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# JWB's Executive Fellows Program

An Interview  
with JWB  
Executive  
Vice-President  
Arthur Rotman

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By Shirley Frank

Ed. Note: For three months, beginning in late April 1989, a group of 13 carefully selected Jewish Community Center executive directors participated in a Jewish educational program of unprecedented scope—an intensive immersion experience in Israeli life and Jewish studies that is expected to produce far-ranging and innovative programming implications for the North American Jewish Community Center movement and its more than one million constituents.

The Executive Fellows program was stimulated by a finding of JWB's Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers (COMJEE) that it is of the utmost importance to ensure that JCC professional staff are Jewishly educated and involved.

To this end, over the past few years JWB has arranged and facilitated staff training seminars that have brought several hundred professional JCC staff members to Israel for intensive short-term Judaic learning experiences. In bringing executive directors and their families to Israel for a more extensive period, the organizers believe that the participants and their Centers will serve as a model, stimulating a significant change in the quality of Jewish life not only in the Centers directly involved, but ultimately in Centers throughout North America.

Funding for the Executive Fellows program does not come from the regular JWB budget but from special grants from the Joint Program for Jewish Education Fund in Israel and from endowment funds donated for such purposes. The Board of Directors, recognizing the vast potential inherent in this innovative program, asked Executive Vice-President Arthur Rotman to lead the group. On his return, he responded to questions posed by Circle editor Shirley Frank.

**Circle:** Where did the idea of having an Executive Fellows program begin?

**AR:** The idea evolved through discussions that I had with some of the people in Israel. To begin with, I have always believed strongly in the concept of sabbaticals for people in our profession. Then, in Israel, over the past couple of years, I became acquainted with The Jerusalem Fellows, a program that brings Jewish educators to Israel for from one to three years of intensive training. They come to Israel with their families, and they return to the Diaspora better equipped for the work they do. I was quite inspired by this extraordinarily successful program.

At that time, I was a consultant to the Joint Program for Jewish Education Fund, funded by the Jewish Agency and by the Israeli government to disburse funds for innovative programs that would make a significant contribution to

Jewish education and Jewish continuity. With the encouragement of JWB Honorary President Mort Mandel, Chairman of the Steering Committee of the Joint Program, and senior consultant Seymour Fox and others, I asked our staff in Israel to prepare a proposal for funding.

The people who had experience with the program didn't think it could be accomplished in much less than six months to a year. I didn't think the people we had targeted could spare more than a couple of months, but we were able to develop a proposal for a program of three months' duration. The Joint Program Fund found this idea very interesting and provided some 75 percent of the funding. We came back here and talked to our leadership, and the JWB Board of Directors voted the other 25 percent, which made the program possible.

**Circle:** How did you select participants?

**AR:** We advertised the program; we let the executives and Center presidents know about it. Many of the executives called us, and we set up certain criteria for eligibility. Executives also had to commit themselves to remain at their Centers for at least two years after the program is completed. As it developed, we were able to recruit an outstanding group of executives.

The group we had targeted was representative of various-sized communities. There was also geographic representation. There were people who had been executives for as little as five years, and there were some who had been executives for much longer than that. So it was a pretty good mix.

**Circle:** What was the program like? Was it a general program for everybody, or was it individualized for each person?

**AR:** It was partly individualized, and partly a core program. We had two seminars in advance of the trip to help people prepare themselves and get them into the habit of learning. Another purpose of these advance sessions was to help the group coalesce even before we got there, because we realized that much of the success of the program would depend on how people reinforced one another's learning.

Each of us had to select some specialized areas of concern, which we would pursue when we got to Israel. For example, one person chose as his project—a very interesting one—the examination of a whole series of ethical issues that had arisen in his Center over the past couple of years: questions about membership, programming, how you deal with people. He then spent his time in Israel exploring those ethical issues and seeing what the texts had to say about them—the Talmud, Bible, midrash, and

so forth. He wrote a paper applying the textual sources to each issue in the Center.

The individualized program allowed each person to pursue a specific interest. For instance, someone who was particularly interested in Jewish history had an individual tutorial with a leading historian at the Hebrew University every week; in between, the executive fellow did a great deal of reading, so that the tutorial time was used not for a lecture but to review what had been read, address questions, get into the implications, and so on. There were never more than two people assigned to a tutor for a particular subject, so that the attention was pretty well individualized.

Before we left Israel, all of us presented the results of our projects, in a paper or some other form. Most of the projects were individual ones, but four of us formed a group that rather ambitiously took a stab at developing the theoretical underpinnings of Jewish education in the JCC.

In addition to individual projects, we took courses at the Hebrew University specially designed for us—courses on Israel in contemporary society, on the politics of Israel, and on Israel-Diaspora relations, plus a special course on Jewish education in the Center.

**Circle:** Did you manage to travel and see other aspects of Israel as well?

**AR:** Yes. Our studies were augmented by three or four field trips, each from two to four days long, and each structured around a theme. One theme dealt with ethnic groups; another, with the question of religion in Israel. The field trips offered us valuable opportunities to meet with people; for example, when we explored ethnic groups, we met with Arabs, Druze, and Christians.

**Circle:** It's interesting that spouses and children went along on this trip. How did that work out?

**AR:** We thought from the very beginning that it was essential that we do everything we could to make this as good a learning experience as possible, and we couldn't see people being pulled away from their families for three months. It worked out very well.

I like the idea of having families involved. Personally, I remember, in 1975, when I was the executive in Pittsburgh, JWB asked me to lead a group of Center professionals to Israel. It was the second such group; the first time it had been done, two years earlier, the leader of the group had said that in order to ensure that the participants really spent their time on the experience, they should not be distracted by having spouses or family along. I took the

opposite position, encouraging spouses and children to come and spend as much time as possible. As a result, we deliberately planned right from the very beginning that there would be accommodations and special arrangements made for families. Each participant in the program was provided with an apartment. People were encouraged not only to bring their spouses—for the whole time or for part of the time—but to bring their children as well; about half the group brought young children.

We had made special arrangements with the Masorti School in French Hill, where there are many English-speaking people. The principal was agreeable to having the kids participate in the classes. These kids were all day-school students, as it happened, so they were able to do that.

We tried to live as Israelis do. I don't think we anticipated the extent to which this aspect of the program added a dynamic of its own, because living in a hotel is one thing, but living in an apartment and supplying yourself, and doing all those things one usually does, especially with families, is quite another. This program gave people an experience of living in Israel that they just couldn't get in any other way. It also gave us an opportunity for many casual conversations, so that we could get at the essence of what was different about Jews living in a place where Jews are in charge—what it means to live in a Jewish state. We spoke to people who had come from different places, and learned why they came to Israel, and what their lives were like. We still were essentially outsiders, because we didn't have our 19-year-olds in the army, but, short of that, we were placed in a position of living like Israelis because we were living on our own.

**Circle:** Having been such an integral part of the planning of this experience, is there anything you would do differently?

**AR:** We had built in three hours a week for Hebrew, and most of the group turned out to be dissatisfied with that. All but one thought that we should have much more Hebrew, much more intensively, like an *ulpan*. One can communicate reasonably well in English with the small percentage of the Israeli population who are comfortable with English—the small percentage American Jews come into contact with all the time, leading us to believe that most Israelis are comfortable communicating in English. When you go for a week or two and stay in a hotel, you can kid yourself into thinking that everyone knows English, but after three months we realized that it's just not so, and I would say that some of the greatest



Photograph: Richard Lobell

## 1989 EXECUTIVE FELLOWS

- David Dubin, Palisades JCC, Tenafly, NJ
- Allan Finkelstein, Leo Yassenoff Jewish Center, Columbus, OH
- Myron Flagler, Worcester JCC, MA
- Leonard Freedman, Rochester JCC, NY
- Burt Garr, St. Paul JCC, MN
- David Kleinman, Cleveland JCC, OH
- Avrim Namak, Richmond JCC, VA
- Gary Schrieber, Cincinnati JCC, OH
- Lewis Stolzenberg, Staten Island JCC, NY
- Helaine Strauss, Suffolk Y, Commack, NY
- Jerry Wische, Houston JCC, TX
- Michael Witkes, Sephardic Community Center, Brooklyn, NY

Just as Centers and the JCC movement will benefit from the educational experience of their Executive Directors in Israel, so will they benefit from that of their lay leadership. Last summer, JWB organized a JCC Movement Leadership Institute in Israel designed especially for JWB Board members and JCC leaders. Participants were exposed to nearly a week of intensive seminars, tours, and briefings. Among the highlights: the thrilling opening of the Maccabi Games and the opportunity to meet with the Executive Fellows. The Institute was chaired by JWB Associate Treasurer Ann Kaufman, of Houston, Chairperson of the JWB Professional Resources Committee. JWB Vice-President Alfred W. Levy and JWB Board member Harold O. Zimman snapped these photographs that convey some of the quality of the experience.

thrills some of us had resulted from communicating, even in our faltering Hebrew, with Israelis and with people who came from other countries to visit. We met Hungarians there, and Russians. To meet and communicate with a Russian Jew in Hebrew—especially knowing the conditions under which the Russian Jews had to study Hebrew—forced us to face the fact that if we really feel that the Jews are one people, one dimension of peoplehood is language, and that language is not English.

**Circle:** Now that the executives are all back at their Centers, what do you think will be the impact of this experience?

**AR:** We had a choice right from the very beginning whether to try to program that impact in advance; we considered that perhaps this group should be charged with designing a particular project or program through which we would influence the field. But we decided not to go that route. We decided to go the route of *Torah le-Sh'ma*, learning for its own sake. This was a learning experience, and anything else would really be a distraction. While people might have it in the back of their minds how they were going to use the material, that was an individual matter, it wasn't legislated; people were there to learn, to enrich themselves, to immerse themselves in study. The premise, of course, is that as a result of their experience

in Israel, people will come back enriched, and their enrichment will be reflected in the things they do, in the decisions they make, the programs they plan, in their Centers.

**Circle:** Do you think this program will be repeated? Is this going to become part of the agenda for JCCs in Century 2?

**AR:** It could very well be that in another three or four years, there may be a similar program. I would love to see it done again. If we could find the funding to do it once every three or four years with another group, in 10 years' time we could have 39 different executives involved, coming back to their Centers and influencing a significant proportion of the Jewish population of North America.

I might add that there are other people from other fields in Jewish communal work who have said that they never thought it was possible that one could take a group of that many executives away for three months and have this kind of a program. But the fact is that, now that it's been done, everybody forgets what all the objections were at the very beginning. Now that it's been proved possible, people are saying, "Why should this be only for Center people?" So my guess is that this experience was a kind of breakthrough, and we'll be seeing more such opportunities for longer-term experiences like this in Israel.



## From Ideas to Action: Mandel Commission on Jewish Education in North America Plans Major Impact

*The Commission on Jewish Education in North America is sponsored by the Mandel Associated Foundations of Cleveland, Ohio, in cooperation with JWB and the Jewish Education Service of North America (JESNA), and in collaboration with the Council of Jewish Federations (CJF). For more information, contact Leonard Rubin, Assistant Executive Director, JWB, 15 East 26th Street, New York, NY 10010-1579; (212) 532-4949.*

Education has been an urgent concern since the publication of the 1979 Carnegie report entitled "A Nation at Risk." That report awakened the U.S. to the immediate need for improvement of its educational system.

Many feel that the Jewish community, too, is at risk. That is why the Commission on Jewish Education in North America was formed in 1988, and why the Commission—a major initiative that has as its goal a radical change in Jewish education in North America—has been meeting regularly for more than a year, in the hope that by June 1990, it will be able to announce plans for the revitalization of Jewish education, and for the implementation and funding of those plans.

Toward that end, the full Commission—composed of 47 prominent Jewish scholars, educators, community organizers, philanthropists, and religious and communal leaders—met in New York on October 23, 1989, to discuss its progress from planning to action.

"When we established the Commission, it was with the hope that it would bring about major change in Jewish education throughout North America," said Morton L. Mandel, of Cleveland, chairman of the Commission and an Honorary President of JWB, who also chaired JWB's influential blue-ribbon Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers (COMJEE). "We understood from the very beginning that a message, a vision, was important, but that it would need to be accompanied by concrete plans to be implemented in the real world—in schools, in synagogues, in Jewish Community Centers, in camps, in educational programs in Israel, in adult and family education.

"Now, more than a year later, we have met three times, and we are ready to begin moving from discussion to implementation."

At the October meeting, whose theme was "From Decisions to Implementation: A Plan for Action," the commissioners discussed the seven-part Action Plan that had emerged from the Commission's first three meetings:

1. Mobilizing the community: a systematic effort to get the Jewish community to place Jewish education at the very top of the communal agenda.

2. Recruitment, training, and retention of qualified, well-paid professional Jewish educators.

3. Developing Community Action Sites: creating examples of the best that Jewish education has to offer, so that educators worldwide can learn from methods that are already proven successful.



MORTON L. MANDEL

4. Developing a continental support system for Jewish education to implement strategies that go beyond the capabilities of individual communities.

5. Outlining an agenda for programmatic areas, such as the media, informal education, the Israel experience, day school, college age, early childhood, etc.

6. Building a research capacity to measure effectiveness of programs and to create a knowledge base for future decision making.

7. Designing a mechanism for implementation of findings.

The October meeting resulted in a solid consensus that the Commission is proceeding appropriately toward its goal of having a major impact on Jewish education and Jewish continuity. It sharpened the focus of the Commission's objectives, and defined what has been accomplished so far and what has yet to be done before June 1990, when the Commission hopes to issue its final report.

One of the challenges the Commission has dealt with is building consensus among the many constituencies and institutions within Jewish life. The religious denominations, Jewish educational organizations, Federations, and JCCs all have distinct concerns, yet many of the concerns overlap. "We need a marriage of all the powerful forces in Jewish life to make this work," said Mandel. Toward that end, Commission leadership is reaching out to many Jewish organizations to gain input and cooperation for a large-scale effort to improve Jewish education.

Several commissioners expressed a desire that research and analysis of Jewish educational programs be given a high priority. While there was some debate about the advantages and disadvantages of formal, as opposed to informal, education, Mandel repeated the expressed desire to keep the Commission's recommendations "staunchly pluralistic. We want every Jewish child to get the best Jewish education he or she can possibly get."

JWB Honorary President Esther Leah Ritz, of Milwaukee, also noted that "Jewish education must be pluralistic. You can't look to a single standard of what is best practice. There is room for multiple approaches within the Jewish educational structure."

At the end of the day's meetings, Mandel summed up where the Commission is going. "We will learn by doing," he said. "We're never going to have a perfect plan, but we have to dig in and get going. We've come a long way, but we're only at the tip of the iceberg. There's so much we don't know yet, but we must have the courage to start."

IV. STATUS OF IDENTIFYING AUTHOR FOR FINAL REPORT

(sf) We met with David Finn in December, looked at numerous materials and reports they produce,  
Liked the response to our presentation: the push to state concrete matters  
Consulted with MLM and Hank  
Asked him to write  
Were pleased he accepted  
Will be working with him in February

*get photographs*

The REPORT

As of now the pieces that are missing include:  
a history of the commission  
the state of the field  
toward the future  
and of course documented chapters on the recommendations

Programmatic: we haven't dealt with that well enough yet. Will make suggestion after the February meetings.

*stave*

V. DISCUSS WORKING DOCUMENT

(sf - ah)

1. This document is essentially a corrected version of the one discussed in December. It has retained the basic structure and content and we have tried to incorporate many of the comments they made.

2. The title: leave to writer of report

3. Summary and recommendations: what we did: we listened to what was said by them -- and tried to give a very concrete description of what is involved in the suggestions.

\* can we put in a dollar amount or write "millions of dollars" or what? (pl A)

4. The recommendations:

5. The Community/financing (should this be the title?)  
page 9 -- fill in Foundations and \$ amount?

*Dot*

The IJE -- clarify concepts and be ready for Jon - all his interviews indicate fear of the scope, etc...

VII

A. Format and content

(see proposed agenda)

issue: the presentation -- MLM alone or someone additional  
another Commissioner (who?)  
a staff member (who?)  
slides (what)

Group discussions: work with script, staff, chair, co-chair

B. Attendance:

What is the real score today?

VIII. Communications with commissioners: reports and discussion

Ritz  
Lookstein  
Lamm  
Twersky  
Arnow

Tishman

fox will see Evans and Ackerman  
hochstein will see Melton, Schorsh and Maryles

IX. THE RESEARCH PROGRAM

Turn to page with list of papers -- before the maps

- Isa Aron's paper on professionalism (SF: do we invite comments or respond right away?)

We believe this is a good paper and think it should be published. However we believe that there is a problem with the last chapter. Isa is advocating there a series of recommendations, many if which do not flow directly from the paper, but are the result of her personal thinking, of her knowledge of the field, her experience etc... This is not part of the assignment -- though when she asked in Cleveland if

she could do this we allowed her to take a crack at it. However the advocacy position is not one that research should take. We do not want to take a position in regard to her recommendations at this time. What we needed from her -- a clarification of the issue of professionalisation she has done.

(See notes to myself)

So we recommend that the paper be published without the recommendations of the last chapter-- if she agrees. She should of course be free to publish it elsewhere with the last chapter if she chooses to do so.

CAJE -- FIELD NOTES:

we are reading their materials. TY (to be given to SPA?)

ARYEH --



To: Ginny Levi

From : Annette Hochstein

*280*

Re: Senior Policy Advisors' meeting

We suggest the following items for the meeting of the Senior Policy Advisors:

1. Background documents for the fifth meeting of the Commission
2. The Commission meeting: format and content
3. Communications with Commissioners: reports and discussion
4. The research program: progress report and publications



January 16, 1990

2 MLM

The fifth meeting of the Commission.

Suggested Format:

Two plenary sessions and one small group session

**Plenary I**

a. Opening Statement and Chairman's Report (MLM)

b. Presentation

Brief review of the history, process and progress of the Commission

The changes that might occur:  
what could be ten years from now

We are ready to begin:

Funding  
Staff and mechanism  
Communities interested in becoming  
Community Action Sites

c. Plenary Discussion

**Group Discussions**

3 well-staffed groups to discuss 2-3 recommendations each:

- a. The Community; The Mechanism; Research
- b. Personnel; Programmatic arenas; Research
- c. Personnel; Community Action Sites; the Community

**Plenary II**

- a. Reports of small group meetings
- b. Discussion
- c. Report on the Research
- d. The Commission Report
- e. Next meeting

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HDS elaboration - Funds will be invested locally as well as nationally.  
Who will watch to see what happens w/ the \$, Fiscal monitoring  
as well as process/outcome monitoring.

Fdrs - quick start, Feds - long term funding  
LUNCH - PHONE CALL

#### IV. Status of identifying authors

SF - Met w/ Finn - agreed - will meet w/ him lat wk of Feb.  
Has the documents. Will try to be at mtgs. on 2/14 + 15.  
- Letter from Finn in next 2-3 days.  
- Photographer for 2/14? HLZ will discuss w/ Finn.

#### V. Discuss working document

VFL to send editorial responses. This is on substance.  
SHH on style - Will Finn rewrite from scratch on style? Yes.

P.1 - HDS - Communal mobilization - more than communal  
leadership

MLM - Not yet sure about a pool of funds - Suggest saying  
"substantial funds will be available to launch the plan."

P.2 HDS - TP 4. What's meant by "terms & conditions..." -  
Who? AH - Refer to empowerment. "Whole pkg."

R1  
JR - Here we refer to 3-5 communities. Suggest using "several."

DA - re funding - What's covered initially - what later?

Assignment for JF to determine.

MB - Encourage to look at CAS sections + commentary - to be done

JW - Will there be any statement of process strategy for communities?  
Would help to clarify why we go on to discuss.

F - There's a dif bet. this document + final report. They'll incorporate JW suggestions in this document.

\* Asks that JW draft the language. OK - will give time.

P. 3

P. 4

P. 5 - SHH #5 - Settings + frameworks not comprehensive enough to incorporate target populations.

ARC - Frameworks - sub. mentions appropriate, 5-11.

HDS - Suggest leaving informal ed. out in listing - add at the end - and a number of other informal settings.

MB - Suggests that CAS come after sections on community + personnel - #5 rather than #7 - Will consider.

HDS - Suggests giving the facilitating mechanism a name - Initiatives in Jewish Education -

\* Others - leave it loose + general on 2/14.

JR - ~~Re~~ Under #5 - Context, resources + methods - add the arts

Is HCLZ connecting this?  
Yes!

Background:

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and persons engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning,

separate?

SP

denomination and day-school leaders and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief local organization targets are the religious congregations, Jewish community centers, day schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, and major Jewish-sponsored foundations. At the national level are JWB, JESNA, CJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal education.

academics

day

supplementary and

It is clear that the highest level of community leadership is needed to establish a highest communal planning and funding priority for Jewish education. The involvement of top community

~~could be considered as scholars~~

leadership in Jewish education is the key to raising the quality of Jewish education in North America.

Not all of the Commission is convinced that Jewish education is now seen by key lay leadership as a top community priority, but most believe that there is a decided trend toward the involvement of top leadership and that the battle to create a very high communal priority for Jewish education is well on its way to being won.

Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of new immigrants. Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel. More recently, community leaders have been concerned with issues related to Jewish survival and continuity, and are putting a higher premium on Jewish education.

We have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local or national level. Improvement in the following areas requires continuing examination:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and financing Jewish education.
3. The need for forceful national leadership in establishing standards for the field, in promoting and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.

At least a dozen federations are currently involved in comprehensive studies of their community's Jewish education programs and many more are in earlier stages of organization. JESNA, JWB, and CJF are currently engaged nationally in efforts to examine related issues.

#### Financing:

Very little is known about overall financing of Jewish education. Nonetheless, a few general observations about financing can be made.

Congregational funding, tuition payments, and agency and school fundraising (especially by day schools), are mainstays of Jewish education financing. These sources of support are crucial and need to be encouraged. There is consensus that considerable additional funding is required from federations as the primary source of organized community funding, and that ~~substantial~~ ~~funding will need to come from~~ private foundations and concerned individuals, *will need to provide ~~the~~ substantial funding for both the initiation of new projects and their long-term support.*



Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation between the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have already been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes. A number of communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowments fund -- a relatively new source of communal funds -- are growing at a good pace and can be an important source of support for Jewish education. Simultaneously, there is a relatively new growth of large family foundations -- a post World War II phenomenon -- which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding will be available for well considered programs to improve and expand Jewish education.

It needs to be noted that some members of the Commission have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that there needs to be a careful review of current programs and administrative structures to see how these can be improved. They believe that we need to monitor and evaluate projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

Recommendations:

The following specific Commission recommendations are made with reference to community and financing:

1. The Commission encourages the establishment of additional local committees or commissions on Jewish education, the purpose of which is to bring together communal and congregational leadership in a wall-to-wall coalition and recommend how to improve the communities' formal and informal Jewish education program.
2. The Commission encourages each community to ~~seek~~ aggressively <sup>seek</sup> ~~to include~~ top community leadership <sup>to include</sup> ~~in their~~ <sup>its</sup> local Jewish education planning committee and in the management of the schools which provide the education.
3. The Commission recommends that federations provide greater sums for Jewish education, both in their annual allocations and by special grants from endowment funds and/or special

Call for endowment of schools?

fundraising efforts on behalf of Jewish education.

4. The Commission and its anticipated implementation mechanism should encourage private foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten years. (This process has begun and thus far XXX foundations have agreed to set aside ~~substantial funds~~ <sup>substantial funds</sup> approximately ~~\$XXXX~~ during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommends that private foundations establish a fund to finance the implementation mechanism and modest subsidies for Community Action Sites and other projects.

The Commission recognizes that pressures<sup>e</sup> on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term. Longer term funding requires that federations, as the expression of the community's will to improve Jewish education, should produce substantially greater support for Jewish education.

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play a major role in supplying the near term financing, while federations are gearing up to meeting the longer term funding needs. Federations also have<sup>e</sup> a key role in identifying needs and opportunities, encouraging and bringing together private and communal funding sources into coalitions for <sup>long term</sup> support of Jewish education, and in leveraging support from the different sources.

*always be numerous demands for resources, but meeting pressing needs should not prevent us from allocating adequate funds to Jewish education. Unless Jewish education is made a funding priority, it will never be adequately addressed.*

*identifying needs and opportunities*

*long term*

*SP*

*not enough*

*100 3*

Recommendation:

2. Community/Financing

The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.

STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

490

SEYMOUR MARTIN LIPSET  
CAROLINE S. G. MUNRO PROFESSOR  
OF POLITICAL SCIENCE, PROFESSOR OF  
SOCIOLOGY, AND SENIOR FELLOW,  
HOOVER INSTITUTION

213 HOOVER MEMORIAL BUILDING

January 31, 1990

Dr. Morton L. Mandel  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort:

Thanks for the information on the publicity accorded the Commission. I trust we get more as we finish.

Your letter mentions "our conclusion in June." As you know, I was unable to attend the February session, but I hope to get to the next (last) one.

If possible, I would like to meet with you in the near future to discuss research needs for the Jewish community. I think that I have been able to get the 1990 Jewish population survey to insert a number of questions which will make it more useful for us. The survey will include questions on the Jewish education of the respondents and their children. The sample will be the largest and best ever taken of American Jews. I am working with the Wilstein Institute in Los Angeles to help plan the analysis of it.

I would also like to talk to you about what is happening in the Democratic Party. I gather you and others have formed a group to try to affect the process.

I enclose a recent article I have written for a Democratic think tank associated with the D.L.C. that discusses some of the problems.

Cordially,

*SML*

Seymour Martin Lipset

SML/jss  
encl.

DEPARTMENT OF YOUTH ACTIVITIES

בתי הכנסת המאוחדים באמריקה

# The United Synagogue of America

The Association of Conservative Congregations

155 Fifth Avenue, New York, New York 10010 • (212) 533-7800

**Rabbi Paul Freedman**  
Director  
**Jules A. Gutin**  
Assistant Director  
**Mirjam Mundstzuk-Orbach**  
Projects Director  
**Elliot Forchheimer**  
Activities Director  
**Martin S. Kunoff**  
Activities Administrator  
**Daniel Ripps**  
Activities Coordinator  
**Amy Katz Wasser**  
Projects Coordinator  
**Leah Bienstock Muroff**  
Program Coordinator  
**Jonah Layman**  
Educational Consultant  
**Hezki Arieli**  
Shaliach Merkazi

**Yitzchak Jacobsen**  
Director, Israel Office  
**Shimon Lipsky**  
Nativ Director

United Synagogue of America  
**Franklin D. Kreutzer**  
President  
**Rabbi Benjamin Z. Kreitman**  
Executive Vice President  
**Rabbi Jerome M. Epstein**  
Senior Vice President  
Chief Executive Officer  
**Jack Mittleman**  
Administrative Vice President

**Jeremy J. Fingerhain**  
Co-Chairman  
National Youth Commission  
**Stephen S. Wolnek**  
Co-Chairman  
National Youth Commission

January 31, 1990

Morton L. Mandel  
Commission on Jewish Education in N.A.  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Mr. Mandel:

For me personally, hearing from you and dialoguing with you was a very real privilege. For many years, I have had occasion to remark on the incredible achievements in Jewish Education, due in no small measure to your determination, perseverance and foresight. We are very lucky to have you as a Jewish leader who cares about Jewish education.

I heard you very well in terms of the dialogue and want to promise you that yours truly will be "on board". I think we have an opportunity to do something that will be truly remarkable and historic and want to promise you my fullest cooperation.

As you know, a number of us met with Bernie Reisman two days before your meeting with us at the Jewish Theological Seminary of America and I hope that the information that we shared with him will be helpful. It was remarkable to note that the International Directors of the Reform, Conservative and Orthodox Jewish Youth Groups, viz NFTY, USY and NCSY as well as BBYO and the AZYF were remarkably in agreement in terms of the current situation, the future and the tremendous possibilities for a real and significant accomplishment in the days ahead.

Yours sincerely,

*Rabbi Paul Freedman*  
Rabbi Paul Freedman  
PF:gn

cc: Dr. Ismar Schorsch, Chancellor

(Dictated by Rabbi Freedman & signed in his absence)



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eisenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gierschalk  
Arthur Green  
Living Greenberg  
Joseph S. Gross  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Lionel H. Schipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

January 30, 1990

Ms. Roberta Goodman  
25 Cornish Road  
Toronto, Ontario  
Canada M4T 2E3

Dr. Ron Reynolds  
Bureau of Jewish Education  
6505 Wilshire Boulevard  
Los Angeles, CA 90048

Dear Roberta and Ron:

Having had an opportunity to read through the extensive materials you sent, I want to again thank you for the tremendous job you did on this project. The quality and quantity of the work by you and the members of the various task forces is clearly reflected in the product. Although right now we are caught up in preparations for the mid-February Commission meeting, in the next few weeks the Commission staff will be looking at the impact this work can have on the Commission report and on the implementation work that will follow immediately.

The experience of working with CAJE and its leadership has been very fruitful for the Commission, and personally illuminating and rewarding for me. I look forward to future opportunities to work with you and the CAJE chevra.

Sincerely,



Mark Gurvis  
Commission staff

cc: Morton L. Mandel  
Eliot Spack

bcc: ANNETTE HOCHSTEIN ✓  
HENRY L. ZUCKER

240

*concepts  
weinan*

#### 4. SUMMARY - TRAINING PROGRAMS, RETROSPECT AND PROSPECT

##### The Training of Jewish Educators: Issues Confronting Training Institutions

The training of Jewish educators in the institutions that were examined is comprised of complex diverse programs that cannot be easily reduced to a few categories or types. In the past two decades there has been a steady decline in the number of students choosing to major in Jewish education at the B.A. level. During the same time period there was a proliferation of M.A. level programs. Currently, there are 358 students enrolled in degree or teacher certification programs, preparing for careers in Jewish education. Another 109 students are enrolled in post M.A. programs (Doctoral or principal).

The students entering institutions for training in Jewish education are coming from variety of backgrounds, they tend to be predominantly female, much more than previously with respect to Judaica background, highly motivated, and interested in pursuing a number of different careers paths in Jewish education.

The education faculties of the institutions are exceedingly small. They are expected to function in a number of different arenas within the institutions and few are able devote sufficient time to the training of Jewish educators.

A number of specific questions and issues emerge form the analysis and discussion:

1. In order to meet the challenges of the next decade and chart a course, most of the institutions examined in this study, have or are currently conducting long range planning studies. Their findings should provide data for better understanding their relative strengths and weaknesses, needs and resources. How might this information best be used in mapping out options for the training of Jewish educators?

2. Institutions fiercely want to maintain their autonomy and unique identity. Each needs to be understood within the context of its community, constituencies, and respective ideology. These realities require further exploration in order to understand how colleges might work together.

3. Despite their need for autonomy Jewish institutions of higher learning are interested in working together. What mechanisms can be developed to facilitate collaboration among institutions? Is the AISHVA a mechanism that will enable denominational, university based and independent schools to collaborate?



p. 20, #2:

A sentence should be added as follows:

In order to insure the knowledgeable participation of community leadership, the Community Action Site should develop appropriate programs of leadership development to enhance lay leaders' awareness and understanding of key educational issues, approaches, and methods.

suggested alternative wording:

#### 4. Elaborated Objectives

The educational program in a Community Action Site will be guided by carefully defined and elaborated objectives. Local institutions, working with the denominations, JESNA, JWB, the successor mechanism and others, will deliberate on the goals, philosophies, and educational approaches that will guide the work being done. These deliberations, and any papers or other guidelines developed therein, should also address the issue of translating the goals and objectives into curriculum, including materials to be studied and teaching methods to be employed. The elaborated objectives developed through this process will also help guide the evaluation of resulting programs.

Jonathan Woocher

NOTES ON MEETING OF MORT MANDEL WITH CONSERVATIVE MOVEMENT  
JEWISH EDUCATION CABINET -- 1/26/90

Participants:

Dr. Ismar Schorsch, Chancellor, JTSA  
 Dr. John Ruskay, Vice Chancellor, JTSA  
 Dr. Robert Abramson, Dir. of Jewish Ed., United Synagogue of America  
 Dr. Paul Friedman, Dir., USY  
 Dr. Eliot Spiegel, Solomon Schechter Principals Association  
 Judith Siegel, Dir. of Education, Jewish Museum  
 Hirsch Jacobson, President, Jewish Educators Assembly  
 Dr. Hanan Alexander, University of Judaism  
 Dr. Aryeh Davidson, Chair, Dept. of Education, JTSA

Morton L. Mandel  
 Jonathan Woocher

Dr. Ismar Schorsch chaired the meeting and opened the discussion by noting the importance of the Commission on Jewish Education in North America, and the significance of this meeting, initiated by MLM.

Mr. Mandel recounted the history of his own growing involvement with Jewish education and Jewish continuity issues, and emphasized the goal of the Commission to create a partnership between a larger number of lay leaders and the talented professionals already in the field. He outlined the elements of the Commission's projected action plan and the recommendations embodied in it.

The discussion which followed covered a number of different issues:

1. What makes a difference for Jewish commitment? We need to research this. There are many programs today, but which ones actually work? This should impact on the selection of appropriate sites for developmental work.
2. All elements of Jewish education are reconsidering their missions and how to carry these out in a dramatically new environment. If we are to work through existing institutions, it is important that they be challenged to reformulate their missions and rethink how they will build Jewish commitment. (MLM noted that there is agreement that we cannot simply "throw money" at the problem without adequate monitoring and evaluation.)
3. Research on what are good programs will take time, because

- measuring impact requires longitudinal studies. We have no such data currently. Perhaps the Commission can encourage this.
4. We have a sense today that many people are being affected by programs that are often little known and underfunded. We can learn from many of these (e.g., informal programs in the Conservative movement). MLM emphasized that the Commission wants to overcome any sense of "we-they" boundaries. Its aim is to energize and involve all of those doing good work, whether in denominational or communal settings.
  5. Creating linkages between national and local institutions will be a major challenge. MLM agreed that having national institutions involved in the local community action sites will be important, and we will need to think about what their role should be (e.g., in training).
  6. Beyond knowing what succeeds, we need to know why it succeeds. Some supplementary schools, e.g., seem to be working and can do things that others find impossible (e.g., teaching Hebrew reading and keeping parents involved). We will need action research to help understand why some programs and institutions are successful.
  7. There is also a real need for providing contexts in which reflection linked to practice can take place. Jewish education needs to be informed by new integrations of understandings about who we are as human beings. These are being developed by scholars from various fields. We need times and places for them to come together. Translation into practice can emanate from such reflection.
  8. The question was raised of how MLM defines "Jewish continuity." MLM responded that for him it means producing a Jewish mentsch. However, he knows that this in turn will be defined differently by different individuals. We need this diversity.
  9. Educators feel a sense of isolation. We need mechanisms for educators to be networking and sharing. Otherwise, good projects won't spread.
  10. The place of arts and culture in Jewish education needs to be recognized. The example of the group of educators working in Jewish museums was cited. MLM agreed that this was an important area to encourage along with many others.
  11. The emphasis on strengthening institutions involved in preparing personnel was applauded. There is a need for a framework within which institutions of higher Jewish learning can strengthen their relationships at the highest

level and can tie themselves more closely to the world of American higher education in general. This can be a basis for institutional development and exchange in areas of academic administration, curriculum, etc., and ultimately for a definition of the resources and roles of the various institutions.

12. The denominations have specific images of what Jewish life should be. When these are transmitted effectively, there are great dividends for Jewish continuity. We should have an interest in encouraging these particular images and even competition among them.

It is not clear whether "neutralized" and "communalized" images can impact on people as powerfully and generate commitment in the way that the more particularized images of the several denominations can. The emphasis in recent decades on a "communal" approach to Jewish continuity needs to be qualified by the recognition that serious commitments to a Jewish way of living may be generated better through more particular contexts and contents.

Chancellor Schorsch noted that MLM's desire for this meeting is testimony to the aim of bridging the distance between the Commission and the denominations. The growing interest and support of philanthropists for Jewish education should be gratifying to the participants.

In concluding, MLM reemphasized that the Commission is dedicated to helping to form a solid phalanx on the key issues, and working in their own contexts and settings on the particular pieces that will implement the shared vision. The money is there for a revolution in Jewish education if we can develop a worthy product and market it effectively.

In subsequent reflection, MLM identified two ideas to be considered in the course of implementation of the Commission's recommendations:

1. developing a "standing colloquium on Jewish education" which would bring together (perhaps once a year for several days) the educational leadership of all the denominations and the communal sphere
2. documenting the process dimensions of successful local commissions so that these can be used to guide other communities.

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

Henry L. Zucker and Ginny Levi

January 29, 1990

TO: S.Fox and A. Hochstein

DATE:

FROM: 001-216-361-9962

NO. PAGES: 8

FAX NUMBER:

The attached is a fax of the final draft of the background documents for the coming meeting of the Commission. We are express-mailing a hard copy today - it should reach you on Thursday.

A few remarks:

1. On page 9:

When you faxed us HLZ's corrected version of the Community/Financing paper, two lines were illegible. We left a blank space for you to type in the missing sentence.

2. Page 10:

We provided you with two versions. V1 has an additional sentence under the fourth asterisk ("This process has begun . . ."). This version also leaves out the word "modest" under the fifth asterisk. V2 leaves out the additional sentence and includes the word "modest". Please choose the version you want to leave in and delete the other.

We hope to hear from you as soon as convenient. In any event Annette will be calling Ginny later today.

Best Regards,

*Seymour  
Annette*

January 29, 1990

Dear Ginny,

Here it is!

34C

Before copying and distributing the document, there are two corrections that need to be made.

1. On page 9:

When you faxed us HLZ's corrected version of the Community/Financing paper, two lines were totally illegible. We left a blank space for you to type in the missing sentence.

2. Page 10:

We provided you with two versions. Version #1 has an additional sentence under the fourth asterisk ("This process has begun . . ."). This version also leaves out the word "modest" under the fifth asterisk. Version #2 leaves out the additional sentence and includes the word "modest". HLZ should decide on the appropriate version of page 10.

As usual, we will want to distribute the document to numerous people in Israel, so please produce an extra 100 copies for Annette to bring back with her. Could you send them to the Mayflower as you did last time?

Many thanks.

*Shelbi*

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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Chairman  
Mena Riklis Ackerman  
Ronald Appleby  
David Arnov  
Mandell L. Berman  
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Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eisenstat  
Joshua Elkin  
Eli N. Evans  
F. S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gross  
Robert L. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
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Matthew J. Maryles  
Florence Melton  
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Lester Pollack  
Charles Ratner  
Eather Leah Ritz  
H. L. Rosenthal  
A. I. Schiff  
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Imar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

Staff

Members

January 26, 1990

Mr. Mandell L. Berman  
29100 Northwestern Highway #370  
Southfield, Michigan 48034

Dear Bill:

The Commission on Jewish Education in North America has made excellent progress. At its fifth meeting on February 14, it will consider its recommendations for important improvements in Jewish education. Between February 14 and the final meeting of the Commission on June 12, the report of the Commission will be prepared for presentation to the North American Jewish community.

The time has come to begin discussions of the funding which will be needed to carry out the Commission's ideas. To begin to discuss this problem in specific terms, I am calling a small meeting of Commission members who are foundation principals at 12:00 noon on Wednesday, February 14 at the New York UJA/Federation office, 130 East 59th Street. We will have lunch together during the break in the Commission meetings and return to the Commission meetings at about 1:30. Your input at this meeting is very important.

Warm regards.

  
Morton L. Mandel  
Chairman

Letter sent to Berman, Bronfman, Corson, Susan Crown, Evans,  
Fisher, Hiller, Hirschhorn, Jesselson, Koschitzky,  
Lainer, Ratner

SEYMOUR FOX  
1000 1 2 3 4 5 6 7 8 9 0

MEMO

TO: SEYMOUR FOX & ANNETTE HOCHSTEIN  
FROM: JOE REIMER 1/26/90  
RE: DRAFT RECOMMENDATIONS

I made a suggestion for change in the section on community action site, p. 20, in reference to the example of the supplementary school. The paragraph (#3) begins with "an example of how the national and local mechanisms would work together" - but then the local side fades away. To restore that balance, I'd stress that the "top experts" would "join with educators, rabbis and involved lay leaders from the local synagogues and central agency to search for examples of best practice . . . Together, the national and local teams would begin to plan . . ."

Someone else suggested for the first and fourth bullet points:

- . the elaboration of educational philosophies for supplementary schooling;
- . the range of curriculum and content . . .

[this to stress a pluralism of possibilities].

In the section of Research, p. 15, I suggested some research questions about adult learning, such as:

- . How do we best reach out to the many Jewish adults who might be interested in Jewish study, but are not connected to existing adult education courses? How do we move beyond the format of occasional lectures to a more systematic approach to adult Jewish education? What are the varied needs of different audiences of adults and how do we program to meet diverse needs and learning styles?



MEMORANDUM

TO: SF, MG, AH, MLM, HLZ

1/26/90

FROM: VFL

SUBJECT: Highlights of 1/26 meeting of HLZ, MG, and VFL on Commission planning

- 1. HLZ would like to know from SF and AH what is expected of Joel Fox and him with regard to redrafting their earlier papers.
- 2. Commissioners who had not yet indicated their attendance plans for 2/14 were divided for phone calls: HLZ to call Berman, Fisher, Greenberg, Hiller. MG to call Green and Wasserstrom. AH to call Loup and Malton. VFL to call Appleby, Field, Koschitzky, and Rosenthal.
- 3. Following up on the suggestion that commissioners be divided into groups at the 2/14 meeting to discuss implementation, community action sites, and one of: community/financing, personnel, research, or programmatic arenas, a suggested set of assignments was made. The proposed list is attached.
- 4. It was suggested that the following schedule be followed on 2/14:

9:30 a.m. - Plenary 1

Opening statement and chairman's report - MLM - 10 min.

\* [MG will prepare a first draft for reaction by SF, AH, & HLZ.]

Presentation by AH summarizing recommendations and discussing where we hope to be in 10 years - 15 min.

Full group discussion of recommendations - 1 hr.

11:00 a.m. - Groups meet to discuss recommendations - 1 hr.

12:00 noon - Lunch (funders to eat and meet in separate room) - 1 hr.

1:00 p.m. - Groups reconvene to continue discussion - 2 hrs.

3:00 p.m. - Plenary 2

Reports of panels

Discussion

Report on Commission research projects (including projected timetable for mailing, what we're asking commissioners to do with them, how we propose to use them)

AH } prepare D

The Commission report - SF

(Announcement re interim director for implementation - MLM mechanism)

Next meeting - MLM

4:50 p.m. Concluding Comments - Haskel Lookstein

1/26/90

Page 2

- 5. We should have a faxed version of the background materials on Mon. morning, 1/29. We will review immediately and be very judicious in recommending changes. Our goal is to have camera-ready copy in our hands by Thurs., 2/1 so that copies can be made and mailed by the end of the day on Fri., 2/2.
- 6. MG will ask Alvin Schiff to interview Joseph Gruss and Marty Kraar to interview Max Fisher. AH will be unable to interview Ludwig Jesselson, who is now not planning to attend the 2/14 meeting.
- 7. Proposed timetable for distribution of final draft of final report: mail to commissioners by May 1, request written response by May 15, plan to discuss points of concern at meeting of 6/12.

} V

✓

Don't include

↳ future/arrange



SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

*Will prob  
be done  
to discuss  
with  
Rosenberg  
when  
attend*

COMMUNITY/FINANCE

(M. Mandel, Chair, S. Hoffman,  
M. Kraar, H. Zucker)

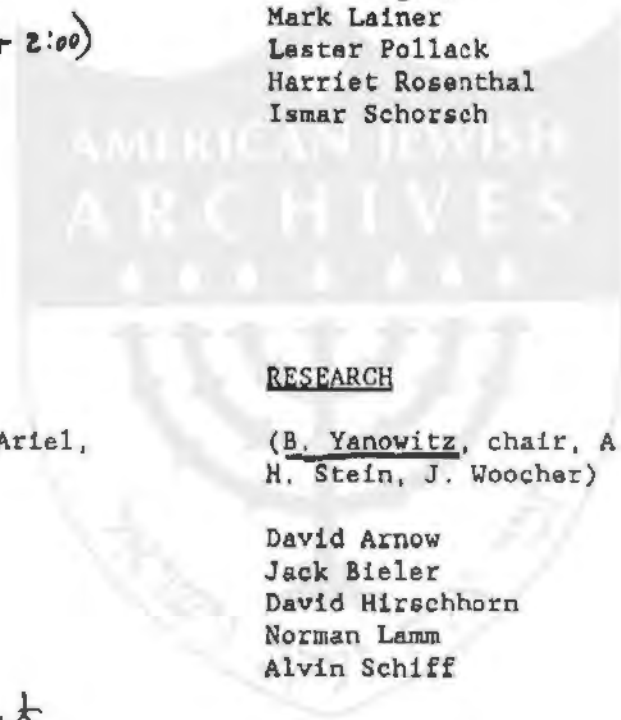
~~Ren Appleby~~

Charles Bronfman  
Susan Crown  
Fred Gottschalk  
Yitz Greenberg (after 2:00)  
Robert Hiller  
Haskel Lookstein  
Matthew Maryles  
Daniel Shapiro  
Isadore Twersky  
Stephen Solender

PROGRAMMATIC ARENAS

(J. Colman, chair, V. Levi,  
J. Reimer, A. Rotman)

Kathleen Hat  
Eli Evans  
Carol Ingall  
Mark Lainer  
Lester Pollack  
Harriet Rosenthal  
Ismar Schorsch



PERSONNEL

(E. Ritz, chair, D. Ariel,  
S. Fox, M. Curvis)

Maurice Corson  
Joshua Elkin  
Arthur Green  
Henry Koschitzky  
Robert Hirt  
Sara Lee  
~~Elerence Melton~~ *cut*  
Charles Ratner

RESEARCH

(B. Yanowitz, chair, A. Hochstein,  
H. Stein, J. Woocher)

David Arnow  
Jack Bieler  
David Hirschhorn  
Norman Lamm  
Alvin Schiff

*S + A - These aren't well balanced.*

*HLZ suggests combining programmatic  
and research into 1 group. Your  
thoughts on this would be appreciated.*

*Simms*

INTERNATIONAL CORPORATION  
REQUEST FOR TELEX/MAILGRAM/FAA  
72342 (REV. 1987) INTL. U.S.A.

CORP. ADMIN. SPECIFY HOW TO SEND MESSAGE

PAGE 01

DATE REQUESTED

1-26-90

TELETYPE

MAILGRAM

FAX NO. 811-9722-6995

NO. OF PGS. 15  
(INCL. COVER SHEET)

URGENT - Time sensitive - must go at once

REGULAR - Send at time rates are most economical

TYPE USING DOUBLE SPACES ON FIVE LINES

TO: NAME S. FOX & A. HOCHSTEIN  
COMPANY NATIV  
STREET ADDRESS TEL AVIV  
CITY TEL AVIV, ISRAEL

FROM: NAME V. LEVI  
COMPANY PREMIER FND  
DEPARTMENT  
COST CENTER 010

TELEX NO.: 6879016 PREMI UW

FAX NO.: 811-9722-6995

TIME SENT:

MESSAGE: S+A - ① Attached are draft minutes from 1/23. Please let me know if you have changes to suggest.  
② Also attached - Notes on a meeting of HLC, MG & VFL today and suggested assignments to panels (needs work). I've marked items for your special attention.  
③ MLN FUNDING LETTER *Amir*

C  
U  
V



For Page 20, Second Paragraph - Herman Stein

Means should be devised to provide productive interactions between lay leaders and educators.

Page 25, Substitute for One and Two

The mechanism will be comprised of an active board and staff. The board will determine policy and follow the work of the small, highly qualified professional staff.

Jonathan Woocher - Page 2(?)

This plan focuses on two major priorities: —(1) mobilizing the community for positive systemic change in Jewish education, and (2) building the profession of Jewish education. It also identifies opportunities for improvement in a range of programmatic arenas in Jewish education.

Community/Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.

Debbie

This is the re-drafted  
HLZ Community/Financing.

Unless you find a major  
problem, ask Estelle to  
redo right away as is

Thanks!

HLZ

All references in summary to community & funding should reflect HLZ's paper on Community/financing

### Summary and Recommendations

#### 1. The Action Plan and Its Implementation

The work of the Commission on Jewish Education in North America is nearing completion. The enclosed materials include a draft of eight major recommendations.

What is emerging is a ten-year plan for change. The plan can <sup>begin</sup> be undertaken immediately, because family foundations have granted initial funding, because a staff has been recruited to continue the work of the Commission and implement its recommendations, and because communities have shown interest and are being recruited to demonstrate the possibilities of Jewish education at its best.

The plan is designed to meet the shortage of dedicated, qualified and well-trained educators. We believe that talented educators will be able to develop programs that will engage and involve the Jews of North America so that they will be conversant with Jewish knowledge, values and behavior.

A process of communal mobilization for Jewish education will be launched: outstanding leaders, scholars, educators and rabbis will be encouraged to assume responsibility for this process and to recruit others to join them. They will develop policies for intervention and improvement; they will effect changes in funding allocations; they will develop the appropriate communal structures for Jewish education.

By the time the Commission issues its report in June 1990, the Commission will have taken the following initial steps:

put a pool

A. Funding: The establishment of a pool of \$ m to launch the plan. This pool is being created through the generosity of family foundations. Long-term funding will be developed in concert with federations of Jewish philanthropy, the religious denominations, the communities involved and other sources.

B. Implementation: The establishment of a facilitating mechanism for the implementation of the Commission's recommendations. This mechanism, guided by its board, will be charged with carrying out the plan decided upon by the Commission. It will design development strategies and be a full-time catalyst for the development efforts. It will facilitate implementation, ensure monitoring and evaluation and engage in the diffusion of innovation.

Draft Draft Draft

## 2. How Will We Begin Implementation?

*Local*  
~~Three to five~~ communities will be selected for the first phase of the plan.<sup>a</sup> The purpose will be to develop and demonstrate excellence in Jewish education locally. The educational personnel in all settings in these communities will be upgraded. Programs that have proven effective elsewhere will be brought to these communities, will be adequately funded and implemented. Educators, rabbis, scholars and community leaders will be given the opportunity to jointly experiment with new ideas. Local and national institutions will work together on designing and testing new approaches to the problems of Jewish education.

In these communities ("Community Action Sites") all teachers, administrators and informal educators will participate in in-service training programs. National and local training institutions will join in the training effort. In order to meet longer-term personnel needs, a cadre of talented people will be recruited and trained.

At the continental and regional levels, training programs will be developed to significantly increase the number of trained educators and to participate in on-the-job training of personnel in the local communities.

The terms and conditions under which educators work will be changed. Salaries and benefits will be raised, full-time jobs will be created to meet the needs of programs and a ladder of advancement will be developed. Educators will be empowered to participate in determining educational policies.

## 3. Who Will Do the Work in These Communities?

The local communities will decide how to undertake their assignment. They will establish a coalition of the key actors in Jewish education. The twelve local commissions on Jewish education/Jewish continuity may serve as prototypes.

They may decide to appoint a local planning unit to prepare the plan. This unit will assess the community's needs and design the programs.

The national facilitating mechanism will offer assistance as needed, with staffing, planning assistance and funding.

<sup>a</sup> This, of course, is but one possible scenario for a community. Each community will build a program to fit its needs and aspirations. (See pp17-23.)



Decisions and Recommendations  
of the  
Commission for Jewish Education in North  
America

A Ten-Year Plan

1. The Commission on Jewish Education in North America has decided to undertake a ten-year plan for change in Jewish education. Implementation of the first phase of the plan will begin immediately.

The Commission calls on the North American Jewish community, on its leadership and institutions, to adopt this plan and make resources available in this attempt to make a serious frontal attack on the issue of its future.

The Community / Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to ~~create~~ establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about ~~to~~ improvements. The Commission recommends a number of ~~things~~ for ~~to attract~~ additional funding, to support improvements in Jewish education, including federations and private foundations.

Personnel

4. The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be developed and immediately launched. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession.

Programmatic Arenas

5. The Commission <sup>process</sup> has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

*Settings and frameworks:* early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), informal education, camping, the Israel Experience.

*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

Research

6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

Community Action Sites

7. The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

~~The Facilitating Mechanism~~ Implementation

8. The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions and recommendations. It will ~~be the driving force~~ <sup>be a driving force</sup> to bring about across-the-board, systemic change for Jewish education in North America.

The facilitating mechanism will be a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations—CJF, JWB and JESNA—will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully involved.

The facilitating mechanism will be charged with carrying out the action plan decided upon by the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking and characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

It will design and revise development strategies—generally in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts in Jewish education. It will not deliver services, but will work with and through existing institutions and organizations and help them rise to their full potential.

### III. Governance and Relationship to the Commission

The issue of continuation of the Commission's work and of the governance of the facilitating mechanism was addressed by commissioners and a number of suggestions were offered for consideration.

#### A. GOVERNANCE

*small board*

1. The mechanism will have an active board which will determine policy and follow the work of the mechanism on an ongoing basis.
2. The mechanism will have a small, highly qualified professional staff to carry out its mission.
3. The work of the mechanism will be guided by the vision and philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enriched through consultations with institutions, scholars, rabbis, educators and community leaders. A professional advisory team shall be established to stimulate this activity.
4. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its board and staff.

*small*

*\**

5. The Commission will continue to exist and will meet once/yr. to receive a report of the Mechanism & report to the public on progress in the implementation of the Commission's findings & recommendations.

## 2. *Community interface (for Community Action Sites)*

The mechanism will work closely with the communities where Community Action Sites are located. This complex function will include negotiation over criteria, modes of operation, the establishment of local structures for planning and implementation, funding and more. It will be undertaken in cooperation with the local mechanisms that will be established in Community Action Sites.

The community interface function may deal with:

- Initiation of negotiations with relevant stakeholders and community leaders who want to establish a Community Action Site.
- Helping the local community establish a mechanism for its Community Action Site and recruit staff for such mechanism.
- Ongoing facilitation of implementation as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The mechanism staff will be pro-active in its support of the local management of the Community Action Sites and will maintain ongoing contact with the local team.

## 3. *Funding facilitation*

This function may include the following:

- Undertaking, as appropriate, brokering between various possible sources of funding (foundations, national organizations, local sources of funds, federations, individuals) and the Community Action Sites. *Local planning*
- Being a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.
- Assisting funders in moving ahead with programmatic arenas in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.
- Developing long-term funding strategies with all relevant stakeholders.

① there is a readiness on the part of certain family foundations to grant

### Summary and Recommendations

#### 1. The Action Plan and Its Implementation

The work of the Commission on Jewish Education in North America is nearing completion. The enclosed materials include a draft of eight major recommendations.

① What is emerging is a ten-year plan for change. The plan can be undertaken immediately, because ~~family foundations have granted~~ initial funding, because a staff ~~has been~~ recruited to continue the work of the Commission and implement its recommendations, and because communities have shown interest and ~~are being recruited~~ to demonstrate the possibilities of Jewish education at its best. *IN BEING SELECTED*

The plan is designed to meet the shortage of dedicated, qualified and well-trained educators. We believe that talented educators will be able to develop programs that will engage and involve the Jews of North America so that they will be conversant with Jewish knowledge, values and behavior.

A process of communal mobilization for Jewish education will be launched: outstanding leaders, scholars, educators and rabbis will be encouraged to assume responsibility for this process and to recruit others to join them. They will develop policies for intervention and improvement; they will effect changes in funding allocations; they will develop the appropriate communal structures for Jewish education.

By the time the Commission issues its report in June 1990, the Commission will have taken the following initial steps:

A. Funding: *SUBSTANTIAL FUNDS WILL BE AVAILABLE TO HELP* *IS NOW BEING ARRANG*  
~~The establishment of a post office~~ to launch the plan. This ~~will be~~ *ARRANG* through the generosity of family foundations. Long-term funding will be developed in concert with federations ~~of Jewish philanthropy~~, the religious denominations, the communities involved and other sources.

B. Implementation: The establishment of a facilitating mechanism for the implementation of the Commission's recommendations. This mechanism, guided by its board, will be charged with carrying out the plan decided upon by the Commission. It will design development strategies and be a full-time catalyst for the development efforts. It will facilitate implementation, ensure monitoring and evaluation and engage in the diffusion of innovation.

## 2. How Will We Begin Implementation?

*Several*  
~~Several~~ communities will be selected for the first phase of the plan.\* The purpose will be to develop and demonstrate excellence in Jewish education locally. The educational personnel in all settings in these communities will be upgraded. Programs that have proven effective elsewhere will be brought to these communities, will be adequately funded and implemented. Educators, rabbis, scholars and community leaders will be given the opportunity to jointly experiment with new ideas. Local and national institutions will work together on designing and testing new approaches to the problems of Jewish education.

In these communities ("Community Action Sites") all teachers, administrators and informal educators will participate in in-service training programs. National and local training institutions will join in the training effort. In order to meet longer-term personnel needs, a cadre of talented people will be recruited and trained.

At the continental and regional levels, training programs will be developed to significantly increase the number of trained educators and to participate in on-the-job training of personnel in the local communities.

*All of this will lead to changes of*

*^* The terms and conditions under which educators work ~~will be changed~~. Salaries and benefits will be raised, full-time jobs will be created to meet the needs of programs and a ladder of advancement will be developed. Educators will be empowered to participate in determining educational policies.

## 3. Who Will Do the Work in These Communities?

The local communities will decide how to undertake their assignment. They will establish a coalition of the key <sup>LEADER</sup> ~~actors~~ <sup>OR</sup> ~~players~~ in Jewish education. The twelve local commissions on Jewish education/Jewish continuity may serve as prototypes.

They may decide to appoint a local planning unit to prepare the plan. This unit will assess the community's needs and design the programs.

The national facilitating mechanism will offer assistance as needed, with staffing, planning assistance and <sup>SOME</sup> ~~funding~~, where necessary ~~and appropriate~~.

\* This, of course, is but one possible scenario for a community. Each community will build a program to fit its needs and aspirations. (See pp17-23.)

## 2. Personnel

### L. Background

In North America there are an estimated 30,000 to 40,000 people working in the field of Jewish education, formal and informal. Of these, some 5,000 hold full-time positions; the remainder work part-time. There is a serious shortage of qualified personnel in all areas of Jewish education in North America. The shortage is both quantitative—there are fewer people to be hired than positions to be filled—and qualitative—many educators lack the qualifications, the knowledge, the professional training needed to be effective. The studies that have been undertaken document this shortage (see p. 30). They reveal that many educators lack knowledge in one or several of the following areas: the Hebrew language, Jewish sources, Jewish practice, teaching and interpersonal skills, and more. The shortage is not limited to specific institutions or programs, geographic areas or types of community; it exists across-the-board.

The shortage of qualified personnel is the result of the following:

- It is difficult to recruit qualified candidates for work in the field and for training programs because of the reputation and realities of the profession. Salaries and benefits are low and educators are not empowered to affect the field.
- Current training opportunities for Jewish educators do not meet the needs of the field.
- The profession of Jewish education is underdeveloped.
- There is a high rate of attrition among Jewish educators.

In competition with other professions to attract talented young Jews, Jewish education fares poorly. Why should the brightest and the best choose Jewish education when it is perceived as a low-status profession in a field that is frequently failing? Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work often does not make a significant difference.

The key to meeting the shortage of qualified personnel for Jewish education resides in building the profession of Jewish education. The profession will be strengthened if talented, dedicated people come to believe that through Jewish education they can affect the future of the Jewish people. These people must believe that their dedication will be rewarded and that creativity will be given a chance. If educators are encouraged to grow as they work and are recognized by the community for their successes, they will be able to positively impact the lives of children and their families.

Draft Draft Draft

### Programmatic Arenas

5. The Commission has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

*Settings and frameworks:* early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), informal education, camping, the Israel Experience.

*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

### Research

6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

### Community Action Sites

7. The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

### The Facilitating Mechanism

8. The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions and recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.



## Introduction

Communal leaders, educators, rabbis, scholars, parents and youth in North America are searching for ways to more effectively engage Jews with the present and the future of the Jewish people.

There is a deep and wide-spread concern that, for too many, the commitment to basic Jewish values, ideals and behavior is diminishing. There is a growing recognition that better ways must be found to:

1. ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in North American Jewish communities;
2. guarantee that the contribution American Jews have made to the establishment and maintenance of the State of Israel, to the safety and welfare of Jews in all parts of the world, and to the humanitarian causes they support be continued;
3. deal with the <sup>NEGATIVE REGARDING</sup> trends ~~with~~ the number of unaffiliated Jews, ~~and~~ the rate of assimilation and intermarriage.

These are among the important reasons for the renewed and intensified interest in Jewish education—a Jewish education that will enable Jews of all ages to experience, to learn, to understand, to feel, and to act in a way that reflects their commitment to Judaism.

Responding to these challenges will require a richer and broader conception of Jewish education. It will require that North American Jewry join forces, pool the energies of its many components, and launch a decade of renewal—a major effort over the next ten years to raise the standards and quality of Jewish life in North America.

The North American Jewish community will need to mobilize itself as it has for the building of the State of Israel, for the rescue of Jews in distress, for the fight against discrimination and injustice, and for the support of its health and human services. Beginning with the religious denominations, CJF, JWB and JESNA, local federations and service agencies, and encouraged by the vision and generosity of private Jewish foundations, Jewish organizations everywhere will be recruited to join this effort. Through the work of this Commission, we have learned that there are almost no Jewish institutions that are not concerned about the Jewish future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive systemic change will be initiated. The Commission urges the North American Jewish community to act quickly and vigorously on its recommendations.

- C. <sup>A</sup> ~~The~~ profession of Jewish education, including the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will recommend policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

This will involve:

- \* Developing appropriate standards for salaries and benefits for all Jewish educators, strategies for implementing them in communities, and assuring their funding.
- \* Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.
- \* Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education (e.g. specialists in early childhood, family education, adult education, special education, and the education of educators).
- \* Developing both linear and non-linear ladders of advancement for education, ranging from avocational positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.
- \* Encouraging collegial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

In all of these areas, new programmatic efforts have been launched in recent years. Some of these appear to be achieving positive results. Yet there is clearly much more that can and should be done. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them.

The Community Action Sites will offer an opportunity to learn how to intervene in many of these programmatic areas. Examples of best practice will be assembled there and will be carefully studied. Local taskforces will probably be established for specific programmatic areas in Community Action Sites.

The Commission was reminded that though programmatic arenas are at the very heart of the educational endeavour, the history of general education and of Jewish education offers many examples of important ideas that were acted upon prematurely. It wants to avoid this pitfall for programmatic arenas.

For these reasons—the opportunities inherent in the programmatic arenas; the readiness and interest of institutions, foundations and philanthropists to undertake specific projects; the need of Community Action Sites to work through programs—the Commission has decided to design an agenda for programmatic arenas. The agenda will be presented for further consideration by the facilitating mechanism.

## II. Recommendation

The Commission has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

*Settings and frameworks:* early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), informal education, camping, the Israel Experience.

*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

The facilitating mechanism will offer its services to those who want to concentrate their efforts in a programmatic arena and will help in research, planning and monitoring those efforts.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.

Help



## 4. Research

### I. Background

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There is very little research on Jewish education being carried out in North America. As a result, there is a paucity of data; little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions would help us determine both what is desirable and what is feasible.

More extensive investigation into the history and philosophy of Jewish education would inform our thinking for future developments.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew to be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of grammar, etc.

The potential of informal education has not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools. There is a shortage of educational materials and literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

## II. Recommendations

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The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.



## 2. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership and educators must be created.

## 3. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary school within a specific community is offered below as an example of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

*WHICH could include*

A taskforce, composed of the top experts of the Conservative, Orthodox, Reform and Reconstructionist movements, might be created to examine the supplementary school. It would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, they would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of the educational philosophy of the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the curriculum, the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and

## 6. The Facilitating Mechanism

### L Background

The challenge facing the Commission at this time is to create the conditions for implementing its plan and to launch the process that will bring across-the-board change. The Commission needs to decide who will undertake the continuation of its work and how this will be done. The plan for action, the implementation of the Commission's recommendations, will require that some mechanism be created to continue the work of the Commission after its report is issued.

Such a mechanism will facilitate the establishment of Community Action Sites; encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

*COMPREHENSIVE*

A number of principles will guide the relationship between this facilitating mechanism and the communities, organizations and individuals implementing the recommendations:

- Ready-made plans will not be offered or imposed upon communities. Rather, the mechanism will act as facilitator and resource for local initiatives and planning, *BRINGING TOGETHER THE APPROPRIATE LOCAL AND CONTINENTAL RESOURCES.*
- The mechanism will act when invited by a community that wishes to become a Community Action Site.
- The work will be guided by agreed-upon criteria such as pluralism, accountability and the highest professional standards.
- Participating communities and institutions will establish their own local planning and implementation mechanism that will be responsible for the work.

*[Handwritten signature and scribbles]*

### II. Recommendations

The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions <sup>and</sup> recommendations. It will be ~~the~~ *STAMP OR CATALK:* in the attempt to bring about across-the-board, systemic change for Jewish education in North America.



*CALCATE*  
 The facilitating mechanism will ~~be~~ a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations—CJF, JWB and JESNA—will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully involved.

*GAINING ACCEPTANCE FOR*  
 The facilitating mechanism will be charged with ~~carrying out~~ the action plan decided upon by the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking and characterized by an atmosphere of ferment, search and creativity. It will be ~~the~~ driving force for systemic change.

*help to*  
 It will design and revise development strategies, ~~generally~~ in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts in Jewish education. It will ~~not deliver services, but~~ work with and through existing institutions and organizations and help them rise to their full potential.

### III. Governance and Relationship to the Commission

The issue of continuation of the Commission's work and of the governance of the facilitating mechanism was addressed by commissioners and a number of suggestions were offered for consideration.

#### A. GOVERNANCE

1. The mechanism will have an active board which will determine policy and follow the work of the mechanism on an ongoing basis.
2. The mechanism will have a small, highly qualified professional staff to carry out its mission.
3. The work of the mechanism will be guided by the vision and philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enriched through consultations with institutions, scholars, rabbis, educators and community leaders. A professional advisory team shall be established to stimulate this activity.
4. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its board and staff.

## B. CONTINUATION OF THE WORK OF THE COMMISSION

Many commissioners have expressed an interest in retaining an active involvement in the work of the Commission after the final report is issued. One scenario is that the mechanism could be viewed as heir to the Commission—as its successor in charge of implementation. In this case, the board of the mechanism would be composed of some of the commissioners interested in being actively involved in implementation, be it as funders, representatives of relevant institutions—in addition to other members.

A second possibility would have the full Commission convene once a year—possibly in an enlarged format, becoming a major communal forum on Jewish education. This forum would review progress on implementation and review reports on the state of the field of Jewish education in North America. ~~The Board would be composed of some of the commissioners interested in being actively involved in implementation, be it as funders, representatives of relevant institutions—in addition to other members.~~ *do!*

## IV. Tasks & Functions

A. The mechanism will undertake the following tasks:

1. To initiate and facilitate the establishment of several Community Action Sites. This involves developing criteria for their selection; assisting communities to plan and develop their site; ensuring monitoring, evaluation and feedback. Each site will have its local mechanism—whether this be a commission, a planning unit or some other suitable structure—that will undertake responsibility for planning and implementing the Community Action Site.
2. To facilitate implementation of strategies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example; the mechanism may commission the preparation of a national recruitment plan; it may lend planning assistance to existing training institutions as they undertake expansion and development of their training programs; it may help secure funding for these.
3. To offer assistance as requested for the planning and development of the programmatic arenas. The mechanism <sup>may</sup> serve as consultant to foundations, institutions and organizations that want to undertake work in a programmatic arena, helping to design a development process, recruit staff, gather experts who might bring knowledge and data to the planning process.
4. To help develop the research capability needed in North America that will allow for more informed policies concerning Jewish education.

5. To prepare progress reports for public discussion of the central issues of Jewish education.
6. To facilitate the development and enhance the effectiveness of a network of existing commissions on Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites and other relevant organizations, for the promotion of change and the diffusion of innovation.

B. In order to meet these complex tasks, the mechanism will insure that the following functions are performed.

1. *Research, data collection, planning and policy analysis*

This may be viewed as the research and planning arm of the mechanism. The work may be commissioned, performed in-house or other institutions may be encouraged to do various parts. The necessary data bases will be created; major issues will be studied, key questions will be researched (e.g. inventories of Jewish educational resources may be developed; analyses of needs and wants in the community will be undertaken; the work on setting norms and standards for training will be initiated; the quality of existing training will be assessed and alternative models considered; etc.).

The research function will:

- Provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in Community Action Sites? Who are the stakeholders and how can they be involved? What are the financial and funding possibilities?)
- Provide the knowledge and planning support needed by the Community Action Sites; work with the local mechanism in Community Action Sites, providing expertise that may be needed and ensuring the level and quality of the work intended.
- Be the arm of the mechanism for planning and strategic thinking. Strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions. It is a different activity from that of facilitating the setting up of a North American research capability but it may provide some of the initial impetus.

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Note: The data upon which these background materials and recommendations are based are to be found in the studies that have been undertaken for the Commission; all the studies will be completed before the Commission issues its report.

1. The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, the Hebrew University).
2. The Organizational Structure of Jewish Education in North America (W. Ackerman, Ben Gurion University).
3. Community Organization for Jewish Education in North America: Leadership, Finance and Structure (H.L. Zucker, Director, the Commission on Jewish Education in North America).
4. Federation-Led Community Planning for Jewish Education, Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland).
5. The Synagogue as a Context for Jewish Education (J. Raimar, Brandeis University).
6. Approaches to Training Personnel and Current Training Opportunities (A. Davidson, Jewish Theological Seminary of America).
7. Assessment of Jewish Education as a Profession (T. Aron, Hebrew Union College, Los Angeles).
8. Data Gathering, Analysis and Report on the Field of Jewish Education in North America (I. Aron, Hebrew Union College, Los Angeles).
9. Informal Jewish Education (B. Reisman, Brandeis University).

46c



בית ספר ט"ש ש.ו. שכטר

27 Tevet 5750  
24 January 1990

Annette Hochstein  
NATIV Associates  
10 Yehoshafat Street  
Jerusalem 93152 Israel

Dear Annette,

Many thanks for your letter concerning my article.

I'm glad that you think the article will find some use. I have been giving some thought about its distribution prior to publication. Given the fact that the volume is coming out in memory of Bennett, I think that I would feel a bit more comfortable having the article appear first. I don't think this should be a problem because all the indications point to a publication date by the summer. I would venture to say that that would give ample time for the material to get plugged into the implementation of the mechanism once the Commission finishes its work.

Do let me know if you think that this arrangement will be satisfactory. If it causes a problem, I can probably speak to the editors of the volume and let them know that there might be a need to use this in advance of publication and I suspect that I could work things out without too much difficulty.

Warmest regards.

*Josh*  
Joshua Elkin

- Neal M. Farber  
PRESIDENT
- Bernard H. Pucker  
CHAIRMAN, TRUSTEES
- Rabbi Israel Kazis  
VICE CHAIRMAN, TRUSTEES
- Eliot Shoolman  
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(617) 964-9561  
Fax (617) 964-9401

FAX SENT  
DATE: 23/1/90

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi  
FROM: Annette Hochstein  
FAX NUMBER: 216-361 9962

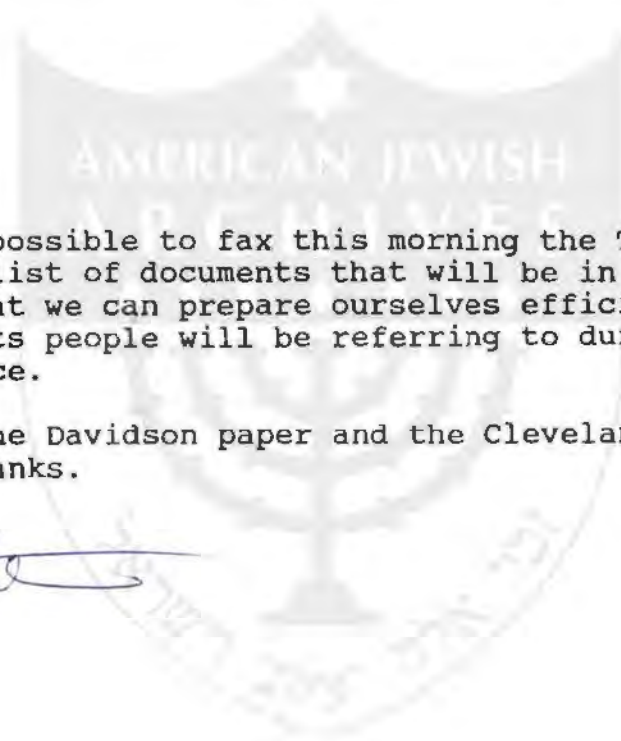
DATE: 23 January, 1990  
NO. PAGES: 1

Dear Ginny,

Would it be possible to fax this morning the Table of Contents or list of documents that will be in your books today, so that we can prepare ourselves efficiently and know what documents people will be referring to during the teleconference.

I received the Davidson paper and the Cleveland Jewish News article - thanks.

Annette



JAN 22 '90 7:20

PAGE 01



PREMIER INDUSTRIAL CORPORATION  
REQUEST FOR TELEX/MAILGRAM/FAX  
72343 (REV. 2/84) PRINTED IN U.S.A.

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TELEX NO. \_\_\_\_\_  
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(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 GINNY LEVI  
COMPANY PREMIER  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090  
2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2160016327-

TIME SENT:

MESSAGE:

Attached are the Community/Financing pages for the new working document sent to you earlier this week. The first page belongs on p. 4 and the others replace page 7.

*Ginny*

Also attached - Proposed agendas for 1/23 + 2/14, list of possible panels, and article from New York Jewish Week.

## COMMUNITY/FINANCING

Background

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and persons engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief local organization targets are the religious congregations, Jewish community

---



centers, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, and major Jewish-sponsored foundations. At the national level are JWB, JESNA, CJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

It is clear that the highest level of community leadership is needed to establish a highest communal planning and funding priority for Jewish education. The involvement of top community leadership in Jewish education is the key to raising the quality of Jewish education in North America.

Not all of the Commission is convinced that Jewish education is now seen by key lay leadership as a top community priority, but most believe that there is a decided trend toward the involvement of top leadership and that the battle to create a very high communal priority for Jewish education is well on its way to being won.

---

Community/Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.

Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of new immigrants.

Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel.

More recently, community leaders have been concerned with issues related to Jewish survival and continuity and are putting a higher premium on Jewish education.

We have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local or national level. Improvement in the following areas requires continuing examination:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
  
2. The place of federations in planning and budgeting for Jewish education and financing Jewish education.
  
3. The need for forceful national leadership in establishing standards for the field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.

At least a dozen federations are currently involved in comprehensive studies of their community's Jewish education programs and many more are in earlier stages of organization. JESNA, JWB, and CJF are currently engaged nationally in efforts to examine related issues.

## Financing

Very little is known about overall financing of Jewish education.

Nonetheless, a few general observations about financing can be made.

Congregational funding, tuition payments, and agency and school fundraising (especially by day schools), are mainstays of Jewish education financing.

These sources of support are crucial and need to be encouraged. There is a consensus that considerable additional funding is required from federations as the primary source of organized community funding, and that substantial funding will need to come from private foundations and concerned individuals.

Communal patterns of funding may need to be altered, and changes in organizational relationships are necessary to accommodate this. For example, greater cooperation between the congregations, schools, agencies and the federations is basic to developing and allocating the funds needed to improve Jewish education.

---

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have already been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes. A number of communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowments funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding will be available for well considered programs to improve and expand Jewish education.

It needs to be noted that some members of the Commission have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that there needs to be a careful review of current programs and administrative structures to see how these can be improved. They believe that we need to monitor and evaluate projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

### Recommendations

The following specific Commission recommendations are made with reference to community and financing:

1. The Commission encourages the establishment of additional local committees or commissions on Jewish education, the purpose of which is to
-

bring together communal and congregational leadership in a wall-to-wall coalition and recommend how to improve the communities' formal and informal Jewish education program.

2. The Commission encourages each community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools which provide the education.
  
3. The Commission recommends that federations provide greater sums for Jewish education, both in their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.
  
4. The Commission and its anticipated implementation mechanism should encourage private foundations and philanthropically-oriented families to



set aside substantial sums of money for Jewish education for the next five to ten years. (This process has begun and thus far \_\_\_\_\_ foundations have agreed to set aside approximately \$\_\_\_\_\_ during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommends that private foundations establish a fund to finance the implementation mechanism and modest subsidies for community action sites and other projects.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term. Longer term funding requires that federations, as the expression of the community's will to improve Jewish education, should produce substantially greater support for Jewish education.

---

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play a major role in supplying the near term financing, while federations are gearing up to meeting the longer term funding needs. Federations also have a key role in encouraging and bringing together private and communal funding sources into coalitions for support of Jewish education, and in leveraging support from the different sources.

DRAFT - 1/19/90

Proposed Agenda  
Senior Policy Advisors  
11:00 AM - 4:00 PM  
Tuesday, January 23, 1990

[Expected attendance: Ariel, Gurvis, Hoffman, Levi, Mandel, Reimer, Rotman, Stein, Woocher, Zucker -- Fox and Hochstein via telephone -- Kraar unable to attend.]

- |       |   |     |
|-------|---|-----|
| I.    | Review minutes and assignments of 12/6/89   | VFL |
| II.   | Update on PR and outreach   | MG  |
| III.  | Update on meetings with funders   | MLM |
| LUNCH |   |     |
| IV.   | Status of identifying author for final report   | SF  |
| V.    | Discuss working document  | SF  |
| VI.   | Plans for IJE interim direction   | MLM |
| VII.  | Plans for Commission meeting of 2/14  |     |
|       | A. format and content   | SF  |
|       | B. attendance - special handling of those not planning to attend                                  | VFL |
| VIII. | Communications with commissioners: reports and discussion   | VFL |
| IX.   | The research program: progress report and publications<br>- Isa Aron paper on Professionalization | AH  |
| X.    | Future meetings   | VFL |
|       | A. Tues., Feb. 13 - JWB - pre-meeting planning - 1:30 - 5:00 pm                                   |     |
|       | B. Wed., Feb. 14 - UJA/Federation - Commission - 9:00 am - 5:00 pm                                |     |
|       | C. Thurs., Feb. 15 - JWB - post-meeting - 8:30 am - 12:00 noon                                    |     |
|       | D. Schedule meeting for late April (25, 26, 30?)  |     |

Proposed Agenda  
Commission on Jewish Education in North America  
February 14, 1990

Suggested Format:

Two plenary sessions and one small group session

I. Plenary I

A. Opening Statement and Chairman's Report MLM

- Brief review of the history, process and progress of the Commission

B. Presentation AH?

- The changes that might occur: what could be ten years from now

- We are ready to begin:

Funding  
Staff and mechanism  
Communities interested in becoming Community  
Action Sites

C. Discussion

- Reactions to working document

II. Group Discussions

4 well-staffed panels, each to focus on one set of recommendations:

A. Community/Financing

B. Personnel

C. Research

D. The Mechanism and Community Action Sites

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18/1/90

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Jerusalem, Israel

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

FROM: Debbie Moline

FAX NUMBER: 216 - 361 - 9962

DATE: January

NO. PAGES: 4

Dear Ginny,

As you know, Estelle, our resident desk-top publisher, is in process of retyping Isa Aron's paper. As soon as it is in final form, we will express mail it to you. Annette thought however, that it might be a good idea to get a headstart preparing the cover for the report. Here are some of thoughts:

We should develop a standard format which can be used for all the research papers which will be produced in the coming months so that they will be recognizable as part of the same series of documents.

Because the papers are fairly lengthy - Isa's at least - a sturdy cover and secure binding are not only aesthetically desirable but necessary.

We looked at, as one example, the series of papers produced by the Carnegie Forum on Education and the Economy. Perhaps you have seen them, but if not let me describe the style:

The front cover has the full title (logo) of the Forum in large (too large, perhaps) print and the name of the specific task force for which the paper was written. A cut-out window shows the specific title of the paper which is typed on the inside title sheet. In addition to the title of the paper the inside page lists the author, the date, a short blurb about the forum and the author.

Based on this model, I attempted a mock cover for Isa's paper and leave it to you and your graphic experts to make the final decisions; the attached is only a suggestion. Estelle, of course, will prepare the inside title page.

Regards,  
Debbie

Toward the Professionalization  
of Jewish Teaching

Isa Aron, Ph.D.

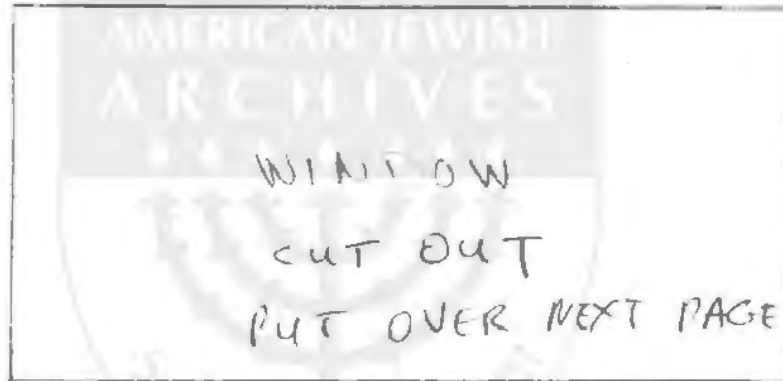
February 1990

A report submitted to  
the Commission on Jewish Education in North America

Isa Aron is an Associate Professor at the Rhea Hirsch School of Education, Hebrew Union College - Jewish Institute of Religion, 3077 University Avenue, Los Angeles, CA 90007.

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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↳





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21/1/90

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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 21 January, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 216-361 9962

Hi Ginny,

Is it possible for you to resend Thursday's fax. We only received pages 2, 3 and 4 and are missing the first page, the proposed agendas, list of possible panels and the article from the New York Jewish Week.

Regarding the teleconference - When you call, please use the 662 296 number. If we happen to get disconnected, please call back at that number but it would also be a good idea if you gave us your number. We should be in at 12:00 (Cleveland time). Should we disconnect at breaks? - I suggest we do.

Regards,

*Annette*

*Yaman*

Proposed Agenda  
Commission on Jewish Education in North America  
February 14, 1990

Suggested Format:

Two plenary sessions and one small group session

I. Plenary I

A. Opening Statement and Chairman's Report

MLM

- Brief review of the history, process and progress of the Commission

B. Presentation

All?

- The changes that might occur: what could be ten years from now
- We are ready to begin:

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Staff and mechanism  
Communities interested in becoming Community Action Sites

C. Discussion

- Reactions to working document

II. Group Discussions

4 well-staffed panels, each to focus on one set of recommendations:

A. Community/Financing

B. Personnel

C. Research

D. The Mechanism and Community Action Sites

SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

COMMUNITY/FINANCE

(H. Zucker, M. Kraar, V. Levi)

Bill Berman  
Charles Bronfman  
Susan Crown  
Max Fisher  
Robert Hiller  
Ludwig Jesselson  
Henry Koschitzky  
Morton Mandel  
Daniel Shapiro  
Fred Gottschalk

MECHANISM/COMMUNITY ACTION SITE

(A. Hochstein, S. Hoffman, A. Rotman)

Ron Appleby  
John Colman  
Stu Eizenstat  
Mark Lainer  
Ismar Schorsch  
Harriet Rosenthal  
Bob Loup  
Lester Pollack  
Alvin Schiff  
Isadore Twersky

PERSONNEL

(S. Fox, D. Ariel, M. Gurvis)

Mona Ackerman  
Jack Bieler  
Maurice Corson  
Joseph Gruss  
Carol Ingall  
Norman Lamm  
Sara Lee  
Esther Leah Ritz  
Charles Ratner  
Matthew Maryles

RESEARCH

(J. Woocher, H. Stein, J. Reimer)

David Arnow  
Eli Evans  
Yitz Greenberg  
David Hirschhorn  
Florence Melton  
Bennett Yanowitz  
Arthur Green  
Haskel Lookstein  
Joshua Elkin

S + A - Please react to this on Mon., before  
we duplicate for Tues. This includes  
everyone who hasn't said NO to attendance.

JUN 22 1950 10:43 AM  
102702

III. Plenary II

- A. Reports of panels
- B. Discussion
- C. Report on the Commission research projects
- D. The Commission report
- E. Next meeting

IV. Concluding Comments - Haskel Lookstein

JAN 19 1990 16:15

PREMIER CORP. ADMIN.

PAGE 01



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NO. OF PGS. (INCL. COVER SHEET)	19

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TO: SEYMOUR FOX  
 NAME ANNETTE HOCHSTEIN  
 COMPANY NATIV  
 STREET ADDRESS  
 CITY, STATE, ZIP JERUSALEM  
 PHONE NUMBER

FROM: GINNY LEVI  
 NAME  
 COMPANY PREMIER  
 DEPARTMENT  
 COST CENTER 090  
 2163619962

TELEX NO.: 6873015 PREMI UW | FAX NO.: ~~216694827~~ | TIME SENT:

MESSAGE:

Attached are the Community/Financing pages for the new working document sent to you earlier this week. The 1st page belongs on p. 4 and the others replace - page 7.

*Ginny*

Also attached - Proposed agendas for 1/23 + 2/14, list of possible panels, and article from New York Jewish Week.

1/17/90

## COMMUNITY/FINANCING

### Background

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and persons engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief local organization targets are the religious congregations, Jewish community

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Not all of the Commission is convinced that Jewish education is now seen by key lay leadership as a top community priority, but most believe that there is a decided trend toward the involvement of top leadership and that the battle to create a very high communal priority for Jewish education is well on its way to being won.

Community/Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.



20C

MEMO TO: Annette Hochstein, Henry L. Zucker  
FROM: Mark Gurvis  
DATE: January 3, 1990  
SUBJECT: Follow up with Barry Kosmin

-----

I spoke with Barry Kosmin to clarify our previous discussion. Following is the information Annette asked for:

The sample for the CJF National Population Survey was built through a three-stage process as follows:

1. A large random digit dialing sample of 100,000 U.S. households was asked "what is your religion?" If the response was Jewish, they made it to the next stage. If the response was anything other than Jewish, follow-up questions were asked to determine if anyone in the household considered themselves Jewish, was raised Jewish, or had a Jewish parent. If so, that household was included in the next stage.
2. Two weeks later those households remaining in the study were called back to get a household inventory and to check their availability for a May-June 1990 interview call of 30-45 minutes expected length. At the completion of this second stage, about 4% of the original sample were still qualified for interviews. That is higher than expected but probably attributable to Jews being more likely to have telephones, being easier to find than other segments of the population, or more likely to respond.
3. The third stage will be the interviews in May and June of 2,500 households drawn as a random sample from the 4,000 qualified.

As regards analysis, Kosmin's role is basically to find interested researchers for different areas and to match those researchers with potential funders. There are overlapping areas of analysis when it comes to Jewish identity and Jewish education issues. Harold Himmelfarb was initially slated to do the Jewish education piece but is now in Washington, D.C. doing some work for the U.S. Government and it is unclear how much time he can give to this project. Barry hopes to match Himmelfarb up with another researcher to do the work. Shari Israel from the Boston Federation has expressed interest, as has Leora Isaacs from JESNA.

The funding is not yet in place for the analysis of the Jewish education area, either for the time of researchers to do the work, or for the costs of dissemination. Perhaps it is something the IJE might want to pick up as part of its research agenda.

Annette

Benjamin S. Hornstein Program in Jewish Communal Service

MEMO

January 3, 1990

TO: Rabbi Raphael Butler, Sid Clearfield, Rabbi Paul Freedman, Gidon Elad, Rabbi Alan Smith

cc: Annette Hochstein  
Dr. Seymour Fox

FROM: Bernard Reisman

Philip W. Lown School of Near Eastern and Judaic Studies

P.O. Box 9110  
Waltham, Massachusetts  
02254-9110

First, let me say how pleased I am that you all agreed to meet with me on Wednesday, January 24 from 10:00 A.M. to Noon at Gidon Elad's office, AZYF, 515 Park Ave. (between 59/60

617-736-2990

617-736-3009  
(TTY/TDD)

I have been asked by the Mandel Commission on Jewish Education in North America to prepare a position paper on informal Jewish education to guide their future deliberations. The Commission is involved in a serious endeavor to upgrade the effectiveness of Jewish education in North America. The Commission's leadership recognizes the importance of any future planning. They and I agreed that it is vital that we learn from the experience of the top practitioners in the field of Jewish youth work-which you represent.

That we can all meet together and share ideas and perspectives is an exciting prospect to which I look forward.

To give focus to our time together I have posed several questions for which I would appreciate your thinking. If you could jot down your ideas on the enclosed questionnaire in advance our time together will be most productive. Thanks.

May 5-7, 1990

enc.

nb



Twentieth Anniversary

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17/1/90

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FACSIMILE TRANSMISSION

DATE  
FAX SENT

TO: Ginny Levi

DATE: 17 January, 1990

FROM: Annette Hochstein

NO. PAGES: 3

FAX NUMBER: 216-361 9962

Dear Ginny,

These are the two suggested agendas.

Oren's Fax number is 011-972-4-832277

Their address is: PROJECT OREN

ORANIM

TIVON POST 36910

ISRAEL

Best Regards

Annette

January 16, 1990

The fifth meeting of the Commission.

Suggested Format:

Two plenary sessions and one small group session

### Plenary I

a. Opening Statement and Chairman's Report (MLM)

b. Presentation

Brief review of the history, process and progress of the Commission

The changes that might occur:  
what could be ten years from now

We are ready to begin:

Funding

Staff and mechanism

Communities interested in becoming  
Community Action Sites

c. Plenary Discussion

### Group Discussions

3 well-staffed groups to discuss 2-3 recommendations each:

a. The Community; The Mechanism; Research

b. Personnel; Programmatic arenas; Research

c. Personnel; Community Action Sites; the Community

### Plenary II

a. Reports of small group

b. Discussion

c. Report on the Research

d. The Commission Report

e. Next meeting

DATE:

Nativ Policy and Planning Consultants  
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Henry L. Zucker

DATE: January 16, 1990

FROM: Seymour Fox & Annette Hochstein

NO. PAGES: 35

FAX NUMBER: 001-216-391-8327



Mr Henry L. Zucker  
Director  
The Commission on Jewish Education  
in North America  
Mandel Associated Foundations

FAX SENT  
DATE: \_\_\_\_\_

January 16, 1990

Dear Hank,

We are pleased to enclose a revised draft of the document for the Commission meeting of February 14.

The document was amended following the Senior Policy Advisors' meeting of December 6, 1989. It was difficult to include all the suggestions.

We have added a summary at the beginning of the document, where we offer an overview of the plan -- how it will work -- and a listing of the recommendations. These first pages are in lieu of an executive summary. We believe that this offers the reader a more concrete version of the plan early on in the document.

We have not included a suggested title for the report as we now believe that this will be part of the assignment of the writer of the Commission report.

We have handled funding without the benefit of the latest information. After we get an update on the 23rd we will be able to reformulate.

As you know Prof. Riesman of Brandeis University has undertaken the preparation of a paper on informal Jewish education. We believe that in addition to the comments of the senior policy advisors, his paper will ensure that the topic is properly presented.

The research program is on schedule and we will report on this on the 23rd.

Sincerely,

  
  
Seymour Fox and Annette Hochstein

**Revised January 15, 1990**

**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

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**BACKGROUND MATERIALS  
FOR THE MEETING OF  
FEBRUARY 14, 1990**

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



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## Summary and Recommendations

### 1. The Action Plan and Its Implementation

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What is emerging is a **ten-year plan for change**. The plan can be undertaken immediately, because family foundations have granted initial funding, because a staff has been recruited to continue the work of the Commission and implement its recommendations, and because communities have shown interest and are being recruited to demonstrate the possibilities of Jewish education at its best.

The plan is designed to meet the shortage of dedicated, qualified and well-trained educators. We believe that talented educators will be able to develop programs that will engage and involve the Jews of North America so that they will be conversant with Jewish knowledge, values and behavior.

A process of communal mobilization for Jewish education will be launched: outstanding leaders, scholars, educators and rabbis will be encouraged to assume responsibility for this process and to recruit others to join them. They will develop policies for intervention and improvement; they will effect changes in funding allocations; they will develop the appropriate communal structures for Jewish education.

By the time the Commission issues its report in June 1990, the Commission will have taken the following initial steps:

**A. Funding:** The establishment of a pool of \$ m to launch the plan. This pool is being created through the generosity of family foundations. Long-term funding will be developed in concert with federations of Jewish philanthropy, the religious denominations, the communities involved and other sources.

**B. Implementation:** The establishment of a facilitating mechanism for the implementation of the Commission's recommendations. This mechanism, guided by its board, will be charged with carrying out the plan decided upon by the Commission. It will design development strategies and be a full-time catalyst for the development efforts. It will facilitate implementation, ensure monitoring and evaluation and engage in the diffusion of innovation.

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Three to five communities will be selected for the first phase of the plan.\* The purpose will be to develop and demonstrate excellence in Jewish education locally. The educational personnel in all settings in these communities will be upgraded. Programs that have proven effective elsewhere will be brought to these communities, will be adequately funded and implemented. Educators, rabbis, scholars and community leaders will be given the opportunity to jointly experiment with new ideas. Local and national institutions will work together on designing and testing new approaches to the problems of Jewish education.

In these communities (“Community Action Sites”) all teachers, administrators and informal educators will participate in in-service training programs. National and local training institutions will join in the training effort. In order to meet longer-term personnel needs, a cadre of talented people will be recruited and trained.

At the continental and regional levels, training programs will be developed to significantly increase the number of trained educators and to participate in on-the-job training of personnel in the local communities.

The terms and conditions under which educators work will be changed. Salaries and benefits will be raised, full-time jobs will be created to meet the needs of programs and a ladder of advancement will be developed. Educators will be empowered to participate in determining educational policies.

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The local communities will decide how to undertake their assignment. They will establish a coalition of the key actors in Jewish education. The twelve local commissions on Jewish education/Jewish continuity may serve as prototypes.

They may decide to appoint a local planning unit to prepare the plan. This unit will assess the community’s needs and design the programs.

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Initial work in several communities, the availability of funding and of staff are all important preliminary steps for ushering in an era of change for Jewish education.

However, for the significant across-the-board change to take place, a long-term effort is required. The lessons learned in Community Action Sites will be applied in many communities, gradually changing standards of Jewish education throughout North America. The available pool of qualified personnel will be increased. The profession of Jewish education will be developed as the number of qualified educators increases, as training programs are developed and as job opportunities, terms and conditions for employment are improved. Gradually, major program areas will be addressed. A research capability will be developed.

For these and other changes to occur, we need to issue a clarion call for change in Jewish education and we must offer long-term development and funding strategies.

In the draft recommendations that follow and in the attached document you will find the expression of our collective thinking on these matters.

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1. The Commission on Jewish Education in North America has decided to undertake a ten-year plan for change in Jewish education. Implementation of the first phase of the plan will begin immediately.

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5. The Commission has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

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*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

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## **Research**

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6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

## **Community Action Sites**

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7. The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

## **The Facilitating Mechanism**

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8. The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions and recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

## Introduction

Communal leaders, educators, rabbis, scholars, parents and youth in North America are searching for ways to more effectively engage Jews with the present and the future of the Jewish people.

There is a deep and wide-spread concern that, for too many, the commitment to basic Jewish values, ideals and behavior is diminishing. There is a growing recognition that better ways must be found to:

1. ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in North American Jewish communities;
2. guarantee that the contribution American Jews have made to the establishment and maintenance of the State of Israel, to the safety and welfare of Jews in all parts of the world, and to the humanitarian causes they support be continued;
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These are among the important reasons for the renewed and intensified interest in Jewish education—a Jewish education that will enable Jews of all ages to experience, to learn, to understand, to feel, and to act in a way that reflects their commitment to Judaism.

Responding to these challenges will require a richer and broader conception of Jewish education. It will require that North American Jewry join forces, pool the energies of its many components, and launch a decade of renewal—a major effort over the next ten years to raise the standards and quality of Jewish life in North America.

The North American Jewish community will need to mobilize itself as it has for the building of the State of Israel, for the rescue of Jews in distress, for the fight against discrimination and injustice, and for the support of its health and human services. Beginning with the religious denominations, CJF, JWB and JESNA, local federations and service agencies, and encouraged by the vision and generosity of private Jewish foundations, Jewish organizations everywhere will be recruited to join this effort. Through the work of this Commission, we have learned that there are almost no Jewish institutions that are not concerned about the Jewish future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive systemic change will be initiated. The Commission urges the North American Jewish community to act quickly and vigorously on its recommendations.

DATE:

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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FACSIMILE TRANSMISSION

TO: Henry L. Zucker

DATE: January 16, 1990

FROM: Seymour Fox & Annette Hochstein

NO. PAGES: 35

FAX NUMBER: 001-216-391-8327

Mr Henry L. Zucker  
Director  
The Commission on Jewish Education  
in North America  
Mandel Associated Foundations

FAX SENT  
DATE: \_\_\_\_\_

January 16, 1990

Dear Hank,

We are pleased to enclose a revised draft of the document for the Commission meeting of February 14.

The document was amended following the Senior Policy Advisors' meeting of December 6, 1989. It was difficult to include all the suggestions.

We have added a summary at the beginning of the document, where we offer an overview of the plan -- how it will work -- and a listing of the recommendations. These first pages are in lieu of an executive summary. We believe that this offers the reader a more concrete version of the plan early on in the document.

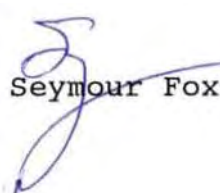

We have not included a suggested title for the report as we now believe that this will be part of the assignment of the writer of the Commission report.

We have handled funding without the benefit of the latest information. After we get an update on the 23rd we will be able to reformulate.

As you know Prof. Riesman of Brandeis University has undertaken the preparation of a paper on informal Jewish education. We believe that in addition to the comments of the senior policy advisors, his paper will ensure that the topic is properly presented.

The research program is on schedule and we will report on this on the 23rd.

Sincerely,

  
Seymour Fox and   
Annette Hochstein



**Revised January 15, 1990**

**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

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**BACKGROUND MATERIALS  
FOR THE MEETING OF  
FEBRUARY 14, 1990**

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



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# 1. The Community



## 2. Personnel

### I. Background

---

In North America there are an estimated 30,000 to 40,000 people working in the field of Jewish education, formal and informal. Of these, some 5,000 hold full-time positions; the remainder work part-time. There is a serious shortage of qualified personnel in all areas of Jewish education in North America. The shortage is both quantitative—there are fewer people to be hired than positions to be filled—and qualitative—many educators lack the qualifications, the knowledge, the professional training needed to be effective. The studies that have been undertaken document this shortage (see p. 30). They reveal that many educators lack knowledge in one or several of the following areas: the Hebrew language, Jewish sources, Jewish practice, teaching and interpersonal skills, and more. The shortage is not limited to specific institutions or programs, geographic areas or types of community; it exists across-the-board.

The shortage of qualified personnel is the result of the following:

- It is difficult to recruit qualified candidates for work in the field and for training programs because of the reputation and realities of the profession. Salaries and benefits are low and educators are not empowered to affect the field.
- Current training opportunities for Jewish educators do not meet the needs of the field.
- The profession of Jewish education is underdeveloped.
- There is a high rate of attrition among Jewish educators.

In competition with other professions to attract talented young Jews, Jewish education fares poorly. Why should the brightest and the best choose Jewish education when it is perceived as a low-status profession in a field that is frequently failing? Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work often does not make a significant difference.

The key to meeting the shortage of qualified personnel for Jewish education resides in building the profession of Jewish education. The profession will be strengthened if talented, dedicated people come to believe that through Jewish education they can affect the future of the Jewish people. These people must believe that their dedication will be rewarded and that creativity will be given a chance. If educators are encouraged to grow as they work and are recognized by the community for their successes, they will be able to positively impact the lives of children and their families.

## II. Recommendations

---

**The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be developed and immediately launched. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession.**

This plan will require that:

- A. The North American Jewish community undertake a program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people graduating from training programs from 125 to 400 per year and will dramatically expand in-service and on-the-job training programs.

Increasing and improving training opportunities will require investing significant funds in the development of existing training programs to enable them to rise to their full potential, and developing new programs within training institutions or at general universities in North America and in Israel. These funds will be used to:

- \* Develop faculty for Jewish education programs, including the endowment of professorships and fellowships for training new faculty.
- \* Create specialized tracks in various institutions to meet the needs of the field (e.g. specialization in pre-school education, in informal education, in the teaching of the Hebrew language, in the use of media for education, “fast-track” training programs for career-changers, etc.).
- \* Improve the quality of training opportunities by creating partnerships between training institutions in North America and Israel, research networks, consortia of training programs.
- \* Establish training programs for geographic areas that do not have any at this time (e.g. the South-East – see maps, Appendix).
- \* Develop training for leadership in Jewish education in North America.
- \* Support specialized programs at general universities (e.g. George Washington University, Stanford University, York University) and consider the establishment of similar programs where they are desirable.

- \* Provide a significant number of fellowships for students who want to become Jewish educators.
- \* Develop a variety of in-service training programs throughout North America and in Israel that will accommodate many more educators. The programs will be designed to fulfill a variety of in-service needs:

On-the-job training programs, either at existing training institutions or at education departments and Judaic studies departments at general universities.

Specialized programs for the various content areas and for specific positions (e.g., curriculum writers, Israel Experience educators, teacher trainers).

Programs that use Israel more extensively as a resource for Jewish educators.

- B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

This will involve:

- \* Undertaking a survey to identify new pools of candidates (e.g. Judaic studies students at universities, day school students, youth group graduates, rabbis, career-changers, general educators who are Jewish; members of large Jewish organizations, etc.).
- \* Identifying the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training; adequate salaries and benefits; possibilities of advancement and growth; challenging jobs).
- \* Developing a systematic marketing and recruitment program based on the findings of the survey.

- C. The profession of Jewish education, including the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will recommend policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

This will involve:

- \* Developing appropriate standards for salaries and benefits for all Jewish educators, strategies for implementing them in communities, and assuring their funding.
- \* Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.
- \* Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education (e.g. specialists in early childhood, family education, adult education, special education, and the education of educators).
- \* Developing both linear and non-linear ladders of advancement for education, ranging from avocational positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.
- \* Encouraging collegial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

### **3. Arenas for Programmatic Intervention**

#### **I. Background**

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The Commission has become convinced that there are many arenas in which programmatic initiatives can lead to significant positive improvements in Jewish education. These initiatives would address specific target populations, settings and frameworks, and educational content, resources and methods.

Among the important arenas for such initiatives are:

*By target populations*

1. Early childhood
2. The child
3. The adolescent
4. The college-age youth
5. The adult
6. The family
7. The retired and elderly
8. The new immigrant

*By settings and frameworks*

9. Early childhood education and child care
10. The supplementary school (elementary and high school)
11. The day school (elementary and high school)
12. Informal education
13. Camping
14. The Israel Experience

*By content, resources and methods*

15. Curriculum
16. Hebrew language education
17. Media and new technologies

In all of these areas, new programmatic efforts have been launched in recent years. Some of these appear to be achieving positive results. Yet there is clearly much more that can and should be done. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them.

The Community Action Sites will offer an opportunity to learn how to intervene in many of these programmatic areas. Examples of best practice will be assembled there and will be carefully studied. Local taskforces will probably be established for specific programmatic areas in Community Action Sites.

The Commission was reminded that though programmatic arenas are at the very heart of the educational endeavour, the history of general education and of Jewish education offers many examples of important ideas that were acted upon prematurely. It wants to avoid this pitfall for programmatic arenas.

For these reasons—the opportunities inherent in the programmatic arenas; the readiness and interest of institutions, foundations and philanthropists to undertake specific projects; the need of Community Action Sites to work through programs—the Commission has decided to design an agenda for programmatic arenas. The agenda will be presented for further consideration by the facilitating mechanism.

## II. Recommendation

---

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The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

The facilitating mechanism will offer its services to those who want to concentrate their efforts in a programmatic arena and will help in research, planning and monitoring those efforts.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.



## 4. Research

### I. Background

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There is very little research on Jewish education being carried out in North America. As a result, there is a paucity of data; little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions would help us determine both what is desirable and what is feasible.

More extensive investigation into the history and philosophy of Jewish education would inform our thinking for future developments.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew to be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of grammar, etc.

The potential of informal education has also not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools. There is a shortage of educational materials and literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

## II. Recommendations

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The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

## **5. Community Action Sites**

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---

A Community Action Site is a place—a whole community or a network of institutions—where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic areas in the field of Jewish education.

#### **A. The Scope of a Community Action Site**

The scope of a Community Action Site has not yet been decided. Below are two possible models.

1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that 80% of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs at the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.

2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school and the day school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a significant portion of the map of Jewish education would be covered.

#### **B. A Community Action Site at Work**

After establishing criteria for the selection of a Community Action Site, the board of the facilitating mechanism will consider several possible communities and choose from among them. The community that is selected will create a structure to work in partnership with the facilitating mechanism. If a local commission already exists, it might serve as that structure.

Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved, what they want); the nature and status of the personnel; the lay leadership of Jewish education; the current level of funding for Jewish education; etc. A preliminary plan would then be developed. Below are some of the elements of a plan which could serve as examples of the work that will be undertaken in a Community Action Site.

## *1. PERSONNEL*

The study might show that there are currently 500 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (their organizations and training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

### **a. RECRUITMENT**

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will be undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and contracting several years of work in the supplementary schools, day schools and JCCs in the community.
- Recruiting people interested in changing their careers.
- Encouraging general educators in the community to retool themselves for positions in Jewish education.
- Initiating a number of outstanding educators from outside the community to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.).
- Recruiting personnel from among the membership of various national organizations and building a program to prepare them to work in the field.
- Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

### **b. TRAINING**

In addition to preparing people who are new to the field, every person in the education endeavour would be involved in in-service training. Some examples:

- All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- All professional teachers, principals, and informal educators would be involved in some continuing education planned jointly by the national and local mechanisms.
- Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.
- The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The training institutions, the local universities, institutions in Israel, and any other relevant players could be invited to participate.

**c. PROFESSION BUILDING**

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include, for example, three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators; etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would develop with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

**d. RETENTION**

The issue of retention would be addressed in light of the results of the community study. The study might point to the need for improving the relationship between lay boards and educators; the need for sabbaticals, trips to Israel and more on-the-job training for teachers. The local mechanism will have to determine the conditions that are necessary to retain good people in the field and deal with them accordingly.

## *2. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES*

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership and educators must be created.

## *3. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE*

The supplementary school within a specific community is offered below as an example of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, composed of the top experts of the Conservative, Orthodox, Reform and Reconstructionist movements, might be created to examine the supplementary school. It would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, they would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of the educational philosophy of the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the curriculum, the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and

criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary of America and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTSA and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although denominations would work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort could yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate at which new ideas should be introduced will become readily apparent when the Community Action Site is functioning.

The facilitating mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

## C. Assumptions

The concept of the Community Action Site is based on several assumptions.

### *1. LOCAL INITIATIVES*

The initiative for establishing a Community Action Site should come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

## *2. LEARNING BY DOING*

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

## *3. BEST PRACTICE*

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations, JWB, JESNA, CJF, and other relevant groups, together with the staff of the facilitating mechanism, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

## *4. CONTENT*

The educational program in a Community Action Site will be guided by a carefully articulated philosophy. Local institutions working with the denominations, JWB, JESNA, the facilitating mechanism and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the teaching methods to be used. They will also help guide the evaluation of the program.

## *5. ENVIRONMENT*

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested, they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

## *6. EVALUATION*

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.



## 7. *DIFFUSION*

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

## **II. Recommendation**

---

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism for implementation. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

## 6. The Facilitating Mechanism

### I. Background

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The challenge facing the Commission at this time is to create the conditions for implementing its plan and to launch the process that will bring across-the-board change. The Commission needs to decide **who will undertake the continuation of its work and how this will be done**. The plan for action, the implementation of the Commission's recommendations, will require that some mechanism be created to continue the work of the Commission after its report is issued.

Such a mechanism will facilitate the establishment of Community Action Sites; encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

A number of principles will guide the relationship between this facilitating mechanism and the communities, organizations and individuals implementing the recommendations:

- Ready-made plans will not be offered or imposed upon communities. Rather, the mechanism will act as facilitator and resource for local initiatives and planning.
- The mechanism will act when invited by a community that wishes to become a Community Action Site.
- The work will be guided by agreed-upon criteria such as pluralism, accountability and the highest professional standards.
- Participating communities and institutions will establish their own local planning and implementation mechanism that will be responsible for the work.

### II. Recommendations

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The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

The facilitating mechanism will be a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations—CJF, JWB and JESNA—will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully involved.

The facilitating mechanism will be charged with carrying out the action plan decided upon by the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking and characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

It will design and revise development strategies—generally in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts in Jewish education. It will not deliver services, but will work with and through existing institutions and organizations and help them rise to their full potential.

### **III. Governance and Relationship to the Commission**

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The issue of continuation of the Commission's work and of the governance of the facilitating mechanism was addressed by commissioners and a number of suggestions were offered for consideration.

#### ***A. GOVERNANCE***

1. The mechanism will have an active board which will determine policy and follow the work of the mechanism on an ongoing basis.
2. The mechanism will have a small, highly qualified professional staff to carry out its mission.
3. The work of the mechanism will be guided by the vision and philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enriched through consultations with institutions, scholars, rabbis, educators and community leaders. A professional advisory team shall be established to stimulate this activity.
4. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its board and staff.

## *B. CONTINUATION OF THE WORK OF THE COMMISSION*

Many commissioners have expressed an interest in retaining an active involvement in the work of the Commission after the final report is issued. One scenario is that the mechanism could be viewed as heir to the Commission – as its successor in charge of implementation. In this case, the board of the mechanism would be composed of some of the commissioners interested in being actively involved in implementation, be it as funders, representatives of relevant institutions – in addition to other members.

A second possibility would have the full Commission convene once a year – possibly in an enlarged format, becoming a major communal forum on Jewish education. This forum would review progress on implementation and review reports on the state of the field of Jewish education in North America. The mechanism might be accountable to it.

## **IV. Tasks & Functions**

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### **A. The mechanism will undertake the following tasks:**

- 1. To initiate and facilitate the establishment of several Community Action Sites.** This involves developing criteria for their selection; assisting communities to plan and develop their site; ensuring monitoring, evaluation and feedback. Each site will have its local mechanism – whether this be a commission, a planning unit or some other suitable structure – that will undertake responsibility for planning and implementing the Community Action Site.
- 2. To facilitate implementation of strategies on the continental level and in Israel.** This may mean encouraging institutions that will plan and carry out the development efforts. For example: the mechanism may commission the preparation of a national recruitment plan; it may lend planning assistance to existing training institutions as they undertake expansion and development of their training programs; it may help secure funding for these.
- 3. To offer assistance as requested for the planning and development of the programmatic arenas.** The mechanism will serve as consultant to foundations, institutions and organizations that want to undertake work in a programmatic arena, helping to design a development process, recruit staff, gather experts who might bring knowledge and data to the planning process.
- 4. To help develop the research capability needed in North America that will allow for more informed policies concerning Jewish education.**

5. To **prepare progress reports** for public discussion of the central issues of Jewish education.
6. To facilitate the development and enhance the effectiveness of a **network of existing commissions on Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites** and other relevant organizations, for the promotion of change and the diffusion of innovation.

B. In order to meet these complex tasks, the mechanism will insure that the following **functions are performed.**

1. *Research, data collection, planning and policy analysis*

This may be viewed as the research and planning arm of the mechanism. The work may be commissioned, performed in-house or other institutions may be encouraged to do various parts. The necessary data bases will be created; major issues will be studied, key questions will be researched (e.g. inventories of Jewish educational resources may be developed; analyses of needs and wants in the community will be undertaken; the work on setting norms and standards for training will be initiated; the quality of existing training will be assessed and alternative models considered; etc.).

The research function will:

- Provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in Community Action Sites? Who are the stakeholders and how can they be involved? What are the financial and funding possibilities?)
- Provide the knowledge and planning support needed by the Community Action Sites; work with the local mechanism in Community Action Sites, providing expertise that may be needed and ensuring the level and quality of the work intended.
- Be the arm of the mechanism for planning and strategic thinking. Strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions. It is a different activity from that of facilitating the setting up of a North American research capability but it may provide some of the initial impetus.

## 2. *Community interface (for Community Action Sites)*

The mechanism will work closely with the communities where Community Action Sites are located. This complex function will include negotiation over criteria, modes of operation, the establishment of local structures for planning and implementation, funding and more. It will be undertaken in cooperation with the local mechanisms that will be established in Community Action Sites.

The community interface function may deal with:

- Initiation of negotiations with relevant stakeholders and community leaders who want to establish a Community Action Site.
- Helping the local community establish a mechanism for its Community Action Site and recruit staff for such mechanism.
- Ongoing facilitation of implementation as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The mechanism staff will be pro-active in its support of the local management of the Community Action Sites and will maintain ongoing contact with the local team.

## 3. *Funding facilitation*

This function may include the following:

- Undertaking, as appropriate, brokering between various possible sources of funding (foundations, national organizations, local sources of funds, federations, individuals) and the Community Action Sites.
- Being a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.
- Assisting funders in moving ahead with programmatic arenas in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.
- Developing long-term funding strategies with all relevant stakeholders.

#### 4. *Monitoring, evaluation and feedback*

The purpose of this function is threefold:

- To monitor the activity of each Community Action Site and all other elements of the action plan.
- To evaluate progress – in whatever form or forms deemed most useful.
- To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

#### 5. *Diffusion of innovation*

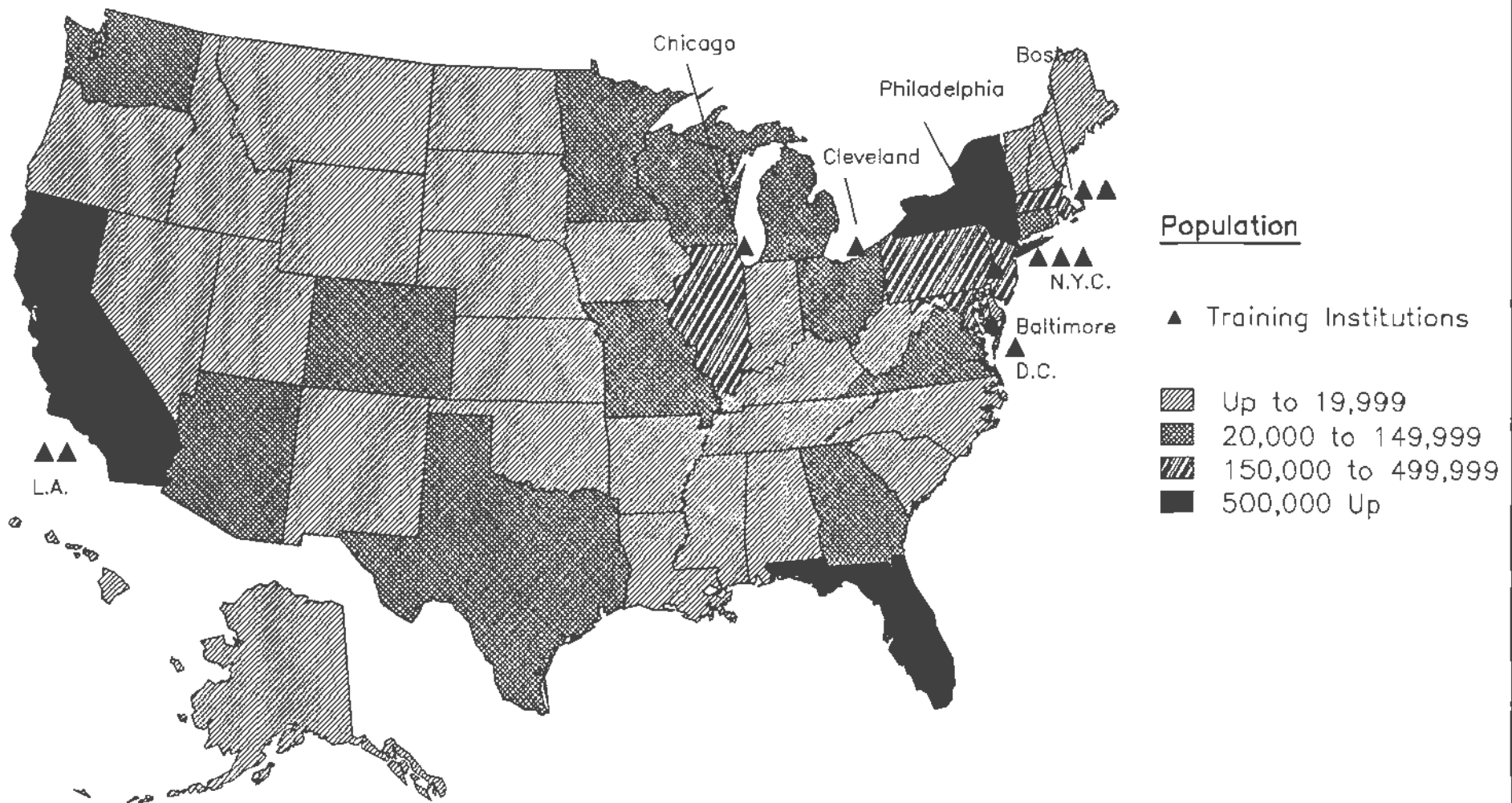
The mechanism will deal with the complex issue of the diffusion of innovation from one or more Community Action Sites, from programmatic undertakings and from continental developments, to many or all communities. Strategies will be devised to maximize change throughout the community working through existing organizations and institutions.

**Note:** The data upon which these background materials and recommendations are based are to be found in the studies that have been undertaken for the Commission; all the studies will be completed before the Commission issues its report.

1. The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, the Hebrew University).
2. The Organizational Structure of Jewish Education in North America (W. Ackerman, Ben Gurion University).
3. Community Organization for Jewish Education in North America; Leadership, Finance and Structure (H.L. Zucker, Director, the Commission on Jewish Education in North America).
4. Federation-Led Community Planning for Jewish Education, Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland).
5. The Synagogue as a Context for Jewish Education (J. Reimer, Brandeis University).
6. Approaches to Training Personnel and Current Training Opportunities (A. Davidson, Jewish Theological Seminary of America).
7. Assessment of Jewish Education as a Profession (I. Aron, Hebrew Union College, Los Angeles).
8. Data Gathering, Analysis and Report on the Field of Jewish Education in North America (I. Aron, Hebrew Union College, Los Angeles).
9. Informal Jewish Education (B. Reisman, Brandeis University).



# Training Institutions in the United States & Estimated Jewish Population 1987



Source for Population: *American Jewish Yearbook, 1988*

# Training Institutions in Canada

Total Population 1986 = 310,000



Source Population: American Jewish Yearbook, 1988



RUDER·FINN

January 15, 1990

Mr. Seymour Fox  
Nativ Consultants  
Jerusalem, Israel

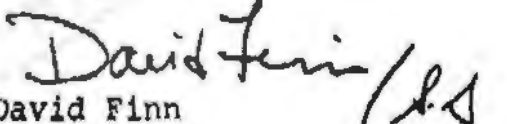
Dear Seymour,

The week of February 5 is fine with us. If possible, let's meet Monday morning and plan to spend as much of that day as necessary. If that's not convenient, we can meet Tuesday, February 6, after 11 a.m. Let me know which date is preferable. I will be out of town on February 8 and 9, but will be available the following week.

I have given all the material to Frank Walton, the head of our Public Affairs section and to Dena Merriam, who is now our Director of Publications. Both of them will work with me on the project.

Sorry not to have gotten a proposal off to you earlier, but will do so to Mr. Zucker by next week.

All the best,

  
David Finn

DF:sjs

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel, Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan Woocher

FROM: Henry L. Zucker

DATE: January 11, 1990

SUBJECT: February Meetings

*Handwritten initials: HZ*

*Handwritten mark: 30C*

Enclosed are copies of the letter being sent to commissioners and the document which accompanies it.

The letter includes a reminder of the time and place of our next Commission meeting, scheduled for Wednesday, February 14, 9:00 a.m. to 5:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York. In addition, you will recall that we have scheduled meetings for senior policy advisors at the JWB offices, 15 East 26th Street for 1:30 p.m. on Tuesday, February 13 and 8:30 a.m. on Thursday, February 15. Please complete and return the enclosed reply card indicating your plans to attend these meetings.

*Handwritten note:* ] Jill please mail my calendar and ask Gordon to mail my trip sidekick

In the interim, we hope to be sending you one or more research papers for your review and prompt response. We also expect to have a new draft of recommendations for the final report to send to you next week. This will be a primary focus of discussion at our meeting of January 23. Please recall that that meeting is scheduled to take place from 11:00 a.m. to 4:00 p.m. at Premier.

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appieby  
David Arnov  
Mandell L. Berman  
Jack Bieler  
Charles R. Broadman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
John Elkin  
N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gorsebalk  
Arthur Green  
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Charles Ratner  
Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
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Ismar Schorsch  
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Daniel S. Shapiro  
Margaret W. Tishman  
Isidore Twersky  
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Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffmann  
Martin S. Kraar  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woohar  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi

January 10, 1990

Dear

Work is proceeding at a rapid pace as we prepare recommendations for consideration at the next Commission meeting on February 14.

We had a very good meeting with federation representatives on November 17 at the CJF General Assembly in Cincinnati. Over fifty communities were represented, and the response to the work of the Commission and the opportunity it represents is very positive. I am optimistic that many communities will respond positively to our report and to implementing its recommendations.

We have commissioned a series of research papers, a review of which is enclosed. Several of the papers will be ready between now and February 14 and will be shared with you as they are ready.

Discussions at our February 14 meeting will focus on recommendations the Commission might make. Background materials will be sent to you prior to February 14. One of our staff members or senior policy advisors will try to interview each commissioner in the interim. This is an important opportunity to pre-screen the ideas before they are reviewed at the Commission meeting.

I want to share additional developments with you before the February 14 meeting. Reminder: The meeting is scheduled for 9:00 a.m. to 5:00 p.m. on Wednesday, February 14 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York. Please complete and return the enclosed reply card by February 2 confirming your plans to attend. I look forward to seeing you there.

Sincerely,

Morton L. Mandel  
Chair

Appendix 1

October 1989

## Work in Progress: Research Design

This research design is a working document aimed at developing a research program for the work of the Commission. This program will provide the background data for the Commission report. It is not comprehensive: major topics, such as the evaluation of programs, are not addressed. They belong on a wider research agenda that is beyond the scope of the Commission report. Such an agenda will be outlined in the report and may lead to a recommendation that a research capability on Jewish education be developed in North America.

### I. Introduction

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify the research needed in order to help answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend the research papers to be commissioned at this time.

### II. Key Questions

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in preliminary form because of time constraints. Others yet are too broad — or the data is too scarce — to be undertaken at this time. Many of these questions will serve as a basis for the research agenda to be included in the recommendations for the final report.

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel, Arthur Rotman, Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: January 9, 1990 *3/C*

SUBJECT: Reactions to COJEO Presentation

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Joe Reimer received the enclosed materials in reaction to his recent presentation to the Council of Jewish Educator Organizations. We thought you might appreciate having an opportunity to see them.



Rabbi Robert P. Tabak  
October, 1989 - Tishre 5750

Temple Beth Shalom  
1322 East 30th Avenue  
Spokane, Washington 99203

# DRAFT PROPOSAL FOR A NORTH AMERICAN JEWISH TEACHER CORPS

## I. THE NEED

- A. One of the greatest needs confronting Jewish education across the ideological spectrum is personnel. The preliminary reports of the Mandel commission at the 1982 CAJE conference in Seattle, for example, stressed this need. For any of the many innovative curricula and programs to work, teachers and other educators are needed.
- B. Most of the ideas for strengthening teacher training and attracting new full and part-time Jewish teachers seem most appropriate for medium-sized and large Jewish communities that have full-time federations and Bureaus of Jewish Education.
- C. How can financial and other improvements benefit our smaller and generally more isolated Jewish communities (such as Spokane, Kalamazoo, or Wichita) where the only real Jewish institution may be one or two synagogues, the only professionals the rabbi and perhaps cantor? If there is a "federation" in these communities, it often is basically a conduit for the national UJA, with at most a few thousand dollars for local uses. Yet clearly there are dozens of such cities, and thousands of children (and teens and adults) in such communities where the presence of one trained teacher might bring a doubling of human resources.

## II. A PLAN

- A. To encourage service to the Jewish people, to bring young people into Jewish education, and aid smaller communities, a North American Jewish Teacher Corps would be created for post-college (and older) teachers. In return for one or two years of teaching in a small community, they would receive a significant scholarship (or loan-forgiveness grant) for graduate education--perhaps \$10,000 a year.
- B. To prepare themselves, candidates would need a minimum amount of undergraduate course work or its equivalent in Jewish studies, plus a summer intensive program to prepare them for the classroom. I would recommend that this summer program include attendance at the CAJE conference.
- C. There would need to be provisions for supervision, regional contacts, and a minimum stipend and benefits (medical insurance). I would require some "sweat equity" from the host community, such as providing an apartment, so that although the teacher is subsidized from without he or she is also a local investment.



Draft Proposal for a North American Jewish Teacher Corps  
Rabbi Robert P. Tabak Page 2 Spokane, Washington  
Temple Beth Shalom October 1989 - Tishri 5730

- D. There would not be a requirement that the teacher permanently enter Jewish education after their period of service. At a minimum they would be more knowledgeable and experienced Jews, whatever their occupation. This experience would, I hope, encourage participants to consider careers in Jewish education, Jewish communal service, or the rabbinate. (Perhaps the scholarship grant should be increased for participants entering a Jewish career.)
- E. Models that might be examined include the former US National Teacher Corps and the American Jewish Joint Distribution Committee's Jewish Service Corps.

### III. OUTREACH: A MODEST ADDITION

- A. There are Jewish communities in virtually every state that are even smaller than those I used as an example--they may have a congregation but are too small to have a rabbi or any Jewish professional. They may be totally dependent on lay leaders or untrained college students for both teaching and ideas. A modest outreach program might have the North American Jewish Teacher Corps members, in addition to their work in a host community, go to a nearby smaller community one or two days a month to bring programs for Jewish adults and children. (For example, in Eastern Washington there is a congregation in neighboring towns of Richland and Kennewick with some 65 families, and a 45-family Jewish community with a monthly Sunday school in Pullman, Washington-Moscow, Idaho. Neither group is big enough to employ professional leadership; both are hundreds of miles from the nearest large city, Seattle.)
- B. This outreach is something that rabbis, with a primary commitment to one congregation, have difficulty finding time to do.

The North American Jewish Teacher's Corps is a practical way to strengthen Jewish life in smaller Jewish communities, and potentially attract more teachers to this important field.

EDUCATIONAL CONSULTANT

EIGHT PROMENADE DRIVE • HUNTINGTON, NEW YORK 11743 • 516/692-8616

December 11, 1989

Dr. Joseph Reimer  
Hornstein Program  
Brandeis University  
Waltham, MA 02154

Dear Joe,

It was a privilege to sit to your right and hear every word of the overview of goals and proceedings of the Mandell commission presented to the COJEO representatives. The stated purpose of your visit was to inform and gather new ideas. I would like to share some ideas with you.

#### LAY LEADERS

The lay leaders govern the federation world. More than a few possess only minimal Jewish education and yet are expected to make informed decisions in this area. They appear to be at a disadvantage. In addition, these same people are being asked to put something they are unfamiliar with on their personal and communal agendas. When UJA faced this problem they began involving their target audience through the "Israel mission system". Leaders buy into this scene, develop strong ties and can be counted on to support the effort. To the best of my knowledge, the "system" is developed by professionals who establish a link with the lay leaders. The two constituencies work together. Can this successful example serve as a guide for Jewish education?

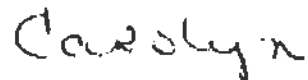
#### COMMUNITY ACTIVITY CENTERS (HUBS)

I also wish to make a case for resource centers on the local scene. Presently, some large communities boast Jewish Teacher Centers. I see these being enlarged in scope to serve the needs of the wider Jewish audience in its many endeavors. It may be that various locales will house specialized collections such as Detroit's holdings focusing on family education, Los Angeles on early childhood, etc. This, in some ways, can be molded after the ERIC system in general education. The alternative may be for each community to attempt to collect a potpourri of resources. The centers should be designed to serve a population from the prenatal stage to the proverbial one hundred and twenty in both formal and informal settings. It would be a materials and media hub and a ready source of Jewish information in this rapidly changing world. It may also serve as the central address of the local efforts of the Commission situated in a central agency or community center. The site would include a library, media center, program bank, resource center, computer center, etc. in an all purpose enclosure. From the onset it should be computerized so the data can be shared electronically around the country. This would go a long way toward solving a problem Alvin Schiff often refers to in that some of the most creative work in Jewish education is the local community's best kept secret.

Dr. Joseph Reimer  
December 11, 1989  
Page two of two

Thank you for the opportunity to share these ideas which are conveyed with the deepest desire to see improvement for a better tomorrow.

Sincerely yours,



Carolyn Starman Hessel

cc: Eliot G. Spack  
Jonathan Woocher

Nativ Policy and Planning Consultants  
Jerusalem, Israel

FAX SENT

DATE:

31/1/90

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: January <sup>31</sup>~~29~~ 1990

FROM: Annette Hochstein

NO. PAGES: 13

FAX NUMBER: 001-216-361-9962

Dear Ginny,

Upon our request, Isa Aron revised the fourth chapter of her paper. The main change is the toning down of the proposals. I am attaching a copy of the new version. You may want to share with the Senior Policy Advisors. *Am expressing a printer-ready copy. Will call today to discuss next steps.*

Best Regards,

Annette

# **Toward the Professionalization of Jewish Teaching**

Isa Aron, Ph.D.

February 1990

**A Report Submitted to  
The Commission for Jewish Education in North America**

Isa Aron is an Associate Professor at the Rhea Hirsch School of Education, Hebrew Union College—Jewish Institute of Religion, 3077 University Avenue, Los Angeles, CA 90007

The Commission on Jewish Education in North America was convened by the Mandel Associated Foundations, JWB and JESNA in collaboration with CJF. The ideas expressed in this report are those of the author and do not necessarily reflect the views of the Commission.

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## Section 4

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### The Prospects for Professionalizing Jewish Teachers

Let us imagine that our goal is the professionalization of the entire Jewish teaching force. Is this goal attainable? If so, at what cost? If not, what goals are more realistic? And what steps ought the Jewish community to be taking to encourage this professionalization?

Three sets of obstacles stand in the way of professionalizing the entire force of Jewish teachers: The first set concerns the inherent limitations of teaching with regard to the criteria of professionalism discussed in this paper. The second set of obstacles derives from certain sociological realities; it includes all those factors which make teaching in general undesirable to potential recruits. The third set of obstacles is specific to Jewish education, encompassing the conditions that make the professionalization of Jewish teaching particularly difficult.

In this section I explore each set of obstacles in turn, summarizing the conclusions of the previous chapters, and adding new information, where relevant. In each case the discussion focuses on what it will take to overcome the obstacles in question. Because the obstacles are inter-related, the suggestions for research and experimentation offered in this section should be considered in concert. Any one, standing alone, can have only limited impact; taken together, they constitute a coordinated plan for upgrading the profession of Jewish teaching.

#### 4.1 Translating the Criteria of Legitimacy and Autonomy into Practical Standards for the Teaching Profession

The discussion of legitimacy and autonomy in Section 1 revealed some of the problems which arise when these criteria are used as standards for improving teaching. To begin with, research on teacher knowledge in the secular field is fraught with controversies over methodology (Gage, 1989). Whether or not this research will yield reliable applications to both training and evaluation is still an open question. Moreover, only some of the research findings, those which deal with generic teaching skills in secular education, are directly transferable to Jewish education; identifying pedagogic content knowledge in subjects such as Hebrew, Bible, and Jewish history will require a good deal of new research.

Despite these problems, accepted standards for both training and evaluation are a necessary step in both legitimizing a profession and differentiating between poor, competent, and excellent practitioners. If Jewish teaching is to become a profession, the Jewish community has no choice but to invest in both research and experimentation in this area. The methodologies for this research have been honed at a number of major research centers, notably the Teacher Assessment Project at Stanford University, and by the National Center for Research on Teacher Education, at Michigan State University. Key figures at each of these centers have been involved with Jewish education in a variety of ways; it would make sense for any future research on Jewish teaching knowledge and evaluation to be conducted in coordination with one or both of these centers.

Concurrent with this research, a way must be found to adapt the findings of both past and future studies to training and evaluation, on an experimental basis. One possibility might be the creation of a national committee on teacher training and evaluation, which would act as a clearinghouse for research and instigate experimental projects, together with the AIHLJE (Association of Institutions of Higher Learning in Jewish Education) and central agencies.

With regard to teacher autonomy, it seems unlikely that teachers can achieve the degree of autonomy of some other professionals; but, as I argued in Section 3.4, this type of individualistic autonomy may not be desirable. Though the degree of autonomy most appropriate for teachers at varying levels of legitimacy may be open to question, the fact that teachers who have demonstrated their legitimacy deserve a good deal more autonomy is not. Since autonomy is intimately connected with the culture of the particular school, it cannot be mandated from above. Nonetheless, policy makers at the local and national level can contribute to the creation of a climate in which autonomy is encouraged. Autonomy does not mean free reign, but rather the creation of a culture of shared leadership in schools. Clearly there is much work to be done analyzing and experimenting with various levels of teacher autonomy. And, of course, the granting of autonomy to teachers must be linked to the creation of sophisticated, reliable evaluation techniques, as discussed above.

Too often a teacher's commitment is simply taken for granted, as though it is too obvious to mention. My own belief (and the belief of many of the early readers of this paper) is that commitment ought to be regarded as a necessary requirement for all teachers of Judaica, regardless of their legitimacy. The commitment of a teacher cannot be easily measured, nor can it be imparted by training, in the narrow, technical sense. Nonetheless, the expectation of commitment ought to be openly stated. More importantly, the teacher's initial sense of commitment, which probably lead to his or her choice of teaching in the first place, can be nurtured in the course of training, at both the pre-service (see Feiman- Nemser, 1989) and in-service levels. The development of commitment – to the tradition, the community, and to the students – should be one of the goals of all training programs. As discussed in Section 3.3, different schools may be interested in different types of religious commitment; this kind of pluralism is to be encouraged.

## 4.2 Making Teaching Attractive as a Profession

The second set of obstacles to upgrading the teaching profession arises out of the historical conditions in which teaching has been mired. The American public has always viewed its teachers with a mixture of admiration and disdain, acceptance and suspicion (Waller, 1932/1967; Sykes, 1983b). Low teacher salaries over the years indicate that disdain probably outweighed the other sentiments. For years American schools were granted a "hidden subsidy" from women who accepted, because they had little choice, their low pay and low status. With the rise of teachers' unions in the 1960s and early '70s, salaries rose, and began to compare favorably with those of many other occupations. Salaries have not, however, kept pace with inflation (Feistritzer, 1983), and this has contributed to a further decline of the status of teachers. Teaching is regarded as a less desirable career option than ever before. Surveyed in a nation-wide Gallup Poll in 1969, 75% of the responding teachers said they would like to have a child take up teaching in a public school as a career; in 1972 the percentage fell to 67%, and, in 1980, to 48% (Sykes, 1983b, p. 111). The "first wave" of Commission reports (e.g., *A Nation at Risk* [National Commission on Excellence in Education, 1983]) did nothing to raise the status of teachers; if anything, it contributed to their denigration (McDonald, 1986, pp. 356-357). The "second wave" of reform, exemplified by Carnegie (1986) and Holmes (1986) Commission reports, has focused attention on teacher professionalism, teacher status, and teacher salaries. It is too soon to tell if the efforts of these groups will, over the long run, entice a higher caliber of recruits to the field.

Though teachers in Jewish schools are not subject to the political vagaries of public school reform, their status and self-image are inextricably intertwined with that of public school teachers. Since efforts are currently underway to raise the salaries and status of public school teachers, this would be an opportune moment for the Jewish community to swim with the tide, linking its own efforts at recruitment to those of the society at large.

Both status and recruitment are influenced by salaries. However, raising teacher salaries is not a simple matter, even if it is assumed that the money can be found to do so. Which salaries should be raised, those of entry-level teachers (as a recruitment device) or those teachers already in the system (as a retention device)? It stands to reason that salary increases for those currently teaching should be linked, in some way, to merit. However, the instruments currently available for assessing teachers are either too subjective or too limited (Shulman, 1988), and await the results of the research discussed above. Moreover, various merit pay schemes instituted on an experimental basis have been found to be problematic (Murnane and Cohen, 1986; Bachrach and Conley, 1986; Johnson, 1984). Finally, there is the question of how large a salary increase would be required in order to make a significant difference in recruitment. One study found that it would take an annual salary increase of \$10,000 to make teaching more competitive with other jobs that require equivalent training, such as engineering and accounting (Feistritzer, 1983, p. 16). An assessment of various



mechanisms for upgrading teacher salaries is essential; such an assessment would require some complicated economic modeling and projections. Since fewer than a third of Jewish teaching slots carry medical, pension, and other benefits (Aron and Phillips, 1990), the issue of the Jewish community's obligation to provide benefits for its teachers should be considered concurrently. Providing higher salaries and benefits to teachers might well require the establishment of an educational endowment, at either a national or regional level.

Assuming that teachers' salaries could be increased significantly, an extensive, multi-faceted recruitment campaign would have to be undertaken. This should include: a) the recruitment of college students to training institutions through the use of scholarships and other incentives, and their placement in viable settings upon graduation; b) the recruitment and training of part-time teachers, for whom teaching might be either an avocation or a secondary occupation (Aron, 1988; Davidson, 1990).

### 4.3 Considering the Possibilities of Differentiated Staffing

The final set of obstacles to the professionalization of Jewish teachers derives from the part-time nature of much of Jewish teaching (see Section 2.3). Because the number of part-time positions is large, relative to full-time positions, Jewish teaching attracts individuals with a wide range of backgrounds and aspirations. There are three ways in which a teacher might think of his or her work: a) as a career; b) as a way of supplementing his or her household's income, either temporarily (while waiting to get married or have children) or on an ongoing basis; and c) as an avocation, an activity engaged in purely for a sense of service or satisfaction. Though I know of no study that has asked public school teachers this question, one can imagine that a majority see teaching as a career. In Jewish education the situation is very different. A recent study in Los Angeles (Aron and Phillips, 1990) found that only 39% of the teachers fell into the "career teacher" category; another 36% saw teaching as a way of earning supplementary income; the remaining 25% saw teaching as an avocation. These differences among teachers were related, though not entirely, to the number of hours in which they taught, and to their other occupations, as can be seen in Tables 4A and 4B.

Understanding the diversity among Jewish teachers, with regard to their self-perception as well as their educational background (referring back to Tables 2E and 2F) makes one question whether full professionalization ought to be our ultimate goal. Given that over two-thirds of all Judaica teachers teach in supplementary schools (See Table 4C), and given that supplementary schools may require a different type of teaching than day schools (Aron, 1987 and 1989), it may be necessary to have some supplementary school teachers who do not have the legitimacy and autonomy that one might expect in a day school.

**Table 4A**  
**HOW LOS ANGELES TEACHERS SEE TEACHING, BY NUMBER OF HOURS TAUGHT (% IN EACH CATEGORY)**

	<i>"A Career"</i> (N = 230)	<i>"A Way of Earning Supplementary Income"</i> (N = 203)	<i>"Something I Do for the Satisfaction"</i> (N = 142)	Total
1-3 Hours (N = 141)	8	47	45	100%
4-9 Hours (N = 171)	21	47	32	100%
10-20 Hours (N = 152)	56	34	10	101%
21 + Hours (N = 575)	88	4	8	100%

**Table 4B**  
**HOW LOS ANGELES TEACHERS SEE TEACHING, BY OTHER OCCUPATIONS (% IN EACH CATEGORY)**

	<i>"As a Career"</i> (N = 238)	<i>"As a Way of Earning Supplementary Income"</i> (N = 223)	<i>"Something I Do for the Satisfaction"</i> (N = 156)	Total
Full-time in Jewish education (N = 181)	77	13	10	100%
Homemaker (N = 99)	40	32	27	100%
Full-time student (N = 65)	18	65	17	100%
Other part-time employment (N = 149)	24	44	32	100%
Other full-time employment (N = 123)	8	50	52	100%

(N = 617); Source: Los Angeles: Aron and Phillips, 1990. Totals of 99 or 101% are due to rounding.

Table 4C

PERCENTAGE OF TEACHERS TEACHING IN DAY VS. SUPPLEMENTARY SCHOOLS IN  
SELECTED CITIES

	<i>Day School</i>	<i>Supplementary School</i>
Los Angeles	33	67
Miami	37	63
Philadelphia	11	89
Pittsburgh	25	75

*Sources:* Los Angeles: Aron and Phillips, 1990; Miami: Sheskin, 1988; Philadelphia: Federation of Jewish Agencies of Greater Philadelphia, 1989; Pittsburgh: United Jewish Federation of Greater Pittsburgh, 1986.

I believe that we have a good deal to learn, in this regard, from the reports of the Holmes (1986) and Carnegie (1986) commissions, both of which advocated differentiated staffing, as explained in Section 1.4. A differentiated staffing arrangement in a Jewish school would be more complicated than in a public school, because it would have to accommodate differences in the number of hours teachers teach, and how they perceive their work, as well as different levels of legitimacy and autonomy. A range of different staffing arrangements can be imagined, from a day school staff consisting entirely of full-time aspiring and/or accomplished professionals, to a supplementary school staff with mostly avocational teachers. The following hypothetical models are offered for illustrative purposes:

*Aleph School: A "Professional Development" Day School*

Following the model of the "professional development" school in public education (Darling-Hammond, 1989), the Aleph School aspires to support and nurture beginning teachers, most of whom will go on to other schools after three to five years. All of the schools' 20 Judaica teachers are employed full-time, though none of them teach full-time. Each of the school's 14 classes is co-taught by a Judaica and general studies teacher; the Judaica teachers are all graduates of a local Jewish teacher training institute, and range in experience from 0-5 years. The newest of the teachers teach

only 2/3 time; the remainder of their week is spent developing materials, observing other teachers, and conferring with their mentor-teachers. With each year of experience, the teachers spend more time in the classroom, though even those who have five years of experience spend a few hours a week on the other tasks. The remaining six teachers are an outstanding group of veteran teachers, who serve as mentors for the remaining 14, and for student teachers at the training institution mentioned above. The mentor teachers form the administrative core of the school, working closely with the principal to set policy. Each mentor teacher also spends at least ten hours per week in the classroom, either covering for the other teachers or working on special projects.

#### *Bet School: A K-12 Day School*

Bet School is a day school organized on more conventional (and fiscally conservative) lines, with half a day allotted to Judaica, and half to general studies. With 26 classes, the school has 26 half-time Judaica slots. Since the high school program is departmentalized, the school is able to arrange the schedule so that some of the high school Judaica teachers have full-time jobs. Four of the upper division teachers have chosen this full-time option, while two others work 3/4 time. This leaves a total of 15 teachers who teach at the school half-time. In cooperation with the local bureau of Jewish education, the school has sought to create as many full-time, or nearly full-time, "packages" as possible. Three teachers serve as mentors and curriculum developers, under a grant from the Bureau. An additional four teach and/or do programming in the supplementary school of a nearby synagogue; the two schools, with financial assistance from the Bureau, offer these teachers full-time salaries and benefits. Three other teachers have hybrid teaching arrangements; one works as the school librarian; two others work half-time at Jewish Family Service. Of the five remaining teachers, three prefer to work half-time; two would like to be working full-time, and the director is trying to work out some arrangement for them.

The educational background of the teachers varies. About half are graduates of Jewish teacher training programs, in either the U.S. or in Israel. The school encourages all its teachers, and requires those who are not graduates of a training program, to be working towards the fulfillment of a plan for professional development. Each teacher's plan has been worked out individually with one of the school's supervisory personnel, with an eye to those areas in which he or she either needs or desires more knowledge or skill. Teachers meet these requirements by taking courses at the Bureau or at local colleges (their tuition is subsidized by the Bureau), or by pursuing an independent study arrangement with a designated mentor. Each teacher also has a supervisor, who observes and confers with him or her on a regular basis.

#### *Gimel School: A Large Congregational Supplementary School*

Gimel School has a student population of 750, and a teaching staff of 20. The school has an integrated Hebrew and Judaica curriculum, which means that each teacher stays with his or her class six hours a week, with the exception of a few high school

teachers, whose classes are of shorter duration. Since the maximum number of hours that a teacher can teach in the supplementary school is 16, no teachers have full-time teaching positions. Five of the teachers fall into the avocational category; they include two housewives, one aspiring actor, and two full-time graduate students, who teach only six hours each. None of these teachers has a degree in Jewish education, though the graduate students have extensive Judaica and camping experience, and the housewives are both former public school teachers. For each of these teachers the principal has created an individualized professional growth plan which focuses on workshops, conferences and independent projects, rather than formal courses.

At the other end of the spectrum are ten teachers who are in the “professional track,” and have full-time positions either in the synagogue, or through a hybrid-teaching arrangement: Three are employed by the school as mentors, curriculum writers and program developers; these are the most fully professional, and are enrolled in a part-time graduate program in education at a local college. Four others teach twelve hours each, and are employed elsewhere in the synagogue, as pre-school teachers, a *havurah* coordinator, and an administrative assistant. The last three teach half-time at a local day school; the day and supplementary school, together with the Bureau, pay them a full-time salary plus benefits. The professional development plan for each of these teachers is also individualized, but is more rigorous. It consists of a sequence of courses and requirements the teachers are expected to have taken in the past, or be accumulating, gradually, on a part-time basis.

The remaining five teachers might be considered more than avocational but less than professional. All teach twelve hours, and most would like to enter into some sort of full-time arrangement. This group has the most rigorous professional development schedule, with the promise that when the requirements are completed, every effort will be made to secure them full-time positions. Since their current positions are only part-time, these teachers are paid for time spent in courses and workshops.

#### *Dalet School: A Medium-sized Supplementary School with Avocational Teachers*

The Dalet School is located at a Jewish community center. It was founded fifteen years ago by parents looking to become more involved in their children’s Jewish education. At the outset, the school had under 100 students, and all positions, whether teaching, administrative, secretarial, or janitorial, were volunteer. As the school grew, it hired a full-time education director and some mentor teachers, and began paying its other teachers an “honorarium” of \$750 a year, but its participatory philosophy remained the same. Currently, the school has 350 students and a teaching staff of 40. Three of the teachers are highly-paid professionals, whose primary responsibilities are teaching training, mentoring and curriculum development. The remaining 37 teachers are all avocational, and range in age from 17 to 70. Most teach three to six hours a week, but a few teach only two.

All of the avocational teachers were trained in-house, in a program of two years' duration, prior to entering the classroom. This training program is on-going, with a new cycle beginning every two years, and each cohort numbering from two to six teachers-in-training. The low student-teacher ratio gives the school a good deal of flexibility. All classes are co-taught by at least two teachers, and there is a Hebrew language lab which is staffed by at least three teachers at all times. In addition, special projects, requiring special staff members, take place throughout the year.

The typical avocational teacher stays with the school from five to eight years, and the school has worked hard to put together a challenging program of in-service education. The school is particularly proud of three of its former teachers, who have gone on to enroll in full-time graduate programs in Jewish education.

In portraying four hypothetical schools, I have tried to show the different dimensions along which staffing arrangements can vary. The first dimension is setting: day vs. supplementary school is the most important difference; but the size of a school, and its location in or dependence on a larger institution can also be important. A second way in which schools differ is in their ideology: the Dalet School's emphasis on community participation lead to one staffing arrangement; the Gimel School's preference for an integrated Hebrew/Judaica curriculum has staffing limitations as well. The four schools vary in their institutional affiliations, as well: the Aleph School is closely linked to a Jewish teacher training institution; the Bet School has strong links to both the Bureau and another supplementary school; the Gimel School derives some of its flexibility in staffing from its location within a large congregation; the Dalet School is virtually independent of other institutions. Finally, the gap in per pupil expenditure between Aleph and Bet, on the one hand, and Gimel and Dalet, on the other, is quite large.

Despite these differences, the schools share certain commonalties, which distinguish them from the typical Jewish school:

- 1) The educational directors of all four schools see their role as extending beyond administration to include both training and staff development.
- 2) Each school has at least a few teachers who are compensated for tasks other than teaching, such as mentoring, supervision, and curriculum development. This policy allows the most professional teachers in the school an opportunity to expand their horizons and share their expertise with others.
- 3) It is unlikely that any of the schools, with the possible exception of the fourth, can raise sufficient funds to meet its payroll. Most schools with a number of fully professional teachers will require subsidies, possibly from an endowment fund.
- 4) All of the schools (including the fourth, if it requires external funds) have succeeded in upgrading the professional level of their faculties through forging links with other

January 26, 1990.

Ms. Annette Hochstein  
Nativ Policy and Planning

Dear Annette,

Here is the revised version of Section 4. The changes were, as you suspected, relatively simple to make. Hope they are satisfactory. Please call me soon if they are not. ~~(I will be~~ home most of the day on Sunday, and at HUC on Monday, available to talk before 10 a.m. and after 11:30).

I have indicated the changed paragraphs with asterisks, and have not included a large part of section 4.3, or 4.4, which did not require revision. I have tried to indicate all this very clearly.

I look forward to hearing from you, in either case.

B'Shalom,

Isa



## SECTION 4 THE PROSPECTS FOR PROFESSIONALIZING JEWISH TEACHERS

Let us imagine that our goal is the professionalization of the entire Jewish teaching force. Is this goal attainable? If so, at what cost? If not, what goals are more realistic? And what steps ought the Jewish community be taking to encourage this professionalization?

Three sets of obstacles stand in the way of professionalizing the entire force of Jewish teachers. The first set concerns the inherent limitations of teaching with regard to the criteria of professionalism discussed in this paper. The second set of obstacles derives from certain sociological realities; it includes all those factors which make teaching in general undesirable to potential recruits. The third set of obstacles is specific to Jewish education, encompassing the conditions that make the professionalization of Jewish teaching particularly difficult.

\*\*\* In this section I explore each set of obstacles in turn, summarizing the conclusions of the previous chapters, and adding new information, where relevant. In each case the discussion focuses on what it will take to overcome the obstacles in question. Because the obstacles are inter-related, the suggestions for research and experimentation offered in this section should be considered in concert. Any one, standing alone, can have only limited impact; taken together, they constitute a coordinated plan for upgrading the profession of Jewish teaching.

### 4.1 Translating the Criteria of Legitimacy and Autonomy into Practical Standards for the Teaching Profession

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Teacher research—knowledge and evaluation to be conducted in coordination with one or both of these centers.

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\*\*\* Too often a teacher's commitment is simply taken for granted, as though it is too obvious to mention. My own belief (and the belief of many of the early readers of this paper) is that commitment ought to be regarded as a necessary requirement for all teachers of Judaism, regardless of their legitimacy. The commitment of a teacher cannot be easily measured, nor can it be imparted by training, in the narrow, technical sense. Nonetheless, the expectation of commitment—ought to be openly stated. More importantly, the teacher's initial sense of commitment, which probably lead to his or her choice of teaching in the first place, can be nurtured in the course of training, at both the pre-service (see Feiman-Nemser, 1989) and in-service levels. The development of commitment -- to the tradition, the community, and to the students -- should be one of the goals of all training programs, as discussed in Section 3.3. Different schools may be interested in different types of religious commitment; this kind of pluralism is to be encouraged.

## 4.2 Making Teaching Attractive as a Profession

The second set of obstacles to upgrading the teaching profession arise out of the historical conditions in which teaching has been mired. The American public has always viewed its teachers with a mixture of admiration and disdain, acceptance and suspicion (Weller, 1932/1967; Sykes, 1983b). Low teacher salaries over the years indicate that disdain probably outweighed the other sentiments. For years American schools were granted a "hidden subsidy" from women who accepted, because they had little choice, their low pay and low status. With the rise of teachers' unions in the 1960's and early '70's, salaries rose, and began to compare favorably with those of many other occupations. Salaries have not, however, kept pace with inflation (Feistritzer, 1983), and this has contributed to a further decline of the status of teachers. Teaching is regarded as a less desirable career option than ever before. Surveyed in a nation-wide Gallup Poll in 1969, 75% of the responding teachers said they would like to have a child take up teaching in a public school as a career; in 1972 the percentage fell to 67%, and, in 1980, to 48% (Sykes, 1983b, p.111). The "first wave" of Commission reports (e.g., A Nation at Risk (National Commission on Excellence in Education, 1983)) did nothing to raise the status of teachers; if anything, it contributed to their denigration (McDonald, 1986, pp.356-7). The "second wave," of reform, exemplified by the Carnegie (1986) and Holmes (1986) Commission reports, has focused attention on teacher professionalism, teacher status, and teacher salaries. It is too soon to tell if the efforts of these groups will, over the long run, entice a higher caliber of recruits to the field.

Though teachers in Jewish schools are not subject to the political vagaries of public school reform, their status and self-image are inextricably intertwined with that of public school teachers. Since efforts are currently underway to raise the salaries and status of public school teachers, this would be an opportune moment for the Jewish community to swim with the tide, linking its own efforts at recruitment to those of the society at large.

\*\*\* (DELETE PROPOSAL V IN ITS ENTIRETY)

\*\*\* Both status and recruitment are influenced by salaries. However, raising teacher salaries is not a simple matter, even if it is assumed that the money can be found to do so. Which salaries should be raised, those of entry-level teachers (as a recruitment device) or those teachers already in the system (as a retention device)? It stands to reason that salary increases for those currently teaching should be linked, in some way, to merit. However, the instruments currently available for assessing teachers are either too subjective or too limited (Shulman, 1988), and await the results of the research discussed above. Moreover, various merit pay schemes instituted on an experimental basis have been found to be problematic (Murnane and Cohen, 1986; Bachrach and Conley, 1986; Johnson, 1984). Finally, there is the question of how large a salary increase would be required in order to make a significant difference in recruitment. One study found that it would take an annual salary increase of \$10,000 to

make teaching more competitive with other jobs that require equivalent training, such as engineering and accounting (Feistritzer, 1983, p.16).

\*\*\* An assessment of various mechanisms for upgrading teacher salaries is essential; such an assessment would require some complicated economic modeling and projections. Since fewer than a third of Jewish teaching slots carry medical, pension, and other benefits (Aron and Phillips, 1990), the issue of the Jewish community's obligation to provide benefits for its teachers should be considered concurrently. Providing higher salaries and benefits to teachers might well require the establishment of an educational endowment, at either a national or regional level.

\*\*\* Assuming that teachers' salaries could be increased significantly, an extensive, multi-faceted recruitment campaign would have to be undertaken. This might include: a) the recruitment of college students to training institutions through the use of scholarships and other incentives, and their placement in viable settings upon graduation; b) the recruitment and training of part-time teachers, for whom teaching might be either an avocation or a secondary occupation (Aron, 1988; Davidson, 1990).

\*\*\* 4.3 Considering the Possibilities of Differentiated Staffing

\*\*\* THIS SECTION REMAINS UNCHANGED, UP TO POINT #3 IN THE DISCUSSION OF THE COMMONALITIES AMONG THE 4 HYPOTHETICAL SCHOOLS

\*\*\*3) It is unlikely that any of the schools, with the possible exception of the fourth, can raise sufficient funds to meet its payroll. Most schools with a number of fully professional teachers will require subsidies, possibly from an endowment fund. 4) All of the schools (including the fourth, if it requires external funds) have succeeded in upgrading the professional level of their faculties through forging links with other institutions, including other schools, colleges, bureaus of Jewish education, and local social service agencies. As discussed in section 2, this type of cooperation cannot be mandated; but it does seem to be a necessary ingredient for the professionalization of teachers.

\*\*\* One can imagine any number of other differentiated staffing configurations, each responding to a different set of circumstances and each reflecting a different ideological perspective. However, it would be difficult for a school or a community to decide on a particular staffing arrangement (or whether, in fact, a differentiated staffing structure would be feasible at all) unless it could see a reasonably accurate projection of the costs involved. Research into the economics of differential staffing arrangements needs to be conducted. Concurrently, a series of feasibility studies exploring ways to increase school budgets through endowments, communal allocations, and other means should be embarked upon, to see how highly professional a staff various schools and communities can afford.

\*\*\* DELETE PROPOSAL 10 ENTIRELY

FINAL SECTION REMAINS AS IS -- BUT IT SHOULD BE 4.4, NOT 4.3

January 26, 1990

33C

Ms. Annette Hochstein  
Nativ Policy and Planning

Dear Annette,

Here is the revised version of Section 4. The changes were, as you suspected, relatively simple to make. Hope they are satisfactory. Please call me soon if they are not. ~~(I will be~~ home most of the day on Sunday, and at HUC on Monday, available to talk before 10 a.m. and after 11:30).

I have indicated the changed paragraphs with asterisks, and have not included a large part of section 4.3, or 4.4, which did not require revision. I have tried to indicate all this very clearly.

I look forward to hearing from you, in either case.

B'Shalom,

Isa

16 D

## SECTION 4

## THE PROSPECTS FOR PROFESSIONALIZING JEWISH TEACHERS

Let us imagine that our goal is the professionalization of the entire Jewish teaching force. Is this goal attainable? If so, at what cost? If not, what goals are more realistic? And what steps ought the Jewish community be taking to encourage this professionalization?

Three sets of obstacles stand in the way of professionalizing the entire force of Jewish teachers. The first set concerns the inherent limitations of teaching with regard to the criteria of professionalism discussed in this paper. The second set of obstacles derives from certain sociological realities; it includes all those factors which make teaching in general undesirable to potential recruits. The third set of obstacles is specific to Jewish education, encompassing the conditions that make the professionalization of Jewish teaching particularly difficult.

\*\*\* In this section I explore each set of obstacles in turn, summarizing the conclusions of the previous chapters, and adding new information, where relevant. In each case the discussion focuses on what it will take to overcome the obstacles in question. Because the obstacles are inter-related, the suggestions for research and experimentation offered in this section should be considered in concert. Any one, standing alone, can have only limited impact; taken together, they constitute a coordinated plan for upgrading the profession of Jewish teaching.

#### 4.1 Translating the Criteria of Legitimacy and Autonomy into Practical Standards for the Teaching Profession

The discussion of legitimacy and autonomy in Section 1 revealed some of the problems which arise when these criteria are used as standards for improving teaching. To begin with, research on teacher knowledge in the secular field is fraught with controversies over methodology (Gage, 1989). Whether or not this research will yield reliable applications to both training and evaluation is still an open question. Moreover, only some of the research findings, those which deal with generic teaching skills in secular education, are directly transferable to Jewish education; identifying pedagogic content knowledge in subjects such as Hebrew, Bible, and Jewish history will require a good deal of new research.

\*\*\* Despite these problems, accepted standards for both training and evaluation are a necessary step in both legitimizing a profession and differentiating between poor, competent, and excellent practitioners. If Jewish teaching is to become a profession, the Jewish community has no choice but to invest in both research and experimentation in this area. The methodologies for this research have been honed at a number of major research centers, notably the Teacher Assessment Project at Stanford University, and the National Center for Research on Teacher Education, at Michigan State University. Key figures at each of these centers have been involved with Jewish education in a variety of ways; it would make sense for any future research on

#### 4.2 Making Teaching Attractive as a Profession

The second set of obstacles to upgrading the teaching profession arise out of the historical conditions in which teaching has been mired. The American public has always viewed its teachers with a mixture of admiration and disdain, acceptance and suspicion (Waller, 1932/1967; Sykes, 1983b). Low teacher salaries over the years indicate that disdain probably outweighed the other sentiments. For years American schools were granted a "hidden subsidy" from women who accepted, because they had little choice, their low pay and low status. With the rise of teachers' unions in the 1960's and early '70's, salaries rose, and began to compare favorably with those of many other occupations. Salaries have not, however, kept pace with inflation (Feistritz, 1983), and this has contributed to a further decline of the status of teachers. Teaching is regarded as a less desirable career option than ever before. Surveyed in a nation-wide Gallup Poll in 1969, 75% of the responding teachers said they would like to have a child take up teaching in a public school as a career; in 1972 the percentage fell to 67%, and, in 1980, to 48% (Sykes, 1983b, p.111). The "first wave" of Commission reports (e.g., A Nation at Risk (National Commission on Excellence in Education, 1983)) did nothing to raise the status of teachers; if anything, it contributed to their denigration (McDonald, 1986, pp.356-7). The "second wave," of reform, exemplified by the Carnegie (1986) and Holmes (1986) Commission reports, has focused attention on teacher professionalism, teacher status, and teacher salaries. It is too soon to tell if the efforts of these groups will, over the long run, entice a higher caliber of recruits to the field.

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