain a satisfactory level in this area. It is a basis for discussion and should be seen as detailing a situation that is both optimal and ultimately feasible.

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\* The issue of establishing and maintaining a profession, as well as the issues of retaining qualified personnel, will be dealt with elsewhere.

## POSITIONS, QUALIFICATIONS AND TRAINING

We will relate here to two aspects of norms:

1. Norms or standards for positions that do not exist but should be created, or when they exist are difficult to fill (e.g., there is a growing need for media specialists; for teacher-trainers; for adult-education specialists; for people who could head a Bible studies department in a large day-school; for education experts in informal centers such as community centers. How many such people are needed? What should their training be?)

2. Norms or standards for training qualifications for positions that exist and are filled (e.g., how many people serve as school principals; what training and experience must they have in order to do a good job).

For each of these aspects we will try to define the following dimensions of senior personnel:

- A. Types of senior positions needed (see definition of senior personnel, p. 4).
- B. Optimal qualifications for each type of position.
- C. Optimal training for each type of position.

\* \* \*

3. The total number of positions: We found through a survey of existing senior positions that there are approximately 4,000 senior Jewish Educators in the world. This number of senior positions is probably not far below what is needed to effectively service Jewish education. The problem then resides more with the qualifications of the people filling existing positions and with their effectiveness than with the total numbers.

#### A. TYPES OF SENIOR POSITIONS -- EXISTING AND NEEDED

The following definition of senior personnel has been developed and circulated amongst experts for comments (Table 1).

Most of these positions on Table 1 are existing and filled positions. However there is overwhelming consensus amongst experts and decision-makers that many are filled by people who are not qualified for the job. Therefore the shortage of senior personnel has to be accounted for in terms of the number of unfilled positions (of which there are few), in terms of the adequacy of the person filling the position, and in terms of new positions yet to be created. What then should the situation be in terms of needed positions and of qualifications?

#### NEEDED POSITIONS

Experts agree that the following senior positions need development (some exist but are difficult to fill for lack of adequate candidates).

1. Subject Matter Specialists (e.g., Bible, Hebrew, Jewish History, etc.); school specialists in methods and techniques (e.g., computers, didactics, curriculum implementation, special education, etc.).
2. Directors of Informal Jewish Education for community centers, camps, adult education, youth organizations, etc.
3. Specialists, Administrators, and Planners in formal and informal education (e.g., head of department of Family Education; head of a Teachers' Center; director of Department of Teacher Education).
4. Planners, social policy analysts and educational researchers for Research & Development Centers, National Organizations -- both formal and informal -- and Bureaus of Jewish Education: planners, social policy analysts and educational researchers (to design and evaluate educational programs).
5. Professors of Jewish Education -- for research, planning, expertise in teacher education; didactics of Jewish education; theories of Jewish education; as faculty members in institutions of higher learning.
6. specialist in In-Service training (For bureaus of Jewish Education, national organizations, large school networks, etc.).
7. Supervisors in formal and informal Jewish education. (Includes principals, assistant principals, heads of Judaic Studies departments and pure supervisors.)

All these positions either do not exist or there is a significant shortage of them.

## 2. QUALIFICATIONS

The minimum qualifications for all senior personnel in Jewish education must include:

### a. Graduate level training in Jewish studies.

Even where it is not the case, this must include fluency in Hebrew (comprehension, spoken and written). ("Hebrew must be the lingua franca of every Jewish educator, formal and informal".)

Qualifications in Jewish matters should include at least one area of high competence in a Jewish subject, the ability to handle traditional texts and more than an amateur's knowledge of contemporary Jewish life.

### b. Graduate level training in education with some educational specialization.

This should include at least one area of high competence (e.g., sociology, psychology, curriculum development, management, etc.). In addition, this should include people with knowledge in the theory and practice of modern communications; anthropology; community organization; and more.

In addition there are minimal requirements for specific positions:

a. Supervisor or head of system of schools:

- \* Previous headmaster or head of Jewish Studies (see below); no additional formal training or degrees; demonstrated success and promise in the field justifying the supervisory or leadership role.

- \* Organizational skills, interpretative and leadership ability.

- \* Experience with and potential for work with lay leaderships.

b. Headmaster or principal:

- \* B.A. level in Judaica or equivalent, (e.g. yeshiva training).

- \* M.A. level training in Education (or related area -- psychology, sociology, administration)

OR

- \* M.A. level training in Judaica and some theory of education in social sciences.

AND

- \* Work in the field -- i.e. some kind of experience or apprenticeship.

c. Head of Jewish Studies

\* Master's degree or equivalent in a field of Judaica; broad and general knowledge of other fields taught at the school; must be successful teacher and have developed a specialization in, for example, in-service education; curriculum; didactics of subjects taught at the school.

d. Institutes of Jewish Higher Learning and staff for R & D Center; and researchers.

\* Previously headmaster/head of Jewish Studies/Supervisor or head of system of schools.

OR

\* Scholars in Judaica, general education and possibly even social sciences and humanities to be "re-tooled".

\* Ph.D.; (with experience, and capability to produce required curriculum materials; research; scholarly articles.

\* Need to bring a "unique Jewish aspect" (e.g., philosopher of Jewish education would have to be grounded in Jewish sources; curriculum person would have to have at least the background and training of the head of a Jewish studies department).

### 3. TRAINING

Existing training opportunities for senior personnel in Jewish Education are few and cannot address a significant fraction of the need. There is a need to create centers of excellence to be involved in training and/or research and development, where needed.



Such centers will have to do the following:

a) Train candidates to be heads of Judaic Studies departments or principals/headmasters in these ways:

(i) Establish variations of the Jerusalem Fellows and Senior Educators programs both in Israel and in the Diaspora.

(ii) Elaborate on existing programs that are on or close to target.

(iii) Ask existing institutions to take on specific assignments in training.

(iv) Convince new institutions to tool up and compete for the assignment of training senior personnel for Jewish education.

(v) Ask an institution that currently does another kind of work (for example, The Rand Corporation; Harvard University; a yeshiva) to take a group of people and train them for a specific task or for enrichment.

(vi) Ask outstanding individuals (e.g., Gerson Cohen) to train one or two people (with no particular institutional framework).

(vii) Set up "Rhodes Scholars" in Jewish education.

b) In-service, transitional training (perhaps as long as one year; and/or 2 or 3 consecutive summers; and/or one semester in Israel and in the Diaspora; and/or a joint Israel-Diaspora program).

(i) Candidates who are developing and establishing experimental schools should be brought together.

(ii) Various groups should be convened to work on solving or beginning to solve educational problems. (Examples of such groups are Bureau heads, potential specialists, leadership of community center movement, etc.)

c) Ongoing work (for principals/headmasters, etc.)

(i) A system of constant retraining should be set up (as for medical specialists). Candidates should be able to develop some specialty in Jewish education, e.g., teaching of Bible, parent education, curriculum development, etc.

(ii) A given city or region could work toward developing a team based on the specialties of the various headmasters and department heads.

## CONCLUSION

This paper is a basis for discussion and should be seen as detailing some of the means by which this project will attain its goals.

A separate paper is being developed indicating what the transition would be between the existing situation of almost no training capability for senior personnel in the world, and the optimal situation described above.

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## TO:

NAME Seymour Fox & Annette Hechtstein  
 COMPANY Nativ Policy & Planning Consultants  
 STREET ADDRESS \_\_\_\_\_  
 CITY, STATE, ZIP Jerusalem, Israel  
 PHONE NUMBER \_\_\_\_\_

## FROM:

NAME V. LEVI  
 COMPANY PREMIER  
 DEPARTMENT \_\_\_\_\_  
 COST CENTER 090

TELETYPE NO. 8070015 PREMIER U.S.

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## MESSAGE:

Seymour and Annette -  
 Here are drafts of minutes of the Commission  
 and Senior Policy Advisors meetings. I would  
 appreciate any suggestions by July 3, as I will  
 try to get them out right after our 7/5 Steering  
 Committee meeting. Thanks, Ginny

Draft - 6/29/89

MINUTES: Senior Policy Advisors, Commission on Jewish Education  
in North America

DATE: June 15, 1989

DATE MINUTES ISSUED: XXXXXXXX

PRESENT: Morton L. Mandel, Chairman, David S. Ariel, Seymour Fox,  
Annette Hochstein, Stephen H. Hoffman, Arthur J.  
Naparstek, Joseph Reimer, Carmi Schwartz, Herman D.  
Stein, Jonathan Woocher, Henry L. Zucker, Virginia F.  
Levi (Sec'y)

COPY TO:

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I. Impressions of the June 14 Commission Meeting

Senior Policy Advisors were asked for their quick reactions to the Commission meeting of the previous day. There was general agreement that the meeting went very well and that the desired outcomes which were listed by Senior Policy Advisors on June 13 had been achieved. These include:

- A. Our approach to personnel and community should be better understood and supported, leading to a fuller development of the issues.
- B. Commissioners should feel more comfortable with the idea that by dealing with personnel and community we will impact their programmatic interests.
- C. We should raise the level of commissioner excitement toward prospects for Commission outcomes (stronger sense of ownership and involvement in decisions).

Draft - 6/29/89 - Page 2

- D. Commissioners should feel we are reflecting their views in the background materials.
- E. We should establish greater clarity on the role of funders.
- F. We should determine how commissioners feel about the concept of Community Action Site ("CAS").
- G. We should get reactions to the concept of change through doing, reviewing, revising, redoing.
- H. There should be a wide expression of ideas without a feeling that decisions must be reached at the meeting.
- I. There should be a critique of the papers which had been prepared and an understanding that they will be rewritten to reflect the ideas expressed at the meeting.

It was noted that a number of requests were made for specific action.

assignment Senior Policy Advisors were requested to list any such requests which they heard in their groups and submit them to VFL for follow up. In assignment addition, AH will see that assignments are pulled out of the tapes and assignment will get them to VFL for circulation among Senior Policy Advisors.

It was noted that expectations have indeed been raised, leaving an enormous challenge for the final report.

Draft - 6/29/89 - Page 3

It was noted further that, while the Community Action Site is seen as a logical way to demonstrate a means to change, we must continue to show how the Community Action Site fits into a broader vision. We need a sense of strategic direction rather than a series of isolated experiments. An outline for the final report will help to put the Community Action Site in context.

Questions were raised about the future role of the Commission and about how to involve those commissioners who were not present. It was also noted that we should now pull together data which we have and determine what we still need to know.

In identifying potential problems, it was suggested that we seek a way to encourage even better attendance at Commission meetings and that we identify those commissioners who wish to be more deeply involved and ask that they be involved in preparing reports in their areas of expertise. Commissioners so identified included Evans, Hiller, and Lipsot.

## 11. Next Steps

It was noted that we have endorsement for dealing with Personnel and Community, for the Community Action Site concept, and for the continuing mechanism. We now need a means of determining how to move toward implementation. One possible approach is to hold a seminar to discuss these issues. Another is that we should now commission papers on these key issues.

signment

Draft - 6/29/89 - Page 4

We were reminded that commissioners seem to have agreed to the Community Action Site as one means of learning through action and that we, therefore, should not expect to have determined all the answers prior to the completion of a final report. The report must, therefore, be a combination of statements of what we know and a list of questions which we hope to answer. The report should include concrete recommendations, an agenda for Community Action Sites, and a description of a means for implementation--a catalyst for change.

It was noted that we must now design the mechanism for implementation, develop a research plan which will result in Community Action Sites and a final report as road map, and establish a plan of action. This is one possible work plan toward preparation for the fourth meeting of the Commission. In addition, we must begin to develop ways to involve federations and must consider the role of the mechanism in strengthening the national bodies.

It was noted that there is an expectation that the Commission will complete its work by June, 1990. In order to accomplish that goal, it is necessary to begin now to prepare the components of a final report: state of the field, vision, statements on personnel and community, and an implementation plan. Another formulation of the final report proposes that it include a statement on where Jewish education is today, a report on action we propose at present, and a statement on what we still need to know about Jewish education and how we intend to arrive at answers--learning by doing.

Draft - 6/29/89 - Page 5

It was suggested that by the next meeting of the Commission, we should be prepared to present a set of tentative recommendations to which commissioners would be asked to react. In addition to the components of the final report already proposed, we might add a section on historical context.

We received a mandate from the Commission to establish Community Action Sites, to determine a mechanism for implementing this approach, to gather data on the current state of Jewish education, and to begin work on a final report. By the next meeting of the Commission we should be prepared to spell out a next step--the IJE--so that if commissioners agree to the concept, we might begin to put it in place following that meeting. We should also be prepared to present an outline for a final report and a research status report. One suggestion was that Fox and Hochstein concentrate now on working out the details of the IJE so that the proposal can be submitted for critical review at the next meeting of the Commission while Reimer begins work with a North American team on the papers for the final report.

Assignment

Assignment

Assignment

In preparation for commissioning papers for the final report, it was suggested that Senior Policy Advisors review the Reimer proposal distributed (but not discussed) at this meeting and that Reimer consult with all Senior Policy Advisors by mid July. In addition, Reimer will consult with a team of researchers to begin to explore available data, but will make no commitments regarding the commissioning of papers. During the week of July 15, Reimer will meet with Fox and Hochstein in Israel to review the concept of the final report and the suggestions of Senior Policy Advisors in detail and to finalize recommendations for papers and authors to be presented at a meeting of the Senior Policy Advisors to take place in New York on Thursday, August 10.



Draft - 6/29/89 - Page 6

Next Commission Meeting

Assignment      Fox will recommend a date for the fourth Commission meeting by July 1 (October 4 or a date in November).

At the next Commission meeting, it is proposed that we anticipate some Commission outcomes: the final report, Community Action Sites, a continuing mechanism, and research. We will be prepared to present statements on vision, best practices, personnel and community (and possibly history as context). We may wish to divide the Commission into small groups to focus on these issues. A presentation on Community Action Sites will describe their operation and the process of planning and evaluation through an implementation mechanism.

III. Other Commission Issues

A. The Denominations

Assignment      We have not yet resolved how to interact with the bodies which represent the denominations. It was agreed that MLM with Woocher and/or Rotman will meet with Lamm, Schorsch, and Gottschalk for their input on this issue.

Draft - 6/29/89 - Page 7

B. Funders

It has been proposed that the commissioners who represent foundations be convened. (Prior discussions suggested follow-up with federations, as well.) This was discussed and it was agreed that, while it may seem premature to some, it is a way of keeping this group involved and should be pursued.

C. Key Commissioners

It was suggested that, while we wish to involve all commissioners in the process, there are some whose involvement must be strongly encouraged. A group of commissioners was identified as critical to the process. A list of this group will be kept on file by VFL.

D. Next Meeting

The next meeting of the Senior Policy Advisors was tentatively scheduled to take place on Thursday, August 10, 10 a.m. to 4 p.m. at the offices of JWB in New York, subject to the availability of participants.

6/30/89 DRAFT

MINUTES  
 COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
 JUNE 14, 1989  
 AT HEBREW UNION COLLEGE  
 NEW YORK CITY  
 9:30 a.m. - 4:00 p.m.

Attendance

Commissioners:	Morton L. Mandel, Chairman, David Arnow, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Joshua Elkin, Eli Evans, Alfred Gottschalk, Arthur Green, Robert Hiller, David Hirschhorn, Carol Ingall, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Florence Melton, Donald Mintz, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz
Policy Advisors and Staff:	David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Carmi Schwartz, Herman Stein, Jonathan Woocher, Henry Zucker
Guests:	Norman Cohen, Felix Posen, Richard Scheuer, Paul Steinberg
Not Present:	Mona Ackerman, Ronald Appleby, Lester Crown, David Dubin, Stuart Eizenstat, Irwin Field, Max Fisher, Irving Greenberg, Joseph Grusa, <del>Lester Rosenfeld; Maurice Twersky; Harold Schulman;</del> Isaiah Zeldin

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I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:05 a.m. He welcomed the commissioners and introduced some guests: Richard Scheuer, Chairman of the Board of Hebrew Union College, Norman Cohen, Dean of the New York School of Hebrew Union College, Paul Steinberg, Vice President and Dean of the Faculty of Hebrew Union College, and Felix Posen, a leading business executive from England who is very active in the field of

Jewish education

Page 2

Mr. Mandel stressed the importance of commissioner input and indicated that the agenda for the day was designed to elicit their input. He explained that a presentation on background materials would be followed by the division of participants into three discussion groups. It was hoped that by the end of the day commissioners would have provided a sense of direction in advancing the goals of the Commission.

It was noted that the formal life of the Commission, in its present form, is scheduled to conclude by June 1990. At that point, we hope to have a report that would help to set the agenda for Jewish education in North America for the next ten years. In addition to such an agenda, it is expected that the Commission will have put some form of mechanism in place to help serve as a catalyst for action.

Mr. Mandel noted that at the December 13, 1988 meeting there was agreement that there are two preconditions for across-the-board improvement in Jewish education: (1) a systematic attack on the improvement of personnel and (2) the establishment of a community environment in which key community leaders are supportive and adequate funds are available for Jewish education. Action on these preconditions is necessary if we are to impact program. We are seeking ways to test new ideas--to seek and identify best practices. Our ultimate findings must lead to action. We want to cause change to occur in North American Jewish education.

In considering ways to impact Jewish education, we seek to strengthen the roles of continental bodies with an interest in Jewish education and to provide them with the means to accomplish their missions effectively. Most important, we must involve the foundation community and the federation movement more fully.

II. Presentation by Annette Hochstein and Seymour Fox, Consultants to the Commission

A. Overview

Ms. Hochstein elaborated on the background materials distributed prior to the meeting. She noted that two major questions had emerged from the December 13 Commission meeting:

- what*
1. Do we know ~~of anything that~~ can be done to bring about significant change? *are there important ideas?*
  2. Do we have strategies to implement change?

She noted that the first meeting of the Commission (August 1, 1988) resulted in a series of suggestions--ideas of programs which, if improved, could impact favorably on the future of Jewish education. At its second meeting, the Commission focused on personnel and community as preconditions for change with the understanding that a continued interest in the identified programmatic options is *important* critical. The purpose of today's third Commission meeting is to establish strategies for impacting on the identified preconditions.

Page 4

It was noted that there is a range of possible strategies for action. Some ideas could be interpreted as expanding upon current best practice while others would be to implement new ideas. The Commission might proceed in any of the following ways:

1. Establish a comprehensive development plan.
2. Focus on selected elements of the preconditions.
3. Establish demonstration projects.
4. Some combination of the above, implemented in a single geographic area.

Ms. Hochstein identified ~~three criteria for change:~~ *some of the characteristics for any necessary strategy :*

1. Comprehensiveness

- a. Personnel has four components: recruitment, training, profession building, and retention. The criterion of comprehensiveness assumes that the four should be dealt with simultaneously. It is assumed that improvements in personnel would favorably impact on programs.
- b. Personnel and community are interrelated and must be addressed simultaneously. Community comprises leadership, structure, *governing* ~~finance~~, and climate. The conditions for creating and maintaining good personnel must be created by the community and serious leaders will be attracted to Jewish education if strong personnel is available.

## 2. Across-the-Board Impact

The impact on personnel and community must take place across-the-board. This requires <sup>(creating)</sup> the means for the diffusion of innovation and change and a sustained effort carried out over a significant period of time.

## 3. Concreteness - Learning by Doing

We seek concrete results. It is proposed to try out real programs, learn by experience, make revisions and try again.

Because most Jewish education occurs at the local level, it is suggested that any effort must have a significant local component. At the same time, certain aspects including training and funding require a continental or international approach. Therefore, our efforts must be a balance of the two.

## B. Recommendations for Action

It is suggested that the Commission adopt an approach to allow for demonstration. Community Action Sites are proposed--where ideas and programs that have succeeded (best practices) as well as new approaches could be undertaken in such a way as to be visible and to allow for the translation of visions into best practice.

*For important ideas to be demonstrated*

*developed by others*



Page 6

Professor Fox described what might happen in a Community Action Site. He noted that in education a vision or idea becomes operative when it is implemented. In order to set implementation

in motion, he proposes to work with local communities.

*Among the possibilities that could be considered for Community Action Site is that an entire community might decide to become a site where personnel and community could be approached comprehensively.*

A city might emerge as a Community Action Site in the following

way: A local federation would convene the community players who would determine what must be done to help existing programs rise to their potential. If exciting ideas are offered, an effort would be made centrally to find funding. A major challenge would be to recruit and retain the personnel required to implement the plan.

It was noted that the establishment of a Community Action Site should improve the chances of recruiting quality personnel because of the visibility of the project. Staff would be empowered to set policy and to innovate--a fact which might attract people from other fields. The pool of personnel might be supplemented by paraprofessionals--people with other career goals who might be willing to work within the field of Jewish education for a limited period of time. It is anticipated that national and regional training institutions would train personnel for Community Action Sites while, at the same time, developing a training program for the question of what works in Jewish education.



### III. Discussion Groups

At the conclusion of the presentation of the progress report, commissioners met in discussion groups. Each participant was given a discussion guide to serve as a basis for discussion. At the conclusion of the discussion period, each group reported on the main points of discussion and agreement or divergence.

#### A. Group A - Charles R. Bronfman. Chair: Bennett Yanowitz. Co-Chair

Mr. Yanowitz reported that this group supports the concept of the Community Action Site. The group noted that the development of personnel and the means to building a profession are dependent upon the availability of quality training and of career ladders for professionals.

The group noted that there are models for Community Action Sites. Many communities have had successes, but these have been isolated and seldom reported in a way that these successes might be replicated. It was suggested that successful efforts be studied and publicized--it is not necessary to start from scratch.

It was suggested that we should define community, not as a

city, a group of organizations, or some other subset of the

continent. In order to successfully build community, lay leaders

must be included and should be involved as early as possible in the

Page 8

process. Further, existing institutions within the denominational communities play a vital role in Jewish education and should be tapped. In addition, there should be a mechanism for reporting outcomes to other communities.

members of the group felt that we need a such base to support action. It is important to know what is currently working in Jewish education. The climate in the Jewish community is right for change in Jewish education; there is an openness to trying new approaches. Data will be important to support these efforts. While supportive of research, some members of the group felt that we cannot afford the time to conduct research before beginning to act. We must move to implementation as quickly as possible. Both the gathering of data and a process of evaluation based on high standards will be important components of the Community Action Site concept.

In discussing how to move from Commission to implementation, this group noted that the Commission itself is special and should be built upon. The Commission should oversee the ultimate outcome of its recommendations in some manner. The outcome should be more than a program of Community Action Sites to guide the field of Jewish education toward innovative programs. We should consider how national and local agencies can work together to accomplish these goals. Use of existing resources is important.

The group endorsed the four elements identified as critical to personnel (recruitment, training, profession building and retention) and suggested adding curriculum as a fifth element. Building the profession by raising the esteem of professionals and their programs was emphasized.

The group suggested that there are two tasks to be accomplished before the next meeting of the Commission: 1) to begin to prepare a rolling outline of the Commission's report, and 2) to develop detailed statements defining the Community Action Site concept and the means of implementation.

B. Group B - Esther Leah Ritz, Chair; Donald R. Mintz, Co-Chair

Ms. Ritz reported that this group agreed to the concept of the Community Action Site as a starting point to test programs that could be replicated elsewhere. The group proposed a means of inviting communities to become Community Action Sites. Criteria would include a willingness to look at new ideas, a comprehensive view of community, the involvement of coalition building within the community, a willingness to accept monitoring and evaluation, a willingness to provide some funds, and the support of local lay leadership. Community Action Sites should be established in a variety of communities of varying sizes and levels of sophistication. A means of training lay leadership at all levels for formal education should be a component of the Community Action

Page 10

The group suggested that the Commission design a continuing body to create a network among participating communities and between them and all other interested communities. This entity would be responsible for the collection and dissemination of information and for creating a linkage between local efforts and national agencies, including JWB, JESNA, CJP, training institutions, congregational and rabbinic bodies, voluntary organizations, and others.

It was noted that there is a need for substantial financing to support Community Action Sites. The Commission should make clear its goals for Community Action Sites and should take responsibility for selecting the sites without encouraging communities to present unrealistic proposals. The major rabbinic seminaries should be offered matching grants to train teachers who would commit themselves to Jewish education for a period of service in exchange for that training.

The group reported two areas of disagreement: 1) whether the emphasis of the Community Action Site should be on innovative development of new programs or on programs in place and in need of support and, 2) whether the focus should be on denominational approaches, on non-denominational approaches, or on those which are cross-denominational or inter-denominational.

Page 11

C. Group C - David Hirschhorn, Chair; Mandell L. Berman, Co-Chair

Mr. Hirschhorn reported agreement on the necessity for research on community needs. The group warned against spreading funding too thin. It suggested an emphasis on the importance of family education. There was general agreement with the concept of the Community Action Site, but the group questioned how it might most effectively be accomplished. It suggested the need for a new community alignment to bring about change. The group raised questions about the role of the denominations in this effort as well as the issue of community accountability versus community autonomy.

It was suggested that training, recruitment, and benefits might best be handled at the national level. It is important that the people training educators themselves be well qualified. It was suggested that JCC leaders be better trained in Judaic content.

The group also noted the need for an effective process of evaluation in assessing how money is being spent in support of Jewish education initiatives.

Some members of the group warned against building "another bureaucracy." It was also noted that the group discussed the advantages and disadvantages of ambitious undertakings with great potential for success or failure, versus more modest approaches to

Heel  
causing  
type

#### D. General Discussion

##### 1. Recruitment

It was suggested that a national recruitment program be developed for high school and college students. Through this program, students would be recruited and funded to spend three months studying advanced Jewish education in Israel with a resulting degree as "junior teacher." This work would be for college credit and participants would be required to teach for one year following their return.

*such a program*

##### 2. Final Report

It was suggested that the final report of the Commission should reflect the quality of the Commission itself. It should provide a high level of information, ideas and aspirations that can have an impact on Jewish education for many years to come. ~~It should seek to find national solutions to local problems.~~ The report should include a vision of what Jewish education might be in the future. One commissioner suggested disseminating the report, in part, through the media. Another noted that the use of the media is complex and requires experts and cautioned moderation in the use of the media.

Page 13

It was suggested that the Commission has an opportunity to (a) serve as a catalyst for positive movement in definitive areas, (b) suggest ways to implement, identify resources, and help to develop those resources, (c) develop a mechanism which can ultimately impact upon the diverse elements within local communities to affect the status, stature, and funding of Jewish education and, (d) create coalitions within the community, and between the community and enhanced national bodies, involving all aspects of the Jewish community in steps forward.

It was suggested that the contents of the final report will depend on the audience for which it is prepared. If for a broad audience, it will be necessary to provide substantially more background information than if it is aimed at an audience already familiar with Jewish education. In any case, it should include a section on the state of the field of Jewish education today, a vision of the field for the future, and a strategy for accomplishing that vision.

### 3. Financing

It was suggested that funders and federations be followed up to address matters of funding. It was also suggested that an effort be made to list efforts currently being funded in the

Page 14

area of Jewish education. The Commission might conduct a survey of what foundations are currently doing to fund Jewish education programs. A general overview of the current and future funding patterns might be useful.

4. Denominations

A commissioner suggested that the matter of involvement of denominations is not an issue because personnel and community are not ideological matters. Improvements in these enabling areas will prove helpful across-the-board.

5. The Catalyst

It was suggested that federations serve an important role as the local catalyst for change in Jewish education. Among their roles would be to train new leaders in Jewish education on a regular basis.

It was suggested that we capitalize through national visibility on the existence of the Commission to serve as a catalyst on the local level. It is important to maintain both a national initiative and local implementation.



6. Research

It was noted that the gathering of data on the current state of Jewish education and on approaches which are showing success in the field is important to any future implementation approach.

Finally, we are advised to "think tachlitically."

IV. Concluding Comments

The chairman thanked commissioners for their involvement in the day's proceedings and noted that Commission staff will take the recommendations submitted at this meeting and begin to develop a plan for the Commission's report and for its next steps.

V. D'Var Torah

The meeting concluded with an inspirational D'Var Torah delivered by Dr. Alfred Gottschalk, President of Hebrew Union College.

Mr. Mandel adjourned the meeting at 4:00 p.m.

**Schaffzin&Schaffzin**  
37 Overbrook Parkway  
Overbrook Hills, PA 19151  
215/642-8389  
**FAX: 215-642-8070**

COUNTRY CODE 972  
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FAX NUMBER 69-99-51  
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PAGES TRANSMITTED:

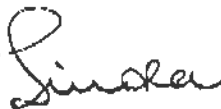
## NOTES

6/28

Annette:

Today we sent with a friend a package of material that complements the attached proposal: samples of newsletters and other printed work that we produced this past year.

Please let us know if we can pursue this further.



## PROPOSAL

At the recent meeting of the North American Fellows in New York, a report was presented on the work of the Commission. The discussion that ensued was lively and enthusiastic; the information shared with us created that enthusiasm. There was a feeling of hopefulness and a "where do we sign up" tone.

One Fellow, however, had been at other meetings of professionals where the reports were met with what appeared to be disinterest or resentment. That raised the question of public relations for the Commission.

Public relations, a forceful tool in marketing and fundraising, can take many directions. Often in the Jewish world it takes the form of the publicity shot and the press release to the Jewish press, usually used to illustrate the honor afforded fundraisers and, by implication, urging others to lend support. There is, however, a different tool which we feel would be more effective for the Commission, and that is a Commission Newsletter.

In order to effect real change in the world of Jewish education, the Commission may need the support, and perhaps even help, of various constituencies in that world. One way to gain that support is to make them feel invested in the process. Not every professional or lay leader can be a working member of the Commission, nor can they all be consulted. However, through a newsletter they can be informed, and through that sharing of information be brought into the enterprise on different levels. The goal then is to enlist the reader's cooperation, or minimally prevent his opposition, by creating a constituency of the informed, co-opting through a sharing of information.

A Commission newsletter is the best tool to accomplish this. Carefully crafted, tone and content controlled, it can be directed to the high level audience you need to reach as opposed to press releases dispersed to the world-at-large. Newsletters also leave little to chance and can be timely, as opposed to presentations at meetings which depend on available personnel and the chemistry of the presentation.

We would suggest a newsletter that is clean in its design, well-written and of high production standards. This will communicate the serious nature of your work; it also communicates the Commission's dedication to quality.

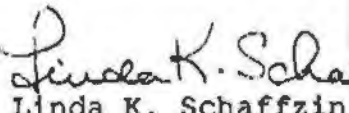
The specifics -- how often it is published, to whom it is sent, who writes it, and what is included are, of course, up to the Commission.


Based on our experiences, we would just make the following suggestions for content:

- a) An update on process.
- b) A feature on one or two commissioners each time (this is the only place where I would suggest using a photo of the Commissioners).
- c) Some background on an issue or decision of the Commission -- e.g., some of the factors that went into the decision to focus on personnel.
- d) A column that describes the next step.
- e) No letters, no excessive praise, no publicity shots -- your work should speak for itself and the praise should be implicit. "We are serious people who need serious people like you, our reader to support us in the community."

We are most interested in working with you in creating such a newsletter and would be glad to bid on any or all aspects of it. We can write copy from your suggestions or edit your copy, design, print and mail.

If you feel this suggestion holds potential for the Commission, we would be happy to develop a more detailed proposal including in-depth content and costs. Thank you for your consideration.

  
Linda K. Schaffzin  
Executive Editor



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

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Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
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Robert E. Loup  
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Annette Hochstein  
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Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia F. Levi  
Joseph Reimer

Jerusalem, June 26, 1989

**A consultation on data and research for**

**The Commission on Jewish Education in North America**

Participants: Hanan Alexander; Isa Aron; Jack Bieler; Aryeh Davidson; Seymour Fox; Annette Hochstein; Alan Hoffmann; Jonathan Woocher; *Joseph Lubinsky*

A G E N D A

1. Background: the Commission's work to date.
2. Next steps and anticipated products.
3. Research and data needs such as:
  - a. The State of the Field
  - b. Personnel in Jewish Education
  - c. The Community: an Institutional Analysis
  - d. Finances - economics
  - e. The Connection between Jewish Education and Jewish Continuity
4. What is the state of knowledge on these topics
5. What needs to be addressed. Of this:
  - a. what is feasible within the life-span of the Commission and towards its final report.
  - b. what should be done in a longer term research program.

F A C S I M I L E   T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL  
Fax: 972-2-699-951

To: Henry L. Zucker

From: Seymour Fox

Date: June 23, 1989

Pages: 1

-----  
Dear Hank,

Though we just returned we started to work immediately and will be in touch with you by the end of next week.

We recognize the importance of moving ahead with the outline of the final report and will include our suggestions on this within the next 10 days.

We flew back with Dan Shapiro who was flying to Israel for his mother's funeral. Had a good conversation with him about the Commission. Brian Lurie was on the plane and he reported on positive developments with the Korette Foundation.

Best Regards,

Sincerely,

P.S. Should the Cummings Foundation be brought on board?

\*\* TOTAL PAGE 01 \*\*

**REQUEST FOR TELEX/MAILGRAM/FAX**  
72343 (REV. 2/88) PRINTED IN U.S.A.

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

<b>TO:</b> NAME <u>Seymour Fox</u> COMPANY <u>ALATU Office &amp; Personnel Consultant</u> STREET ADDRESS _____ CITY, STATE, ZIP <u>Jerusalem, Israel</u> PHONE NUMBER _____		<b>FROM:</b> NAME <u>VIRGINIA LEVI</u> COMPANY <u>PREMIER</u> DEPARTMENT _____ COST CENTER <u>090</u>	
<b>TELEX NO.:</b> 6873015 PREMI LW		<b>FAX NO.:</b> 21509105ET	
<b>MESSAGE:</b> 1. Please call Haritz Lerner (m.w.) between 7:00 & 11:00 a.m., our time, to discuss commission follow-up.  2. In our rush to get Melia Travel paid for your May travel, it appears that Federation paid the 4/30/89 bill of \$2027.80 twice. They are anxious to correct this and wonder if the bill for your June travel is ready and what that amount will be. Please have someone on your staff check as soon as possible and either call or fax me an answer.  <p align="right">Thanks + regards to AH. <i>Sinny</i></p>			

F A C S I M I L E   T R A N S M I S S I O N

FAX SENT  
DATE: 23/6

NATIV CONSULTANTS - JERUSALEM, ISRAEL  
Fax: 972-2-699-951

To: Henry L. Zucker

From: Seymour Fox

Date: June 23, 1989

Pages: 1

-----  
Dear Hank,

Though we just returned we started to work immediately and will be in touch with you by the end of next week.

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Best Regards,

Sincerely,



P.S. Should the Cummings Foundation be brought on board?



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DATE REQUESTED

6/23/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 3 699951NO. OF PGS.  
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

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TO:

NAME SEYMOUR FOX

COMPANY NATI

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME

COMPANY

DEPARTMENT

COST CENTER

HENRY ZILKER

PREMIER

090

TELEX NO.: 6673015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Regarding Cummings Foundation and Koret Foundation.

We need a full discussion soon on follow up with foundations and federations.

Look forward to your input on final report.

Warm regards,

Hank

\*\* TOTAL PAGE.01 \*\*

Brandeis University  
Waltham, Massachusetts 02254  
Tel: (617) 736-4720  
Fax: (617) 736-4724

## TELEFACSIMILE COVER SHEET

Date: 6/22/89

Please deliver the following pages to:

Name: Annette Hochstein

Address: Nativ, 10 Yehoshafat St  
Jerusalem, Israel

Fax: 011-972-2-699951

Tel: 011-972-2-662296

From: Joseph Reimer (Lawn 106)

Tel: - X2996

Comments: change to 4-45171  
446-300

Number of pages, including this sheet 6

TO: Seymour Fox and Annette Hochstein  
FROM: Joe Reimer  
RE: Plans for the summer's work

The purpose of this fax is to share more fully with you my thoughts on where we stand now as a team and my role in that team. I of course will welcome your reactions.

You already know that I had expected the proposal I prepared for last Thursday's meeting (6/15) to be discussed and acted upon by the group. Those follow-up meetings tend to be difficult, and Art's leaving may have made it more so. Yet I see a pattern emerging in terms of my role which, if accurate, is disturbing. This pattern was not immediately apparent and as over the weekend I began to discern it, I decided to surface it in this memo to you. It is not the kind of thinking I can share over the phone.

This proposal was my fourth attempt this year to articulate ideas about possible directions the Commission might take. I wrote two letters on the role of the congregations and their schools in Jewish education, one proposal in December on studying career development among Jewish educators and this one (revised several times) on a team to write background papers for the final report. None has received much attention or comment. Certainly none has influenced direction. I thought this last one had backing in the inner group; yet it never got to the floor to be discussed and critiqued.

-2-

What have I been able to contribute substantively to the Commission? I did some of the research and writing for the options paper and I reacted to your ideas in formulating the IJE. That is something, but it is hardly a satisfying role. In both cases the format and originality came from you and I filled in some of the content.

The history here is a bit complex. When I was ~~main~~invited first by Seymour to work on this yet-to-be created Commission, my role was not defined. But Seymour and I were talking about a limited role - one day a week. It was Art who ~~main~~invited me for a broader role, and he did so on the basis of my taking the lead on writing and editing the papers for the final report. That agreement led eventually to my latest proposal.

You may never have bought into Art's vision of the final report and my role in it, but I did. His vision shaped my understanding of my role and concretely my plans for this summer's work. This understanding is reflected in the proposal I prepared.

When I look at my limited role until now and consider the fate of my proposal, I realize it is time to speak up on my own behalf. I have no training in social policy, but I do have a set of expertise, some experience in the field and the confidence of some of the Commission that I can contribute substantively to writing the final report. But how to do so?

*July*

-3-

I append to this letter a note on the final report and an initial work plan for my summer. They can start off our conversation. The more I think about the proposed trip to Jerusalem, the less sense it makes to me. In March when Art and I came, you were well into your thinking about the IJE and it was important to get us on board; which you did. Now you will be beginning your plans for setting up a research agenda upon which to base further writing and implementation. That agenda will inevitably flow from a social policy perspective and will direct inquiry into a set of questions about the field which will be very important. But that is not my agenda. / P.D.

As you will see in the appended note, there is more than one notion of how to proceed to a final report. Of equal importance, I am proposing that I set an agenda for a parallel inquiry into the state of the field - based on qualitative research methodology which will offer a complementary view to that of a quantitative, social policy perspective. 2

I propose alternative to my interrupting my summer with a trip to Israel - that I put my energy and contracted time this summer into developing this "inside view" of the state of the field. As we each move further down the road in our respective inquiries, we will prepare proposals for one another and for the policy advisors so that the directions undertaken can be thoughtfully reviewed when we meet on August 10th.

- 4 -

I also propose that I ask the team of which we spoke (Isa Aaron, Hannan Alexander, Susan Shevitz and Barry Holtz) to work in conjunction with me and in communication with you to prepare proposals for papers to be reviewed in August. In their cases I'd hope we could find a proper balance between their working within a given research agenda and being able to contribute to the Commission process from their own perspectives. (P.S. Isa and Hannan left for Israel before I could speak to them today).

I can most easily be reached on the phone next week at Brandeis (617-  
~~736-2996~~  
~~736-6499~~) Monday - Friday between 10 a.m. and 3 p.m. - Eastern time.

- 5 -

ON THE FINAL REPORT

At the meeting last Thursday (6/15) I thought I heard two divergent views of how to proceed towards writing a final report. Roughly, the first is a Cleveland view and the second a Jerusalem view. I am trying to articulate these views as a basis for future conversation among the policy advisors.

1. Cleveland:

The final report represents the Commissions's best shot at articulating its collective view of the state of the field, the problems to be tackled, the directions to be taken. While accuracy is essential, it is within the limits of existing knowledge - all limitations freely acknowledged. The diagnosis and prescription is based on best available opinion; the report is not in itself a research document or a contribution to our substantive knowledge. It's authority is its logic and its pervasiveness.

2. Jerusalem:

The final report represents an opportunity to begin the research agenda which this field needs so badly. Its strength will lie not in repeating existing opinion, but in breaking beyond that to getting information on the basic features of the field so we can draw a more accurate picture, suggest a more defensible diagnosis and prescribe on the basis ~~for~~ reliable, valid data.

of

- 6 -

A (ROUGH) PLAN FOR CONSTRUCTING A STATE OF THE FIELD

1. As I've argued previously, the single most essential institution to Jewish education in N.A. is the local synagogue. ~~It represents~~ the most frequent gateway for the family, the largest provider of services and employer of educators. The state of the field depends on the health of the synagogue.

2. While we have histories of synagogues and in-depth views of the supplementary school, we lack a view of the synagogue or congregation as a context for Jewish education. An in-depth study might address these questions:

1. How is educational policy set within the congregation?
2. How does the lay leadership function to set and carry out the policy?
3. How does the rabbi or cantor contribute to setting and carrying ~~carry~~ out the policy?
4. What does it take for a more expanded view of the role of education to take hold in the congregation?
5. How do the lay leaders and clergy view the role of the educators? How do the educators fit into the life of the congregation?
6. How do parents select a congregation and school and then make their way within the congregation?
7. What does accountability mean in synagogue life?
8. How do different synagogues interact with other educational institutions such as the bureau, Federation, JCC, camps, youth groups, etc? What sets the terms of that interaction?
9. When a day school or another active educational agency enters the community, what determines how synagogues will react and relate to their presence?

3. These kinds of questions can be studied in-depth by focusing on several synagogues within one community. While case studies are never fully representative, the in-depth view they offer - when guided by a set of defined research questions - give one a picture against which other case studies can be compared until a more composite picture begins to emerge.

4. I propose that I begin this kind of in-depth study this summer in the Boston area. Let me get started with 3 or 4 synagogues, generate data, hypotheses, etc. and then get reactions.

5. What would I be working towards? A picture which in one corner of the world could begin to explain - from this "inside perspective" - what the basic problems are that face communities doing Jewish education. It is a micro view - needing a complementary macro view - but I believe it can be a powerful piece of the larger Commission picture of the field.



Annette

A minor note: In your presentation, you open with referring to the "Impact upon children and families." I recommend ~~etc~~ including "adolescents, college students and adults." Since some commissioners have these groups in mind, they should be validated.

Above all, great work!!

David



**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

---

**BACKGROUND MATERIALS  
FOR THE MEETING OF  
JUNE 14, 1989**

**Convened by the Mandel Associated Foundations,  
JWB and JESNA in collaboration with CJF**

June 1, 1989

## EXECUTIVE SUMMARY

1. At its meeting on December 13, 1988 the Commission decided to focus its work initially on two options.

- To deal with the shortage of qualified personnel for Jewish education; and
- To deal with the community—its structures, leadership and funding as major agents for change.

2. There was consensus to deal with personnel and the community because it was recognized that they are enabling options, pre-conditions for effecting all of the programmatic options, thereby likely to improve Jewish education in all areas. Some commissioners reminded us that agreement that these areas are in need of improvement has existed for a long time, but expressed concern as to whether ways can be found to significantly improve them.

3. Since the meeting on December 13th, the commissioners have been consulted and two key questions have emerged:

A. Do we know *what* should be done in the areas of personnel and the community?

**Are there ideas?**

B. Do we know *how* it should be done?

**Are there strategies for implementation?**

4. Throughout the consultations, ideas were proposed by commissioners and other experts, programs were brought to our attention by practitioners in the field, and we were informed of current trends and developments in the areas of both personnel and community.

### 5. The Community:

We learned that key lay leaders of the community are taking a new interest in Jewish education; that eleven commissions on Jewish education/Jewish continuity, coordinated by CJF, have been established in communities; that private foundations interested in Jewish education are growing in number and size, and more.

## 6. Personnel:

Our assumption that in dealing with personnel the approach would have to be comprehensive, that **recruitment, training, retention and profession-building** would have to be addressed simultaneously, was reinforced. There are many interesting and promising ideas in each of these areas. Some of these ideas have been tried and are considered successful; others have been formulated and seem convincing. However, we were also made aware of the paucity of data and the absence of planned, systematic efforts.

7. We learned that the **personnel and community options are inter-related** and that any strategy must involve them both. If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. An infusion of dedicated and qualified personnel into the field will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families.

8. This task—bringing about change in the areas of personnel and community—is vast and complex and will be difficult to address at once and across-the-board throughout North America. Because much of education takes place on the local level, and because we recognize the importance of the local community playing a major role in initiating ideas and being leading partners in their implementation, **it is suggested that the Commission consider establishing a program to develop community action sites.**

9. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented. If successful, other communities might be inspired to apply the lessons learned in community action sites to their own communities.

10. Working on the local scene will require the involvement and assistance of national institutions and organizations. Local efforts will not reach their full potential without the broad and sustained contribution of experts on the national level. **A community action site requires both local initiative and involvement, and national expertise.**

11. As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to wide-spread change? Who will be the broker between the national resources and the institutions' and individuals in the communities where projects are undertaken? How can one bring the best practice of Jewish education in the world to bear on specific programs? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14, 1989.

## TABLE OF CONTENTS

	Page #
<b>Executive Summary</b>	i
<b>Table of Contents</b>	iii
<b>Work in Progress: From the Second to the Third Meeting of the Commission</b>	
I. Background	1
II. The Challenge: Ideas and Strategies	1
III. What Should Be Done?	2
IV. Interim Summary	6
V. Bringing About Change	6
<b>Appendix 1:</b>	
“Community Organization for Jewish Education in North America: Leadership, Finance and Structure,” Henry L. Zucker	
<b>Appendix 2:</b>	
“Federation-led Community Planning for Jewish Education, Identity and Continuity,” Joel Fox	

June 1, 1989

## WORK IN PROGRESS:

### FROM THE SECOND TO THE THIRD MEETING OF THE COMMISSION

#### I. Background

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education/Jewish continuity in North America.

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered—any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. The Commission decided to focus its work *initially* on two of the enabling options:

1. To deal with the shortage of qualified personnel for Jewish education; and
2. To deal with the community—its leadership, structures and funding, as major agents for change.

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, day schools, supplementary schools, informal education, the media, Israel Experience programs, programs for college students).

#### II. The Challenge: Ideas and Strategies

The consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. These commissioners reminded us that agreement that these areas are in need of improvement has existed for a long time among educators and community leaders. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant improvement has not occurred. Some claim that we may know what the problems are, but have not devised solutions that would address them, nor workable strategies for implementing them effectively in the field.

The challenge for the Commission at this time is to address these issues and ask the following questions:

1. **What should be done in the areas of personnel and the community?** What are some of the ideas that could help us begin our work, ideas that would address the problems of recruitment, training and retention of personnel as well as of profession-building? What are some of the ideas that would change the way the

community addresses Jewish education—through involving outstanding leadership, generating significant additional funding, building the appropriate structures, and changing the climate?

2. **How should it be done?** How should this commission propose translating ideas into practice, developing them into programs for implementation? How should it go about changing matters in the field? What strategies should guide the implementation of these ideas?

### III. What Should Be Done

Many factors contribute to the conviction that at the present time effective action to improve Jewish education can be undertaken with a reasonable chance for success. Ideas that were proposed by commissioners and other experts, programs that were brought to our attention by practitioners in the field and current trends and developments in both the personnel and community areas support this conviction.

#### A. The Community

##### 1. Recent Developments

As the attached paper "Community Organization for Jewish Education in North America: Leadership, Finance and Structure" by Henry L. Zucker illustrates (see Appendix 1) there are a number of encouraging developments taking place in the way that the North American community relates to Jewish education.

- Key lay leaders of the community are taking a new interest in Jewish education.

- Eleven communities have organized local commissions on Jewish education/Jewish continuity, coordinated by CJF. Other communities are considering establishing such commissions. (See "Federation-Led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox, Appendix 2.)
- The establishment of the Commission on Jewish Education in North America has generated a good deal of interest.
- Federations have begun placing Jewish education higher on the list of their priorities.
- Private foundations interested in Jewish education, are growing in number and size. Several have already funded important programs.
- The institutions of higher Jewish learning are in the process of developing and intensifying their education and training programs.
- JESNA and some bureaus are planning and have undertaken important initiatives in formal and informal Jewish education.
- JWB's report on Maximizing Jewish Educational Effectiveness of JCCs is being implemented and first results are apparent.
- The denominations, nationally and locally, are developing important new educational materials, methods and technologies for schools, camps, and youth movements.

##### 2. Next Steps

As this Commission begins to respond to the challenges of the community option, it can be encouraged by these and other

activities. The Commission should carefully study and analyze the developing momentum, seek to build on it, and consider what additional steps could help the Jewish community provide the greatest possible support for across-the-board improvement in Jewish education.

## **B. Personnel**

### *1. A Comprehensive Approach*

**There are shortages of personnel in all areas and for all age groups. Dealing with the shortage of qualified personnel for Jewish education will require the Commission to consider a series of complex problems and challenges. Little has been done in this area and significant development is needed. Although there have been efforts at improvement, no systematic, comprehensive, well-funded approach has been undertaken.**

The absence of such a comprehensive approach may even diminish the impact of sound programs. For example, we know that salaries for teachers are low, yet increasing salaries has not always had the expected impact of attracting new and qualified personnel to the field. Evidence from both general and Jewish education points to the fact that salaries alone are not enough to bring about change, rather they have to be combined with other measures such as improving status, empowering educators, intensifying training and developing career opportunities.

To deal effectively with the personnel option requires that **recruitment, training, profession-building and retention** be addressed simultaneously. Since the last meeting of the Commission in December, we have been studying these four topics. We have learned of many interesting and

promising ideas, and at the same time, we are aware of a paucity of data and of the absence of planned, systematic efforts.

### *2. Some Examples*

What follows are some examples of the ideas suggested by experts. Some of these experts are scholars, some practitioners, some researchers and theoreticians, some community leaders. Some of these ideas have been tried and are considered successful. Others have been formulated and seem convincing and promising. All require further study and careful consideration.

#### **a. RECRUITMENT OF PERSONNEL**

How could we increase the pool of talented people who will join personnel training programs and who can be recruited to work as educators in the field? Commissioners and other experts have pointed to the fact that no comprehensive approach to recruitment has been undertaken. A number of questions arise, including: who to recruit, where to recruit, how to recruit, under what circumstances could recruitment succeed? When do students make their career decisions—in high school? in college? Should we recruit people at various ages? What institutions and programs are likely feeder systems for the profession of Jewish education—camps, youth movements, programs in Israel? What is their potential today? At which special population pools should we target recruitment efforts?

#### *Some Suggestions:*

- **Recruit educators from general education:** There is a pool of young Jewish educators working in general education. Many have excelled in fields such



as early childhood education and adult education and could be recruited and re-trained for Jewish education. In order to tap this resource, we would need to find out under what circumstances such people could be attracted and recruited.

- **Recruit Judaic studies majors and graduates:** A recent study has indicated that there may be a significant number of students majoring in Jewish studies at general universities who could be recruited for the field of Jewish education.
- **Recruit people considering a career change:** In general education there are encouraging experiments in progress on recruiting people who are considering mid-career changes in their profession.
- **Recruit rabbinical school graduates:** At present, a significant proportion of rabbinical school students choose to specialize in education. This may be an important pool for candidates for senior positions.
- **Recruit graduates of schools and camps:** There is reason to believe that there is a significant pool of dedicated and committed graduates of schools and camps who could make an important contribution during their college years to the supplementary school, the JCC and Israel Experience programs. These young people have decided on careers in business, law, medicine and academia, but are willing and interested in making a contribution to Jewish continuity. Under proper circumstances, and with appropriate rewards—both financial and intellectual—they could enhance and complement the work of full-time professionals.

Some of these ideas, such as recruiting Judaic Studies majors have been studied; others, like re-tooling people from general

education, are being selectively tried. Some new ideas are untried and need to be studied. They all need to be looked at in a new and fresh way.

## b. TRAINING

Any effort to improve personnel will have to involve a significant development of training opportunities. What kind of training should take place for the various populations—on-the-job? pre-service? training for specially recruited populations? Where could it be done? In existing institutions? In Judaic departments of general universities? In Israel? What should be the content of training? What should be the relationship and balance between Jewish studies, pedagogy, administration, etc.? These are only some of the questions that will need to be examined.

### *Some suggestions:*

- Some institutes and summer courses exist. They should be expanded. Large scale institutes and summer courses—similar to those that exist in general education—could be established for the improvement of the teaching of Jewish subjects (e.g. courses for teachers of Bible, Hebrew, Jewish history). Such programs would enhance the work of supplementary school teachers, day school teachers, JCC educators, principals and researchers.
- In-service courses to help educators use special techniques could be introduced. For example, programs could be offered to help teachers become comfortable with, and experience the practical benefits to be derived from, the use of media and technology in their work.

- Judaic Studies departments in general universities could be encouraged to offer in-service training courses throughout the year for Jewish educators, formal and informal.
- The use of Israel's educational resources should be expanded. As one example, currently a group of senior JCC executives is spending three months in Israel studying in a program organized by JWB. Such programs could be expanded and adapted for formal educators.
- The training capacity in North America needs to be strengthened. The faculty of existing training institutions is small and must be expanded. Some suggestions are:
  - \* New positions for professors of Jewish education must be created.
  - \* Judaica professors at general universities could be recruited to bolster the existing training programs by adding the expertise of their specific field of knowledge (e.g. Bible, Talmud, etc.).
  - \* Jewish professors in university departments of education, psychology, philosophy and sociology could be recruited to teach in the education programs at institutions of higher Jewish learning.
  - \* Outstanding practitioners who have succeeded in schools or informal settings should share their wisdom by joining the faculty of training programs.
  - \* Creative combinations of these ideas might rapidly enhance the capability of the training of Jewish educators.

Many more ideas for dealing with the shortages in the area of training have been suggested. Some, involving fellowships and

stipends, are already under way. Others involve building the research capability for Jewish education so that programs and ideas can be effectively monitored and evaluated. A blend of some of these ideas and others would yield fruitful results.

### C. BUILDING THE PROFESSION

Can Jewish education be developed into a fully recognized profession? Is this a pre-condition for increasing recruitment to the field? How can it be done? How much of it must be done? Some of the elements involved include status (which in turn is related to salaries, benefits, empowerment, etc.), career opportunities, certification, collegial networking, a code of professional ethics and an agreed upon body of knowledge. All of these are part of what makes a profession. As we consulted with commissioners and other experts, the following suggestions were made:

- Salaries and benefits are important and should be improved. However, they alone are not enough to change the status of educators.
- The empowerment of educators — strengthening their role in setting educational policy and content — is the subject of a major debate and of experiments in general education in North America. The role of empowerment for Jewish educators, particularly teachers, must be carefully considered and the insights derived from general education should be evaluated.
- Career opportunities that offer a variety of options for advancement need to be developed. Outstanding teachers should have other options for advancement besides administrative

positions (e.g. assistant principal, principal) for which they may or may not be qualified. Other senior positions, such as specialists in Bible, family education, special education, adult education, and curriculum development, should be created.

- Networks of collegiality exist only in limited form. Journals, conferences and professional communication networks should be enlarged and developed. The rapid and impressive success of CAJE serves as an encouraging example.

We will have to consider to what extent these elements need to be introduced if we hope to recruit and retain talented people for the field.

#### **d. RETENTION**

Significant numbers of educators leave the field after a few years. Preliminary studies indicate that issues of status, empowerment, salaries, relationship with lay boards and with superiors, excessive administrative work, etc. contribute to the attrition. We have to learn more about educators, their motivations, their aspirations, to address the issue of retention more effectively.

### **IV. Interim Summary**

As discussion of these four elements shows, and as we were reminded throughout our consultations, it is imperative to approach the problem of personnel by dealing with all four elements simultaneously—recruitment, training, profession-building, retention. It will be very difficult—if not impossible—to recruit if we do not build the profession. It will be very difficult to raise the large sums of money necessary to build the needed training programs unless

many more students are attracted to Jewish education. The entire enterprise will suffer if talented educators are discouraged and prematurely leave the field.

**The community and personnel options are interrelated and a strategy involving both must be devised.** If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. They will have to believe that they are entering a field where there will be reasonable salaries, a secure career line, where their ideas will make a difference and where they will be in a position to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the continental and local levels.

An infusion of dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families. The community, through its leadership, will then be able to more effectively design and take the steps necessary to place Jewish education higher on its list of priorities.

### **V. Bringing About Change**

#### **A. From Ideas to Community Action Sites**

Implicit in the notion of change is the assumption that one knows what should be changed and can demonstrate it. However, at this time, some of what should be changed and demonstrated has not yet been developed.

How can we determine which ideas are worth our investment? How comprehensive must our approach be? How can we know what combination of ideas and programs are likely to have the greatest impact? How can we decide where to begin?

These questions and others can only be resolved in real-life situations. The solution to questions, the specifics of educational plans and programs, need to be worked out in the actual situation, tailored to the particular students, educators, environment and content. Plans and programs need to be fine-tuned and adapted as implementation proceeds. How can we structure a way to move from plans to implementation, from theory to practice?

This task—bringing about change in the areas of personnel and the community through implementation—is vast and complex and will be difficult to address at once and across-the-board throughout North America. We believe, however, that it could be feasible to begin such undertakings on the local level, in communities. There are a number of reasons for this:

1. Much of education takes place on the local level—in the communities, in schools, synagogues, community centers, camps.
2. Experts have reminded us that there are many advantages to building programs “from the bottom up”—with the local community playing a major role in initiating ideas and being leading partners in their implementation—thereby establishing ownership of the initiative.
3. Significant human resources and energy are required to implement a comprehensive undertaking (one that would involve all or many aspects of personnel—recruitment, training, profession-building, retention—and of community). If such an undertaking is done on a local level—during its experimental stage—its scope will be more manageable. It will be easier to find the people needed to run the project.
4. In addition to the educators currently available, a community could mobilize other outstanding people from among its rabbis, scholars of Judaica, federation executives and Jewish scholars in the humanities and social sciences for the local project.
5. A local project could be managed in a hands-on manner. It could, therefore, be constantly improved and fine-tuned.
6. There are already ideas and programs (best practices) that, if brought together in one site, integrated and implemented in a complementary way, could have a significantly greater impact than they have today when their application is fragmented.
7. In addition to proven ideas, new visions of Jewish education which have not yet been tried could be translated into practice and careful experimentation, in a more manageable way.
8. The results of a local undertaking would be tangible and visible—hopefully within a reasonable amount of time. As such, they could

generate interest and reactions that might lead to a public debate on the important issues of Jewish education.

9. A network could be developed among local sites which could increase the impact of each and, hopefully, generate interest among additional communities to replicate and adapt this approach.

At the same time we recognize the indispensable contribution that must be made through the broad and sustained efforts of experts working "from the top down." Working on the local scene will require the involvement and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations. In turn, for the national institutions, local experiments would be an opportunity to test and develop new concepts in Jewish education.

Our challenge is to work simultaneously on the local and national levels. We need to combine these two approaches rather than treat them separately. For these reasons, we suggest that the Commission develop a program for communities that wish to become Community Action Sites, and can deal effectively with both the community and personnel options.

A Community Action Site could involve an entire community, a network of institutions, or one major institution. Here some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by

visions of what Jewish education at its best can be.

An assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be, and would be inspired to apply the lessons learned to their own communities.

## B. From Community Action Sites to Implementation

As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can one bring the best practice of Jewish education in the world to bear on specific programs? Who will be responsible for the effective implementation of local projects? What can ensure that standards and goals are maintained? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

There is a case for initiating change through Community Action Sites. However, as the above issues reveal, it is clear that an answer is needed to the question of "How will this be done?". If demonstration projects will be undertaken in Community Action Sites of one form or another they will have to be researched, planned, funded, implemented. Community Action Sites will need to be carefully chosen. Their professional and lay leadership will need to be engaged to take the project in hand.

For projects to have their full impact, standards will have to be set and maintained. Lessons will have to be learned from the implementation. Information will have to be diffused to additional sites and throughout the community about what works and what can be replicated or

adapted. How will this complex enterprise be undertaken?

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14, 1989.

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There is a case for initiating change through Community Action Sites. However as the above issues reveal, it is clear that an answer is needed to the question of "who will oversee this?". A central issue becomes: to whom does the Commission hand over its work?

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14, 1989.

# Third Meeting - Fox Presentation

14 June 1989

June 14, 1989

If a consensus is emerging that this commission should end its work with more than a report

no matter how important a role such a report might play in setting the agenda for Jewish education for the next 10-20 years

--

if this commission wants to set IMPLEMENTATION IN MOTION

THEN IT MUST SOMEHOW WORK TOGETHER WITH LOCAL COMMUNITIES

ANNETTE HOCHSTEIN HAS SUMMARIZED WHY WE BELIEVE THAT THE CRITICAL ARENA FOR EDUCATION IS THE LOCAL ARENA.

I SHOULD LIKE TO EMPHASIZE ONE OF HER POINTS :

AN IDEA IS AN EDUCATIONAL IDEA - AS DISTINCT FROM A PHILOSOPHICAL, SOCIOLOGICAL OR PSYCHOLOGICAL IDEA WHEN WE CAN SUCCESSFULLY IMPLEMENT IT IN CLASSROOMS, IN JCC'S SUMMER CAMPS, ISRAEL EXPERIENCES OR OTHER INFORMAL SETTINGS.

1

EDUCATION IS A PRACTICAL FIELD

IN EDUCATION A VISION, AN IDEA BECOMES OPERATIVE WHEN IT CAN BE TRANSLATED INTO PRACTICE.

THESE ARE THE REASONS THAT HAVE LED US TO THE SUGGESTION OF



THOUGH WE RECOGNIZE THAT A COMMUNITY ACTION SITE COULD INVOLVE  
EITHER A NETWORK OF INSTITUTIONS, SEVERAL MAJOR SINGLE  
INSTITUTIONS OR AN ENTIRE COMMUNITY

LET US CONSIDER TOGETHER - IN THE MOST PRELIMINARY WAY - HOW A  
WHOLE COMMUNITY -- FOR EXAMPLE ST LOUIS -- MIGHT EMERGE AS A  
COMMUNITY ACTION SITE.

FEDERATION WOULD MOST LIKELY CONVENE ALL THE SIGNIFICANT ACTORS:

-- COMMUNITY LEADERS

-- PROFESSIONALS

EDUCATORS

RABBIS

-- JEWISH ACADEMICS CONCERNED WITH JEWISH CONTINUITY

THOSE RESPONSIBLE FOR SUPPLEMENTARY SCHOOLS, DAY-SCHOOLS, EARLY  
CHILDHOOD, ISRAEL PROGRAMS, THE MEDIA

THEY WOULD BE CONVENED TO ADDRESS THE QUESTIONS

WHAT MUST BE DONE TO HELP THE EXISTING EDUCATIONAL  
INSTITUTIONS AND PROGRAMS RISE TO THEIR FULLER STATURE.

THE GROUP, THE TEAM, WOULD SOON DISCOVER - AS WE HAVE -- THAT  
THERE ARE MANY EXCITING IDEAS, PROGRAMS THAT ARE SUCCESSFUL,  
SCHOOLS AND JCC'S , EDUCATIONAL PROGRAMS IN ISRAEL THAT ARE  
HAVING AN IMPACT.

THEY MAY BE INTRIGUED - AS WE ARE AT THIS POINT IN TIME - THAT IF  
ONLY ENOUGH OF THESE PROGRAMS -- BEST PRACTICE -- ARE BROUGHT  
TOGETHER IN THEIR COMMUNITY -- CONNECTED, RELATED - MAYBE EVEN  
INTEGRATED BY A PLAN - BY WHAT EDUCATORS CALL A CURRICULUM

report:

Jon Wocher  
15/6/89

- description - analysis
- 1) here is where we are
  - 2) here is what must be done within the limits of our current knowledge — personal & community
  - 3) here is what we must know to flesh out what must be done
  - 4) here is ~~the~~ how the <sup>work</sup> must be done — CAS: leaving them doing
  - 5) here is the mechanism which will carry this out

15/6/89  
Steve Hoffman  
N.Y.

I see you

and talk

more about

this

Jerusalem Co

June 25

Minutes of Meeting at which Naparster & HLM



presented CLENN - May 10 1989

**MEMO**

The Wasserstrom Committee

(70 Foy)

May 9, 1989

TO: Members of the CJF Committee on Jewish Continuity,  
Identity & Affiliation

FROM: Philip Wasserstrom, Chairman

RE: Minutes of Meeting of April 10, 1989  
Washington, D.C.

I hope that by sending you our Committee Minutes at this time you will be able to review them at your leisure. If you have any questions, comments or suggestions, please call me or Elaine Morris at CJF.

We are currently working on setting up meetings with individual Federations about establishing commissions on Jewish continuity. Phyllis Margolius, our Vice Chairperson, is heading a subcommittee to prepare written materials for these Federations. We are also beginning to plan for the General Assembly.

I am looking forward to our next meeting at the September Quarterly in New York City, September 10-12, 1989.

Best wishes for a pleasant summer.

PW/kf  
Enc.





# MINUTES

COUNCIL OF JEWISH FEDERATIONS • 730 BROADWAY, NEW YORK, NY 10003 • 212/475-5000

Minutes  
of  
The Committee on Jewish Continuity and Identity  
Monday, April 10, 1989  
Capital Hilton Hotel, Washington, D.C.

## I. ATTENDANCE

Philip Wasserstrom, Cleveland - Chairman

Phyllis G. Margolius, Washington, D.C. - Vice Chairman

## MEMBERS

Charles Diamond, Toronto  
Dr. Jerry Friedman, Los Angeles  
Rhoda Mains, St. Paul  
Sandra Sheinbein, Phoenix

Dr. Jerome O. Sugar, Waterbury  
Bennett Yanowitz, Cleveland  
Miriam Yenkin, Columbus  
Mary G. Zorensky, St. Louis

## GUESTS

Henry Goodman, Cleveland  
Morton Mandel, Cleveland  
Arthur Naperstek, Cleveland

Bernard Rabinowitz, Dayton  
Bernard Yenkin, Columbus  
Henry Zucker, Cleveland

## PROFESSIONAL STAFF

Steven Ain, Toronto Jewish Congress  
Howard Charish, MetroWest Federation  
Nikki Goldstein, St. Louis Federation

Dr. Jonathan S. Woocher, JESNA  
Elaine I. Morris, CJF

89-106-21

5/9/89

## II. CHAIRMAN'S WELCOME AND REMARKS

Philip Wasserstrom welcomed all of the Committee members and guests. He briefly reviewed the purpose of the Committee: to advocate for and aid Federations to focus on programs encouraging Jewish identity and continuity and to plan, fund and provide for coherent and effective services. The Committee advocates that Federations convene the organizations in their community to recruit top community leadership, to inventory systematically already available programs and services and to plan together and prioritize future services. These activities and programs in Jewish continuity encompass formal as well as informal education and environments.

At past meetings the CJF Committee heard from several Federations that have established community commissions on Jewish continuity. Detroit and Cleveland have completed their studies and are now implementing their conclusions; Columbus and Los Angeles have begun such a process. Mr. Wasserstrom said that there is now an interest in programs furthering Jewish continuity and identity and that the Committee should seize this opportunity to involve other Federations and community organizations. He also noted that a number of national organizations are working in this field. At its last meeting the Committee heard from JESNA, the National Foundation for Jewish Culture and JWB.

## III. REPORT ON THE COMMISSION OF JEWISH EDUCATION IN NORTH AMERICA

Arthur Naperstek, Director of the Commission on Jewish Education in North America, reported on the Commission's goals and work. He commented that many of the same issues, questions and interests of the CJF Committee are shared by the Commission.

The Commission was founded by the Mandel Associated Foundations of Cleveland in cooperation with JWB, JESNA and in collaboration with CJF as an initiative to explore and recommend significant new support for Jewish education. Mr. Naperstek introduced Morton Mandel, one of the prime movers of the Commission. The Mandel Associated Foundations have supported the formation of this national commission to involve the North American Jewish community in a policy oriented study of Jewish education in a variety of settings. The Commission has a fourfold mission: to review the field of Jewish education in the context of contemporary Jewish life; to recommend practical policies that will set clear directions for Jewish education; to develop plans and programs for the implementation of these policies; and to stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action. An important part of the Commission's initiative is to involve opinion makers, community leaders, scholars and

educators as active participants in stages of its work, including the implementation of its recommendations. The Mandel Associated Foundations are prepared to commit their own financial resources to this endeavor and have recruited other foundations to support the implementation of projects and programs proposed by the Commission.

The Commission's goal is not merely to issue a report, but to bring about change in the community. The Commission has proposed 26 options that might bring change in Jewish education and two were selected as the most important in being preconditions for implementing change -- strengthening personnel and community structures. Mr. Naperstek noted that the Commission would not duplicate or weaken existing organizations and institutions but rather is working with those national agencies. The Commission is to be catalytic, not implementational. It will come up with prototypes from local communities and institutions which might be adapted nationwide. Following the completion of the Commission's task, a successor organization is expected to implement and be the mechanism of change.

Responding to a question about how funds would be generated for such changes in Jewish education, Mort Mandel said that the Commission has been successful in recruiting into its membership large Jewish foundations and that other Jewish foundations and endowment funds could also be recruited to contribute to Jewish educational endeavors. The Commission itself will give guidance to these foundations as to how money can be well spent. Federations will also be encouraged to turn to endowment funds and foundations as well as their own resources for helping the educational situation in their own communities. Henry Zucker, former Executive Director of the Cleveland Federation, described how the Cleveland Federation has put together a package for funding for Jewish education. He said that if a Federation is committed to the project, funding opportunities are available. Jerry Sugar, a member of the CJF Committee, noted that it is important to have a national organization that can raise issues and highlight them for implementation by the local communities. He gave the example of the need for establishing programs on Jewish continuity for Soviet Jews who are currently coming to the United States. Phil Wasserstrom spoke on the similarity of goals of the Committee and the Commission and hoped that they could be mutually helpful to the Federations.

#### IV. REPORT OF PROJECT CONTACT OF ST. LOUIS

Nikki Goldstein, Coordinator of Project Contact in St. Louis, described how the St. Louis Federation became an equal financial partner with the Memorial Foundation for Jewish Culture for a two



year pilot project aimed at reaching out to Jewish families that are currently non-affiliated or marginally affiliated. The project involves intact Jewish families with children, the goal being to add a Jewish component to their family lives. The Memorial Foundation, in addition to providing a two year grant, provided consultation throughout the process; Federation provided financing, staff and supervision. The project is community-based, with lay and professional advisory committees. Ms. Goldstein noted that having the project as a community endeavor welcomed people who are not members of an existing institution or agency and are not necessarily interested in joining. It also encouraged community organizations to participate since it was a community wide endeavor.

The project did not come in with its own preconceived agenda; it was not fund raising or looking for members. It started out with people "where they are at" and its purpose was to find the needs or interests of the people interviewed and explore possibilities with them. Over the past year and a half the staff of the project have personally interviewed 180 families. So far the results have shown that some of those interviewed never went any further than the interviews. Others were successfully referred into existing community agencies, synagogues and schools. About a third were introduced into specifically developed family life education programs.

Ms. Goldstein noted that these programs were not new or revolutionary. Many existed but were changed or their location was changed to be more convenient, more personalized and geared towards the entire family. The best referrals to Contact were from other Contact participants. Among the most common themes to emerge from the research are: the need for an ombudsman for unaffiliated families; personal contact is needed -- mailings don't work; affiliation is a continuum; Jewish family education was of the greatest interest. The Contact programs are seen as bridges rather than ends in themselves and the hope is to restructure existing programs to include an outreach component.

St. Louis Federation hopes to continue with the project and is looking to develop grant proposals to help with the funding. They plan to recruit and train a few paraprofessional volunteers so that the program can be duplicated and incorporated into the St. Louis community.

In the discussion which followed it was announced that the Memorial Foundation was going to fund a similar project in the MetroWest Federation and has been sponsoring similar programs overseas as well. The need to fund follow-up programs was discussed and the



fact that this is a project which requires "street work" and not "business as usual." It was noted that such a program might be easily replicable in small cities. It was also stressed that this example of a national agency cooperating with a local community in developing and implementing a program in Jewish continuity is the model which the CJF Committee is committed to fostering.

#### IV. REPORT ON THE PRELIMINARY RESULTS OF THE COMMITTEE'S QUESTIONNAIRE

Dr. Elaine Morris, CJF staff person to the Committee, reported on the results of a questionnaire sent to the 32 Committee members and their Federation executives. The purpose was to do a quick survey on what Federations are doing in the areas of Jewish continuity, whether they had Continuity Committees, what agencies were providing services and so forth. In discussing the questionnaire results, Dr. Morris reminded the Committee that the answers were determined by the interpretation and knowledgeability of the respondents, the lack of precision of the questions and the very cursory examination of the data, with no time for follow-up.

Eighteen Federations responded to date. Fifteen Federations indicated that their communities were involved in community planning and coordination for Jewish continuity and that this involvement included funding, planning, direct programming, coordination and/or other activities. Six communities said that they had a specific Federation committee devoted to Jewish continuity.

Four communities said that they had a community-wide commission or committee on Jewish continuity, i.e., a committee consisting of the leadership of community organizations, including synagogues, national organizations, Federation agencies, etc., who together planned and implemented continuity programs.

Dr. Morris observed that additional research is needed to clarify whether most Federations limit their activities to allocating funds and whether there is a time correlation between the existence of a separate Federation committee or a community commission and the multiplicity programs.

Of the 18 Federations, 12 reported having parenting programs; 12 have retreats; 13 have camping programs; 16 have youth programs; and 18 have programs related to Israel. Other activities reported were leadership development activities, CLAL, adult Jewish education, intermarriage outreach, Jewish unity rabbinical groups, organizational retreats, JCC Judaica program, Jewish historical society, Hillel, outreach to the suburbs, etc. Every Federation except one indicated a number of activities in Jewish continuity and

identity and the most frequent programs listed are those related to youth and those related to Israel.

Agency involvement varies among communities. In some communities there is overlap of agencies; others have very distinct service lines. Most respondents did not list national agencies as sponsors of programs; many did not list family agencies or camps as providing these programs, although the Federations have these agencies. Only one Federation listed Hillel as one of their continuity activities, although most Federations do support the Hillel in their community. In some communities the agencies that have great potential for reaching the population often are not listed as providing programs and services in Jewish continuity. Schools and Bureaus of Jewish Education often were not listed as having Jewish continuity programs. Synagogues, which often sponsor schools, were often not listed as having parenting programs. The agencies presenting the most programs were the Jewish Community Centers.

Dr. Morris concluded by saying that this was "a quick and dirty" questionnaire to give the committee some indication of what is happening in the communities, particularly those represented on the CJF Committee, and that no final conclusions should be drawn from this questionnaire. In the discussion that followed, Miriam Yenkin, Chairperson of the CJF College Services Committee, commented that more attention must be focused on College services and asked that the CJF Committee on Jewish Continuity cooperate with the College Services Committee to encourage further work in this area. Dr. Jerome Sugar of Waterbury, Connecticut noted that smaller cities might be a fertile ground for encouraging Jewish continuity committees since the structure of the community is not so complex as in larger cities.

#### V. NEXT STEPS FOR THE CJF COMMITTEE ON JEWISH CONTINUITY

Philip Wasserstrom indicated that it was important now for the committee to approach individual Federations to interest them in the advantages of setting up a coordinating body or commission on Jewish continuity. Federations with strong planning staffs are probably the best candidates for such programs. He suggested that committee members meet with the top leadership of Federations to discuss the issues involved and to put them in touch with leaders of cities that have already had such commissions. In this way, there might be a ripple approach to influencing Federations. Several comments and suggestions were made: there is a need to teach Federations to prioritize and to show Federations how they can raise money for establishing such a commission and then for implementing its suggestions. Federation can get grants from national foundations

for such endeavors and it was suggested that the CJF Committee could help Federations to look for sources of funding.

It was also suggested that the Committee utilize the GA for education about these matters. A seminar for Small Cities and a joint program with the College Services were proposed.

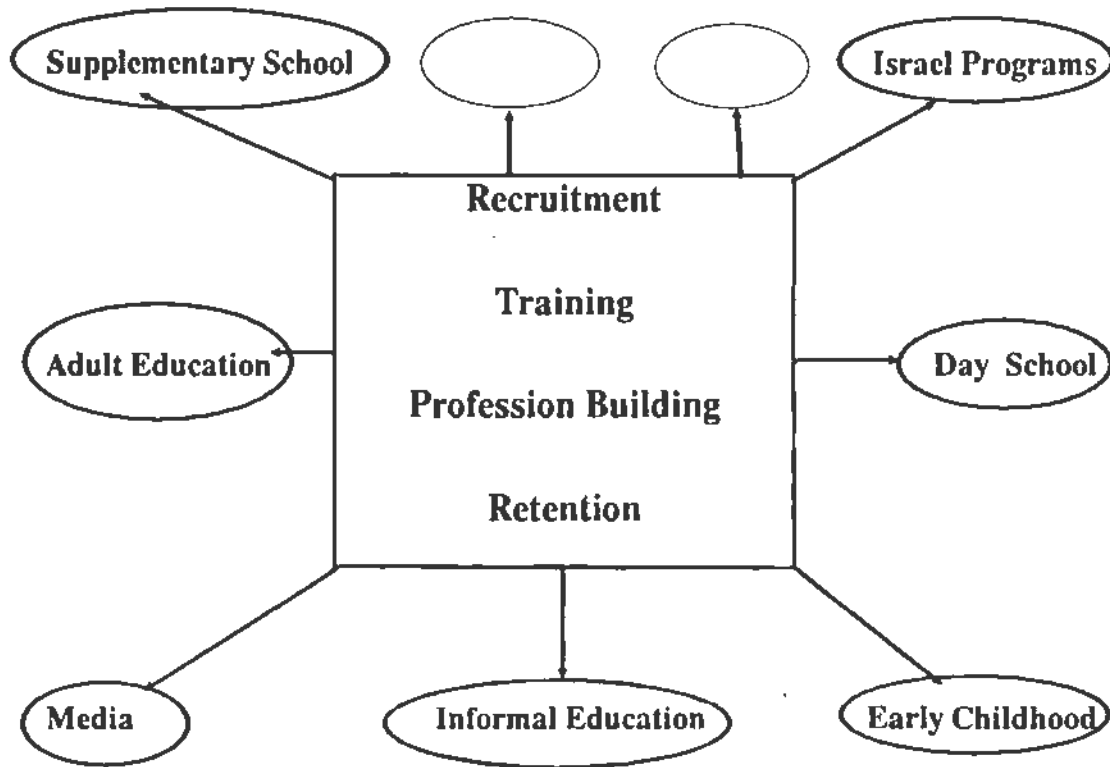
Mr. Wasserstrom appointed Phyllis Margolius, Vice Chair of the Committee, to be the Chairperson of a subcommittee that will write a concise description of the process which this committee is proposing to Federations. Local leadership will be able to study the proposals and present them to their colleagues within their Federation and community.

The meeting was adjourned at 12:00N.

## **The Three Meetings of the Commission**

- 1. August 1**  
**Suggestions:**  
**Ideas**  
**Programs**
- 2. December 13**  
**Focus and Decisions:**  
**Personnel & Community**  
**Relationship to Programmatic**
- 3. June 14**  
**Ideas and Strategies:**  
**What to do**  
**How to do it**

## Personnel as an Enabling Option



## **Community**

### **as an Enabling Option**

- Leadership**
- Structure**
- Finance**
- Climate**

## **Elements of Strategy**

### **Characteristics:**

**1.     Comprehensiveness:**

A. Personnel has four components

[See Separate Chart]

B. Personnel and the Community are interrelated

**2.     Learn by Doing**

**3.     Local**

**4.     Continental/International**

**5.     Impact Across-the-Board**

June 5, 1989

#### THE SUPPLEMENTARY SCHOOL

It is precisely as we were considering one of the most important and difficult issues facing Jewish education in North America, that we found support for the notion of some kind of demonstration which later was reformulated for us in the idea of a community action site.

We were absolutely surprised by the number of promising, one might almost say exciting ideas, that were reported to us about what could be done in the supplementary schools. People reminded us that for years we have been talking about combining the impact of formal and informal education. And we heard of suggestions that talked about adding to the 4-6 hours a week in which students participate in supplementary education, the careful and systematic use of informal education. They spoke of relating the work in the supplementary school to programs in the JCCs, to shabatonim, to the synagogue service, and having one curriculum guiding the entire enterprise. We learned of cases where Israel was effectively used, both in terms of the teaching about Israel and the use of Israel in terms of visits to Israel, educational programs in Israel. And we began to combine conceptions of trips to Israel where the youngsters would be well prepared before they came to Israel, and continued with a follow-up program after they return from Israel. The central point being that there are many ideas, that if put together in the supplementary school could



paint quite a different picture than what we generally think of when we think of supplementary school education. We were told of successful supplementary schools that are in operation today; we were told of a school in Pasadena and another school in New York City where the supplementary school education was successful. When we looked at the schools a bit more closely we discovered that in each case what was unusual was that there was full-time faculty and that the faculty had remained with the school for several years. We of course were then reminded of the fact that supplementary school education has a history of having reduced the number of full-time positions from XXX to XXX. There was a time when most middle-sized and large-sized supplementary schools were directed by full-time principals. Many of them, some of the most dedicated and talented Jewish educators.

Today the picture is XXX (get the data from Schiff). We were further reminded that there has been no serious discussion about the content, direction or curriculum of the supplementary school for at least XXX years. How could we possibly conceive that the supplementary school could respond to the many problems and its critics, unless talented educators took the time and devoted the effort to dealing with this problem.

Here is another case where we cannot speak of a failure in Jewish education, but merely of the fact that we have never tried. The challenge then is what could happen if we recruited and trained full-time faculty, or a certain proportion of full-time faculty,

along the line of lead teachers, who would assume responsibility for relating formal education to informal education, of building a program where what took place in the 4-6 hours of the supplementary school was connected to what took place in the JCC, what took place in the synagogue on Saturday morning, and when possible connected it to an Israel educational trip. Alvin Schiff's idea about the investment in family education as related to supplementary schools certainly deserves very careful attention.

And as we were considering how many full-time or lead teachers would be necessary to offer leadership for such an approach, a suggestion was made to us that we could introduce into the supplementary school and into the JCC some of the most talented young people who have decided to devote their lives to medicine, law and academia, and are not interested in a career in Jewish education; yet these are the very people who built institutions like Camp Ramah (develop this notion). Now these young people could be a source of an infusion of enormous energy into the supplementary school and their impact could be increased significantly if they were guided while they worked in the supplementary school by these very same lead teachers.

I will want to conclude this possibly with something like Mrs. Melton's idea of the discovery program.

--- build it up the training capacity.

I do not know how to handle this section -- that is how to begin it, because it probably should relate to the way the training institutions are dealing with community action site. And this cannot be done until we have enough examples of the way the community action site would go. I'll want to think about this further.

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: כנסת אקדמית - מנהל  
FROM: ד"ר  
FAX NUMBER: 057-31340

DATE: 29.5.89

NO. PAGES: 10

Hello Prof. Ackerman!

Attached is the document that Prof. Fox and Annette have prepared for the 3rd meeting of the Commission. They asked me to send it to you so that you could react to it today. They are especially concerned about the examples they use throughout the paper — their logic and legitimacy. So if you have any comments on the examples I'm sure they would be very useful. Annette and Prof. Fox will be here (at Nativ) from 4<sup>30</sup> until 6<sup>00</sup> working on revisions. Would it be possible for you to call at that time and give them your response to the paper? (tel. 662296/699951).

Thank you,

Debbie

DATE: 6/7/89  
FAX SENT

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Prof. Seymour Fox c/o Virginia Levy

DATE: June 6, 1989

FROM: Annette Hochstein

NO. PAGES:

FAX NUMBER: 001-216-391-8327

Dear Ginny,

This is an urgent fax for Seymour. Please give it to him when he arrives today.

Hope your meetings today are fruitful -  
Thanks for the great summary sheet on  
Commissioner interviews.

Regards to all convened!  
See you soon.

Annette

FOR  
CHAIRS

# THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## THE THIRD COMMISSION MEETING

JUNE 14, 1989

### DISCUSSION GUIDE FOR GROUP MEETINGS

It is important for the Commission to carefully consider - and, if possible, to decide on - the issues that were presented in the background materials. In order to facilitate a more extensive exchange of ideas and benefit from the thinking of all the commissioners, the commissioners are being asked to discuss them in smaller groups.

#### **Format of the Group Meetings**

Participants: 16 to 18 participants: 12-14 Commissioners, 2-4 Policy Advisors and Staff

Functions: Chair  
Co-Chair  
Reporter  
Two staff members or senior policy advisors  
to assist the Chair as needed

Materials: Background materials, this discussion guide

Purpose: To receive maximum input from commissioners to guide the Commission's decisions about its next steps.

Time: The group discussions are scheduled as follows:

First session:  
Second session:  
Full Commission (reports of small groups):

Topics for Discussion: The suggested topics for discussion listed in this guide relate to the morning's presentations. The Chair should use this guide in any way he/she finds useful; it is by no means complete. The Chair should decide whether to open the agenda to additional topics suggested by participants.

Some of the topics that could be addressed include:

- \*Community Action Sites: The Community and Personnel
- \*Local Intervention/National Intervention
- \*The Community
- \*Personnel
- \*Programmatic Options
- \*What We Need To Know
- \*Organizing for Implementation
- \*The Work of the Commission

\*\*\*\*\*

#### 1. Community Action Sites : The Community and Personnel

This commission wants to effect change in the impact of Jewish education for Jewish continuity in North America. We have decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change - particularly in the area of personnel - through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

- a. What should be the unit of demonstration: a whole community (e.g. dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g. Ramah Camps); a single institution (e.g. a major community day school, a major community center, a training institution)?
- b. Should there be one or more Community Action Sites?
- c. What should guide the choice of a site: the size of the Jewish population; the quality of the leadership and organization (e.g. does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?
- d. Are there specific preferences or suggestions for the first Community Action Site?

## **2. Local Intervention/National Intervention**

Education takes place locally - in day schools, in camps, in community centers, in synagogues. However, some activities, such as training, take place at the national level. Moreover, national communal organizations deliver services to communities and funding sources are often national.

Experience shows that programs originating at the national level (top-down programs) are often ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

### **Questions:**

- a. How could the Commission intervene at the local level and at the national level?

## **3. The Community**

The Community Option aims at changing the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.

### **Questions:**

- a. What steps are needed to bring about these changes in the community?
- b. How can the Commission intervene to promote effective co-operation among the various organizations and institutions?

## **4. Personnel**

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

### **Questions**

- a. What additional ideas could enhance this approach?



## **5. Programmatic Options**

Many commissioners have expressed their interest in programmatic options (e.g. informal education, early childhood, supplementary schools, college age). The personnel option will deal with some of these - by virtue of the fact that personnel always works within a programmatic area. However, this will only respond to some of the programmatic interests of commissioners.

### **Questions**

- a. How should the Commission relate to the programmatic options (e.g. make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in the programmatic areas?

## **6. What We Need To Know**

Our data on Jewish education is limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrolment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know".

### **Questions:**

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What do we need to know before the Commission completes its report? E.g. Must we gather basic data about the community and personnel before suggesting action?

## **7. Organizing for Implementation**

A strong consensus seems to be emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's decisions.

### **Questions:**

- a. Who will be responsible for specific local projects?
- b. How will we ensure that the goals and standards of the Commission are maintained?
- c. Who will see to it that successful endeavours are brought to the attention of other communities and that successful ideas are diffused throughout the field?
- d. Who should be the broker between the national resources and the individuals in communities where projects are undertaken?
- e. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

### **8. The Work of the Commission**

The original plan for the Commission's work calls for 2-3 additional meetings in the coming 9-12 months to complete the work. Significant decisions need to be made.

### **Questions**

- a. How should the commissioners be involved in this work?
- b. Are task forces required?
- c. What should the products of the Commission be?
- d. What kind of report would have the influence on the field of Jewish education that the Commission seeks?

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

THE THIRD COMMISSION MEETING

JUNE 14, 1989

**SOME QUESTIONS FOR DISCUSSION**

It is important for the Commission to carefully consider - and, if possible, to decide on - the issues that were presented in the background materials. In order to facilitate a more extensive exchange of ideas and benefit from the thinking of all the commissioners, the commissioners are being asked to discuss them in smaller groups.

**1. Community Action Sites : The Community and Personnel**

- a. What should be the unit of demonstration?
- b. Should there be one or more Community Action Sites?
- c. What should guide the choice of a site?
- d. Are there specific preferences or suggestions for the first Community Action Site?

**2. Local Intervention/National Intervention**

- a. How could the Commission intervene at the local level and at the national level?

**3. The Community**

- a. What steps are needed to bring about these changes in the community?
- b. How can the Commission intervene to promote effective co-operation among the various organizations and institutions?

**4. Personnel**

- a. What additional ideas could enhance this approach?

## **5. Programmatic Options**

- a. How should the Commission relate to the programmatic options?
- b. What should the outcome of the Commission's work be in the programmatic areas?

## **6. What We Need To Know**

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What do we need to know before the Commission completes its report?

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- a. Who will be responsible for specific local projects?
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## **8. The Work of the Commission**

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- b. Are task forces required?
- c. What should the products of the Commission be?
- d. What kind of report would have the influence on the field of Jewish education that the Commission seeks?

June 6, 1989

FOR YOUR USE ONLY

Issues for MI-NA meeting of 6/6

The meeting of the 14th

\*\* The presentations:

Integrated Fox/Hochstein 20-30 minutes presentation with overhead slides. [I called H.U.C. Gottschalk's secretary was surprised to hear that we need an overhead projector. She said she'd take care of it. I have a date with her next Monday to look at the place from the angle of the presentation. It may be useful to call her to make sure.)

\*\* Do we want to commit ourselves to task forces?

If yes - to which :

- a. Personnel
- b. Community
- c. The Mechanism
- d. Community Action Sites

(I would suggest you start with the first two. "c" and "d" require staffing work of the kind we will have great difficulty doing BEFORE some more preparation on these topics is done. "a" and "b" can be linked to the papers to be commissioned - and we have knowledgeable commissioners that could head these)

\* The small group meetings - how they will work:

assign reporter  
prepare sufficient quantities of materials (we'll have to duplicate in NY?)  
have writing materials: paper and pencils for the small groups  
the role of staff: to provide data when needed. To shut up and be supportive of chair.  
who reports to the plenary?  
how is the report prepared?

\* Re-convening the plenary: a critical moment - reporting and deciding:

- a. The potential boredom of ending with 3 reports and the frustration of not dealing with them seriously

b. What if one/more report is negative or goes counter the desired outcomes?

c. Decisions needed - agreement on Community Action Sites  
mandate to develop mechanism

\* The final report - if it be raised on the 6th:

I would suggest arguing strongly for dealing with this AFTER the 14th (not at senior policy advisors meeting on the 15th!)

HOWEVER -- You may want to raise the issue of the products of the Commission - and the possibility of MLM raising this at the meeting:

- The implementation orientation : the mechanism
- A report that offers recommendations (a roadmap)
- A way of responding practically to programmatic interests  
[this should lead the group to the whole programmatic issue]

\* How do we handle the programmatic options? The request for an umbrella service-oriented function? (REMEMBER: the program options are well treated in the presentation and the graphics).

What if the commission presses the programmatic options?

These are some of the problem-topics that may need to dealt with.

INTERNATIONAL INDUSTRIAL CORPORATION  
**REQUEST FOR TELEX/MAILGRAM/FAX**  
72343 (REV. 2/88) PRINTED IN U.S.A.

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:**  
NAME S. FOX + Annette Hochstein  
COMPANY NATIV POLICY + PLANNING  
STREET ADDRESS CONSULTANTS  
CITY, STATE, ZIP Jerusalem  
PHONE NUMBER \_\_\_\_\_

**FROM:**  
NAME VIRGINIA LEVI  
COMPANY PREMIER  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090

☐ TELEX NO. \_\_\_\_\_  
☐ MAILGRAM 1-0288-011  
☒ FAX NO. 972-2-699951  
NO. OF PGS. 16  
(INCL. COVER SHEET)

DATE REQUESTED 5-30-89  
☒ URGENT - Time sensitive - must go at once  
☐ REGULAR - Send at time rates are most economical

TELEX NO.: 6873015 PREMI UW | FAX NO.: 2163918327 | TIME SENT: \_\_\_\_\_

**MESSAGE:**

Attached are the following:

1. SF travel schedule. Reservations made. No arrangements made to pay.
2. News releases + fact sheet - would appreciate comments
3. Memo we sent to MLM re b/ly schedule - with his reactions
4. Copies of letters to Brontman, Hirschhorn, Rite, for your info.

I'm sure there will be more to come.

*Jimmy*



PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

72343 (REV. 2/86) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

6-5-89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 011-972-2-69995☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economicalNO. OF PGS. 3  
(INCL. COVER SHEET)

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:**

NAME

Debbie Meline

COMPANY

NATIV Policy &amp; Planning Consultants

STREET ADDRESS

CITY, STATE, ZIP

Jerusalem, Israel

PHONE NUMBER

**FROM:**

NAME

VIRGINIA F. LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

TELEX NO.: 0873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

**MESSAGE:**

Debbie - Attached is a chart I'm keeping on interviews. I believe your records and mine correspond.

Thanks for your good wishes for the days ahead. I need them!

Genny



6/5/89

Commission on Jewish Education in North America  
Interview Checklist

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mona Ackerman	SF	X	X	X
Ronald Appleby	AJN	X	X	X
David Arnow	SF	X	X	X
Mandell Berman	AJN	X	X	X
Jack Bieler	JR	X	X	X
Charles Bronfman	SF	X	X	X
John Colman	HLZ	X	X	X
Maurice Corson	HLZ	X	X	X
Lester Crown	SF	X	X	X
David Dubin	JW	X	X	X
Stuart Eizenstat	AJN	X	X	
Joshua Elkin	JR	X	X	
Eli Evans	SF	X	X	X
Irwin Field	JR	X	X	X
Max Fisher	MLM			
Alfred Gottschalk	SF	X	X	X
Arthur Green	JR	X	X	X
Irving Greenberg	JW	X	X	X
Joseph Gruss	MLM			
Robert Hiller	HLZ	X		
David Hirschhorn	SF	X	X	X
Carol Ingall	JR	X	X	X
Ludwig Jesselson	MLM			
Henry Koschitzky	AJN	X	X	X

6/5/89

Commission on Jewish Education in North America  
Interview Checklist

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mark Lainer	JR	X	X	X
Norman Lamm	AH	X	X	X
Sara Lee	SF	X	X	X
Seymour Martin Lipset	SF	X	X	X
Haskel Lookstein	AJN	X	X	X
Robert Loup	SF	X	X	
Morton Mandel	AH			
Matthew Maryles	AJN	X	X	X
Florence Malton				
Donald Menez	AJN	X	X	X
Lester Pollack	JW	X	X	X
Charles Ratner	AJN	X	X	X
Esther Leah Ritz	AH	X	X	X
Harriet Rosenthal	JW	X	X	X
Alvin Schiff	AJN	X	X	X
Ismar Schorsh	AH	X	X	X
Harold Schulweis	JR	X	X	X
Lionel Schipper	AJN	X	X	X
Daniel Shapiro	AR	X	X	X
Peggy Tishman	AJN	X	X	X
Isadora Twersky	SF	X	X	X
Bennett Yanowitz	AJN	X	X	X
Isaiah Zeldin	JR	X	X	X

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 5/26/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: FOLLOW UP TO MAY 25 PLANNING MEETING WITH MLM, HLZ, VFL, AJN

5/30 - m

At our meeting on Thursday, we agreed to consider the following agenda for the June 14th Commission meeting:

10:00 - 10:30 a.m.	Orientation to the day and comments - MLM
10:30 - 12:30 p.m.	Session 1 - small groups
12:30 - 1:30 p.m.	Lunch - entire group
1:30 - 2:30 p.m.	Session 2
2:30 - 4:00 p.m.	Plenary session

Staff would make brief presentations on personnel and community to small groups, followed by discussion.

We faxed this schedule to Seymour and Annette shortly after our meeting. This morning, Hank Zucker and I spoke with Seymour and Annette. They feel that there is a need for a content-oriented presentation at the initial plenary session. This, according to Seymour and Annette, will help set the tone for the small group meetings.

The following suggested agenda is a result of our conversation with them:

10:00 - 10:20 a.m.	Orientation to the day and comments - MLM
10:20 - 10:40 a.m.	Presentation by either Fox or Hochstein on progress report. This presentation would, in effect, be an executive summary of the written material and incorporate comments on community as well as personnel. Presentation will also link enabling options to programmatic options by putting forward actual illustrations of how all of this might work on the local level.
10:40 - 10:50 a.m.	Questions for clarification
11:00 - 12:30 p.m.	Session 1 - small groups
12:30 - 1:30 p.m.	Lunch - entire group
1:30 - 2:30 p.m.	Session 2
2:30 - 4:00 p.m.	Plenary session

OK  
mlm

Hank and I feel comfortable with this iteration. It serves as a compromise and, for the most part, balances small groups with the plenary sessions. You were right, each time we meet on the agenda it changes. Could you give me your thoughts as soon as possible so I can communicate your thinking to Seymour and Annette.

I am also attaching to this memo, the first draft of the material that Seymour and Annette are working on. They emphasize strongly that this is work in progress for the report to commissioners and that it has, even since we received it, been rewritten and they are expecting further rewrites. In any event, it provides us with an opportunity to make any critical comments at this point in time that could still influence their thinking and writing.

If you wish, I would be happy to take any comments you have, add them to comments from Hank, Ginny, and myself and pass them on to Seymour. I will await your feedback on both the written material as well as the proposed agenda.

good -  
All  
OK

we  
did  
this

Sum.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

THE THIRD COMMISSION MEETING

JUNE 14, 1989

SOME QUESTIONS FOR DISCUSSION

It is important for the Commission to carefully consider - and, if possible, to decide on - the issues that were presented in the background materials. In order to facilitate a more extensive exchange of ideas and benefit from the thinking of all the commissioners, the commissioners are being asked to discuss them in smaller groups.

1. Community Action Sites : The Community and Personnel

- a. What should be the unit of demonstration?
- b. Should there be one or more Community Action Sites?
- c. What should guide the choice of a site?
- d. Are there specific preferences or suggestions for the first Community Action Site?

2. Local Intervention/National Intervention

- a. How could the Commission intervene at the local level and at the national level?

3. The Community

- a. What steps are needed to bring about these changes in the community?
- b. How can the Commission intervene to promote effective co-operation among the various organizations and institutions?

4. Personnel

- a. What additional ideas could enhance this approach?

## **5. Programmatic Options**

- a. How should the Commission relate to the programmatic options?
- b. What should the outcome of the Commission's work be in the programmatic areas?

## **6. What We Need To Know**

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
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- a. How should the commissioners be involved in this work?
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- c. What should the products of the Commission be?
- d. What kind of report would have the influence on the field of Jewish education that the Commission seeks?

10:05 AM

## THE THIRD MEETING OF THE COMMISSION

### PRESENTATION

Ladies and Gentlemen,

Two major questions emerged from the last Commission meeting and from the subsequent consultation with many among you and with other experts:

Assuming that the Commission has decided to put Personnel and the Community at the center of its agenda do we know if anything can be done to bring about significant change -- to have the kind of impact this Commission wants to have on the lives and life-styles of children and of their families?

In other words when it comes to the Community and to Personnel:

**Are there ideas about what could be done?**

And if yes - do we know how to translate these into actions?

**What strategies are available to implement change?**

These are the questions that will be addressed here in the coming moments.

\* \* \* \* \*

\* **Today is the third of Meeting of this Commission.** [graph 1]

On August 1: Multiple suggestions were made.

Ideas and programs were offered for discussion.

On December 13: The focus was narrowed to 26 options and the Commission took the following decisions : To Focus first on personnel and the community: They are pre-conditions to bringing about significant change in all programmatic areas. At the same time much interest was expressed in programmatic options.

Today, June 14 the agenda includes two major issues:

What can be done about personnel and the community - are there ideas

How should it be done - what straaategy should be puursued.

In other words:

What to do;

How to do it

[What to do]

We are quite encouraged : During the past six months -since the last meeting, the staff spent time creating an informal inventory of ideas. We spoke to people in the field, to practitioners and theoreticians. [Slide #2 ] There are large numbers of ideas about what to do: some have been implemented and are working, some have been tried. Some could be viewed as best practice in the field today, others as visions of what Jewish education could be. All need to be further studied before decision. This slide illustrates but a small part of the ideas collected. One can conclude that if anything is lacking, it is certainly not ideas about what to do.

Before giving examples of some of the possibilities let us briefly turn to the second question:

**\* the second question :how can we do this: how can we know what ideas to select, :**

We asked ourselves what are the possible strategies for action that this commission could consider?

- \* A comprehensive national development plan -- e.g. comprehensive recommendations

- \* Selected elements -- e.g. salaries; recruitment for training; personnel for the media, for early childhood, etc...

- \* Demonstration Projects

- \* A mixed possibility : Gradual Implementation plan: start with the mid-west; start with Communities of 50,000 - 100,000

etc...

\* \* \* \* \*

How is one to decide among these possibilities? could we define the elements, the characteristics, the criteria of a strategy that would have good chances of bringing about significant change?

**\* Characteristics (Elements?) of a strategy: [slide #3 ]**

**Three major elements of policy :**

**1. Comprehensiveness:**

- a. personnel has to be dealt with comprehensively:**

[slide 4]

If we return to the logic behind the decision to deal with personnel it started with an analysis of programmatic options:



reached the conclusion that in order to improve programs we must deal with the personnel FOR these programs : Personnel for: (Media) (Early Childhood) (Israel Programs) (Informal Education) (Adult Education) (Etc.)]

What is involved in doing this?

By dealing with the elements  
Recruitment  
Training  
Profession-building  
Retention

Illustrate why these four are interrelated. Examples: salary; recruitment; profession building.

#### **b. Personnel and the community are interrelated**

For personnel to happen we need all the community elements that you have read in the HLZ paper: leadership, finance, structure, climate.

How the conditions for creating and maintaining good personnel must be created by the Community. How serious leadership will only come if personnel serious.

#### **2. Across the board impact**

The commission wants to have more than a marginal impact. It wants to affect the personnel and the community picture across-the-board:

For that we need : Diffusion of knowledge

and: The strategy must allow a Sustained effort over a significant period of time [of course duration open to discussion]

#### **Concreteness -- learn by doing**

A third element of policy is that this Commission - from its onset - wants to have concrete results. This goes together with the fact that in order to find out what works we have try ideas out in the field. (Prototype or not?)

Concrete applications - programs - will allow us to learn by doing. In education - as in all practical fields - one finds out what works by working it out in the field: planning Trying Learning Then: Replan, retry, re-learn, etc. The doing will complement our sources of knowledge.

As a result of these three elements the

#### 4 Strategy must have a local component :

Much of education takes place locally, in communities, in educational institutions such as JCC's, synagogues, schools; in programs such as Israel; shabbatonim etc.. A local component will allow to adjust the knowledge to concrete local needs (re-word!)

#### 5 Some elements are continental/international

Training

The contribution of national organizations/institutions

Funding

\* \* \* \* \*

These characteristics are in addition to criteria such as --- feasibility, anticipated impact etc...

\* \* \* \* \*

\* When we considered what approach could address our problem with these characteristics in mind we reached the conclusion that the only way to meet these elements is by creating models, prototypes of what can be in local sites. We recommend therefore that the commission consider adopting a strategy that will allow to demonstrate, to develop and to try out solutions to the personnel and community problems in real-life situations through specific programs in specific communities.

After studying the literature, consulting with experts and commissioners we suggest that the Commission consider the establishment of what the literature calls community action sites.

Community action sites would be places - an entire community; a network of institutions; or one major institution - where the best ideas and the best programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Other communities would be able to see what a successful approach to personnel and community option could be and would be inspired to apply the lessons learned in their own community.

Such a program - if successful, would have many advantages. It would be visible - tangible (show what J.Ed could be) It would invite local initiative and ownership, it would allow to translate visions into practice and to bring many best-practice into one site.

**This brings us back to the first question: are there ideas? or what could happen in community action sites**

I have asked professor Fox to take 3-4 program areas and show how dealing with personnel and the community could affect these areas. What we would like to hear in the next ten minutes are a few illustrations of things that might happen in a community action site - using some of the ideas and the best practice that we have collected over the past 6 months.

[slide 5]

(description + reaction and implications)

Professor Fox the supplementary school is perhaps the most troubled large programs of Jewish Education in north america. So much so that we have heard voices asking that it not be dealt with. On the other hand there are some examples of very succesful supplementary schools - and close to 300,000 children are enroled in supplementary schools now. Could you illustrate what could be done with qualified personnel to revitalize the supplementary school in a community action site?

#### **Example 1**

##### **The Supplementary School**

Data and quality: part time personnel

Cannot give up

Problems: Personnel - Content

What could happen if staff recruited and trained for full-time jobs:

Integrated program - israel trips, shabbatonim, camps (same staff)

[Mention day-school teachers : upgrade and train more. Begin setting standards.]

Also systematic thinking-attack on the problem.

#### **Example 2**

##### **Building up the training capacity**

data: pitiful numbers in training re-needs. So what are some of the ideas re-training in Community Action Site.

Let us imagine:

All training needs identified:

In-service -

Pre-service (projections for the future)

There is no/yes local college; there is no/yes university.

Invite one of the major institutions of Higher Jewish Learning to undertake the planning and carrying out of training for all educators: what they could do.

But their own staff too small. So:

Short term : borrow; recruit existing pools

Build faculty -- get interim faculty for immediate work

Summary: Build-yourself while doing Community Action Site:  
develop knowledge and expertise through it.

\* \* \* \* \*

Say: some examples - suggested by  
some tried and successful  
all require further further study.

Note : the dearth of data.

### Example 3

#### Early Childhood

- \* great demand
- \*staff not trained for Jewish education
- \* Very poor salaries
- \*\*Large potential population
- \*\* Key handle for family education
- \*\* feeder into other frameworks
- \*\* Personnel training

[where is the idea?]

Supposing we learned how to build model programs - how early childhood could be used for Continuity.

Some if these may be guided by the notion that very positive emotional experiences is what this age groups needs.

Some families and certain conceptions of j education would see this as the great opportunity to teach the Hebrew language. Others will see it as the place to begin those skills of thinking that are indispensable for a Jewish student who wants to master a text and its commentaries.

### Example 4

#### Israel Programs

Hypothesis re-the value of Israel programs - as is and if improved:

Imagine: all 16-17 year olds to Israel trip

Programs developed. Their impact on JCC on day-schools, on supplementary schools.

Funding

Per-Capita cost [what is it? 50feds-50 jafi XX parent XX-school]

Savings plan

**Example 5.**

### **Building the Profession**

Interestingly enough as we were simulating cas we began to realize some of the ways in which we would in fact be contributing a great deal to profession-building.

All along we have claimed that building the profession is central to possibilities of success: no recruitment unless profession

1. CAS - if built and if sufficiently comprehensive -- lot of new jobs. If introduce best-practice end enough full-time jobs and new jobs you raise salaries.

New jobs = new full-time positions  
= mobility in the profession  
= more networking and interrelationship  
= specialization and new knowledge

(use some - not all)

E.g.:

if early childhood viewed as great resource for Jewish education, as handle for family education, as feeder for other institutions Need people whose responsibility is this.

Full time positions for supplementary school

Won't be able to avoid special education in comprehensive dealing with a Community's personnel needs

Use examples from the other ideas suggested

Lead teacher: educational leader - specialist in some area of education. Guide, encourage, inspire new people coming into the field; do that for the para-professionals.

2. If introduce systematic and serious training you are creating standards -- also relates to salaries

\* \* \* \* \*

Thank you

In this presentation we are able to light but a part of the whole picture: we have recommended a strategy - the community action sites - and have tried to briefly illustrate things that might be done in such sites.

The reason we have chosen to deal today with Community Action Sites rather than with any of the many other possible topics for discussion (eg personnel, the community etc..) is that we have received through our interviews with many of you the strong message that the time has come to decide on policies for action.

In order to move ahead in this direction there are a series of policy decisions that need to be taken now. We would be most thankful to receive your input and decisions.  
Questions include:

[slide 6]

This then is some of what is offered for decision today.

Thank you.

TO: Mort Mandel

FROM: Joe Reimer(6/11/89)

RE: Proposal on the final report.

1. Why a final report?

It seems axiomatic that Commissions end by issuing a final report. Yet final reports can become problematic if they become the product of a Commission and, after absorbing much time and energy, end up sitting on a shelf.

We have agreed that will not be the case with this Commission. Commissioners and policy advisors alike have said that the success of the Commission will depend on the action or implementation that it sets into motion. Among ourselves we have considered creating an implementation mechanism to assure that the Commission not become an end in itself, but the beginning of process of bringing about systemic change in the field.

Given our commitment to implementation, what is the role of the final report? Need it be anything more than a short rationale and justification for the implementation chosen? What legitimate purposes would be served by deciding to invest time and energy in a more extensive writing project when our focus is on implementation?

I propose a different conception of the final report that will fit our focus on implementation and yet justify an investment in a sustained effort to think hard and write well about the outstanding issues in the field of Jewish education.

## 2. Needing a roadmap

There are some basic assumptions that we have agreed will guide our implementation efforts. These include:

1. Seeing Jewish education as a means for securing Jewish continuity in North America,
2. Approaching change in the field through the two pivotal foci of personnel and community,
3. Working with existing organizations to help them to rise to their full potential,.
4. Working with the local community by involving its organizations in a partnership with appropriate national agencies.

These assumptions will direct the implementation efforts; yet they themselves are filled with ambiguity. Do we as yet really understand how Jewish education may best contribute to Jewish continuity? Do we know who are the personnel in the field, how they operate and how the quality of their work may be improved? Are we clear on what is the potential of existing institutions - such as the centers for training - and how that potential can be activated? Do we understand how the variety of organizations invested in Jewish education can work together to maximize efficiency rather than working in isolation or disjunction?

Our working assumptions are powerful cuts into the field of Jewish education; yet we are still working with a blurry roadmap. For our implementation efforts to be more effective it will be essential to draw a clearer, sharper map of the field.

## 3. A team to draw the map

Perhaps there is no such existing map because there is no center or team in North America to draw the map. We lack a North American Center for research in Jewish education, and feel the lack when confronting the paucity of data and lack of clarity. But we do have a number of capable researchers, spread though they are throughout the continent.



A contribution the Commission could immediately make to the field of Jewish education would be to bring together some of the best researchers in the field to work on the very issues we need clarified to begin effective implementation. While in a short period of time they could not expand our data base, they could in six months review the existing data, order it, put it in perspective, and above all, point to what we need to know to move forward with effective implementation. Their task would not be to offer answers, but to clear away the brush and suggest where the paths of maximal investment might lie.

In this conception a clearer road map would emerge from the researchers' efforts to present in several clearly written papers a portrait of the field as it currently exists with its strengths and weaknesses. Special attention will be given to the pivotal issues of personnel and community and the crucial link between Jewish education and Jewish continuity. These papers, to be completed by February, 1990, could form the basis for writing a final report which would be truly oriented to implementation because it would itself contain a clearer map of the field.

4. How the team will operate

The proposed team would operate in the following manner.

1. A team leader would be appointed. His tasks would be to assemble the team, convey the charge from the Commission, work with the team members on their individual papers and serve as a channel of communication between the team and the Commission. He would also author one of the papers and take responsibility for bringing the project to its completion. (I would like to be considered for this position.)

2. Each of the other researchers would be chosen because of a proven record of writing in an area of Jewish education of direct interest to the Commission. Each researcher would be given one topic area and be responsible to devise in consultation with the team a proposal for how to study the questions related to that area.
3. To assure the quality of the team's work and its relatedness to the Commission's agenda for implementation, an editorial board made up of commissioners and policy advisors will be appointed to review the proposals for papers. They would forward their comments and suggestions to the team leader who would work with the researchers to assure clear understanding and agreement.
4. The researchers, once their proposals were approved, would work to complete their papers by the end of January, 1990.
5. The completed papers would be circulated among the editors and a group of outside experts for comments and revisions. Once revised, they could be distributed to all the commissioners for their comments and serve, in their final form, as a clearer roadmap to guide both the final report and plans for implementation.
6. The charges to the team

The researchers would be charged to work on their individual papers in the following four areas:

1. The connection between Jewish education and Jewish continuity.
  - a. What does the existing research tell us about the effects of receiving a Jewish education on a person's continued commitment to living as a Jew?
  - b. What are reasonable expectations for how different forms of Jewish education might contribute to peoples forming positive commitments to their Jewishness?
  - c. How might the different forms of Jewish education have to change to become more effective in influencing people's commitments to Jewish living?
2. Personnel in Jewish education
  - a. What does the existing research tell us about who currently works in the field of Jewish education, their levels of training, records of continuity in the field, levels of compensation and paths of career advancement?
  - b. What is known about effectiveness of performance? Do we know what constitutes effective performance, what contributes to its creation and maintenance?

- c. What is an accurate picture of the training possibilities for Jewish educators today, including pre-service and continuing education? Do we know how existing training possibilities can be expanded and improved?
- d. What is an accurate picture of the profession of Jewish education as an umbrella under which educators can pursue fruitful careers, moving along reasonable ladders of advancement that allow for increased satisfaction and compensation? Do we know how gaps in the profession can best be addressed?

3. Community: An Institutional Analysis

- a. Which are the communal institutions which today play the most active roles in shaping the field of Jewish education? Historically how have each of the major institutions grown into its current role?
- b. What are some of the typical patterns for how these institutions interact with one another to make up the communal support system for Jewish education?
- c. Who are other major providers of Jewish educational services who work alongside the major communal institutions?
- d. Is it possible to identify patterns of institutional behavior which either tend to stand in the way of or promote effective delivery of Jewish educational services?

4. The state of the field

- a. What have been the most salient changes over the past 20 years in the field of Jewish education?
- b. In these changes what does the research suggest have been the areas of greatest strength and growth?
- c. In these changes what does the research suggest have been the greatest weakness and decline?
- d. What does current expert opinion suggest can possibly be done to support the areas of growth and reverse the areas of decline?

Two additional papers should also be commissioned (from Seymour Fox and Annette Hochstein).

5. A vision for the future of Jewish education

How a Jewish school and an informal setting might ideally look in the year 2000 if the Commission's plans for implementation were to be fully realized.

6. A mechanism for implementation

How the Commission could create a mechanism for implementation that would best assure that its educational vision and agenda be realized.

FAX SENT

DATE: 8.6.89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: GINNY LEVI

DATE: June 8, 1989

FROM: DEBBIE MELINE

NO. PAGES: 1

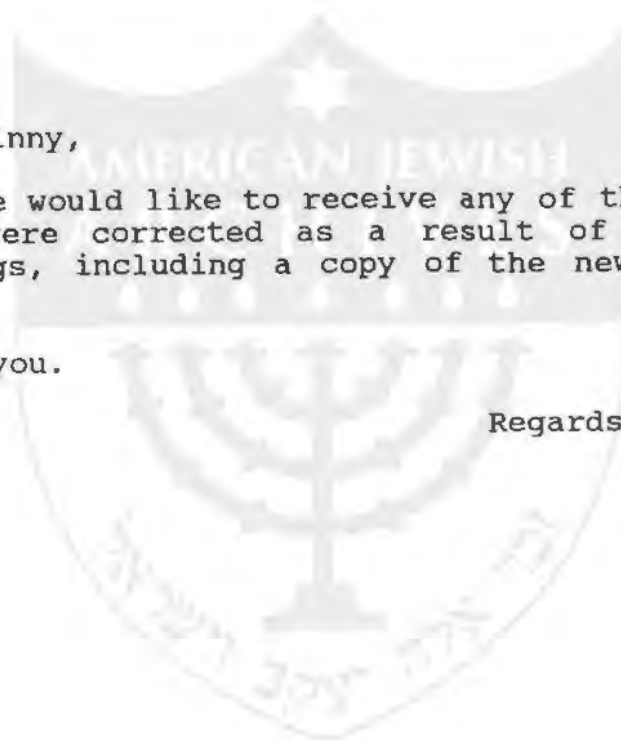
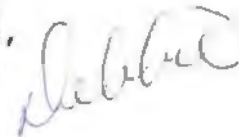
FAX NUMBER: 001-216-391-8327

Dear Ginny,

Annette would like to receive any of the documents that were corrected as a result of yesterday's meetings, including a copy of the new discussion guide.

Thank you.

Regards,



The Question	Hypothesis	Data Needed	Data Method	Time	Rank Urgency	Who	Problems



MEMORANDUM

TO: Mandell Berman, Charles Bronfman, Seymour Fox, Robert Hiller,  
David Hirschhorn, Annette Hochstein, Stephen Hoffman, Donald  
Mintz, Joseph Reimer, Esther Leah Ritz, Bennett Yanowitz, Henry  
Zucker

FROM: Morton Mandel

DATE: June 8, 1989

RE: Discussion Groups at June 14 Commission Meeting

Thank you for agreeing to take a leadership role in one of the discussion groups on June 14. Following, for your information, are the assignments of group leaders:

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-chair:	Yanowitz	Mintz	Berman
Community Resource:	Zucker	Hoffman	Hiller
Personnel Resource:	Fox	Reimer	Hochstein

Enclosed is the discussion guide which has been prepared for your use at the meeting. These will be distributed to everyone on June 14. I am sending it to you in advance to help you in preparing for the day. The suggested topics relate to the presentations which will be made at the plenary session preceeding the group discussions. This guide is not intended to limit discussion, but as a starting point.

## Commission on Jewish Education in North America

June 14, 1989

### Guide for Group Discussions

The small group meetings are intended to elicit questions, ideas, and commentary based on the reports submitted to commissioners and the plenary discussion preceding these meetings, rather than necessarily to achieve any consensus. The guide is tentative because commissioners may choose to select subjects to discuss other than those listed, and, of course, not in the sequence or all of those listed. However, we assume that these subjects will be germane to our deliberations.

#### 1. Community Action Sites: Demonstration and Diffusion

This Commission wants to bring about significant change in the impact of Jewish education for its own sake and for purposes of strengthening Jewish continuity in North America. The Commission has decided to begin by dealing with the areas of the community and personnel. The suggestion at hand is to start the process of change--particularly in the area of personnel--through one or more demonstration projects, or what is referred to in the progress report as Community Action Sites.

If we choose to develop Community Action Sites, many questions need to be answered:

- a. How flexible can we be in deciding on the locus of demonstration? A whole community (e.g., dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g., Ramah Camps); a single institution (e.g., a major community day school, a major community center, a training institution)?
- b. What should guide the choice of a community: the size of the Jewish population; the quality of the leadership and organization (e.g., does a local commission exist?) geographic location; availability of professional staff; potential funding capacity?
- c. Are there specific suggestions for the first Community Action Site(s)?
- d. How best to spread the lessons learned of steps that work?

#### 2. The Community

The Community emphasis aims to change the climate regarding Jewish education; at bringing strong leadership into central roles in Jewish education; at raising the place of Jewish education on the communal agenda; at generating additional funding.



- a. What steps are needed to bring about these changes in the community?
- b. Should the Commission intervene to promote effective cooperation among the various organizations and institutions, and if so, how?

### 3. Personnel

In the progress report and presentation, specific ideas were suggested for addressing the shortage of qualified personnel in all areas of Jewish education by dealing comprehensively with the issues of recruitment, training, profession-building and retention.

- a. What are your views about how to make this approach effective--or do you have other ideas on development of personnel?

### 4. Bringing Personnel and Community to Bear on Mounting or Strengthening Specific Programs

Many commissioners have expressed their interest in programmatic options (e.g., informal education, early childhood, supplementary schools, college age). The personnel effort will deal with some of these--by virtue of the fact that personnel always works within programmatic areas. However, this will respond only to some of the programmatic interests of commissioners.

- a. How should the Commission relate the personnel and community directions to programmatic interests (e.g., make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in programmatic areas?

### 5. Relating Local and National Action

Working on the local scene will require the involvement and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations.

Experience shows that programs originating at the national level (top-down programs) are sometimes ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

- a. How do we begin to plan local initiatives to lead to widespread change?
- b. Should there be a "broker" between the national resources and the individuals in communities where projects are undertaken?

6. What Data-Gathering and Research Do We Need?

Our data on Jewish education are limited. Little work has been done to provide the knowledge and information upon which to base decisions. We have scanty data about the state of the field, about issues ranging from the number of teachers there are, the kind of training they have, total enrollment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know."

- a. What should the Commission do to increase the knowledge we have about Jewish education in North America?
- b. What information must we have, that we do not have now, before the Commission completes its report?

7. How Do We Move from the Commission to Implementation?

A strong consensus is emerging that the Commission should end its work with more than a report, with some form of implementation. Suggestions have been made that some mechanism should be charged with implementation of the Commission's action recommendations.

- a. Who should be responsible for follow-through?
- b. How can we ensure that the goals and standards of the Commission are maintained?
- c. Who will see to it that successful endeavors are brought to the attention of other communities and that successful ideas are diffused throughout the field?
- d. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

## **Elements of Strategy**

### **1. Comprehensiveness:**

- A. Personnel has four components**
- B. Personnel and the Community are interrelated**

### **2. Across-the-Board**

### **3. Concreteness: Learn by Doing**

### **4. Local**

### **5. Continental/International**

## **Questions – Decisions**

1. **Unit of demonstration?**
2. **How many Community Action Sites?**
3. **Criteria for Sites?**
4. **Local and national level?**
5. **Research needed?**
6. **Responsibility for local projects?**
7. **Maintain goals and standards?**
8. **Diffusion ?**
9. **Broker between national resources and projects?**
10. **Orchestrate the enterprise?**

## **Personnel as an Enabling Option**

**Supplementary School**

**Israel Programs**

**Day School**

**Adult Education**

**Media**

**Informal Education**

**Early Childhood**

## **Personnel**

**Recruitment**

**Training**

**Profession Building**

**Retention**

# IDEAS

recruit day school graduates  
national pension fund  
seminars in Israel  
networks of collegiality  
vision of Jewish education at its best  
recruit Judaic studies majors  
consortia of training institutions  
professors from schools of education training Jewish educators  
increase salaries  
full-time supplementary school teachers  
community norms for educational institutions  
local commissions on Jewish continuity  
recruit teachers from general education  
recognition of excellence  
in-service courses on special techniques  
JCC staff seminars in Israel  
scholarships to attend professional conferences  
new positions for professors of Jewish education  
outstanding practitioners teaching in training institutions  
improve benefits  
increase funding for educational programs  
empowerment of teachers  
recruit camp graduates

DuTch  
12 Regular



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TO:  
 NAME Annette Hochstein  
 COMPANY Nativ Consultants  
 STREET ADDRESS \_\_\_\_\_  
 CITY, STATE, ZIP \_\_\_\_\_  
 PHONE NUMBER \_\_\_\_\_

FROM:  
 NAME Virginia F. Levi  
 COMPANY Premier  
 DEPARTMENT \_\_\_\_\_  
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

1. Attached is a Herman Stein draft of the discussion guide. He envisions this being distributed to everyone at the 6/14 meeting.

2. ... with us. Could you please fax a copy so we have it first thing Thurs. AM? MLM wants to review it.

3. I'm also sending a draft of minutes of yesterday's meeting.  
 See you soon.

*Levi*

## Commission on Jewish Education in North America

June 14, 1989

Tentative Guide for Group Discussions

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Draft - 6/7/89 - Page 2

If we choose to develop Community Action Sites, many questions need to be answered:

- a. How flexible can we be in deciding on the locus of demonstration? A whole community (e.g., dealing with educational personnel for all forms of education in St. Louis); a network of institutions (e.g., Ramah Camps); a single institution (e.g., a major community day school, a major community center, a training institution)?
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- c. Are there specific suggestions for the first Community Action Site(s)?
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Draft - 6/7/89 - Page 3

- a. What steps are needed to bring about these changes in the community?
- b. Should the Commission intervene to promote effective cooperation among the various organizations and institutions, and if so, how?

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Draft - 6/7/89 - Page 4

- a. How should the Commission relate the personnel and community directions to programmatic interests (e.g., make programmatic recommendations in the Commission report; establish an umbrella mechanism that would assist commissioners in their efforts in specific programmatic areas)?
- b. What should the outcome of the Commission's work be in programmatic areas?

5. Relating Local and National Action

Education takes place locally--in day schools, in camps, in community centers, in synagogues. However, some activities, such as teaching, take place at the national level. Moreover, national communal organizations deliver services to communities and funding sources are often national.

Experience shows that programs originating at the national level (top-down programs) are often ineffective locally. On the other hand, programs initiated locally could benefit from the expertise and resources of national frameworks.

6. What Data-Gathering and Research Do We Need?

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Draft - 6/7/89 - Page 5

the number of teachers there are, the kind of training they have, total enrollment and the cost of Jewish education, to issues such as "what works in Jewish education" or "what works better" or "what should a Jewish teacher know."

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Draft - 6/7/89 - Page 6

- d. Should there be a "broker" between the national resources and the individuals in communities where projects are undertaken?
- e. What kind of mechanism is needed to orchestrate the complicated enterprise of Community Action Sites?

FAX SENT

DATE: 6/7/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO:

HENRY L. ZUCKER

FROM:

SEYMOUR FOX

FAX NUMBER:

DATE:

6/7/89

NO. PAGES:

2

FAX SENT  
DATE: 6/7/89

July 6, 1989

Dear Hank,

I look forward to speaking to you today at 11 A.M. Cleveland time  
- I will initiate the call.

We had a very important meeting with the Federation Planners yesterday. The meeting took place at the Melton Center of the Hebrew University. 48 people attended and we were given two hours to discuss the Commission. Much interest was expressed in the work and the response was generally positive and encouraging.

However the overwhelming message was that the Commission had neglected to communicate with the federations and the local communities. While stating that they want to link up with the Commission, to be informed and involved (some - such as Huberman from L.A and Sipser from Philadelphia - wrote us notes to this effect), participants warned us time and again that the work of the Commission is not know in local communities and that this might backfire at the time of reporting and implementation - since communities might feel that this is "top-down" program in which they have no part.

Participants urged that we find ways to inform them regularly of the work, to receive local response and input, to link up directly with the existing Commissions.

I want to point out again that the meeting itself and the ideas of the Commission, were very well received.

P.P. Seymour Fox

MINUTES: Commission Steering Committee  
DATE OF MEETING: June 6, 1989  
DATE MINUTES ISSUED: June 9, 1989  
PRESENT: Morton L. Mandel, Chairman, Seymour Fox,  
Arthur J. Naparstek, Joseph Reimer, Herman D. Stein,  
Henry L. Zucker, Virginia F. Levi (Sec'y)  
COPY TO: Stephen H. Hoffman

---

I. The minutes of May 2, 1989, were reviewed.

II. How to increase the level of involvement of Berman, Mintz, and Yanowitz in the Commission was discussed. It was suggested that MLM invite the three to a dinner meeting on Tuesday, June 13, in order to review plans for the June 14 meeting. MLM will check his calendar and let VFL know if this is to occur. If so, VFL will call the three and invite them to attend.

III. All open assignments relating to the Commission were reviewed.

It was agreed that VFL will call all commissioners who have indicated their intention to attend the June 14 Commission meeting in order to confirm attendance.

IV. Status of preparations for June 14 Commission meeting:

A. Physical Space

The Committee reviewed three possible setups for the meeting at Hebrew Union College. It was agreed that the best arrangement is one which keeps all commissioners on the Conference Level throughout the entire day. VFL will call Linda Robinson at HUC to confirm this preference and to discuss details.



B. Agenda

The following agenda was agreed upon for the June 14 Commission meeting:

1. Plenary (10 - 11 a.m.)
  - a. Chairman's introduction [15 minutes]
  - b. Progress report [25 minutes]
  - c. Discussion [20 minutes]
2. Discussion groups--session 1 (11:00 a.m. - 12:30 p.m.)

Group A--Plenary Room  
Chair: Bronfman  
Co-Chair: Yanowitz

Group B--Adjoining Room  
Chair: Ritz  
Co-Chair: Mintz

Group C--Lounge  
Chair: Hirschhorn  
Co-Chair: Berman
3. Commission lunch--dining room (12:30 - 1:30 p.m.)
4. Discussion groups--session 2 (1:30 - 2:30 p.m.)
5. Plenary session (2:30 - 4:00 p.m.)
  - a. Summary - question and answer
  - b. Concluding comment--Dr. Alfred Gottschalk

C. Briefing of Chairs and Co-Chairs

A document entitled "Some Questions for Discussion" was reviewed and revisions were recommended. It was agreed that HDS would redraft the document to include an introductory paragraph, a list of proposed questions, and some explanation of each question. This document is to be distributed to each participant in a group discussion and, with a cover sheet, to each group chair and co-chair. The issues to be included are:

1. Suggested approach to the community
2. Suggested approach to personnel
3. How do personnel and community serve programs?
4. Relationship between local and national action

Assignment

5. Community action sites: demonstration and diffusion
6. What data gathering and research do we need?
7. How might we move from the Commission to implementation?

D. MLM's Introductory Remarks

In setting the tone for the day, MLM's introductory remarks should include the following points:

1. Confirm that improving conditions in the areas of personnel and community is a pre-condition to enhancing our ability to deal with programs.
2. We expect that one outcome of the Commission will be to help set an agenda for philanthropy in Jewish education for the next decade. We anticipate generating a list of ideas and taking the first steps toward implementing them.
3. The background materials prepared for this meeting represent where we are in the areas of personnel and community at this time. The document reflects interviews held with virtually all commissioners. It is our intent to do a rewrite based on the ideas expressed at today's meeting. The next step is a fuller paper on the subject.
4. Commissioners have encouraged us to move toward demonstration and implementation. [Perhaps by the end of the meeting we will have reached consensus to proceed in these areas.]

E. Assignment to Discussion Groups

Assignments were made to the discussion groups as follows:

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Ritz	Hirschhorn
Co-Chair:	Yanowitz	Mintz	Berman
Community:	Zucker	Hoffman	Hiller
Personnel:	<u>Fox</u>	<u>Reimer</u>	<u>Hochstein</u>
	Colman	Arnow	Ackerman
	Elkin	*Eizenstat	Bieler
	Evans	Green	Corson
	Gottschalk	Ingall	Field
	Maryles	Lainer	Greenberg
	Pollack	Lee	Lamm
	Rosenthal	Lookstein	Lipset
	Shapiro	Ratner	*Loup
	Tishman	Schorsch	Melton
	Twersky		Schiff

\* We have since learned that they will not be attending.

The chairs and co-chairs of the three groups will be seated at the "head table." During the 2:30 to 4:00 p.m. plenum, each chair will be asked to report on the suggestions and questions raised in his group and will offer members of the group an opportunity to add any points. All three reports will be made before any discussion is held.

V. Agenda for June 13 and June 15 Senior Policy Advisor's Meetings

At the 1:30 p.m. meeting on Tuesday, June 13 at HUC, Senior Policy Advisors will be asked to discuss the following:

- A. Detailed review of June 14 agenda
- B. Desired outcomes of meeting
- C. Assignment of Policy Advisors to discussion groups

At the meeting of Senior Policy Advisors scheduled for 8:30 a.m. on Thursday, June 15, at JWB, the agenda will include the following:

- A. Did we achieve desired outcomes?
- B. A discussion of next steps to include review of a paper to be prepared by JR detailing proposals for the commissioning of papers for a final report.
- C. What are the outcomes we want to achieve by June, 1990?
  - 1. What will it take to accomplish these outcomes?
  - 2. What is the order of importance of these desired outcomes?
  - 3. Which should we pursue?

VI. Management Team

It was suggested that the Planning Group and Steering Committee be merged. Members of this single group are to include the following: Morton L. Mandel, Chairman, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi (Sec'y), Arthur Naparstek, Joseph Reimer, Herman Stein, Henry L. Zucker.

This group, to be called the Commission Steering Committee, will meet every three to four weeks. A schedule was set through September as follows:

Wednesday, July 5, 1:30 - 5:00 p.m.

Tuesday, August 8, 1:30 - 5:00 p.m.

Tuesday, September 5, 1:30 - 5:00 p.m.

Assignment

It was suggested that October 4 may be too soon for the fourth Commission meeting. An alternative date of November 8 was proposed. VFL will check with the UJA/Federation and, if the date is free, with the critical commissioners so that, if acceptable, this date can be announced on June 14. (Note: The call has since been made and the date is not available.)

VII. Final Report

A memorandum prepared by Joe Reimer proposing steps necessary to develop a final report was discussed. It was noted that, if an outcome of the Commission is to create an agenda for philanthropy in Jewish education, the purpose of a final report is to create a road map to be followed in the implementation of this agenda.

There was general agreement with the concept of moving ahead on a final report. The first step in commissioning papers is to write a charge which could be given to the writer of each paper outlining areas to be covered in that paper. Each charge would be reviewed by the Steering

Committee before being presented to the writer. This would be followed by inviting a writer to submit an outline of a proposed paper. This outline would be reviewed by the Steering Committee and/or an editorial board which would be appointed to respond to the outline and, later, to the paper in order to guarantee the quality of the product. The concept of appointing panels to advise and react to the work of writers in a specific area was left open.

Assignment

It was agreed that JR will draft a new paper on the final report to be presented and discussed by Senior Policy Advisors on June 15. It is anticipated that the group will review proposed paper topics, proposed writers, and proposed drafters of the charges.



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

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

FUNCTION COMMISSION STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR VFL DATE June 6, 1989

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Consider inviting Berman, Mintz, and Yanowitz to a dinner meeting on Tuesday, June 13, to review June 14 meeting.		MLM	6/6/86	6/9/89	Removed
2.	Call commissioners to confirm attendance for June 14 meeting.		VFL	6/6/89	6/8/89	Done
3.	Finalize meeting arrangements.		VFL	6/6/89	6/12/89	Don.
4.	Redraft the document "Some Questions for Discussion" to include introductory paragraph, list of proposed questions, and explanation of each question.		HDS	6/6/89	6/7/89	Done
5.	Prepare paper detailing proposals for the commissioning of papers for a final report for presentation at the June 15 Senior Policy Advisor's meeting.		JR	6/6/89	6/12/89	
6.	Check with the UJA/Federation to see if November 8 is available for the next Commission meeting.		VFL	6/6/89	6/8/89	Done

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

June 2, 1989

## Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Brundman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eisenstar  
Joshua Elkin  
Ch N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Korschitzky  
Mark Lainer  
Norman Lanun  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Rarner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Lionel H. Schipper  
Imar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bernett Yarrowitz  
Isaiah Zeklin

## Information Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

## Director

Arthur J. Naparstek

## Staff

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

Dear Seymour:

I am pleased to enclose background materials for the meeting of the Commission on June 14. Included are a brief executive summary, a progress report and two appendices. I hope that you will find them helpful.

The issues we will be discussing are complex. Therefore, we are planning the meeting in a way that will make it possible for us to benefit from the thinking and ideas of our entire group. We have structured the day to provide a balance between meetings of the Commission as a whole, and smaller group meetings to permit a more extensive exchange of ideas.

I look forward to seeing you on June 14th. Please remember that we are scheduled to meet at the New York City headquarters of the Hebrew Union College, One West 4th Street (between Broadway and Mercer, one block east of Washington Square) from 9:30 a.m. to 4:00 p.m.

Warmest regards,

*Mort*

Morton L. Mandel  
Chairman

Enclosures

June 2, 1989

I am sorry that you will be unable to attend the meeting of the Commission scheduled for June 14. In order to keep you updated, I am pleased to enclose background materials for that meeting. These include a brief executive summary, a progress report and two appendices. I hope that you will find them of interest.

If you have any comments on these documents, please feel free to relay them to our study director, Art Naparstek (216-391-8300), prior to the meeting so we can use your comments during the meeting.

The fourth meeting of the Commission has now been set for Wednesday, October 4, 1989. Please mark your calendar, and I hope you will find it possible to be with us. The October meeting will be a crucial one.

We will keep you advised of the conclusions reached on June 14 as to next steps for our work, and will be in touch with you during the summer. I take this opportunity to send my warmest regards.

Morton L. Mandel  
Chairman

Enclosures

June 2, 1989

Seymour,

Thank you and Annette for feedback on the news briefs.

I would like to have lunch with you and Joe Reimer on

Tuesday, June 6th in Cleveland. Joe will be coming in

for the lunch. Can you make it?

Art





PREMIER INDUSTRIAL CORPORATION

**REQUEST FOR TELEX/MAILGRAM/FAX**

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

## SPECIFY HOW TO SEND MESSAGE

## DATE REQUESTED

6/2/89

☐ TELEX NO. \_\_\_\_\_  
☐ MAILGRAM \_\_\_\_\_  
☒ FAX NO. 972-2-699951  
NO. OF PGS. 21  
(INCL. COVER SHEET)

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

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:** Seymour Fox  
**NAME** Annette Hochstein  
**COMPANY** Nativ  
**STREET ADDRESS** \_\_\_\_\_  
**CITY, STATE, ZIP** Jerusalem  
**PHONE NUMBER** \_\_\_\_\_

**FROM:** \_\_\_\_\_  
**NAME** Virginia F. Levi  
**COMPANY** Premier  
**DEPARTMENT** \_\_\_\_\_  
**COST CENTER** 090

**TELEX NO.: 8873015 PREMI UW****FAX NO.: 2163918327****TIME SENT:** \_\_\_\_\_**MESSAGE:**

Attached are the cover letter sent to all who will attend, the letter to those not attending, and the two appendices. (We have a letter addressed to you, also, Annette, but I thought you'd get the idea from Seymour's.)

Your corrections did arrive in time to be used in place of the earlier versions. We used your version 1 conclusion.

Also - 4 new interview reports attached. Any progress on Esther Leah Ritz report?

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

FAX SENT  
DATE: 5/6/89

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

FACSIMILE TRANSMISSION

TO: Virginia Levi

DATE: June 5, 1989

FROM: Debbie Meline

NO. PAGES: 4

FAX NUMBER: 001-216-391-8327

Dear Ginny,

I was on my way to the fax machine with a letter in hand asking you to re-send the commissioner interview reports that you tried to send on Friday (we received only one of the four) when your fax arrived. Thank you.

I reviewed our file of commissioner interviews and we are missing reports on the following:

Eizenstat  
Fisher  
Gruss  
Jesselson  
Elkin

Attached is Annette's summary of her interview with Esther Leah Ritz. I understatnd that Prof. Fox will be seeing Hiller and Melton and he spoke to Loup on the telephone.

If my list doesn't match yours, please send me the appropriate reports.

Annette suggests it would be useful to have the overhead projector available for the meeting of the planning group on June 13 so that the group can review the graphic materials.

Good luck in the sure-to-be-hectic coming days.

Regards,

FAX SENT

DATE:

5/6/89

P

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO:

DATE:

FROM:

ARTHUR NAPARSTEK

NO. PAGES:

JUNE 5, 1989

FAX NUMBER:

SEYMOUR FOX

1

001-216-391-8327

AMERICAN JEWISH  
ARCHIVES

Dear Art,

I would be happy to have lunch with you and Joe on  
Tuesday. I will call you when I arrive in  
Cleveland.

Seymour

FAX SENT

DATE:

7.6.89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

DATE: JUNE 7  
MAY 11, 1989

FROM: DEBBIE MELINE

NO. PAGES: 11

FAX NUMBER: 001-216-391-8327

Dear Ginny,

Prof. Fox asked me to send the attached document to you. Mr. Mandel would like a copy of it. Could you please give copies to Mr. Zucker and Dr. Naparstek too.

Thank you.

Regards,

Debbie

FAX SENT  
DATE: 4/6/89

## F A C S I M I L E   T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Art Naparstek and Ginny Levi

From: Seymour Fox and Annette Hochstein

Date: June 2, 1989

Pages: 3

-----

Dear Art and dear Ginny,

1. We hope the materials arrived in good shape and in good time.
2. We attach a memo with some thoughts concerning the suggested press releases.
3. We think books should be prepared for all the Commissioners - to be given at the meeting on June 14. We suggest the books include minimally:

The Progress report with the Zucker and Fox appendices

The List of commissioners

The Minutes of the meeting of December 13.

The Agenda

In addition we suggest that copies of December 13 materials should be available (at least 10 copies).

Best Regards,

*Zg Annette*

RE: Press Releases on the Commission for CJF, JWB, JESNA publications

1. In the release for CJF (first paragraph), is there a reason why "experiences in Israel" should be mentioned specifically? Israel programs fall into the category of informal educational settings.

2. In both the releases for JWB and JESNA, the wording of the first sentence is misleading:

"JWB/JESNA joined with two other national organizations to form the Commission . . . ."

It doesn't say what the other 2 orgs. are and it doesn't mention MAF or the fact that MLM convened it.

3. In the JWB release (second paragraph), JWB is called "an important contributor to the 47-member Commission". I think the word contributor has monetary connotations - the readers of the JWB Circle might think that JWB is financing the Commission.

4. Also in the JWB release (second to last paragraph), a rather wishy-washy statement is attributed to Mr. Mandel:

"JWB . . . provides insight into the informal aspects of Jewish education."

MLM knows that JWB doesn't "provide insights" but, rather, constitutes perhaps the major setting for informal education.

5. In the JESNA release, the first sentence says "religious, professional and lay leaders". I would suggest leaving out the word "religious" as its intended use and relevance is not clear. Besides "religious leaders" (I assume they mean rabbis, presidents of denominations, etc.) are either professional or lay, they aren't in a category by themselves

6. In all three releases, the focus of the Commission is described as "support for personnel" and "the community's role in placing a high priority on education". I think the former is too weak and the latter is too vague. Nowhere is the serious shortage of qualified personnel mentioned. Rather, there is a

sentence on the top of the second page about the community giving moral support to educators. I think that the formulation about the enabling options needs to be stronger and more exact, i.e the goal is to build a profession and the community has to take responsibility. (The readership of all three of these journals can handle those ideas.)

7. An issue of semantics: In all three releases, towards the end, it says that the Commission "will be discussing ways to approach a dual strategy . . . ." To me that sounds somewhat redundant. You don't "approach a strategy"; you approach a problem or you develop a strategy for dealing with a problem.

8. On the fact sheet, under the heading of focus it says:

"Ultimately, CJENA will offer concrete recommendations for strengthening Jewish education in all its forms and settings."

Isn't that a bit too pretentious? It also says that "25 program areas are being studied". That's misleading. It sounds like the Commission is going to come out with a huge, comprehensive report with all of the answers to everything.

TO: Annette  
FROM: Debbie  
DATE: May 31  
RE: Press Releases on the Commission for CJF, JWB, JESNA  
publications (today's fax)

1. In the release for CJF (first paragraph), is there a reason why "experiences in Israel" should be mentioned specifically? Israel programs fall into the category of informal educational settings and are not - at least not at the present - a special focus of the Commission.

2. In both the releases for JWB and JESNA, the wording of the first sentence is misleading:

"JWB/JESNA joined with two other national organizations to form the Commission . . . ."

It doesn't say what the other 2 orgs. are and it doesn't mention MAF or the fact that MLM convened it.

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Isn't that a bit too pretentious? It also says that "25 program areas are being studied". That's misleading. It sounds like the Commission is going to come out with a huge, comprehensive report with all of the answers to everything.

30/5/89

Dear Seymour and Annette,

Thank you for letting us look over your shoulder as you plan for the June 14 meeting.

I don't know where the discussion has moved to since Sunday but I hope that my brief reactions will be helpful to the process - somewhere.

1. If the point of the learning loop (ii) is to respond to problems, issues, "act as the fireman" - as issues arise then why not say so and institutionalize that process up and down the line? Explain it up front. It is not unusual for grant making bodies to build in a "reporting-consultative" process. Each demonstration site should be helped to establish itself with a process that will provide it a "self-correcting mechanism." Grant making groups give not only money but expertise and interventive help.

2. One way to respond to the question of organizing demonstration sites is to invite new groups to form around this issue. For example, Hillel is not represented on the Commission but it should be one of the groups invited to establish demonstration centers. They might do this by a competition among foundations that can put together a "working community" related to the local Federation's Bureau of Education; Hillel student-teachers internships; the University's graduate schools' of education, organizational studies, communications; the local Hebrew college (there are 12 in the U.S.) and a local Jewish Community Center and Synagogue(s). A multi-organizational "outside-insiders" approach might be another way of addressing the issue of diffusion, local address, interface etc. It would also address, by example, the issue of those that want a list or model for philanthropy for the next 20 years. It would establish a model for them of change coming as a result of interfacing communities working together for systemic change.

3. A repeat of what I said earlier: probably important to include Rabbis, social workers, and others in developing demonstrations centers by training, teaching for developing qualified personnel for Jewish education and community leadership. They are potential nay-sayers that have to be brought along.

# ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/941-8300

May 30, 1989

## Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mendell L. Bernate  
Jack Bider  
Charles R. Bronfman  
John C. Cohnan  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gross  
Robert L. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Helen Koschitzky  
M. Lerner  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Lupp  
Matthew J. Marples  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Larrie L. Rosenthal  
Alvin I. Schiff  
Israel H. Schipper  
Samar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tushman  
Sadore Twersky  
Kenneth Yanowitz  
Sarah Zeldin

## Senior Policy Advisors

David S. Axel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Naparstek  
Arthur Rabin  
Armin Schwartz  
Erman D. Stein  
Jonathan Woocher  
David L. Zucker

## Director

Arthur J. Naparstek

## Staff

Jonathan K. Levi  
Joseph Reimer

Mrs. Esther Leah Ritz  
929 N. Astor Street  
#2107-8  
Milwaukee, Wisconsin 53202

Dear Esther Leah:

I am pleased that you have agreed to chair a group discussion at the June 14 Commission meeting. Several hours will be devoted to these groups, making them the principle setting for the day. Each group will be asked to discuss the enabling options agreed upon at the December 13 Commission meeting: community and personnel. From these groups we expect to generate some concrete proposals upon which to base the future work of the Commission.

There will be a discussion guide prepared for you to follow, and you will have the assistance of a co-chair, staff members to serve as resources in the areas of community and personnel, and a recorder. I have asked Annette Hochstein to meet with you prior to June 14 to fill you in on our general plans for the day, and to review the discussion guide currently being prepared for your use.

I look forward to seeing you on June 14, and send my warmest regards.

*Mort*

Morton L. Mandel  
Chairman



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

(2542 (REV. 2/85) PRINTED IN U.S.A.)

PREMIER INDUSTRIAL CORP

PAGE 01

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

5-30-81

☐ TELETYPE☐ MAILGRAM

X FAX NO. 972-2-699951

NO. OF PGS  
(INCL. COVER SHEET)

URGENT - Time sensitive - must go at once

REGULAR - Send at your usual rate (not guaranteed)

TYPE (YOUR) MESSAGE SPACED OR PRINT CLEARLY

TO:

NAME

COMPANY

STREET ADDRESS

CITY, STATE ZIP

PHONE NUMBER

TELEX NO.: 8873918 PREMI UW

FAX NO.: 2183918027

TIME SENT

MESSAGE:

MLM's suggested changes are attached  
Are we too late?  
More material to come later

AMERICAN JEWISH  
ARCHIVES

זכר אלה יעקב וישראל

1

June 1, 1989

## EXECUTIVE SUMMARY

1. At its meeting on December 13, 1988 the Commission decided to focus its work initially on two options.

- To deal with the shortage of qualified personnel for Jewish education; and
- To deal with the community—its structures, leadership and funding as major agents for change.

2. There was consensus <sup>that we should</sup> to deal with personnel and the community, ~~because~~ <sup>it</sup> was recognized that ~~these~~ <sup>these</sup> are enabling options, pre-conditions for effecting all of the programmatic options, ~~which~~ <sup>and</sup> likely to improve Jewish education in all areas. Some commissioners reminded us ~~that agreement~~ <sup>that these areas are in need of improvement</sup> has existed for a long time, ~~but~~ <sup>any</sup> expressed concern as to whether ways can be found to significantly improve them. <sup>and</sup>

3. Since the meeting on December 13th, <sup>almost all</sup> ~~the~~ commissioners have been consulted, ~~and~~ <sup>Two</sup> key questions have emerged:

A. Do we know ~~what~~ <sup>any</sup> should be done in the areas of personnel and the community?  
Are there ideas?

B. Do we know how it should be done?

Are there strategies for implementation?

4. Throughout the consultations, ideas were proposed by commissioners and other experts, programs were brought to our attention by practitioners in the field, and we were informed of current trends and developments in the areas of both personnel and community.

#### 5. The Community:

We learned that key lay leaders of the community are taking a new interest in Jewish education; that eleven commissions on Jewish education/Jewish continuity, coordinated by CJE, have been established in communities; that private foundations interested in Jewish education are growing in number and size, and more.

## 6. Personnel:

Our assumption that in dealing with personnel the approach would have to be comprehensive, that recruitment, training, retention and profession-building would have to be addressed simultaneously, was reinforced. There are many interesting and promising ideas in each of these areas. Some of these ideas have been tried and are considered successful; others have been formulated and seem convincing. However, we were also made aware of the paucity of data and the absence of planned, systematic efforts.

7. We learned that the personnel and community options are inter-related and that any strategy must involve them both. If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. An infusion of dedicated and qualified personnel into the field will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families.

8. This task—bringing about change in the areas of personnel and community—is vast and complex and will be difficult to address at once and across-the-board throughout North America. Because much of education takes place on the local level, and because we recognize the importance of the local community playing a major role in initiating ideas and being leading partners in their implementation, it is suggested that the Commission consider establishing a program to develop community action sites.

9. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented. If successful, other communities might be inspired to apply the lessons learned in community action sites to their own communities.

10. Working on the local scene will require the involvement and assistance of national institutions and organizations. Local efforts will not reach their full potential without the broad and sustained contribution of experts on the national level. A community action site requires both local initiative and involvement, and national expertise.

11. As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to wide-spread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can one bring the best practices of Jewish education in the world to bear on specific programs? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused?

These are some of the questions that will be on the agenda of the Commission as it

FAX SENT  
DATE: 31/5/89

F A C S I M I L E   T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Art Naparstek and Ginny Levi

From: SFAH

Date: May 31, 1989

Pages: 1

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Dear Art and Ginny,

1. Thanks for the many faxes you sent yesterday. We will be responding as soon as possible. Unfortunately we could not correct the Executive Summary yesterday since the faxes were sent later than you expected -- they arrived here about an hour after we spoke and I could no longer do anything about it - my last staff person had left.

2. Unfortunately we found two typographical errors in the text. I suggest that someone insert the corrections (white-out + black pen should do) :

a. On page 8 item 9: we wrote "indispensible" - it should be "indispensable"

b. In the Executive Summary - item 11 - we wrote "mutliple" - it should of course be "multiple".

3. We have sofar not succeeded in finding someone who is leaving tonight and could take the amended Executive Summary along. We will keep trying but unless we inform you otherwise I think it safe to assume that we won't be able to send the corrections - and that you should go ahead with the printing.

4. We are now working on the presentation and will be doing so for the next few days. Since the discussions must be shaped by the presentation, we will prepare the discussion guides following the preparation of the presentation - in time for briefing the group chairs - but not in time to keep my word that it would be sent today...Of course we will fax it to you as soon as we can.

5. Hope the documents will arrive tomorrow. It was good talking yesterday

Best Regards,

*Uli*      *Stk*



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

5/31/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 011-972-2-699-951NO. OF PGS. 1  
(INCL COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME Prof. Seymour Fox  
 COMPANY c/o Annette Hochstein  
 STREET ADDRESS Nativ Policy & Planning  
 CITY, STATE, ZIP Consultants  
 PHONE NUMBER Jerusalem, Israel 93132

## FROM:

NAME Morton L. Mandel  
 COMPANY Premier Industrial Corporation  
 DEPARTMENT Chairman of the Board  
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

In reply to your fax about invitation to MI-G:

1. I have decided not to invite Chuck Ratner to this next meeting.
2. It is fine to send a copy of the invitation to Gary Stock and/or Marc Besen.
3. The home address is at + East Oven Street (between Fifth Avenue and Madison Avenue).
4. The draft letter is perfect as is. I have no corrections.
5. You and Annette are doing outstanding work. I'm very pleased!

Regards,

Mort

\*\* TOTAL PAGE.01 \*\*



FAX SENT  
DATE: 31/5/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Jimmy Levi  
FROM: Annette Hochster  
FAX NUMBER:

DATE: 31/5/89  
NO. PAGES:

Dear Jimmy,

Hope you are well and preparations are smooth. I'd like to ask a favor of you. I have misplaced the tax form that Federation wanted me to sign. Since I'm about to send my next bill I'd like to sign & attach that form. Could you please fax it to me again?

Thanks

Best Regards Annette

FAX SENT:

DATE:

31.5.89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: GINNY LEVI

DATE: May 31, 1989

FROM: DEBBIE MELINE

NO. PAGES:

FAX NUMBER: 001-216-391-8327

Dear Ginny,

We just express mailed to you the corrected copy of the Executive Summary and page 8 of the report. They include Mr. Mandel's changes and the spelling corrections.

The delivery company could not promise us that the material will reach you by Friday, but they said they would do their best. At the latest, the envelope should get to Cleveland by Monday. I trust that you will let us know.

*Debbie*

4500 Euclid Avenue  
Cleveland, Ohio 44103  
(216) 391-8300

May 30, 1989

Commissioners

Morton L. Mandel  
Chairman  
Mona Riches Ackerman  
Ronald Appleby  
David Arrow  
Mendell E. Bertram  
Jack Biele  
Charles R. Bronfman  
John C. Colman  
Marjorie S. Colson  
Lester Crownin  
David Dobson  
Stanley E. Feinstein  
Joshua Elkin  
Ellen N. Evans  
Isaac S. Field  
May M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gross  
Robert L. Heller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Kuschurky  
L. Lerner  
Norman Lerner  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loun  
Matthew J. Marples  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Ester Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Leonard H. Schnitzer  
Isaac Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Morton W. Fishman  
Isadore Twersky  
Bennett Yonowitz  
Joseph Zichlin

In Formation

Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Arthur J. Kapustek  
Arthur Rosman  
Carmel Schwartz  
Herman D. Stein  
Jonathan Woscher  
Henry L. Zucker

Director

Arthur J. Kapustek

Staff

Virginia L. Levi  
Joseph R. Rimer

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

Dear David:

I am pleased that you have agreed to chair a group discussion at the June 14 Commission meeting. Several hours will be devoted to these groups, making them the principle setting for the day. Each group will be asked to discuss the enabling options agreed upon at the December 13 Commission meeting: community and personnel. From these groups we expect to generate some concrete proposals upon which to base the future work of the Commission.

There will be a discussion guide prepared for you to follow, and you will have the assistance of a co-chair, staff members to serve as resources in the areas of community and personnel, and a recorder. I have asked Seymour Fox and Henry Zucker to meet with you prior to June 14 to fill you in on our general plans for the day, and to review the discussion guide currently being prepared for your use.

I look forward to seeing you on June 14, and send my warmest regards.

*Mort*

Morton L. Mandel  
Chairman

May 31, 1989

Dear Ginny,

Enclosed are the corrected versions of the Executive Summary and page 8 of the report.

The Executive Summary reflects Mort's suggested changes, plus the correction of the word "multiple" in item 11. In both versions of page 8 - I have marked them Version 1 and Version 2 - the word "indispensable" has been corrected.

I hope this arrives on time!

Warm Regards,



FAX SENT  
DATE: 80/5/89

F A C S I M I L E   T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL  
Fax:972-2-699-951

To:Art Naparstek and Ginny Levi  
From:Seymour Fox; Annette Hochstein  
Date:May 30, 1989

Pages:

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Hello!

This fax includes the following:

1. a copy of the report sent to you by Federal Express (should arrive Thursday a.m. at your office).

The report includes the following (in order):

- a. The cover page
- b. The Executive Summary
- c. Table of Content

Please note : the table of content refers to the papers by Zucker and Fox as appendix 1 an 2. These words (Appendix 1; Appendix 2) should be printed at the top of the appropriate documents.

- d. The progress report

Please note: There are two alternative endings. In one version there are 9 pages - in the other 8. The decision is yours as two which ending to print. Note that page 8 is different in the two cases.

I HAVE MARKED ON THE FAX : VERSION 1; VERSION 2

- 2. A suggested text for the accompanying letter to Commissioners.

PLEASE CONFIRM BOTH THIS FAX AND THE MATERIALS - WHEN THEY ARRIVE. THANKS.

Well, this is it for the time being.

Very Best Regards,

Annette  
Sey

Dear Commissioner,

I am pleased to enclose background materials for the forthcoming meeting of the Commission on June 14. They include a brief executive summary, a progress report and two appendices. I trust that you will find them helpful. I believe that you will recognize the contribution that was made by the Commissioners through the interviews and other consultations.

The issues we will be discussing are complex. Therefore, we are planning the meeting in a way that will make it possible for us to benefit from the thinking of all commissioners. We have structured the day so as to offer what I hope will be the proper balance between meetings of the Commission as a whole and smaller group meetings, to permit a more extensive exchange of ideas.

I look forward to seeing on June the 14th. Please remember that we are scheduled to meet at [place --- address --- time] and are scheduled to meet from...to....

Sincerely Yours,

Morton L. Mandel

TO: Seymour Fox FROM: Ginny Levi DATE: 5/30/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: Travel/Interview Schedule for week of June 5

Tuesday, June 6

Arrive in Cleveland according to your arrangements.

Reservation, 2 nights, Bond Court Hotel - Plan to take van to hotel.

3:00 - 5:00 p.m. - Meeting of Commission Steering Committee at Premier

Wednesday, June 7

7:05 a.m. - Cleveland to Baltimore, Piedmont #1107 - arrive 8:12 a.m.

9:30 a.m. - Meeting with Hirschhorn, Hiller, Zucker and Fox  
Blaustein Building  
Charles & Fayette St., 24th Floor

12:15 p.m. - Baltimore to Montreal (stop in Syracuse, no plans change)  
Piedmont #1624 - arrive 2:36 p.m.

3:30 p.m. - Meeting with Bronfman (Zucker will not join you)  
1170 Peel St.  
[His sec. would only schedule to 5:00, though I said you  
might need more time. He has a 6:00 meeting, so there may  
be some leeway.]

7:05 p.m. - Montreal to Detroit, Northwest #1107 - arrive 8:55 p.m.

9:50 p.m. - Detroit to Cleveland, Northwest #252 - arrive 10:38 p.m.

Cost of Wed. flights = \$502.61; reservations have been made

Thursday, June 8

8:45 a.m. - Cleveland to Columbus, Continental #4641 - arrive 9:30 a.m.

12:30 p.m. - This is the time currently set for your meeting with  
Mrs. Melton. I arranged this with her husband. I believe  
it could probably be changed, if you wish. Let me know  
if I should do this or if you will.

4:00 p.m. - Columbus to LaGuardia, USAir #622 - arrive 5:23 p.m.

Cost of Thurs. flights = \$300; reservations have been made.

Do you need reservations at the Roger Smith? Is that where you're staying?

INTER-OFFICE CORRESPONDENCE

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 5/30/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: NEWS RELEASES

Attached are draft news releases for submission to CJF Newsbriefs, JWB Circle, and JESNA Trends. In addition, a draft of an Editor's Fact Sheet to accompany each release is also attached. All are due the first week of June for publication in mid to late summer.

I would appreciate your reactions to the attached no later than Friday, June 2. This will provide us with time to make necessary changes and get the materials in by the deadlines.

I am also sending these materials to Seymour for his reaction.

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**JEWISH EDUCATION IS FOCUS OF CJF  
PARTICIPATION IN NATIONAL COMMISSION**

Stepping up an already significant commitment to placing Jewish education high on the agenda of communal organizations, CJF has joined forces with the Commission on Jewish Education in North America (CJENA). Chaired by former CJF President Morton L. Mandel, CJENA is exploring ways to enhance national and local efforts to build the field of Jewish education in formal and informal settings and through experiences in Israel. "Our goal is to produce systemic change--to cause something significant to happen," said Morton Mandel. "The Commission has been convened to produce solid ideas and to see them through implementation."

The thrust of the Commission is Jewish continuity, an issue of primary importance to the Jewish community. With eleven Federations engaged in local efforts to strengthen Jewish continuity through improved Jewish education, and with the Committee on Jewish Continuity and Identity already in place, CJF quickly became an important contributor to the 47-member Commission. Commissioners with strong ties to local Federations or CJF, including CJF President Mandell Berman, are working with colleagues in foundations, JCC's, bureaus, seminaries and colleges as CJENA moves toward its goal of defining new initiatives for action.

Now reaching the mid-point in its projected 2 year time frame, Commission members have identified more than two dozen program areas which offer significant opportunities for improvement in Jewish education. Of these, they have focused on two major areas where coordinated effort can create the climate Jewish education needs to move forward. One is support for personnel; the other is community and its role in placing a high priority on education.

--more--

The Commission has found that successful approaches to issues of personnel are closely connected to the readiness of local communities to provide both moral and financial support to educators. "The broad-based improvement we need in Jewish education cannot happen without attention to people, the conditions of work, training, compensation, benefits and professional advancement opportunities of people who work in the field," said Mr. Mandel. A major direction for the coming months is identifying ways to encourage leaders in synagogues, Federations, bureaus, foundations and JCC's to place a high priority on Jewish education in their home cities.

"This joint emphasis on personnel and community really captures the nature of the challenge," said Mr. Mandel. "Personnel is a national concern but local community leadership is essential to addressing it. CJF and other organizations with strong community ties and continental perspectives can contribute to strategies that work at both levels." In the future, CJENA will be discussing ways to approach a dual strategy of building community leadership and developing personnel initiatives.

CJENA is supported by the Mandel Associated Foundations, in cooperation with JWB and the Jewish Education Service of North America (JESNA), and in collaboration with CJF.

#####

**EDUCATION AS A COMMUNITY CONCERN  
INVOLVES JWB IN NATIONAL COMMISSION**

Moving to expand the agenda for community-based Jewish education, JWB last year joined with two other national organizations to form the Commission on Jewish Education in North America (CJENA). Chaired by former JWB President Morton L. Mandel, CJENA is exploring ways to enhance national and local efforts to build the field of Jewish education: not only classroom instruction but all the settings in which learning takes place--within the family circle, at camps and community centers, through print and electronic media, and through experiences in Israel. "Our hope is to produce systemic change--to cause something significant to happen," said Morton Mandel. "The Commission has been convened to produce solid ideas and to see them through implementation."

A broad perspective on how education takes place in informal settings has made JWB an important contributor to the 47-member Commission. Commissioners closely associated with the Jewish community center movement, including JWB President Donald R. Mintz, are working with colleagues in Federations, foundations, seminaries and colleges as CJENA moves toward its goal of defining new initiatives for action. "The Commission is timely and necessary," said Donald Mintz. "We represent many diverse organizations. We are, by our pluralistic nature, in a position to deal with the growing threats to Jewish pluralism."

Now reaching the mid-point in its projected 2 year time frame, Commission members have identified more than two dozen program areas which offer significant opportunities for improvement in Jewish education. Of these, they have focused on two major areas where coordinated effort can create the climate Jewish education needs to move forward. One is support for personnel; the other is community and its

--more--

role in placing a high priority on education.

The Commission has found that successful approaches to issues of personnel are closely connected to the readiness of local communities to provide both moral and financial support to educators. "The broad-based improvement we need in Jewish education cannot happen without attention to people, the conditions of work, training, compensation, benefits and professional advancement opportunities of people who work in the field," said Mr. Mandel. A major direction for the coming months is identifying ways to encourage leaders in synagogues, Federations, bureaus, foundations and JCC's and YM-YWHA's to place a high priority on Jewish education in their home cities.

"This joint emphasis on personnel and community really captures the nature of the challenge," said Mr. Mandel. "Personnel is a national concern but local community leadership is essential to addressing it. JWB not only operates on both levels, local and continental, but also provides insight into the informal aspects of Jewish education." In the future, CJENA will be discussing ways to approach a dual strategy of building community leadership and developing personnel initiatives.

CJENA is supported by the Mandel Associated Foundations, in cooperation with JWB and the Jewish Education Service of North America (JESNA), and in collaboration with CJF.

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**JEWISH EDUCATION IN THE LOCAL COMMUNITY  
TAKES ON A CONTINENTAL SCOPE**

At a time when religious, professional and lay leaders are asking what more they can do to help Jewish education, JESNA has joined with two other national organizations to form the Commission on Jewish Education in North America (CJENA). Headed by Morton L. Mandel, Chairman of the Mandel Associated Foundations, CJENA is exploring ways to enhance national and local efforts to build the field of Jewish education: in all settings in which learning takes place--within the family circle, in the classroom, at camps and community centers, through print and electronic media, and through experiences in Israel. "Our hope is to produce systemic change--to cause something significant to happen," said Morton Mandel. "The Commission has been convened to produce solid ideas and to see them through implementation."

The thrust of the Commission is Jewish continuity, an issue of primary importance to the Jewish community. The 47-member Commission brings together Jewish leaders from a diversity of settings, both local and national in scope, to focus on practical needs for improvement. Commissioners directly involved in Jewish education, including JESNA President Bennett Yanowitz and Vice President Mark Lainer, are working with colleagues in religious institutions, Federations, foundations, bureaus and JCC's as CJENA moves toward its goal of defining new initiatives for action.

Now reaching the mid-point of its projected 2 year time frame, Commission members have identified more than two dozen program areas which offer significant opportunities for improvement in Jewish education. Of these, they have focused on two major areas where coordinated effort can create the climate Jewish education needs to move forward. One is support for personnel; the other is community and its

--more--

role in placing a high priority on education.

The Commission has found that successful approaches to issues of personnel are closely connected to the readiness of local communities to provide both moral and financial support to educators. "The broad-based improvement we need in Jewish education cannot happen without attention to people, the conditions of work, training, compensation, benefits and professional advancement opportunities of people who work in the field," said Mr. Mandel. A major direction for the coming months is identifying ways to encourage leaders in Federations, bureaus, foundations, synagogues and JCC's to place a high priority on Jewish education in their home cities.

"This joint emphasis on personnel and community really captures the nature of the challenge," said Mr. Mandel. "Personnel is a national concern but local community leadership is essential to addressing it. JESNA and other organizations with strong community ties and continental perspectives can contribute to strategies that work at both levels." In the future, CJENA will be discussing ways to approach a dual strategy of building community leadership and developing personnel initiatives.

CJENA is supported by the Mandel Associated Foundations, in cooperation with JWB and the Jewish Education Service of North America, and in collaboration with CJP.

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[Editor Fact Sheet]

ABOUT THE COMMISSION ON  
JEWISH EDUCATION IN NORTH AMERICA  
(CJENA)

SPONSORSHIP:

CJENA is supported by  
The Mandel Associated Foundations, Cleveland, Ohio  
In cooperation with  
JWB, New York, New York  
The Jewish Education Service of North America (JESNA), New York,  
New York  
In collaboration with  
The Council of Jewish Federations, New York, New York

MEMBERSHIP:

Chaired by Morton L. Mandel; 47 prominent people in the United States and Canada selected for their involvement with Jewish education in their roles as: scholars and professional educators; religious leaders; professional and lay leaders of Federations, foundations, bureaus, JCC's and other communal organizations.

PURPOSE: The Commission was established to deal with the problem of ensuring meaningful Jewish continuity through Jewish education for the Jews of North America. Specifically, its charge is:

- a. to review the field of Jewish education in the context of contemporary Jewish life;
- b. to recommend practical policies that will set clear directions for Jewish education;
- c. to develop plans and programs for the implementation of these policies;
- d. to stimulate significant financial commitments and engage committed individuals and institutions in collaborative, communal action.

FOCUS:

....the examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals. Ultimately, CJENA will offer concrete recommendations for strengthening Jewish education in all its forms and settings. There are approximately 25 program areas being studied; however, two conditions that will jointly enable systemic improvement of education have been identified:

- a. personnel development through coordinated systems of recruitment, training, compensation and professional advancement; and
- b. local community development to inspire the leadership and financial support required.

OUTCOMES:

The Commission expects to issue a report in the spring of 1990.

AUDIENCES:	schools	foundations
	colleges and seminaries	community centers
	religious congregations	YMHA's and YWHA's
	Federations	planning/coordinating agencies

# COMMISSION MEMBERS

Mona Riklis Ackerman,  
New York, NY  
David Arnow,  
New York, NY  
Mandell L. Berman  
Southfield, MI  
Jack Bieler,  
Silver Spring, MD  
Charles R. Bronfman,  
Montreal, Que., Canada  
John C. Colman  
Glencoe, IL  
Maurice S. Corson,  
Columbus, OH  
Lester Crown,  
Chicago, IL  
David Dubin,  
Tenafly, NJ  
Stuart E. Eizenstat,  
Washington, DC  
Joshua Elkin,  
Newton, MA  
Eli N. Evans,  
New York, NY  
Irwin S. Field,  
Norwalk, CA  
Max M. Fisher,  
Detroit, MI  
Alfred Gottschalk,  
Cincinnati, OH  
Arthur Green,  
Wyncote, PA  
Irving Greenberg  
New York, NY  
Joseph Cruss  
New York, NY  
Robert I. Hiller,  
Baltimore, MD  
David Hirschhorn,  
Baltimore, MD  
Carol K. Ingall,  
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Ludwig Jesselson,  
New York, NY  
Henry Koschitzky,  
Downsview, Ont., Canada  
Mark Lainer,  
Encino, CA

Norman Lamm,  
New York, NY  
Sara S. Lee,  
Los Angeles, CA  
Seymour Martin Lipset,  
New York, NY  
Haskel Lookstein,  
New York, NY  
Robert E. Loup,  
Denver, CO  
Morton L. Mandel  
Cleveland, OH  
Matthew J. Maryles,  
New York, NY  
Florence Melton,  
Columbus, OH  
Donald R. Mintz,  
New Orleans, LA  
Lester Pollack,  
New York, NY  
Charles Ratner,  
Cleveland, OH  
Esther Leah Ritz,  
Milwaukee, WI  
Harriet L. Rosenthal,  
South Orange, NJ  
Alvin I. Schiff,  
New York, NY  
Ismar Schorsch,  
New York, NY  
Harold M. Schulweis,  
Encino, CA  
Daniel S. Shapiro,  
New York, NY  
Margaret W. Tishman,  
New York, NY  
Isadore Twersky,  
Cambridge, MA  
Bennett Yanowitz,  
Cleveland, OH  
Isaiah Zeldin,  
Los Angeles, CA  
Ronald Appleby, Q.C.  
Toronto, Ont., Canada  
Lionel H. Schipper, Q.C.  
Toronto, Ont., Canada



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216/391-8300

May 30, 1989

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Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell F. Berman  
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Mr. Charles R. Bronfman  
1170 Peel Street  
Montreal, Quebec H3B 4P2

Dear Charles:

I am pleased that you have agreed to chair a group discussion at the June 14 Commission meeting. Several hours will be devoted to these groups, making them the principle setting for the day. Each group will be asked to discuss the enabling options agreed upon at the December 13 Commission meeting: community and personnel. From these groups we expect to generate some concrete proposals upon which to base the future work of the Commission.

There will be a discussion guide prepared for you to follow, and you will have the assistance of a co-chair, staff members to serve as resources in the areas of community and personnel, and a recorder. I have asked Seymour Fox to meet with you prior to June 14 to fill you in on our general plans for the day, and to review the discussion guide currently being prepared for your use. I understand you will need to leave about 1:30, and we will ask your co-chair to take over when you depart.

I look forward to seeing you on June 14, and send my warmest regards.

*Mort*

Morton L. Mandel  
Chairman

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**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

AMERICAN JEWISH  
BACKGROUND MATERIALS  
FOR THE MEETING OF  
JUNE 14, 1989



Convened by the Mandel Associated Foundations,  
JWB and JESNA in collaboration with CJF

Seppman & Ameller,

A wonderful piece of work!  
Mandel, Zucker, Wapner

If anything is unclear - call - I should  
be in + out this afternoon, but home

DATE

## WORK IN PROGRESS:

### FROM THE SECOND TO THE THIRD MEETING OF THE COMMISSION

#### I. Background

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education/Jewish continuity in North America.

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered—any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. The Commission decided to focus its work *initially* on two of the enabling options:

1. To deal with the shortage of qualified personnel for Jewish education; and

2. To deal with the community—its leadership, structures and funding, as *a major agent for change in our community.*

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, day schools, supplementary schools, informal education, Israel Experience programs, programs for college students).

*The media,*

#### II. The Challenge: Ideas and Strategies

The ~~wide~~ consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. These commissioners reminded us that agreement that these areas are in need of improvement has existed for a long time among educators and community leaders. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant improvement has not occurred. Some claim that we may know what the problems are, but have not devised solutions that would address them, nor workable strategies for implementing them effectively in the field.

The challenge for the Commission at this time is to address these issues and ask the following questions:

1. What should be done in the areas of personnel and the community? What are some of the ideas that could help us begin our work, ideas that would address the problems of recruitment, training and retention of personnel as well as of profession-building? What are some of the

*M*

Ideas that would change the way the community addresses Jewish education—through involving outstanding leadership, generating significant additional funding, building the appropriate structures, and changing the climate?

2. How should it be done? How should this commission propose translating ideas into practice, developing them into programs for implementation? How should it go about changing matters in the field? What strategies should guide the implementation of these ideas?

To address these questions we must think about

- What should be done?
- How should it be done?
- Who should do it?

### III. What Should Be Done

Many   
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 chance

Numerous factors contribute to the conviction that at the present time effective action to improve Jewish education can be undertaken with good possibilities for success. Ideas that were proposed by commissioners and other experts, programs that were brought to our attention by practitioners in the field and current trends and developments in both the personnel and community areas support this conviction.

#### A. The Community

##### 1. Recent Developments

As the attached paper "Community Organization for Jewish Education in North America: Leadership, Finance and Structure" by Henry L. Zucker illustrates (see Appendix 1) there are a number of en-

couraging developments taking place in the way that the North American community relates to Jewish education.

- Key leaders of the <sup>last professional</sup> community are taking a new interest in Jewish education.

- Eleven communities have organized local commissions on Jewish education/Jewish continuity, <sup>coordinated by</sup> ~~under the coordination of CJP~~. Other communities are considering establishing such commissions (see "Federation Led Community Planning for Jewish Education, Identity and Continuity" by Joel Fox, Appendix 2).

- The establishment of the Commission <sup>on</sup> ~~for~~ Jewish Education in North America <sup>has</sup> generated a good deal of interest.

- Federations have begun placing Jewish education higher on the ~~list of~~ <sup>the list of their priorities</sup> ~~their priorities~~.

- Private foundations ~~are~~ interested in Jewish education, and several private ~~foundations~~ <sup>are</sup> have already funded important programs.

- The institutions of higher Jewish learning are in the process of developing and intensifying their education and training programs.

- JESNA has undertaken initiatives with ~~the~~ <sup>are</sup> ~~institutes of higher Jewish learning~~ <sup>growing</sup> ~~ing~~ <sup>planning</sup> ~~ing~~ <sup>number +</sup> ~~ing~~ <sup>size</sup>.

- JWB's report on Maximizing ~~the~~ Jewish Educational Effectiveness of JCCs is being implemented and first results are apparent.

- JESNA, some Bureaus, and ~~CJP~~ <sup>are</sup> are planning and have undertaken important initiatives in formal and informal Jewish education.



*important new*

- The denominations, nationally and locally, are developing educational materials, methods and technologies for schools, camps, and youth movements.

## 2. Next Steps

As this Commission begins to respond to the challenges of the community option, it can be encouraged by these and other activities. The Commission should carefully study and analyze the developing momentum, build upon it, and consider what additional steps could help the Jewish community ~~obtain~~ the greatest possible support for ~~systemic and~~ across-the-board improvement in Jewish education.

## B. Personnel

### 1. A Comprehensive Approach

There are shortages of personnel in all areas and for all age groups. Dealing with the shortage of qualified personnel for Jewish education will require the Commission to consider a series of complex problems and challenges. Little has been done in this area and significant development is needed. Although there have been efforts at improvement, no systematic, comprehensive, well-funded ~~attempt~~ *approach* has been undertaken.

The absence of such a comprehensive approach may even diminish the impact of sound programs. For example, we know that salaries for teachers are low, yet increasing salaries has not always had the expected impact of attracting new and qualified personnel to the field. Evidence from both general and Jewish education points to the fact that salaries alone are not enough to bring about change, rather they have to be combined with other measures such as improving status, empowering

educators, intensifying training and developing career opportunities.

To deal effectively with the personnel option requires that recruitment, training, profession-building and retention be addressed simultaneously.

Since the last meeting of the Commission in December, we have been studying these four topics. We have learned of many interesting and promising ideas, and at the same time, ~~have been~~ *we are aware* surprised by the paucity of data and the absence of planned, systematic efforts.

### 2. Some Examples

What follows are some examples of the ideas ~~was~~ suggested by experts. Some of ~~these~~ *these* experts are scholars, some of ~~them~~ practitioners, some of ~~them~~ researchers and theoreticians, some of ~~them~~ community leaders. Some of these ideas have been tried and are considered successful. Others have been formulated and seem convincing and promising. All ~~of them~~ require further study and careful consideration.

### a. RECRUITMENT OF PERSONNEL

How could we increase the pool of talented people who will join personnel training programs and who can be recruited to work as educators in the field? Commissioners and ~~experts~~ *others* have pointed to the fact that no ~~professional~~ *comprehensive* approach to recruitment has been undertaken. A number of questions arise, including: who to recruit, where to recruit, how to recruit, under what circumstances could recruitment succeed? When do students make their career decisions—in high school? in college? Should we recruit people at various ages? What in-

stitutions and programs are likely feeder systems for the profession of Jewish education — camps, youth movements, programs in Israel? What is their potential today? At which special population pools should we target recruitment efforts?

#### Some Suggestions:

- Recruit educators from general education:

Many ~~who are~~ many have excelled in fields such as early childhood education, adult education, who could be recruited and re-trained for Jewish education. In order to tap this resource, we would need to find out under what circumstances such people could be attracted and recruited.

- Recruit Judaic studies majors and graduates:

A recent study has indicated that there may be a significant number of students majoring in Jewish studies at general universities who could be recruited for the field of Jewish education.

- Recruit people considering career change:

In general education there are encouraging experiments in progress on recruiting people who are considering mid-career changes in their profession.

- Recruit rabbinical school graduates:

At present, a significant proportion of rabbinical school students choose to specialize in education. This may be an important pool for candidates for senior positions.

- Recruit graduates of schools and camps:

There is reason to believe that there is a significant pool of dedicated and committed graduates of schools and camps who

could make an important contribution during their college years to ~~institutions such as~~ the supplementary school, the JCC and Israel Experience programs. These young people have decided on careers in business, law, medicine and academia, but are willing and interested in making a contribution to Jewish continuity. Under proper circumstances, and with appropriate rewards — both financial and intellectual — they could enhance and complement the work of full-time professionals. Type

Some of these ideas have been studied (e.g. recruiting Judaic Studies majors), others are being selectively tried (e.g. re-tooling people from general education), and others are new and untried. They need to be studied. They may need to be combined with other programs (e.g. special training programs, job development, etc.) in order to enhance their effectiveness. all

#### b. TRAINING

Any effort to improve personnel will have to involve significant development of training opportunities. What kind of training for the various populations involved should take place, on-the-job? pre-service? training for specially recruited populations? Where could it be done? in existing institutions? in Judaic departments of general universities? in Israel? What should the content of training be? What should the relationship and balance be between Jewish studies, pedagogy, administration, etc.? These are some of the questions that will need to be examined. looked at in a new + fresh way,

#### Some suggestions:

- Large scale institutes and summer courses — similar to those that exist in

day Jewish

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## Such programs would enhance the

general education — could be established for the improvement of the teaching of Jewish subjects (e.g. courses for teachers of Bible, Hebrew, Jewish history). The work of supplementary school teachers, day school teachers, principals and researchers, ~~would be enhanced by such~~

help

sec educators

- In-service courses to ~~teach~~ educators the use of special techniques could be introduced. For example, programs to help teachers become comfortable with, and experience the practical benefits to be derived from, the use of media and technology in their work could be offered.

- For in-service training, Judaic Studies departments in general universities could be encouraged to offer courses for Jewish educators, formal and informal.

- The use of Israel's educational resources should be expanded. ~~As an example, at this time, a group of senior JCC executives are spending three months in Israel studying in a program organized by JWB. Such programs could be expanded and adapted for formal educators.~~

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- The training capacity in North America needs to be strengthened. The faculty of existing training institutions is small and must be expanded. Some suggestions are:

- Judaica professors at general universities could be recruited to bolster the existing training programs by adding the expertise of their specific field of knowledge (e.g. Bible, Talmud, etc.).

- Jewish professors in university departments of education, psychology, philosophy and sociology could ~~also~~ be recruited to teach in the education programs at institutions of higher Jewish learning.

S

- Outstanding practitioners, ~~those who~~ <sup>or</sup> have succeeded in schools and in informal settings, should share their wisdom by joining the faculty of training programs.
- Creative combinations of these ~~these~~ ideas might quickly enhance the capability of the training of Jewish educators.

Many more ideas for dealing with the shortages in the area of training have been suggested. Some, involving fellowships and stipends, are already under way. Others involve building the research capability for Jewish education so that programs and ideas can be effectively monitored and evaluated. ~~It is believed that a blend of some of these ideas and others~~ would yield fruitful results.

### A c. BUILDING THE PROFESSION

Can Jewish education be developed into a full-fledged profession? Is this a precondition for increasing recruitment to the field? How can it be done? How much of it must be done? Some of the elements involved include status (which in turn is related to salaries, benefits, empowerment, etc.), career opportunities, certification, collegial networking, a code of professional ethics and an agreed upon body of knowledge. All of these are part of what makes a profession. As we consulted with commissioners and other experts, ~~some of~~ the following suggestions were made:

- Salaries and benefits are important and should be improved. However, they alone are not enough to change the status of educators.

- The empowerment of educators — strengthening their role in setting



educational policy and content—is the subject of a major debate and many experiments in general education in North America. The role of empowerment for Jewish educators, particularly teachers, must be carefully considered and the insights derived from general education should be ~~studied~~ *evaluated*.

- Career opportunities that offer a variety of routes for advancement ~~the~~ need to be developed. Outstanding teachers should not have as their only route for advancement administrative positions (e.g. principal, assistant principal) for which they may ~~not~~ be qualified. Other positions, such as specialists in bible, family education, special education, adult education, and curriculum development, should be created.

- Networks of collegiality exist only in limited form. Journals, conferences, and professional communication networks should be enlarged and developed. The rapid and impressive success of CAJE serves as an encouraging example.

We will have to consider ~~how many~~ *to what extent* of these elements need to be implemented if we hope to recruit and retain talented people for the field.

#### d. RETENTION

Significant numbers of educators leave the field after a few years. Preliminary studies indicate that issues of status, empowerment, salaries, relationship with lay boards and with superiors, excessive administrative work, etc. contribute to the attrition. We have to learn more about educators, their motivations, their aspirations, and ~~begin~~ *to* address the issue of retention effectively.

*IV. Interim Summary*  
Throughout our consultations we were reminded that it is imperative to approach

the problem of personnel by dealing with all four ~~of these~~ elements simultaneously! It will be very difficult—if not impossible—to recruit if we do not build the profession. It will be very difficult to raise the large sums of money necessary to build the training programs ~~that are needed~~ unless many more students are attracted to the profession of Jewish education. The entire enterprise will suffer if talented educators are discouraged and prematurely leave the field.

#### ~~G. Personnel and the Community~~

The community and personnel options are interrelated and a strategy involving both must be devised. If we hope to recruit outstanding people for ~~the~~ profession of Jewish education, they will have to believe that Jewish education is embarking on a new era. They will have to believe that they are entering a field where there will be reasonable salaries, where their ideas will make a difference where they will be empowered to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the national and local levels. ~~Training will require significant funding and additional faculty will have to be recruited. The Jewish community will need to think hard and creatively about how to grant the field of Jewish education its appropriate status.~~

An infusion of dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families. The community, through its leadership, will then be able to more effectively design and

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take the steps necessary to place Jewish education high on its list of priorities.

## V. Bringing About Change

### A. From Ideas to Community Action Sites

Implicit in the notion of innovation is the assumption that one knows what should be changed and can demonstrate it. However, at this time, some of what should be changed and demonstrated has not yet been developed.

How can we determine which ideas are worth our investment? How can we know what combination of ideas and programs are likely to have the greatest impact? How comprehensive must our approach be? How can we decide where to begin?

These questions and others can only be resolved in real-life situations, through the dynamics of thinking for implementation and in the actual act of implementing. The solution to such questions, the specifics of educational plans and programs, need to be worked out in the actual situation, tailored to the particular students, educators, environment and content. Plans and programs need to be constantly fine-tuned and adapted as implementation proceeds. How can we structure this necessary dialogue between plans and implementation, between theory and practice?

This task—bringing about change in the areas of personnel and the community through implementation—is vast and complex and will be difficult to address at once and across-the-board throughout North America. We believe, however, that it could be feasible to begin such undertakings on the local level, in communities. There are a number of reasons for this:

1. Much of education takes place on the local level—in the communities, in schools, synagogues, community centers, camps.

2. Experts have reminded us that there are many advantages to building programs "from the bottom up"—with the local community playing a major role in initiating ideas and being leading partners in their implementation—thereby establishing ownership of the initiative.

3. Significant human resources and energy are required to implement a comprehensive undertaking (one that would involve all or many aspects of personnel—recruitment, training, profession-building, retention—and of community). If such an undertaking is done on a local level—during its experimental stage—its scope will be much more manageable. It will be possible to find the people needed to run the project.

4. In addition to the educators currently available, a community could mobilize other outstanding people from among its rabbis, scholars of Judaism, federation executives and Jewish scholars in the humanities and social sciences for the local demonstration project.

A local project could be managed in a hands-on manner. It could therefore be constantly improved and fine-tuned.

5. There are already ideas and programs (best practices) that, if brought together in one site, integrated and implemented in a com-

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plementary way, could have a significantly greater impact than they have today when their implementation is fragmented.

7. In addition to ~~the~~ proven ideas, new visions of Jewish education which have not yet been tried could be translated into practice and carefully ~~experimented~~ <sup>experimented</sup> with in a manageable way.

8. The results of a local undertaking would be tangible and visible—hopefully within a reasonable amount of time. As such, they could generate interest and reactions that might lead to ~~public~~ <sup>public</sup> debate on the important issues of Jewish education.

9. A network could be developed among ~~the~~ local sites which could increase ~~their~~ <sup>its</sup> impact and, hopefully, generate interest among additional communities to replicate and adapt ~~the~~ <sup>its</sup> approach.

<sup>at the same time</sup>  
While the arguments for local action ~~are~~ <sup>are</sup> sound, we recognize the indispensable contribution that must be made through the broad and sustained efforts of experts working "from the top down." Working on the local scene will require the leadership and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations. In turn, for the national institutions, local experiments would be an opportunity to test and develop new ~~conceptions~~ <sup>conceptions</sup> for Jewish education and to bring their experience to bear on various ~~local~~ <sup>local</sup> ~~issues~~ <sup>issues</sup>.

Our challenge is to work simultaneously on the local level and to find a way for the ~~national~~ <sup>national</sup> institutions to make their ~~own~~ <sup>own</sup> ~~contribution~~ <sup>contribution</sup>.

~~and national level~~  
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tribution to local experiment. What needs to be developed is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive.

For these reasons, we suggest that the Commission develop ~~an~~ <sup>a</sup> approach, a program to work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

A Community Action Site could involve an entire community, a network of institutions. ~~the~~ <sup>the</sup> major institution, ~~one~~ <sup>one</sup> of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by visions of what Jewish education at its best can be.

An assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be, and would be inspired to apply the lessons learned to their own communities.

## B. From Community Action Sites to Implementation

As these multiple and complex issues are being considered, many questions emerge. How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can we bring the best prac-

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We need to combine these two approaches rather than treat them separately



tice of Jewish education in the world to bear on specific programs? Who will be responsible for the effective implementation of local projects? What can ensure that standards and goals are maintained? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

There is a case is being made for initiating change through Community Action Sites. However, as the above issues were being considered it became clear that an answer is needed to the question of "who will do this?" Will it be necessary to create a mechanism to stimulate the establishment, development and evaluation of these sites? What kind of mechanism is needed to orchestrate this development process?

These are some of the questions that will be on the agenda of the Commission for Jewish Education as it convenes for its third meeting on June 14.

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## WORK IN PROGRESS:

### FROM THE SECOND TO THE THIRD MEETING OF THE COMMISSION

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1. To deal with the shortage of qualified personnel for Jewish education; and
2. To deal with the community—its leadership, structures and funding, as major agents for change [in any ~~major~~ area]

→ At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, day schools, supplementary schools, informal education, ~~the~~ media, Israel

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The challenge for the Commission at this time is to address these issues and ask the following questions:

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recruitment, training and retention of personnel as well as of profession-building? What are some of the ideas that would change the way the community addresses Jewish education—through involving outstanding leadership, generating significant additional funding, building the appropriate structures, and changing the climate?

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### III. What Should Be Done

Many factors contribute to the conviction that at the present time effective action to improve Jewish education can be undertaken with a reasonable chance for success. Ideas that were proposed by commissioners and other experts, programs that were brought to our attention by practitioners in the field and current trends and developments in both the personnel and community areas support this conviction.

#### A. The Community

##### 1. Recent Developments

As the attached paper "Community Organization for Jewish Education in North America: Leadership, Finance and Structure" by Henry L. Zucker illustrates (see Appendix 1) there are a number of encouraging developments taking place in the way that the North American community relates to Jewish education.

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- Eleven communities have organized local commissions on Jewish education/Jewish continuity, coordinated by CJF. Other communities are considering establishing such commissions.

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HLZ mentioned Feds. improving relationship with BTE's and congregations. ←  
are growing in number and size. ←

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There are shortages of personnel in all areas and for all age groups. Dealing with the shortage of qualified personnel for Jewish education will require the Commission to consider a series of complex problems and challenges. Little has been done in this area and significant development is needed. Although there have been efforts at improvement, no **systematic, comprehensive, well-funded ~~attack~~ approach** has been undertaken.

The absence of such a comprehensive approach may even diminish the impact of sound programs. For example, we know that salaries for teachers are low, yet increasing salaries has not always had the expected impact of attracting new and qualified personnel to the field. Evidence from both general and Jewish education points to the fact that salaries alone are not enough to bring about change, rather they have to be combined with other measures such as improving status, empowering educators, intensifying training and developing career opportunities.

To deal effectively with the personnel option requires that **recruitment, training, profession-building and retention** be addressed simultaneously.)

Since the last meeting of the Commission in December, we have been studying these four topics. We have learned of many interesting and promising ideas, and at the same

<sup>we are aware of a</sup> time, ~~have been surprised by the~~ <sup>have been surprised by the</sup> paucity of data and the absence of planned, systematic efforts.

### 2. Some Examples

What follows are some examples of the ideas ~~that were~~ suggested by experts. Some of these experts are scholars, some ~~of them~~ practitioners, some ~~of them~~ researchers and theoreticians, ~~some of~~ <sup>some of</sup> the community leaders. Some of these ideas have been tried and are considered successful. Others have been formulated and seem convincing and promising. All ~~of them~~ require further study and careful consideration.

#### a. RECRUITMENT OF PERSONNEL

How could we increase the pool of talented people who will join personnel training programs and who can be recruited to work as educators in the field? Commissioners and other experts have pointed to the fact that no <sup>comprehensive</sup> ~~professional~~ approach to recruitment has been undertaken. A number of questions arise, including: who to recruit, where to recruit, how to recruit, under what circumstances could recruitment succeed? When do students make their career decisions—in high school? in college? Should we recruit people at various ages? What institutions and programs are likely feeder systems for the profession of Jewish education—camps, youth movements, programs in Israel? What is their potential today? At which special population pools should we target recruitment efforts?

#### Some Suggestions:

- Recruit educators from general education: There is a pool of young Jewish educators ~~who are~~ working in general



education. Many have excelled in fields such as early childhood education and adult education and could be recruited and re-~~trained~~<sup>trained</sup> for Jewish education. In order to tap this resource, we would need to find out under what circumstances such people could be attracted and recruited.

- Recruit Judaic studies majors and graduates: A recent study has indicated that there may be a significant number of students majoring in Jewish studies at general universities who could be recruited for the field of Jewish education.

- ● Recruit people considering <sup>a</sup>career change: In general education there are encouraging experiments in progress on recruiting people who are considering mid-career changes in their profession.

- Recruit rabbinical school graduates: At present, a significant proportion of rabbinical school students choose to specialize in education. This may be an important pool for candidates for senior positions.

- Recruit graduates of schools and camps: There is reason to believe that there is a significant pool of dedicated and committed graduates of schools and camps who could make an important contribution during their college years to the supplementary school, the JCC and Israel Experience programs. These young people have decided on careers in business, law, medicine and academia, but are willing and interested in making a contribution to Jewish continuity. Under proper circumstances, and with appropriate rewards—both financial and intellectual—they could enhance and complement the work of full-time professionals.

Some of these ideas, such as recruiting Judaic Studies majors have been studied; others, like re-tooling people from general education, are being selectively tried. Some new ideas are untried and need to be studied. ~~They may need to be combined with other programs (e.g. special training programs, job development, etc.) in order to enhance their effectiveness.~~

They all need to be looked at in a new and fresh way.

## b. TRAINING

Any effort to improve personnel will have to involve <sup>a</sup>significant development of training opportunities. What kind of training should take place for the various populations—on-the-job? pre-service? training for specially recruited populations? Where could it be done? In existing institutions? In Judaic departments of general universities? in Israel? What should <sup>be</sup> the content of training? What should <sup>be</sup> the relationship and balance <sup>be</sup> between Jewish studies, pedagogy, administration, etc.? These are <sup>only</sup> some of the questions that will need to be examined.

Some suggestions:

- Large scale institutes and summer courses—similar to those that exist in general education—could be established for the improvement of the teaching of Jewish subjects (e.g. courses for teachers of Bible, Hebrew, Jewish history). ~~The~~ work of supplementary school teachers, day school teachers, JCC educators, principals and researchers ~~would be enhanced by such programs.~~

Such programs would enhance the

- In-service courses to help educators use special techniques could be introduced. For example, programs <sup>could be offered</sup> to help teachers become comfortable with, and experience the practical benefits



need to be developed. Outstanding teachers should have other options for advancement besides administrative positions (e.g. assistant principal, principal) for which they may not be qualified. Other positions, such as specialists in Bible, family education, special education, adult education, and curriculum development, should be created.

- Networks of collegiality exist only in limited form. Journals, conferences and professional communication networks should be enlarged and developed. The rapid and impressive success of CAJE serves as an encouraging example.

We will have to consider <sup>(to what extent)</sup> ~~how many~~ of these elements need to be introduced if we hope to recruit and retain talented people for the field.

#### d. RETENTION

Significant numbers of educators leave the field after a few years. Preliminary studies indicate that issues of status, empowerment, salaries, relationship with lay boards and with superiors, excessive administrative work, etc. contribute to the attrition. We have to learn more about educators, their motivations, their aspirations, ~~and~~ <sup>begin</sup> to address the issue of retention effectively.

recruitment  
training  
professional building  
retention

programs ~~that are needed~~ unless many more students are attracted to the ~~profession~~ of Jewish education. The entire enterprise will suffer if talented educators are discouraged and prematurely leave the field.

#### IV. Interim Summary

The community and personnel options are interrelated and a strategy involving both must be devised. If we hope to recruit outstanding people for ~~the~~ profession of Jewish education, they will have to believe that Jewish education is embarking on a new era. They will have to believe that they are entering a field where there will be reasonable salaries, a secure career, where their ideas will make a difference, and where they will be <sup>in a position</sup> empowered to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the <sup>continental</sup> national and local levels. Training will require significant funding and additional faculty will have to be recruited. The Jewish community will need to think hard and creatively about how to grant the field of Jewish education its appropriate status.

(the community for Jewish education: a secure career and)

HLZ says leadership at the highest level

(3)? HLZ says "highest communal priority"

An infusion of dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families. The community, through its leadership, will then be able to more effectively design and take the steps necessary to place Jewish education high on its list of priorities.

#### V. Bringing About Change

#### IV. Interim Summary

##### c. INTER-RELATIONSHIP OF ELEMENTS

As discussion of these four elements shows, and as we were reminded throughout our consultations, it is imperative to approach the problem of personnel by dealing with all four ~~of these~~ elements simultaneously. It will be very difficult — if not impossible — to recruit if we do not build the profession. It will be very difficult to raise the large sums of money necessary to build the training <sup>(needed)</sup>

→ to be derived from, the use of media and technology in their work, ~~could be of~~  
→ ~~benefit~~.

- Judaic Studies departments in general universities could be encouraged to offer in-service training courses throughout the year for Jewish educators, formal and informal.

- The use of Israel's educational resources should be expanded. As <sup>one</sup> ~~an~~ example, ~~at~~ ~~currently~~ ~~currently~~ a group of senior JCC executives ~~are~~ spending three months in Israel studying in a program organized by JWB. Such programs could be expanded and adapted for formal educators.

- The training capacity in North America needs to be strengthened. The faculty of existing training institutions is small and must be expanded. Some suggestions are:

*New positions for professors of Jewish Education must be created.*

Judaica professors at general universities could be recruited to bolster the existing training programs by adding the expertise of their specific field of knowledge (e.g. Bible, Talmud, etc.).

- \* Jewish professors in university departments of education, psychology, philosophy and sociology could ~~also~~ be recruited to teach in the education programs at institutions of higher Jewish learning.

- \* Outstanding practitioners who have succeeded in schools ~~and in~~ <sup>or in</sup> informal settings should share their wisdom by joining the faculty of training programs.

- \* Creative combinations of these ~~three~~ ideas might rapidly enhance the capability of the training of Jewish educators.

Many more ideas for dealing with the shortages in the area of training have been suggested. Some, involving fellowships and stipends, are already under way. Others involve building the research capability for Jewish education so that programs and ideas can be effectively monitored and evaluated. ~~It is believed~~ ~~that~~ ~~A~~ blend of some of these ideas and others would yield fruitful results.

### c. BUILDING THE PROFESSION

Can Jewish education be developed into a fully recognized profession? Is this a pre-condition for increasing recruitment to the field? How can it be done? How much of it must be done? Some of the elements involved include status (which in turn is related to salaries, benefits, empowerment, etc.), career opportunities, certification, collegial networking, a code of professional ethics and an agreed upon body of knowledge. All of these are part of what makes a profession. As we consulted with commissioners and other experts, ~~some~~ of the following suggestions were made:

- Salaries and benefits are important and should be improved. However, they alone are not enough to change the status of educators.

- The empowerment of educators — strengthening their role in setting educational policy and content — is the subject of a major debate and of experiments in general education in North America. The role of empowerment for Jewish educators, particularly teachers, must be carefully considered and the insights derived from general education should be ~~studied~~ <sup>studied, evaluated</sup>.

- Career opportunities that offer a variety of options for advancement



## A. From Ideas to Community Action Sites

→ Implicit in the notion of <sup>change</sup> ~~innovation~~ is the assumption that one knows what should be changed and can demonstrate it. However, at this time, some of what should be changed and demonstrated has not yet been developed.

How can we determine which ideas are worth our investment? How comprehensive must our approach be? How can we know what combination of ideas and programs are likely to have the greatest impact? How can we decide where to begin?

? (4) These questions and others can only be resolved in real-life situations, through the dynamics of thinking for implementation and in the actual act of implementing. The solution to ~~such~~ questions, the specifics of educational plans and programs, need to be worked out in the actual situation, tailored to the particular students, educators, environment and content. Plans and programs need to be ~~constantly~~ fine-tuned and adapted as implementation proceeds. How can we structure this necessary dialogue between plans and implementation, between theory and practice?

This task—bringing about change in the areas of personnel and the community through implementation—is vast and complex and will be difficult to address at once and across-the-board throughout North America. We believe, however, that it could be feasible to begin such undertakings on the local level, in communities. There are a number of reasons for this:

1. Much of education takes place on the local level—in the communities, in

schools, synagogues, community centers, camps.

2. Experts have reminded us that there are many advantages to building programs “from the bottom up”—with the local community playing a major role in initiating ideas and being leading partners in their implementation—thereby establishing ownership of the initiative.

3. Significant human resources and energy are required to implement a comprehensive undertaking (one that would involve all or many aspects of personnel—recruitment, training, profession-building, retention—and of community). If such an undertaking is done on a local level—during its experimental stage—its scope will be ~~much~~ <sup>easier</sup> more manageable. It will be ~~possible~~ to find the people needed to run the project. ←

4. In addition to the educators currently available, a community could mobilize other outstanding people from among its rabbis, scholars of Judaica, federation executives and Jewish scholars in the humanities and social sciences for the local project.

5. A local project could be managed in a hands-on manner. It could, therefore, be constantly improved and fine-tuned. (6)

6. There are already ideas and programs (best practices) that, if brought together in one site, integrated and implemented in a complementary way, could have a significantly greater impact than ←

they have today when their application is fragmented.

approaches which are often treated separately, sometimes even as mutually exclusive.

For these reasons, we suggest that the Commission develop an approach a program for communities that wish to become Community Action Sites, where we can deal with the community and personnel options. *can be addressed.*

A Community Action Site could involve an entire community, a network of institutions, one major institution etc. Here some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by visions of what Jewish education at its best can be.

The assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be, and would be inspired to apply the lessons learned to their own communities.

## B. From Community Action Sites to Implementation

As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can one bring the best practice of Jewish education in the world to bear on specific programs? Who will be

→ 7. In addition to ~~the~~ proven ideas, new visions of Jewish education which have not yet been tried could be translated into practice and carefully <sup>done</sup> experimented with in a manageable way.

→ 8. The results of a local undertaking would be tangible and visible – hopefully within a reasonable amount of time. As such, they could generate interest and reactions that might lead to a ~~wide~~ public debate on the important issues of Jewish education.

→ 9. A network could be developed among ~~the~~ local sites which could increase <sup>the</sup> impact and, hopefully, generate interest among additional communities to replicate and adapt <sup>this</sup> approach.

→ At the same time While the arguments for local action are sound, we recognize the indispensable contribution that must be made through the broad and sustained efforts of experts working “from the top down.” Working on the local scene will require the involvement and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations. In turn, for the national institutions, local experiments would be an opportunity to test and develop new concepts for Jewish education and to bring their experience to bear on various local situations.

Our challenge is to work simultaneously on the local level and to find a way for the national institutions to make their contribution to local experiments. What needs to be developed is a way to combine two <sup>and national levels</sup> approaches rather than treat them separately.

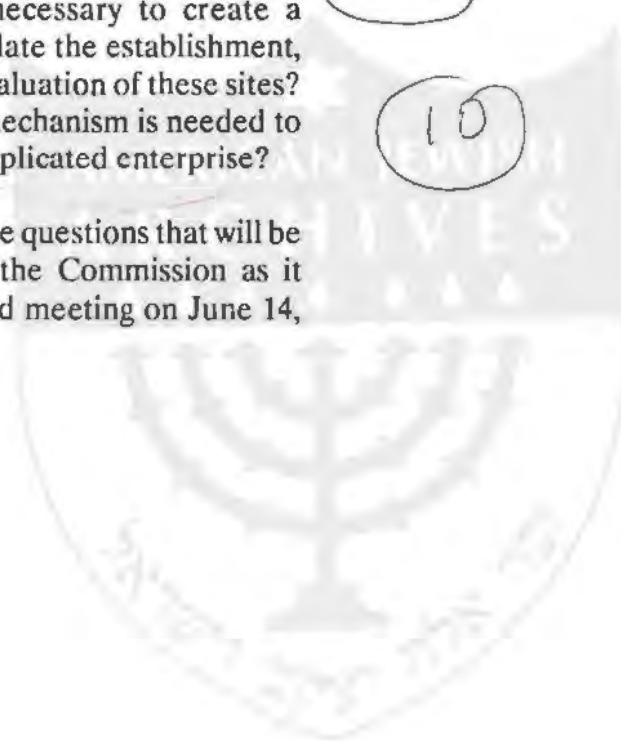
responsible for the effective implementation of local projects? What can ensure that standards and goals are maintained? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

There is a case is being made for initiating change through Community Action Sites. However, as the above issues ~~were being considered it became~~ reveal, it is clear that an answer is needed to the question of "who will do this?" Will it be necessary to create a mechanism to stimulate the establishment, development and evaluation of these sites? If so, what kind of mechanism is needed to orchestrate this complicated enterprise?

These are some of the questions that will be on the agenda of the Commission as it convenes for its third meeting on June 14, 1989.

9.9

10



June 1, 1989

## EXECUTIVE SUMMARY

1. At its meeting on December 13, 1988 the Commission decided to focus its work initially on two options.

- To deal with the shortage of qualified personnel for Jewish education; and
- To deal with the community--its structures, leadership and funding as major agents for change.

2. There was consensus <sup>that we should</sup> deal with personnel and the community, ~~because~~ <sup>I</sup> was recognized that ~~these~~ <sup>these</sup> are enabling options, pre-conditions for effecting all of the programmatic options, <sup>and</sup> they likely to improve Jewish education in all areas. Some commissioners reminded us <sup>that</sup> that agreement that these areas are in need of improvement has existed for a long time, <sup>any</sup> expressed concern as to whether ways can be found to significantly improve them. <sup>almost all</sup>

3. Since the meeting on December 13th, ~~the~~ <sup>almost all</sup> commissioners have been consulted, ~~and~~ <sup>Two</sup> key questions have emerged:

A. Do we know ~~what~~ <sup>any</sup> should be done in the areas of personnel and the community?

Are there ideas?

B. Do we know ~~how~~ <sup>any</sup> it should be done?

Are there strategies for implementation?

4. Throughout the consultations, ideas were proposed by commissioners and other experts, programs were brought to our attention by practitioners in the field, and we were informed of current trends and developments in the areas of both personnel and community.

### 5. The Community:

We learned that key lay leaders of the community are taking a new interest in Jewish education; that eleven commissions on Jewish education/Jewish continuity, coordinated by CJE, have been established in communities; that private foundations interested in Jewish education are growing in number and size, and more.

11

## 6. Personnel:

Our assumption that in dealing with personnel the approach would have to be comprehensive, that recruitment, training, retention and profession-building would have to be addressed simultaneously, was reinforced. There are many interesting and promising ideas in each of these areas. Some of these ideas have been tried and are considered successful; others have been formulated and seem convincing. However, we were also made aware of the paucity of data and the absence of planned, systematic efforts.

7. We learned that the personnel and community options are inter-related and that any strategy must involve them both. If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. An infusion of dedicated and qualified personnel into the field will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families.

8. This task—bringing about change in the areas of personnel and community—is vast and complex and will be difficult to address at once and across-the-board throughout North America. Because much of education takes place on the local level, and because we recognize the importance of the local community playing a major role in initiating ideas and being leading partners in their implementation, it is suggested that the Commission consider establishing a program to develop community action sites.

9. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented. If successful, other communities might be inspired to apply the lessons learned in community action sites to their own communities.

10. Working on the local scene will require the involvement and assistance of national institutions and organizations. Local efforts will not reach their full potential without the broad and sustained contribution of experts on the national level. A community action site requires both local initiative and involvement, and national expertise.

11. As these multiple and complex issues are being considered, many questions emerge. How does one begin to plan the local initiatives that will eventually lead to wide-spread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can one bring the best practices of Jewish education in the world to bear on specific programs? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused?

These are some of the questions that will be on the agenda of the Commission as it