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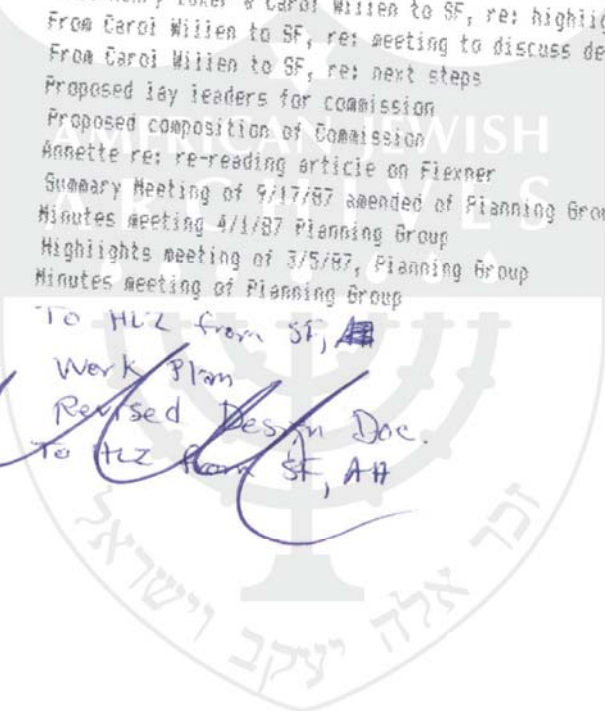
Jewish Education/Jewish Continuity correspondence and
planning documents, 1987.

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MINA Archives

12 45 BH 9-9-87
 12 46 BH
 12 47 BH 5-10-87
 12 48 BH 6-5-87
 12 49 BH 5-13-87
 12 50 BH 5-10-87
 12 51 BH 5-4-87
 12 52 BH 4-3-87
 12 53 BH 4-87
 12 54 BH 4-25-87
 12 55 BH 1-12-87
 12 95 C 5-87
 12 96 C 3-10-87
 12 97 C 3-6-87
 12 22 COM 5-29-87
 12 23 COM 4-3-87
 12 12 F
 12 13 H 10-2-87
 12 16 H 4-6-87
 12 17 H 3-10-87
 12 18 H 11-20-86
 12 99 C 10-2-87
 12 53 BH 10-3-87
 12 57 ISM 10-20-87
 12 98 C 11-3-87

Draft w/comments of The Institute, Some Preliminary Thoughts
 Draft 1, Plan B, Some Preliminary Thoughts
 Draft Design Documents
 Revised Design Document
 Design Document Draft for Discussion 5/29/87
 Draft design document
 Draft design document
 Proposed budget for commission
 Senior educators vs. teachers, thoughts on
 Design document, draft 1
 Senior Personnel in the field of JE/Jewish Continuity, A Program for Mandeel Assoc. Founda
 From Henry Zuker & Carol Wilien to SF, re: highlights of conversation 5/6/87
 From Carol Wilien to SF, re: meeting to discuss design document
 From Carol Wilien to SF, re: next steps
 Proposed lay leaders for commission
 Proposed composition of Commission
 Annette re: re-reading article on Flexner
 Summary Meeting of 9/17/87 amended of Planning Group
 Minutes meeting 4/1/87 Planning Group
 Highlights meeting of 3/5/87, Planning Group
 Minutes meeting of Planning Group
 To HLZ from SF, AB
 Work Plan
 Revised Design Doc.
 To HLZ from SF, AH



Mr Henry Zucker
The Mandel Associated Foundations
Cleveland, Ohio

November 3, 1987

Dear Henry,

We apologize. We just couldn't get to MI-NA until we finished with the Jewish Education Committee meetings.

We are enclosing some comments - most of them minor, except for the following:

1. Though we believe that it is important that JWB and JESNA be involved, we think that the exact nature of that involvement should be carefully considered. This will determine how the relationship is described - "in conjunction", "in cooperation", etc...

2. Page 4 : we have inserted our previous formulation. We know that all of the ideas of the previous version were incorporated here. However we believe that the earlier version could help soften the description of existing institutions and programs.

3. There may be changes to be introduced as we move from an internal document to a document for commission members. E.g. pages 2 and 3 concerning the institutional rationale for the entire endeavor.

4. Minor suggested changes are to be found - penned in - throughout the document. More significant suggestions are on pages : 3; 4; 7; 7b; 8; 9.

We are enclosing a workplan which may be helpful in building the timetable and budget. Seymour will be prepared to elaborate on this workplan at the meeting on Wednesday the 11th.

We plan to fax the draft MI-G document on November 6th.

With best regards and looking forward to seeing you,

Sincerely,

S.Fox
S.Fox

A. Hochstein
A. Hochstein

P.S. For the meeting of the 11th, I believe that 9:30 to 2:30, including a luncheon meeting as you suggested with any potential candidate for the post of director, would give us plenty of time.

Seymour
Seymour

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11/3/87

WORKPLAN - PHASE I

1. Select director
2. Select and invite members of the commission
3. Decide on various publics and how to involve them:
CJF, JDC, training institutions, BJE's, WZO and Jewish Agency
Departments of Education , etc... (including the possibility
of corresponding members).
4. Brief Commission members - in person and by mail
5. Commission preliminary studies (e.g. The State of the
Field - No. 5 page 12).
6. Decide on agenda for first Commission meeting
7. Prepare materials for agenda
8. Decide on P.R.
9. Convene first Commission meeting
10. Prepare for alternative outcomes of first Commission meeting.
(e.g. studies and materials to be prepared, sub-committees ,
seminars).
11. Implement decisions of the first Commission meeting, including
appointment of additional consultants, commissioning of
studies, task forces, workshops, as well as decisions
concerning interim reports.
12. Decide on involvement of other funding agencies.

PHASE II

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Commission

RE-READING THE ARTICLE ON FLEXNER

1. WE SHOULD GET HOLD OF THE REPORT (CARNEGIE FOUNDATION BULLETIN NUMBER FOUR, REPRINTED IN 1972 BY ARNO PRESS, N.Y. IN THEIR "MEDECINE AND AMERICAN SOCIETY SERIES) IN ORDER TO LEARN HOW HE MADE HIS POINTS

2.a. WHAT ABOUT ADOPTING THE "MINIMAL ENTRY REQUIREMENTS" APPROACH? THIS IS CERTAINLY HOW EVERY ELITE PROFESSIONAL SCHOOL IN THE WORLD WORKS, AND IT DOES FOR WHAT MENDEL TOLD OF HIMSELF : INDIVIDUAL EFFORTS TO ATTAIN THESE MINIMAL LEVELS.

IMAGINE FOR EXAMPLE THAT FROM NOW ON, ANYONE ENTERING SENIOR - OR NOT SENIOR - JEWISH EDUCATION, BE REQUIRED TO PROVE MINIMAL JUDAIC KNOWLEDGE, ACCORDING TO UNIVERSAL STANDARDS. HOW DIFFICULT WOULD IT BE TO MAKE THE CLAIM THAT PREPARING TO BE A JEWISH EDUCATOR CAN ONLY BE FOR PEOPLE WHO:

- HAVE A WORKING KNOWLEDGE OF HEBREW (OR ENOUGH OF A BASIS TO ATTAIN THIS FAST)
- CAN READ JEWISH TEXTS
- HAVE BASIC KNOWLEDGE OF RELIGION AND OF THE TRADITION (PRAYER, SHABBAT, HOLIDAYS)
-

[PLACES WOULD PERHAPS BE SET UP INDEPENDENTLY OFFERING COURSES LEADING TO THIS KNOWLEDGE. HOWEVER THE RESPONSIBILITY TO REACH THE REQUIRED LEVEL WOULD BE THAT OF THE INDIVIDUAL.]

b. LIKEWISE, THE SETTING OF A STANDARDIZED CURRICULUM IS CALLED FOR. THE NORMS PAPER SETS THE CONTENT. FLEXNER DICTATED THE FORMAT (2 YEARS BASIC SCIENCES, TWO YEARS CLINICAL TRAINING.

c. FULL-TIME FACULTY AND INTEGRATION INTO A UNIVERSITY SETTING ARE HIS MEANS FOR GARANTEERING THE VITALITY, VALIDITY, UP-TO-DATENESS AND SCIENTIFIC LEVEL OF THE TRAINING. WHAT DO WE LEARN FROM THIS?

3. FLEXNER DEMANDS LICENSING OR ACCREDICATION BY COMPETENT AND INCORRUPTIBLE BOARDS OF REGISTRATION. ACCREDITATION IS ONE OF THE CHARACTERISTICS OF PROFESSIONS. IT WILL BE ONE OF THE KEY RECOMMENDATIONS OF THE STUDY ON AMERICAN TEACHERS. THIS MAY FACILITATE THE TASK FOR THIS COMMISSION.

ONE RELATED QUESTION IS HOW WE DEVELOP FURTHER THE "NORMS" PAPER. I BELIEVE WE HAVE NOT YET GONE THROUGHT THE NECESSARY PROCESS -

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NOR DO I KNOW TOO WELL HOW TO GO ABOUT IT. MAYBE WE CAN LEARN FROM BOTH THE FLEXNER REPORT AND THE CARNEGIE STUDY. POSSIBLY IT

IS A MATTER OF HAVING THE PRINCIPLE ACCEPTED AND THE REST - DEFINING THE NORMS OR STANDARDS - WOULD BE DONE BY THE ACCREDITATION AUTHORITIES.

4. STARTING FROM A SITUATION OPPOSITE TO OURS - TOO MANY SCHOOLS RATHER THAN TOO FEW - FLEXNER MAKES A MAP OF THE NUMBER AND LOCATION OF SCHOOLS, ACCORDING TO SOME DEFINITION OF PRESENT AND ANTICIPATED NEEDS. ANYTHING FOR US TO LEARN FROM THE IDEA OF MAPPING THE TRAINING? FOR PRACTICAL, POLITICAL AND ECONOMIC REASONS I BELIEVE THAT YES.

5. PART OF THE POWER OF THIS REPORT SEEMS (I HAVEN'T READ IT) TO BE IN ITS INDEPENDENT AND COMPLETE HONESTY CONCERNING THE QUALITY OF EXISTING SCHOOLS.

6. WE MUST BRAVELY EXPECT TO THINK IN TERMS OF ONE OR EVEN TWO DECADES FOR PROFOUND CHANGES TO BE WIDELY IMPLEMENTED IN THE FIELD.

7. SOMEONE'S WILLPOWER, TOTAL DEDICATION AND FUNDRAISING ABILITY ARE GOING TO BE THE CORNERSTONE OF THE ENDEAVOUR.

8. IF THE AUTHOR OF THE ARTICLE IS CORRECT IN HIS ANALYSIS OF SUBSEQUENT DEVELOPMENTS, IT IS IMPERATIVE TO SET UP A MONITORING METHOD THAT WILL ACCOMPANY AND ASSESS THE GLOBAL PROGRESS OF THE ENDEAVOUR WITH THE GOAL OF PROVIDING CORRECTIVE MEASURES AS WE GO.

9. THERE IS LITTLE DOUBT THAT TIMELINESS IS A KEY TO THE SUCCESS OF THIS TYPE OF ENDEAVOUR. IT SHOULD BE POSSIBLE - AND WOULD BE USEFUL FOR US TO POINT OUT WHY NOW IS THE TIME.

FOR DISCUSSION ONLY

Revised 10/20/87

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE
IN CONJUNCTION WITH JWB AND JESNA
DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

The Jewish Welfare Board (JWB) is the major service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U. S. Government-accredited agency serving the religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America (JESNA) is the national association of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

Together we plan to undertake a major initiative in Jewish continuity.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American

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FOR DISCUSSION ONLY

Jew faced with a wide range of competing demands--and opportunities--finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to the ^{FUTURE} ~~next~~ generation remains an open question. *

In response to this situation, JWB, JESNA, and the Trustees of the Mandel Associated Foundations have decided to look closely at a key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. For the purposes of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the ~~informal~~ ^(INFORMAL OR FORMAL) learning that can take place in virtually any setting--within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and encourage the development of a positive identity. *

The Mandel Associated Foundations, JWB, and JESNA, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission--an objective report containing a series of practical recommendations--can guide us all in effectively applying our resources. ?

It is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, ^{FOUNDATIONS} and interested funders. *

~~Once the Commission has proposed ways to strengthen and improve the network of education-related institutions,~~ The Associated Foundations will ^(THEN) be better prepared to select one or more initiatives for proactive grantmaking.

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FOR DISCUSSION ONLY

This is an opportune moment for the Mandel Associated Foundations to join in a thoughtful study of Jewish education; because of a desire to invest in it in an intelligent way and because the subject of Jewish education is perceived by American Jewish leaders as an issue of cardinal importance.

Individual Jewish philanthropists and Jewish foundations such as ours are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. We believe that a number of funders, including both Jewish-sponsored foundations and philanthropically-minded individuals, may be prepared to apply greater resources to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

[MINOR CHANGES NEEDED IF THIS IS FOR EXTERNAL RATHER THAN INTERNAL READERS]

JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history. They have risen to the top of their professions, excel in the worlds of finance and industry, and are creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to minimally identify with it.

~~associate with Judaism, or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."~~

The problem is exacerbated by the fact that the contemporary Jewish family does not offer children the experiences which are likely to lead to meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews--schools, community centers, summer camps and others--do not seem to be fully prepared for this new condition.

Committed Jews who seek educational and cultural opportunities for themselves and their children may be fortunate enough to find a number of excellent programs. Unfortunately, however, in many instances what passes for Jewish education is neither strong on substance nor appealing in form. The notable and impressive examples of programs and institutions that excel represent the exception, rather than the rule. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel whose performance and confidence are further undermined by a lack of community support. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to derive the greatest possible advantage from the contributions of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, content, and personnel of many institutions are not able to meet the challenge that must be faced if we are to improve the quality of life--Jewish life--of large numbers of Jewish people.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

To meet the challenge of educating Jews who are fully accepted in an open ^{society}
~~To command the attention it deserves in the complex and dynamic marketplace of~~
~~ideas, Judaism needs a "competitive edge."~~ The organized Jewish community must,
therefore, be prepared to make a greater investment of thought, energy and money
in the agencies that have the greatest potential for rallying our youth
and their parents--schools, camps, community centers--~~each, in its own way, an~~
~~educational institution.~~ Our goal must be to develop a new kind of education
that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the
agenda of every major Jewish forum. Key community leaders recognize the critical
nature of the situation, and are beginning to devote increasing amounts of
their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority
of the Mandel Associated Foundations, we plan to respond to today's educational
crisis in the ways we feel we can be most helpful. As a first step, we will
participate in establishing a Commission, the purpose of which will be
threefold: to suggest policies that will guide the development of a new
thrust for Jewish education; to detail the necessary steps and interventions;
and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical
means to implement the report's recommendations; the role we have chosen is
to help develop a knowledge base, and to engage in the kind of strategic
thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish
life in North America will require interventions on many different fronts and
on several levels. The institutions involved in education will need to be
strengthened and supported. It may even be necessary to design and develop new
institutions in response to emerging needs. The discoveries and insights of
the humanities and the social sciences, as well as those of Jewish scholarship,
will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish
education.

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FOR DISCUSSION ONLY

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and advocate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, in the fields of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels--from early childhood education through the university--and in all educational settings. The Jewish community in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While there are some educators who are dedicated, competent, and enthusiastic, they ^{are generally} ~~typical teacher or youth worker~~ is insufficiently trained, inadequately paid, and sometimes demoralized.

Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

1. The development of the profession of Jewish education.
2. The recruitment and retention of qualified personnel.
3. The education of educators.
4. The environment and the agents for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and implement agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. ~~A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.~~ if the field is to develop into a full-fledged profession. *

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and cause those who enter to leave. Moreover, the feeder system (youth movements, summer camps, etc.) is not as effective as it once was. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators:

There are very few institutions for the preparation of Jewish educators in North America. Less than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for

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development should be outlines and plans should be considered that could include proposals for:

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.

4. The environment and agents for change:

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission, they will have to be convinced to join and play an active role to support this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

curriculum developers, experts in Jewish content for informal education, etc.). To improve the education of educators, it may be necessary to expand existing institutions, develop new programs, and design systematic, comprehensive approaches for in-service education.

4. The environment and agents for change.

Efforts to upgrade Jewish education will require the active support of opinion makers, community leaders, academics, and educators. The individuals, constituencies, institutions, and organizations that can help effect change must be engaged in the work of the Commission and, ultimately, in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

1. The teacher and youth-leader are the front-line educators.
2. Improvements to date in status and salary have been made only in the area of senior personnel.
3. The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

A third approach might be to create a new category, ^{"leading educators"} one that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, ^{they might include?} innovative teachers ^{who} could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, ~~for it is in the home that values and attitudes are most quickly absorbed.~~

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized the training of physicians in this country. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

- ° Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- ° Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses, ~~of which there are many~~ *
~~many~~
- ° Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ° Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on the consultations.
- ° Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other nations to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

1. A careful analysis of what is required to create a serious profession of Jewish education.
2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

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FOR DISCUSSION ONLY

3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

APPENDICES

- I. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
 - A. Lay Leaders
 - B. Scholars and Educators
 1. General Scholars/Others
 2. Jewish Scholars
 3. Jewish Educators

I. PROPOSED CANDIDATES FOR THE POSITION
OF STUDY DIRECTOR

Blum, Arthur -- Professor, School of Applied Social Sciences,
Case Western Reserve University

Dorph, Gail -- Member of the Education Faculty, University of Judaism,
Los Angeles, California

Holtz, Barry -- Director, Melton Research Center, JTSA

Horn, Susan

Ingall, Clara -- Director of Rhode Island Jewish Education Bureau,
Providence (Technical Director)

Kelman, Vicky -- Teacher Trainer and Curriculum Specialist - Berkely, California

Lowin, Joseph -- Jerusalem Fellow

Moses, Larry -- Waxner Foundation

Riemer, Joseph -- Newly Appointed Professor of Jewish Education - Brandeis
University

Shevitz, Susan -- Brandeis University (Technical Director)

Sidorsky, David -- Columbia University

Stein, Herman -- Case Western Reserve University (Overall Director)

Tannenbaum, Abe -- Columbia University

Thurz, Daniel -- Executive Director, B'nai B'rith

II. PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada
Berman, Mandell L. -- Detroit
Buefe, Sid -- Pittsburgh
Cardin, Shoshana -- Baltimore
Colman, John C. -- Glencoe, Illinois
Comay, Shalom -- Pittsburgh
Eisenman, Lillian -- New York
Feldman, Jesse -- San Francisco
Goodman, Henry J. -- Cleveland
Hermelein, David -- Detroit
Kleinman, Harold -- Dallas
Lainer, Mark -- Los Angeles
Laxer, Carl -- Montreal
Loup, Robert E. -- Denver
Mandel, Morton L. -- Cleveland (Chairman)
Mannikin, Richard -- Baltimore
Mintz, Donald -- New Orleans
Newman, Donald -- Tulsa
Ostrow, Gerald -- Pittsburgh
Peck, Judy -- New York
Pollack, Lester -- New York
Ratner, Charles -- Cleveland
Ritz, Esther Leah -- Milwaukee
Rosenthal, Harriet -- Metro West, New York
Rubin, Len -- New Jersey
Schlessel, Mark
Shalom, Steven -- New York
Sherman, Jane
Smith, Robert -- Washington
Tishman, Peggy -- New York
Wexler, Richard -- Chicago
Yanowitz, Bennett -- Cleveland

PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP
Page 2

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University
Boschwitz, Rudy -- U. S. Senator
Chinitz, Benjamin -- Dean, School of Management - Lowell University;
Past President of Boston Bureau of Jewish Education
Cohen, David -- Distinguished Policy Analyst and Historian - Michigan
State University
Lawrence Cremin -- Distinguished Historian of Education; Past President of
Teachers' College - Columbia University; President of
the Spencer Foundation
Danishevsky, Sam
Eizenstadt, Stu
Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard
University
Lipset, Seymour Martin -- Distinguished Sociologist on the Faculty of
the Hoover Institute, Stanford University

Nobel Laureate -- From the Natural Sciences or Medicine
Nozick, Robert -- One of the Distinguished Philosophers on the Faculty
of Harvard University
Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty
of Harvard University; Key in Hillel
Shusterman, Israel -- The Outstanding Philosopher of Education in the
(Rabbi) United States; On the Faculty of Harvard University
Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant
to the Carnegie Foundation; Distinguished Member of the
Faculty of Stanford University
Stein, Herman -- Case Western Reserve University
Yalow, Rosalyn (Nobel Laureate)
Waltzer, Michael -- Distinguished Political Scientist; Political
Philosopher on the Faculty of Princeton University

PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP
Page 3

2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative
Literature - University of California, Berkeley

Dash-Moore, Deborah

Gottschalk, Alfred

Lamm, Norman

Schorsh, Ismar

Septimus, Beryl

Tobin, Gary

Twersky, Itzhak -- Expert in Jewish Thought - Harvard University

Weiss, Ruth -- Association of Professors of Jewish Education

3. Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland

Brooks, Michael -- Hillel

Dubin, David

Elkin, Josh

Garr, Burt

Gold, Ben-Zion (Rabbi)

Kleinman, David -- Jewish Community Center - Cleveland

Kosman, Barry

Lee, Sara -- Head of the Department of Education - Hebrew Union
College, Los Angeles

Levy, Harold

Lipstadt, Deborah

Ponet, Jim -- Yale

Ritterband, Paul

Rosenstein, Mark -- Principal

Schaffler, Sam

Schiff, Alvin -- Head of Jewish Education in New York City

PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP
Page 4

(Thurz, Daniel)



TO: Professor Seymour Fox

FROM: Virginia F. Levi

DATE: October 5, 1987

Fax No. 011 972 269 9951



19 M.

10/5/87

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,
Henry L. Zucker

FROM: Virginia F. Levi *VF*

SUBJECT: Amended Minutes of our Meeting of September 17, 1987

Attached is an amended version of the minutes of our meeting of September 17, 1987 on Jewish education/Jewish continuity. The first three paragraphs have been amended upon the advice of Seymour Fox.

Please note that our next meeting has been rescheduled and will now take place on Tuesday, November 17, 8:30 a.m. to 1:00 p.m. at Premier. I look forward to seeing you then.

(To Seymour Fox: Herman Stein will not be available to serve as director for MI-NA, but is deeply interested in continuing to work with us.)

10/11/87

10/2/87

MLM

MINUTES: SUMMARY OF MEETING ON JEWISH EDUCATION/JEWISH CONTINUITY (Amended)

DATE: September 17, 1987

PRESENT: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,
Henry L. Zucker, Virginia F. Levi (Sec'y)

Morton Mandel opened the meeting with a statement in which he indicated that one of the deepest concerns of the enlightened, outstanding Jewish leadership is Jewish continuity. The World Leadership Conference of June 1984 and the subsequent work of the Jewish Education Committee of the Jewish Agency have substantiated this assumption. The work of the Jewish Education Committee has offered hope, cultivated outstanding leaders, and has demonstrated some of the methods that must be introduced into Jewish Education if it is to fulfill its function as a means for dealing effectively with Jewish continuity. Careful planning, experimentation and a process of involvement of outstanding community leaders as well as the central institutions have resulted in significant strides in the realms of personnel and the use of Israel as an educational resource. The impact of this work must not be lost and the momentum created must be built upon. MLM pointed out that Jewish education worldwide is in great need of leadership. For all these reasons the Mandel Associated Foundations are considering undertaking a major initiative in the realm of Jewish Education.

In the discussion that followed it became evident that there are two complementary components to this "Mandel Initiative." In order to be able to approach the strengthening of Jewish education systematically, two commissions will be established to conduct studies and make recommendations for systemic change in personnel and institutions in their respective areas. One will focus on issues in Jewish education and Jewish continuity in North America and the other, worldwide.

Each commission will have its own director in order that the two might function simultaneously. The first is to be known as the Mandel Initiative-North America (MI-NA) and the second as the Mandel Initiative-Global (MI-G).

MI-NA has been in the planning stages for about one year. In earlier plans, a commission was to be established in time for a first meeting in October 1987. While running behind schedule, it is conceivable that a first commission meeting could occur shortly after January 1988.

At the same time, activities of the Jewish Education Committee have built a momentum for action in the near future. It was suggested that MLM convene a worldwide meeting entitled "Jewish Education as a Force for Jewish Continuity" for June 1988. At that time, the concept for MI-G would be presented and input solicited. MI-NA would have been functioning for approximately six months and might serve as a prototype for the activities to be developed at the MI-G meeting. The Jewish Education Committee project which has been undertaken in France might also serve as an example.

1987

Jewish Education/Jewish Continuity
September 17, 1987

Page 2

It was pointed out that, for the two Initiatives to function more or less simultaneously, there would have to be two separate sets of staff with a small overlap group. The overlap group would be responsible for planning and coordination of the activities. It was agreed that planning for MI-G should involve the incoming presidents of JESNA, JWB, and possibly others at some point in the future.

It is hoped that a global conference could involve both strategic planning and implementation planning. The resultant body would offer consultative services, research, an information service, a planning operation and demonstration projects. It would develop criteria for selecting problems to approach and identify people or organizations to assist.

MLM advised the group to "think big; start small." The planning group should conceive the ultimate goal and then develop an achievable project to build from. The nature of the demand should determine how the committee begins. This should optimize the chances for success.

LOGISTICS

It was agreed that there should be a single chairman of the entire effort (MLM), two executives (one for MI-NA and one for MI-G) and a steering committee to consist of MLM, SF, AH, HDS, HLZ, and VFL. (It might also include Hoffman, Ratner, Rotman, and Woocher.) There was also discussion of a possible planning committee to include an expanded group, but current thinking is not to involve a planning committee at this point.

The question of when and how to go public was raised. While there is some knowledge of plans for MI-NA, it might be inappropriate to begin discussing MI-G at this time. For the moment it was agreed to remain general and indicate that the Mandel Foundation is putting together a team to explore the position it should take with respect to Jewish education and Jewish continuity. In order to avoid leaks, the next planning meeting will involve the steering committee of six people.

Plans for MI-NA are on hold until HDS is in a position to respond to an invitation to become director. It was suggested that an associate director be engaged as soon as possible to set up meetings and do preparation work. SF will serve as director of MI-G.

Following is a timetable of next steps:

<u>Who</u>	<u>Elements</u>	<u>Due Date</u>
VFL	Minutes	✓ 9/22
MLM	Firm up sponsorship of JESNA and JWB	✓ 10/1
SF	Get CVs of five possible associates (Gail Dorph, Barry Holtz, Vicki Kelman, Joseph Riemer, Susan Shevitz)	✓ 10/5
HLZ	Firm up director of MI-NA	10/15
GROUP	Revised, condensed draft of MI-NA	✓ 10/16 (Comments to VFL on draft 3)
VFL	New MI-NA draft	✓ 11/1 (To include initial budget and and timetable)
SF	Draft #1 - MI-G	11/6 (Including initial budget and timetable as well as staff suggestions for Associate Director)
HDS	Get CV on Abe Tanenbaum	
	Next meeting of small group	11/18 - 8:30 a.m. to 1:00 p.m.

On the agenda for the meeting of November 18 will be discussion of public relations and a review of the two drafts. In the meanwhile efforts will be made to involve JESNA and JWB early in order that they might help with the selection of a director. MLM will seek a statement of intent to participate from the two organizations.

Discussion concluded with a reiteration that a primary goal of these activities is to work to increase the pool of top leaders in Jewish education and to develop strong institutions through which they can work.

Facsimile letter

For the Immediate Attention of : Henry L.Zucker
From : Seymour Fox

Fax # : 001-216-291-8327



pac ✓

Mr H.L.Zucker
Premier Industrial Corporation
Cleveland, Ohio

October 2, 1987

Dear Henry,

It was good to talk with you this week. Following our phone conversation, and as agreed I am sending you in writing some suggestions for the minutes of the meeting of September 17.

I will limit my remarks to the first paragraphs.

1. In his eloquent opening statement, Mort indicated how one of the deepest concerns of the enlightened, outstanding Jewish leadership is Jewish continuity. The World Leadership Conference of June 1984 and the subsequent work of the Jewish Education Committee of the Jewish Agency have substantiated this assumption. The work of the Jewish Education Committee has offered hope and cultivated outstanding leaders. It has demonstrated some of the methods that must be introduced into Jewish Education if it is to fulfill its function as a means for dealing effectively with Jewish continuity. Careful planning, experimentation and a process of involvement of outstanding community leaders as well as the central institutions have resulted in significant strides in the realms of Personnel and the use of Israel as an educational resource. The impact of this work must not be lost and the momentum created must be built upon. Mort pointed out the fact that Jewish education worldwide is in great need of leadership. For all these reasons the Mandel Associated Foundations are considering undertaking a major initiative in the realm of Jewish Education. I think Mort's remarks should be introduced into the minutes.

not incl. 2. The first two paragraphs of the minutes may appear to the reader as offering competing conceptions and projects, while in fact the two are essentially complementary parts of Mort's approach to Jewish continuity. The Institute, with its global perspective and human resources could enrich the North American project. Without the North American project the Institute's contribution might be limited to strategic-planning without implementation.]

not ment. [You may recall that the North American project leaned heavily on the research of Mort's Committee on Personnel. The way matters are now worded they could create the impression that we are considering a Mandel North American initiative and a Fox Global

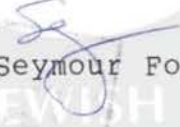
initiative. I understand that there is only one initiative under consideration : "the Mandel Initiative on Jewish Education as a force for Jewish continuity". Zucker, Fox and others (Levi, Stein, Hochstein) are working with Mandel to develop a concept and plan for the most effective means of intervention.

I hope these comments are useful.

I will be in touch next week to discuss my assignment related to the CV's for the associate director for MI-NA.

With best wishes for a Happy New Year to you and to Virginia,

Sincerely,


Seymour Fox



A.
10/2/87

MINUTES: SUMMARY OF MEETING ON JEWISH EDUCATION/JEWISH CONTINUITY (Amended)

DATE: September 17, 1987

PRESENT: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,
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In the discussion that followed it became evident that there are two complementary components to this "Mandel Initiative." In order to be able to approach the strengthening of Jewish education systematically, two commissions will be established to conduct studies and make recommendations for systemic change in personnel and institutions in their respective areas. One will focus on issues in Jewish education and Jewish continuity in North America and the other, worldwide.

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Small
gap &
in page

15M

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Bill Berman
CJF

It is hoped that a global conference could involve both strategic planning and implementation planning. The resultant body would offer consultative services, research, an information service, a planning operation and demonstration projects. It would develop criteria for selecting problems to approach and identify people or organizations to assist.

MLM advised the group to "think big; start small." The planning group should conceive the ultimate goal and then develop an achievable project to build from. The nature of the demand should determine how the committee begins. This should optimize the chances for success.

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add reports to

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17

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MLM
his is
what
we're
working towards

Discussion concluded with a reiteration that a primary goal of these activities is to work to increase the pool of top leaders in Jewish education and to develop strong institutions through which they can work.

MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE
DESIGN DOCUMENT

INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American Jew, faced with a wide range of competing demands--and opportunities--finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to the next generation remains an open question.

In response to this situation, the Trustees of the Mandel Associated Foundations have decided to look closely at what is perhaps the key factor affecting the potential for meaningful Jewish continuity in America--Jewish education. For the purpose of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the "informal" learning that can take place in virtually any setting--within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and ensure the development of a positive identity.

The Mandel Associated Foundations, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission--an objective report containing a series of practical recommendations--can guide us in effectively applying our resources.

48B M

Once the Commission has proposed ways to strengthen and improve the network of education-related institutions, the Associated Foundations will be better prepared to select one or more initiatives for proactive grantmaking. Moreover, it is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, and other interested funders as well.

This is an opportune moment for the Mandel Associated Foundations to initiate a thoughtful study of Jewish education, because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Large Jewish foundations such as ours have evolved to the point where they are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. Some Jewish foundations now seek opportunities to work cooperatively and collaboratively with Federations and agencies in effecting positive change. We believe that a number of funders, including both Jewish-sponsored foundations and philanthropically-minded individuals, are prepared to apply greater resources to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history.

They have risen to the top of their professions, developed industries, excelled in the world of finance, and are among the leading creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This new reality offers both challenges and opportunities. Because Jews are fully integrated in their communities, it is possible for them to choose whether, and to what extent, they will identify with their religion and tradition. Over the past few decades, a considerable number of Jews have chosen not to

associate with Judaism, or to identify minimally with it. The multiplicity of options--and distractions--in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

The problem is exacerbated by the fact that the contemporary Jewish family does not offer children the experiences which are likely to lead to meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews--schools, community centers, summer camps--do not seem to be fully prepared for this new condition.

Committed Jews who seek educational and cultural opportunities for themselves and their children may be fortunate enough to find a number of excellent programs. Unfortunately, however, in many instances what passes for Jewish education is neither strong on substance nor appealing in form. The notable and impressive examples of programs and institutions that excel represent the exception, rather than the rule. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel whose performance and confidence are further undermined by a lack of community support. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to derive the greatest possible advantage from the enormous educational potential of the state of Israel. The structure, content, and personnel of many institutions are not able to meet the challenge that must be faced if we are to improve the quality of life--Jewish life--of large numbers of Jewish people.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

To command the attention it deserves in the complex and dynamic marketplace of ideas, Judaism needs a "competitive edge." The organized Jewish community must, therefore, be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers--each, in its own way, an educational institution. Our goal must be to develop a new kind of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is the highest priority of the Mandel Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will establish a Commission, the purpose of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, both in the field of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While there are some educators who are dedicated, competent, and enthusiastic, the typical teacher or youth worker is insufficiently trained, inadequately paid, and understandably demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should, therefore, be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

1. The development of the profession of Jewish education.
2. The recruitment and retention of qualified personnel.
3. The education of educators.
4. The environment and the agents for change.

1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually--scarcely enough to fill existing slots, to say nothing of emerging positions in the field (professors of Jewish education, teacher-trainers, family educators,

curriculum developers, experts in Jewish content for informal education, etc.). To improve the education of educators, it may be necessary to expand existing institutions, develop new programs, and design systematic, comprehensive approaches for in-service education.

4. The environment and agents for change.

Efforts to upgrade Jewish education will require the active support of opinion makers, community leaders, academics, and educators. The individuals, constituencies, institutions, and organizations that can help effect change must be engaged in the work of the Commission and, ultimately, in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

1. The work of so important a Commission could impact Jewish educators as a whole.
2. The teacher and youth-leader are the front-line educators.
3. Improvements to date in status and salary have been made only in the area of senior personnel.

A third approach might be to create a new category, one that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These "leading educators" would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, innovative teachers could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education, for it is in the home that values and attitudes are most quickly absorbed.

THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized the training of physicians in this country. As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen *ad personam*, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and be willing to respond to papers and reports.

The function of the Commission will be to undertake the study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times (proposed starting date: October 1, 1987). Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

- ° Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- ° Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses, of which there are many.
- ° Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- ° Undertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- ° Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other nations to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

1. A careful analysis of what is required to create a serious profession of Jewish education.
2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.
4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

I. PROPOSED CANDIDATES FOR THE POSITION
OF STUDY DIRECTOR

Dorph, Gail -- Member of the Education Faculty, University of Judaism,
Los Angeles, California

Holtz, Barry -- Director, Melton Research Center, JTSA

Horn, Susan

Kelman, Vicki -- Teacher Trainer and Curriculum Specialist - Berkeley, California

Moses, Larry -- Hillel

Rosen, Joseph -- Newly Appointed Professor of Jewish Education - Brandeis
University

Shevitz, Susan -- Brandeis University (Technical Director)

Sidorsky, David

Stein, Herman -- Case Western Reserve University (Overall Director)

Tannenbaum, Abe -- Columbia University

Thurz, Daniel -- Executive Director, B'nai B'rith

II. PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP

A. LAY LEADERS

Appleby, Ronald -- Canada
Berman, Mandell L. -- Detroit
Busis, Sid -- Pittsburgh
Cardin, Shoshana -- Baltimore
Colman, John C. -- Glencoe, Illinois
Comay, Shalom -- Pittsburgh
Eisenman, Lillian -- New York
Eppler, Heinz -- Palm Beach
Feldman, Jesse -- San Francisco
Goodman, Henry J. -- Cleveland
Grossman, Steve -- Boston
Hermelein, David
Kleinman, Harold -- Dallas
Lainer, Mark -- Los Angeles

Laxer, Carl -- Montreal
Loup, Robert E. -- Denver
Mandel, Morton L. -- Cleveland
Mannikin, Richard -- Baltimore
Mintz, Donald -- New Orleans
Naparstek, Art -- Cleveland
Newman, Donald -- Tulsa
Ostrow, Gerald -- Pittsburgh
Peck, Judy -- New York
Pollack, Lester -- New York
Ratner, Charles -- Cleveland
Ritz, Esther Leah -- Milwaukee
Rosenthal, Harriet -- Metro West, New York
Rubin, Len -- New Jersey
Schlessel, Mark
Shalom, Steven -- New York
Sherman, Jane
Smith, Robert -- Washington
Tishman, Peggy -- New York

PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP

Page 4

Schiff, Gary

Solomon, Bennett -- Principal

Steinmetz, Ira

(Thurz, Daniel)



2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative
Literature - University of California, Berkeley
Dash-Moore, Deborah
Gottschalk, Alfred
Lamm, Norman
Schorsh, Ismar
Septimus, Beryl
Tobin, Gary
Twersky, Itzhak -- Expert in Jewish Thought - Harvard University
Wiesel, Eli -- Nobel Laureate - Boston University
Weiss, Ruth -- Association of Professors of Jewish Education

3. Jewish Educators

Ariel, David
Brooks, Michael -- Hillel
Dubin, David
Elkin, Josh
Garr, Burt
Gold, Ben-Zion (Rabbi)
Kleinman, David
Kosman, Barry
Lee, Sara -- Head of the Department of Education - Hebrew Union
College, Los Angeles
Levy, Harold
Lipstadt, Deborah
Ponet, Jim -- Yale
Ritterband, Paul
Rosenstein, Mark -- Principal
Schaffler, Sam
Schiff, Alvin -- Head of Jewish Education in New York City

PROPOSED LIST OF CANDIDATES FOR
COMMISSION MEMBERSHIP

Page 2

B. SCHOLARS AND EDUCATORS

1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University
Boschwitz, Rudy
Chinitz, Benjamin -- Dean, School of Management - Lowell University;
Past President of Boston Bureau of Jewish Education
Cohen, David -- Distinguished Policy Analyst and Historian - Michigan
State University
Lawrence Cremin -- Distinguished Historian of Education; Past President of
Teachers' College - Columbia University; President of
the Spencer Foundation
Danishevsky, Sam
Eisenstadt, Stu
Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard
University
Lipset, Seymour Martin -- Distinguished Sociologist on the Faculty of
the Hoover Institute, Stanford University
Naparstek, Arthur -- Dean, School of Applied Social Sciences - Case
Western Reserve University
Nobel Laureate -- From the Natural Sciences or Medicine
Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty
of Harvard University
Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty
of Harvard University; Key in Hillel
Sheffler, Israel -- The Outstanding Philosopher of Education in the
(Rabbi) United States; On the Faculty of Harvard University
Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant
to the Carnegie Foundation; Distinguished Member of the
Faculty of Stanford University
Stein, Herman -- Case Western Reserve University
Yalow, Rosalyn (Nobel Laureate)
Waltzer, Michael -- Distinguished Political Scientist, Political
Philosopher on the Faculty of Princeton University

(prepared for discussion by leadership group on May 29, 1987)

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Foundations.
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PROPOSED LAY LEADERS FOR COMMISSION ON JEWISH CONTINUITY

~~Joe Ain, Montreal~~~~Paul Berger, Washington, D.C.~~

Mandell L. Berman, Detroit

~~Arthur Brody, New York~~

Shoshana S. Cardin, Baltimore

John C. Colman, Glencoe, IL

~~Ames Comay, Pittsburgh~~~~Jerome J. Dick, Washington, D.C.~~2. ~~Heinz Eppler, Palm Beach~~~~Lois Fox, Nashville~~

Henry J. Goodman, Cleveland

Alvin L. Gray, Cleveland

~~Jacqueline Levine, MetroWest, NJ~~

Robert E. Loup, Denver

Mail Shluseh

David Himmelman

1. Morton L. Mandel, Cleveland

✓ Donald Mintz, New Orleans

✓ Donald Newman, Tulsa

~~Gerald Ostrow, Pittsburgh~~

Lester Pollack, New York

3. Charles Ratner, Cleveland

Esther Leah Ritz, Milwaukee

Len Rubin, New York (Bergen County, NJ)

~~Herbert H. Schiff, Columbus~~

Steven Shalom, New York

~~Ed Shapiro, New York~~

Steve Gorman

Joel Sherman, Boston

Judy Beck

Peggy Tishman, New York

Peggy Wasserstrom, Cleveland

4. Bennett Yanowitz, Cleveland

Bob Smith, DC

Richard Warden, IL

Judy Beck NY

Lillian Eisenman NY

Hedy Himmelman (Dallas)

Harriet Rosenthal

Tot 30 : ± 1/2 Professionals

± 1/2 Lay Leaders

Lis Burns

- Current Bureau President -

- Elie Coans -

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MAY 10, 1987

DRAFT

THE MANDEL ASSOCIATED FOUNDATIONS' INITIATIVE
DESIGN DOCUMENT

-47 BM

INTRODUCTION

It is generally agreed that Jews have attained a status in the United States rarely equaled in Jewish history.

They have risen to the very top of the professions, developed industries, excelled in the world of finance and are among the leading creative forces in the sciences, the arts and the humanities. Their future appears to be promising and the open, democratic society offers them innumerable possibilities.

alt ①
a This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to minimally identify with it.

The problem has been exacerbated by the fact that the contemporary Jewish family does not offer children the experiences that are likely to lead to a meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews - schools, community centers, summer camps - do not seem to be fully prepared for this new condition.

It is doubtful as to whether the personnel, programs, content and strategies of these institutions are able to meet the challenge of educating Jews who are fully accepted in an open society. Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

There has not been a sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of the promising advances

in the field of education and the social sciences. They have not learned how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, the content and personnel of many institutions are not able to meet the challenge that must be faced if we are not to lose large numbers of Jews.

The Mandel Associated Foundations have decided to respond to this situation and to demonstrate the link between the meaningful continuity of Jewish life and Jewish education. Their goal is to develop plans and programs for implementation. As a first step they will establish a commission whose purpose it is to undertake a study that will suggest policies to guide the development of a New Jewish Education and to detail the steps and interventions necessary for the implementation of these policies.

This decision is yet another expression of the Mandel family's longstanding and deep concern for the quality of Jewish life. The Mandel family has over the years supported many worthy Jewish causes, institutions and activities. The establishment of the Mandel Associated Foundations in 19 , has made it possible for the Mandel family to intensify their contribution to Jewish continuity.

THE PURPOSE OF THE COMMISSION

To develop a new Jewish education that is to respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions that educate will have to be improved and redesigned. It may even be necessary to create new and different institutions. The content, the curriculum, the pedagogy appropriate to meet the challenge will need to draw upon the discoveries and insights of Jewish scholarship, the humanities and the social sciences in new and creative ways.

However, it is the personnel of Jewish education that is the key to change. It is they who will lead in the development of new strategies. They will create new institutions and invigorate the existing institutions. It is they who will attract, inspire and engage the students and their families.

There is wide agreement, both in the field of general and Jewish education that the educator is the determining factor in the success or failure of any educational endeavor.

It is clear that - for Jewish education - there is a severe shortage of qualified inspired and trained personnel. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders and community center directors. Most of these educators cannot possibly hope to cope with the assignment. In many cases they are poorly trained,

underpaid and demoralized. It is extremely difficult to recruit the appropriate personnel and there are no more than a few hundred people being trained at this time for positions in Jewish education. The institutions that prepare Jewish educators have shrunk. They have less students and faculty today than they did in the past.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to meet the challenge.

In turn these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be dealt with by the commission:

1. The development of the profession of Jewish education
2. The recruitment and retention of qualified personnel
3. The education of educators
4. The environment and the agents for change

1. The development of the profession of Jewish education:

For an occupation to evolve into a profession and acquire the appropriate status and authority it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. For Jewish education some of these elements are missing and will have to be introduced, others will have to be

developed and expanded, if the field is to develop into a full-fledged profession.

2. The recruitment and retention of qualified personnel:

At present there is a very small pool of people from which to recruit candidates for training programs. In addition the rate of attrition of qualified personnel is high. Problems such as status, salary, ladder of advancement and low morale, deter talented people from considering a career in Jewish education or from remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not as effective as it once was. Any solution will have to consider these problems, locate and develop new sources for manpower such as students in programs of Jewish studies and in general education.

3. The education of educators:

There are very few institutions for the preparation of Jewish educators in North America. Less than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for

development should be outlines and plans should be considered that could include proposals for:

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.

4. The environment and agents for change:

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission, they will have to be convinced to join and play an active role to support this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. In a decade we could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage the development and establishment of suitable training programs, introduce a system of upgrading and retraining practicing educators, and initiate the process that will transform Jewish education into an exciting profession.

The shortage of Jewish educators is a global one and exists on all levels - from early childhood education through the university - and for all educational settings, formal and informal.

The commission that will undertake this study will need to decide how to undertake the assignment and what is the appropriate point of entry. The commission will have to decide whether to focus on **the personnel for Jewish education**, or to limit its scope to **a strategic segment - such as Senior Personnel**. It could be argued that a first effort should be undertaken in the area of Senior Personnel for the following reasons:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the

image of the field of Jewish education.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim:

1. The teacher and youth-leader are the front-line educators. Any significant change will require dealing with this problem.

2. The improvements to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of so important a commission might bring about major developments and changes in the whole field of Jewish Education and therefore the problem of the teacher should remain within its scope.

A third possibility that might straddle this issue is to choose as our task the creation of a new category : **"leading educators"**. This category would include senior educators as well as classroom teachers who would offer leadership to a school, a city, a region, or the whole country. For example "leading educators" might include innovative teachers who could create and develop new methods that would be adopted throughout the whole country. Their classrooms could serve as demonstration centers, as training facilities for a city or a region.

Whatever assignment is undertaken by the commission it will require a **system of certification** for educators meeting agreed upon norms and standards. The commission will suggest these norms and standards. Steps will have to be taken so that those educators who meet the requirements and are certified, will be recognized in their community and receive the appropriate status, assignment and salary.

THE OUTCOME OF THE WORK OF THE COMMISSION

We are encouraged to believe that the establishment of a commission at this time could have enormous impact. Outstanding Jewish leaders are expressing their concern about the contribution that Jewish education must make to Jewish continuity. Jewish organizations and foundations have begun to increase funds earmarked for Jewish education. If a plan is prepared that projects a vision as well as concrete suggestions for ways to contribute to the development of a New Jewish Education, there is every reason to believe that the resources will be made available.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education and has served as the guide for medical education to this day. As a result of the Flexner report the Rockefeller Foundation invested

fifty million dollars in 1910 and convinced other sources to invest an additional five hundred million in American medical education.

If a commission is established and if this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. The commission will issue a report which will consist of suggested policies and strategies for intervention and indicate present opportunities.

The Mandel Associated Foundations will undertake to sponsor and fund some of these interventions. No less important is the fact that the report and the first interventions might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the commission this endeavor could motivate the organized Jewish community through its institutions, organizations and individuals to initiate and implement the policies and interventions agreed upon by the commission.

THE COMMISSION AND ITS METHOD OF OPERATION

The commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations.

The function of the commission will be to undertake the study, to guide and review its progress, to report its findings to the Jewish community and to take the steps required to bring about implementation of the plans and recommendations.

The commission should consist of 30 members, chosen ad-personam, whose influence, institutional and organizational connections should be clear. The members of the commission will be expected to participate in meetings, be available for consultation between meetings and be willing to respond to papers and reports.

The study should take twelve to eighteen months. The commission should meet 4 to 6 times during this period. It should be staffed by a study director, consultants, appropriate administrative and research personnel.

The staff will prepare the appropriate background papers and will initiate individual and small-group meetings among members between the full commission meetings. The staff will visit training institutions and gather and organize the necessary data and existing research that is relevant to the work of the

commission. It will initiate and invite position papers and studies as required by the agenda and the decisions of the commission. The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers and report on these consultations to the commission.

The staff of the commission should prepare a list of the appropriate publics in North America that need to be involved. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of lay-leaders, scholars and Jewish educators, a selected list of foundations, and international constituencies in Israel and in other Jewish communities. (The commission may decide to invite representatives from other countries to serve as corresponding members.)

An appropriate program of communication will have to be undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the commission's report.

PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the commission. For the present the following papers could be considered :

1. A careful analysis of what is required to create a serious profession of Jewish education.

2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3. A scenario for the year 2000 : what Jewish education could be if optimal and feasible conditions are created. It could describe what the institutions that educate would be and how they would impact on their constituencies.

4. The economics of Jewish education. Though the subject-matter of this paper will have to be very carefully limited, it is important to develop some conceptions of what the reform will cost.

5. The state of the field. This paper will establish the parameters of our problem. It will develop indicators that will represent the gap between the present situation and the desired

situation. This may include the existing number of qualified personnel versus the numbers needed. It will document the rate of attrition, length of service, and other issues.

6. Building lay leadership. This should describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

The workshops and consultations to be convened will involve the discussion of some or all of these papers. It is too early at this date to decide upon them



CANDIDATES TO BE CONSIDERED FOR MEMBERSHIP ON THE COMMISSION

All of the candidates are people who have demonstrated an interest in our problem.

A. General scholars

1. Hilary Putnam - one of the distinguished philosophers on the faculty of Harvard University.
2. Robert Nozick - one of the distinguished philosophers on the faculty of Harvard University
3. Michael Waltzer - distinguished political scientist, political philosopher on the faculty of Princeton University.
4. Seymour Martin Lipset - distinguished sociologist on the faculty of the Hoover Institute, Stanford University.
5. Nathan Glazer - distinguished sociologist on the faculty of Harvard University.
6. Israel Sheffler - the outstanding philosopher of education in the United States. On the faculty of Harvard University.
7. Lawrence Cremin - distinguished historian of education. Past president of Teachers' College of Columbia University. President of the Spencer Foundation.
8. David Cohen - Distinguished policy analyst and historian, Michigan State University.
9. Lee Shulman - Psychologist, expert in teacher education. Consultant to the Carnegie Foundation. Distinguished member of the faculty of Stanford University.
10. Kenneth Arrow - Nobel Laureate in economics. Stanford University.
11. A Nobel Laureate to be chosen from the natural sciences or medicine, interested in Jewish matters.

B. Jewish Scholars

1. Itzhak Twersky - Harvard University. Expert in Jewish thought.
2. Geoffrey Hartman - Yale University. Expert in comparative literature. Recent interest in Midrash.
3. Robert Chazan - Historian. Newly appointed head of the department of Jewish Studies at New York University.
4. Elie Wiesel - Nobel Laureate. Boston University.
5. The heads of the institutions of higher Jewish Learning. Gottshalk, Lamm, Schorsch.
6. Robert Alter - expert in Hebrew literature and comparative literature. University of California, Berkeley.

Jewish Educators

1. Alvin Schiff - Head of Jewish Education in New York City.
2. Sara Lee - Head of the Department of Education, Hebrew Union College, Los Angeles
3. A representative from the teacher training colleges - Sam Schaffler, Gary Schiff, David Ariel, etc...
4. A person working as a principal, preferably a younger person such as Mark Rosenstein in Philadelphia, Bennett Solomon in Boston, etc.
5. I have not suggested representatives from the field of informal education. I believe that Art Rotman would be in a better position to make these suggestions.

Study Director - Possible Candidates

1. Joseph Riemer - Newly appointed Professor of Jewish education - Brandeis University.
2. Barry Holtz - Director, Melton Research Center, JTSA
3. Gail Dorph - Member of the Education Faculty, University of Judaism, Los Angeles, CA
4. Sharon Feinman - Professor of Education, Michigan State University. Strong interest in Jewish education.
5. Vicky Kelman - Teacher trainer and curriculum specialist, Berkeley, California



MAY 10, 1987

DRAFT

THE NEED FOR A NEW JEWISH EDUCATION

Hofman - we should just talk about the education - not be so ambitious
 Ratner - (But) It leads us beautifully into the next ~~page~~ bottom line

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history.

They have risen to the very top of the professions, developed industries, excelled in the world of finance and are among the leading creative forces in the sciences, the arts and the humanities. Their future appears to be promising and the open, democratic society offers them innumerable possibilities.

This new reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to minimally identify with it.

what can we learn from those that do identify (cs)

J.W.-

The problem has been exacerbated by the fact that the contemporary Jewish family does not offer children the experiences that are likely to lead to a meaningful Jewish involvement. The institutions responsible for ensuring a significant Jewish future, the institutions that educate Jews - schools, community centers, summer camps - do not seem to be fully prepared for this new condition.

50 Bay More needs to be done in order to meet this need
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(swipe)

It is doubtful as to whether the personnel, programs, content and strategies of these institutions are able to meet ^{fully} the challenge of educating Jews who are fully accepted in an open society. Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

Trust should be put in

More investment is needed

There has not been sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community ^{needs to} has not devoted the kind of ^{more} attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often ^{they are} staffed by poorly trained, underpaid, uninspired personnel. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of the promising advances ^{poorly supported by the community}

in the field of education and the social sciences. They have not learned ^{sufficiently} how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, the content and personnel of many institutions are not able to meet the challenge that must be faced if we are not to lose large numbers of Jews. ^{insure Jewish continuity}

^{engage large numbers of Jews in Q. of life}
The Mandel Associated Foundations have decided to respond to this situation and to ^{seek ways to strengthen} demonstrate the link between the meaningful continuity of Jewish life and Jewish education. Their goal is to develop plans and programs for implementation. As a first step

they will establish a commission whose purpose it is to undertake a study that will suggest policies to guide the development of a ^{think of} New Jewish Education and to detail the steps and interventions necessary for the implementation of these policies.

This decision is yet another expression of the Mandel family's longstanding and deep concern for the quality of Jewish life. The Mandel family has over the years supported many worthy Jewish causes, institutions and activities. The establishment of the Mandel Associated Foundations in 19 , has made it possible for the Mandel family to intensify their contribution to Jewish continuity.

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 against the Home of the Jewish Center too threatening
 The Role of Foundations + new phenomena
 link to city institutions

THE PURPOSE OF THE COMMISSION

To develop ^{impact (HJH)} a new Jewish education ^{so it can} that is to respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions ^{involved in education may} that educate ^{will} have to be improved, and ~~redesigned~~. It may even be necessary to create new and different institutions. The content, the curriculum, the pedagogy appropriate to meet the challenge will need to draw upon the discoveries and insights of Jewish scholarship, the humanities and the social sciences in new and creative ways.

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However, it is the personnel of Jewish education that is the key to change. It is they who will lead in the development of new strategies. They will ^(help) create new institutions and invigorate the existing institutions. It is they who will attract, inspire and engage the students and their families. ^{add} are liner for city process

There ^{is} wide agreement, both in the field of general and Jewish education that the educator is ^a the determining factor in the success or failure of any educational endeavor.

^{same as}

It is clear that - for Jewish education - there is a severe shortage of qualified inspired and trained personnel. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders and community center directors. Most of these educators cannot possibly hope to cope with the assignment. In many cases they are poorly trained,

7 of 20

underpaid and demoralized. It is extremely difficult to recruit the appropriate personnel and there are no more than a few hundred people being trained at this time for positions in Jewish education. The institutions that prepare Jewish educators have shrunk. They have less students and faculty today than they did in the past.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to meet the challenge.

In turn these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be ^{considered} ~~dealt with~~ by the commission:

1. The development of the profession of Jewish education
2. The recruitment and retention of qualified personnel
3. The education of educators
4. The environment and the agents for change

1. The development of the profession of Jewish education:

For an occupation to evolve into a profession and acquire the appropriate status and authority it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. For Jewish education some of these elements are missing and will have to be introduced, others will have to be

developed and expanded, if the field is to develop into a full-fledged profession.

2. The recruitment and retention of qualified personnel:

At present there is a very small pool of people from which to recruit candidates for training programs. In addition the rate of attrition of qualified personnel is high. Problems such as status, salary, ladder of advancement and low morale, deter talented people from considering a career in Jewish education or from remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not as effective as it once was. Any solution will have to consider these problems, locate and develop new sources for manpower such as students in programs of Jewish studies and in general education.

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development should be outlines and plans should be considered that could include proposals for:

- * the expansion of existing institutions
- * the development of new programs
- * the design of systematic, comprehensive approaches for in-service education.

4. The environment and agents for change:

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Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission, they will have to be convinced to join and play an active role to support this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

10720

THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to ^{make a} significantly ^{contribution to} change ^{effectiveness} the reality of Jewish education, ^{by the year 2000}. In a decade we could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage / the development and establishment of ^{effective} suitable training programs; ~~introduce a~~ ² systems of upgrading and retraining practicing educators; ³ and initiate the process that will transform Jewish education into an exciting profession.

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The commission that will undertake this study will need to decide how to undertake the assignment and what is the appropriate point of entry. The commission will have to decide whether to focus on the personnel for Jewish education, or to limit its scope to a strategic segment - such as Senior Personnel. It could be argued that a first effort should be undertaken in the area of Senior Personnel for the following reasons:

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2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the

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image of the field of Jewish education.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim:

1. The teacher and youth-leader are the front-line educators. Any significant change will require dealing with this problem.

2. The improvements to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of so important a commission might bring about major developments and changes in the whole field of Jewish Education and therefore the problem of the teacher should remain within its scope.

A third possibility that might straddle this issue is to choose as our task the creation of a new category : "leading educators". This category would include senior educators as well as classroom teachers who would offer leadership to a school, a city, a region, or the whole country. For example "leading educators" might include innovative teachers ^(camp & center staff) who could create and develop new methods that would be adopted throughout the whole country. Their classrooms could serve as demonstration centers, as training-facilities for a city or a region.

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Whatever assignment is undertaken by the commission ^{may} ~~it~~ will require a system of certification for educators meeting agreed upon norms and standards. The commission will suggest these norms and standards. Steps will have to be taken so that those educators who meet the requirements and are certified, will be recognized in their community and receive the appropriate status, assignment and salary.

Lead at the Client -

To [Signature]

THE OUTCOME OF THE WORK OF THE COMMISSION

We are encouraged to believe that the establishment of a commission at this time could have enormous impact. Outstanding Jewish leaders are expressing their concern about the contribution that Jewish education must make to Jewish continuity. Jewish organizations and foundations have begun to increase funds earmarked for Jewish education. If a plan is prepared that projects a vision as well as concrete suggestions for ways to contribute to the development of a New Jewish Education, there is every reason to believe that the resources will be made available.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education and has served as the guide for medical education to this day. As a result of the Flexner report the Rockefeller Foundation invested

13 0720

fifty million dollars in 1910 and convinced other sources to invest an additional five hundred million in American medical education.

If a commission is established and if this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. The commission will issue a report which will consist of suggested policies and strategies for intervention and indicate present opportunities.

The Mandel Associated Foundations will undertake to sponsor and fund some of these interventions. No less important is the fact that the report and the first interventions might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the commission this endeavor could motivate the organized Jewish community through its institutions, organizations and individuals to initiate and implement the policies and interventions agreed upon by the commission.

Are findings will be much more than we can
Other
Other Sponsoring
entities

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THE COMMISSION AND ITS METHOD OF OPERATION

The commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations.

The function of the commission will be to undertake the study, to guide and review its progress, to ^{encourage} ~~report its findings to~~ the Jewish community and to take the steps required to bring about implementation of the plans and recommendations.

The commission should consist of 30 members, chosen ad-personam, whose influence, institutional and organizational connections should be clear. The members of the commission will be expected to participate in meetings, be available for consultation between meetings and be willing to respond to papers and reports.

The study should take twelve to eighteen months. The commission should meet 4 to 6 times during this period. It should be staffed by a study director, consultants, appropriate administrative and research personnel.

The staff will prepare the appropriate background papers and will initiate individual and small-group meetings among members between the full commission meetings. The staff will

gather and organize the necessary data and existing research that is relevant to the work of the

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commission. It will initiate and invite position papers and studies as required by the agenda and the decisions of the commission. The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers and report on these consultations to the commission.

The staff of the commission should prepare a list of the appropriate publics in North America that need to be involved. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of lay-leaders, scholars and Jewish educators, a selected list of foundations, and international constituencies in Israel and in other Jewish communities. (The commission may decide to invite representatives from other countries to serve as corresponding members.)

An appropriate program of communication will have to be undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the commission's report.

16 of 20

PAPERS TO BE COMMISSIONED

qualify

This list will be developed as we decide on the scope of the work of the commission. For the present the following papers could be considered :

1.A careful analysis of what is required to create a serious profession of Jewish education.

2.Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3.A scenario for the year 2000 : what Jewish education could be if optimal and feasible conditions are created. It could describe what the institutions that educate would be and how they would impact on their constituencies.

4. The economics of Jewish education. Though the subject-matter of this paper will have to be very carefully limited, it is important to develop some conceptions of what the reform will cost.

5.The state of the field. This paper will establish the parameters of our problem. It will develop indicators that will represent the gap between the present situation and the desired

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situation. This may include the existing number of qualified personnel versus the numbers needed. It will document the rate of attrition, length of service, and other issues.

6. Building lay leadership. This should describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

The workshops and consultations to be convened will involve the discussion of some or all of these papers. It is too early at this date to decide upon them



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CANDIDATES TO BE CONSIDERED FOR MEMBERSHIP ON THE COMMISSION

All of the candidates are people who have demonstrated an interest in our problem.

A. General scholars

1. Hilary Putnam - one of the distinguished philosophers on the faculty of Harvard University.
2. Robert Nozick - one of the distinguished philosophers on the faculty of Harvard University
- * 3. Michael Waltzer - distinguished political scientist, political philosopher on the faculty of Princeton University.
4. Seymour Martin Lipset - distinguished sociologist on the faculty of the Hoover Institute, Stanford University.
5. Nathan Glazer - distinguished sociologist on the faculty of Harvard University.
- * 6. Israel Sheffler - the outstanding philosopher of education in the United States. On the faculty of Harvard University.
7. Lawrence Cremin - distinguished historian of education. Past president of Teachers' College of Columbia University. President of the Spencer Foundation.
8. David Cohen - Distinguished policy analyst and historian. Michigan State University.
- * 9. Lee Shulman - Psychologist, expert in teacher education. Consultant to the Carnegie Foundation. Distinguished member of the faculty of Stanford University.
10. Kenneth Arrow - Nobel Laureate in economics. Stanford University.
- * 11. A Nobel Laureate to be chosen from the natural sciences or medicine, interested in Jewish matters.

David Sidersky
 Bernard Reiss

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B. Jewish Scholars

1. Itzhak Twersky - Harvard University. Expert in Jewish thought.
2. Geoffrey Hartman - Yale University. Expert in comparative literature. Recent interest in Midrash.
3. Robert Chazan - Historian. Newly appointed head of the department of Jewish Studies at New York University.
4. ~~Elie Wiesel~~ - Nobel Laureate. Boston University.
5. The heads of the institutions of higher Jewish Learning.
Gottshalk, Lamm, Schorsch.
6. Robert Alter - expert in Hebrew literature and comparative literature. University of California, Berkeley.

Jewish Educators

- * 1. Alvin Schiff - Head of Jewish Education in New York City.
- * 2. Sara Lee - Head of the Department of Education, Hebrew Union College, Los Angeles
3. A representative from the teacher training colleges * Sam
Schaffler, Gary Schiff, * David Ariel, etc...
4. A person working as a principal, preferably a younger person such as * Mark Rosenstein in Philadelphia, * Bennett Solomon in Boston, etc.
5. I have not suggested representatives from the field of informal education. I believe that Art Rotman would be in a better position to make these suggestions.

* Dave Dulin / Ira Stern
* Dave Kleinman

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Study Director - Possible Candidates

1. Joseph Riemer - Newly appointed Professor of Jewish education - Brandeis University.
2. Barry Holtz - Director, Melton Research Center, JTSA
3. Gail Dorph - Member of the Education Faculty, University of Judaism, Los Angeles, CA
4. Sharon Feinman - Professor of Education, Michigan State University. Strong interest in Jewish education.
5. Vicky Kelman - Teacher trainer and curriculum specialist, Berkeley, California

C O = community organization

6. Hermann Stein -
7. Abe Taubenbaum
8. Susan Shantz
9. Susan Hor
10. Moses
11. Delia Lipstat

commemor

Attention: Seymour Fox
Phone Number 668412

From: Henry L. Zucker and Carol K. Willen



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MEMO TO: Seymour Fox CZW
FROM: Henry L. Zucker and Carol K. Willen
SUBJECT: HIGHLIGHTS OF OUR CONVERSATION ON MAY 6, 1987

The following summarizes our discussion of Wednesday, May 6, 1987, and our initial reactions to your draft of May 5:

1. The content of the draft is good. You provide an overview of the problem, suggest the motivation of the Mandel family in pursuing this initiative, and identify the areas that will require investigation. Moreover, you tentatively suggest avenues to explore and possible conclusions that could result. Finally, you begin to address some of the practical issues, e.g., the composition of the Commission, its leadership, the role of staff, etc.

We feel that, while the draft does in fact include most of what needs to be said, its focus could be sharper. We need to indicate that this is the first proposal; once it has been reviewed by our small working group, it will be sent to the larger circle of participants in advance of our May 29th meeting. (Date of distribution: May 15.)

2. The draft that results from our May 29 meeting should be written with the following audiences in mind:
 - a. Persons who will be invited to serve on the Commission.
 - b. The prospective Study Director, Consultants, and others who will be asked to participate in the initiative.
 - c. The general Jewish public, particularly community leaders, educators, and persons in the laity who are interested in, and concerned with, problems of Jewish education and Jewish continuity.
3. The document will be written to provide the kinds of information that these people will want to know. We propose the following format:

SECTION ONE:

Reasons for the Study

In the first section, we should define the problem and explain why it merits attention. This is an opportunity to make a case for conducting a study, and to express our hopes for the eventual outcome. (We do not intend for this study to gather dust on a shelf; rather, we hope that it will be a blueprint for activity.)

SECTION TWO:Explanation of the Mandels' Interest

This section affords an opportunity to explain why the Mandel family and the Trustees of the Mandel Associated Foundations have selected this particular initiative. What is the natural connection between the personal interests of the Mandel family and the philanthropic objectives of the Mandel Associated Foundations, on one hand, and the proposed initiative, on the other? Once the results of the study are known, what actions are the Mandels prepared to take, in terms of leadership support and financial involvement? At what point would they seek the participation of other funders and other institutions? How might others become involved?

SECTION THREE:Practical Considerations

In this section one might address such matters as: the timetable for the initiative, the function of the Commission; the responsibilities of Commission members--and our expectations with regard to their participation; the job description of the "Study Director"; who the Director might be; the relationship of the Study Director to the Commission members; the relationship of the Study Director to the key consultants, functionaries, and other persons attached to the project, including outside consultants; the "publics" that need to be apprised of our work (concentric circles--"corresponding members"), etc. (As for the budget, we will need to discuss further at what point it will be introduced, and to whom we will show it.)

4. Henry Zucker mentioned that Barry Shrage's plans to take a position in Boston are now firm. He will definitely stay with the project in some capacity. Mark Gurvis will represent the Jewish Community Federation of Cleveland in the small working group.
5. As for the potential list of candidates to be considered for membership, we reiterated that Hank Zucker will take responsibility for suggesting lay persons, while Seymour Fox will generate a list of scholars, educators, and other professionals. We agreed that we would not "stand on ceremony," and that each could suggest names in the other domain. We may have to come up with 60 names, in order to settle on 30. Our objective is to suggest realistic possibilities--people who are likely to accept the invitation.
6. Some names that have come up in recent discussions: Eli Evans of the Revson Foundation; Dr. Rosalyn Yalow, Nobel Laureate and Senior Medical Investigator at the Veterans Administration Medical Center in New York; Florence Melton. Hank Zucker and Carol Willen have also discussed the possibility of including a Hillel director, perhaps Rabbi Ben-Zion Gold, Director of the Harvard-Radcliffe Hillel, or his counterpart at Yale University.

Cominika

May 4, 1987

Dear Carol,

I am enclosing a draft of the design document for our meeting in May. I also have enclosed some first thoughts on the papers that might be commissioned, as well as some preliminary suggestions for candidates for the commission. I will call on May 5th, and will want to discuss several matters with you and possibly arrange a three-way conversation between Henry Zucker, yourself and myself.

Best regards,

Seymour Fox

5/ BM

to Commission
MS4
MARCH 25, 1987

THE MANDEL INITIATIVE FOR THE FIELD OF JEWISH EDUCATION

DESIGN DOCUMENT - DRAFT #1

INTRODUCTION

The Mandel Associated Foundations decided to set up a Commission and to undertake a study that will establish the link between the meaningful continuity of Jewish life and Jewish education.

The study will suggest policies to guide the development, of a Jewish education that can respond to this challenge. It will begin to detail the steps and interventions necessary to bring about the environment that leads us to elect to remain Jewish.

PURPOSE OF THE STUDY

It is assumed that personnel is the key to any improvement in Jewish education. There is wide agreement, both in the field of general and Jewish education that the educator is the determining factor in the success or failure of any educational endeavor.

In Jewish education it is clear that there is a severe shortage of qualified, inspired and trained personnel.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to respond to the challenge.

This target will only be realized if we can establish the problem of Jewish education as a priority in the minds of the people who set the agenda of the organized Jewish community and convince them that personnel is the key issue for the improvement of Jewish education.

OUTCOME OF THE STUDY

The Commission will issue a report which will consist of suggested policies and interventions and indicate present opportunities. This report could have significant impact. The Mandel Associated Foundations could conceivably undertake to sponsor and fund one or more of these opportunities and interventions. No less important is the fact that it might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the Commission it could motivate institutions and organizations to initiate and implement the policies and interventions agreed upon by the Commission.

SCOPE OF THE STUDY

If this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. We could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage the development and establishment of suitable training institutions, create an exciting profession of Jewish education and introduce a system of upgrading and retraining of practicing educators.

The Commission that will undertake this study will decide the appropriate point of entry for this assignment. Should they focus on the personnel for Jewish education, or on a strategic segment only - such as Senior Personnel.

The shortage of Jewish educators is a global one and exists on all levels - from early childhood education through the university - and for all educational settings, formal and informal. It could be argued that a first effort should be undertaken in the area of Senior Personnel because:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.

2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.

3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim :

1. The teacher and youth-leader are the front-line educators.

2. The improvement to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of this Commission might bring about major developments and changes in the whole field of Jewish Education that would include the teacher.

METHOD OF OPERATION

The Commission will meet either four or six times over a period of one year. The staff will prepare the appropriate papers and will conduct individual and small group meetings among members of

the Commission between the full Commission meetings.

The staff will visit training institutions and gather and organize the necessary data and existing research that is relevant to the work of the Commission. It will invite and initiate position papers and studies as required by the agenda and the decisions of the Commission.

The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers, and report on these consultations to the Commission.

MAKEUP OF THE COMMISSION

The Commission will consist of outstanding community and professional leaders and scholars, representatives of institutions of higher learning, teacher-training institutions and the appropriate Jewish organizations. It might include representatives from:

1. CJF
2. JWB
3. JESNA
4. JDC
- etc.

The Commission should include 30 members, all chosen ad personam, whose influence, institutional and organizational connections would be clear.

STAFFING

The staff of the Commission should include a coordinator, a limited administrative staff and consultants.

BUDGET

1. Coordinator
2. Administrative and research staff
3. Consultants
4. Infrastructure (Office, mailing etc.)
5. Consultations
6. Commissioned papers
7. Meetings of the Commission
8. Publications and communication
9. Travel
10. Incidental Expenses

COMMUNICATIONS

The staff of the Commission should prepare a list of the appropriate publics in North America. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of lay-leaders, scholars and Jewish educators, a selected list of Foundations and international constituencies in Israel and in other Jewish communities.

An appropriate program of communication will have to be undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the Commission's report.

4/6/87

Attention: Seymour Fox
Phone Number 662901 or 668412

Attached are the minutes of our meeting on April 1, 1987.

Sincerely,

CAROL K. WILLEN



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MINUTES: PROPOSED MANDEL INITIATIVE -
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: April 1, 1987

PRESENT: Seymour Fox, Barry Shrage, Henry L. Zucker,
Carol K. Willen (Sec'y)

KEY POINTS OF MEETING

1. The overarching issue is that of ensuring the meaningful continuity of the Jewish people. It was agreed that, at present, the best "tool" for ensuring Jewish continuity is Jewish education.

The question of Jewish education is multi-faceted; we do not yet know what the most effective and appropriate forms are. Jewish education does not refer to schools alone; the Community Center movement is an important educational force.

The social sciences offer many insights that can and should be applied in the field of education.

2. "Upon what authority do we undertake this task?" Discussion:

Professor Fox observed that there is a need for fundamental research in the field of Jewish education.

Henry Zucker noted that, without being immodest, the Mandel Associated Foundations strive to be a leader in the field. We will not be to Jewish education what Carnegie is to education in general; that is, Jewish education will not be our sole area of programmatic interest, although it will be a major area. The Mandel Associated Foundations are convening a Commission in order to investigate the problem on a national level in a systematic, organized, and thoughtful way.

Among the many problems in the field of Jewish education are the fact that an insufficient number of laymen are involved, and that there is no "profession" per se. Educators are generally beholden to Federations and have nothing to do with the budgeting process.

3. "Why is personnel the place to start?"

Professor Fox suggested that we build an argument as to why personnel is the place to start. He would then invite comment and criticism.

We discussed the issue of whether the Commission would focus on senior staff, or attempt to assess the whole field of Jewish educational personnel. Professor Fox asked: "Why look at the whole field of personnel when no one has yet come up with a good idea for meeting the shortage of teachers or upgrading the teaching profession?"

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He noted that, typically, the phrase "senior personnel" is defined in terms of administrators. An approach fostered by Carnegie is the elimination of the term "administrators," in favor of "leading teachers" (for want of a better name). By concentrating on the development of "leading educators," rather than "senior personnel," we could look for ways to influence the field both intellectually and administratively.

It was noted that day-school teachers and administrators are more likely to see themselves as professionals than are "avocational" teachers in the supplemental schools, where there is a different sociology of both teacher and learner.

4. Among the questions that need to be answered by May 29 are: What is the function of the group that met on March 5th? What is the role of the Mandel Associated Foundations Trustees? What is the function of the Commission? Who is to be the lead scholar? What is the desired product? What should be the components of the product? What should we tell prospective Commission members?

5. Proposed plan for the design document:

- a. We should make it clear that the Mandel Associated Foundations are interested in Jewish continuity, then spell out the link between Jewish continuity and Jewish education.
- b. We should express "responsible optimism." We are not talking about shoring up a crumbling edifice, but rather, about capitalizing on some positive factors in the present environment in order to create a golden age of Jewry.

This is a moment of rare opportunity:

- (1.) Laity throughout the world has decided to make Jewish continuity its major concern. What we need is people to place our bets on.
- (2.) Financial means to implement good ideas are readily available. (It was noted that the Mandel Associated Foundations have the capacity to bring in other funders.)
- c. After spelling out the argument that Jewish continuity can best be assured through Jewish education, and after describing the opportunity at hand, we should then define the problem: What is the state of the field? What are the key issues?
- d. We must explain why we think the issue of personnel is at the heart of the problem.

- e. The design document will list the questions and concerns that need resolution: senior personnel versus the whole field, recruitment, profession-building, training, retraining, retention.
- f. We need to define what the Commission is and how it will function. Its work will entail commissioned papers, as well as consultation with experts. In order to keep the process moving, there will be conferences at which commissioned papers are presented.

The following was suggested as a possible list of papers that could be commissioned: Creating a Profession; Building Lay Leadership; An Alternative Concept of Training; The Economics of Jewish Education, etc. These could be published as "Mandel Occasional Papers."

- g. The design document should suggest what the future would be like if the stated problems were solved. (This scenario will be inspirational rather than operational.) Fox suggests that we think in terms of a ten-year program.
6. HLZ noted that he is in favor of process. One does not just create a Commission in order to validate a foregone conclusion. This Commission will not be a rubber stamp; its role is to criticize the report prepared by the study director.
 7. Seymour Fox estimates that this will be a year's work. (It is understood that the range could be from 10 months to 18 months.) The Commission may meet 4 to 6 times, probably 4. There will be a great deal of activity between meetings.
 8. The study director will have full responsibility for the final product, in terms of both administrative and intellectual control.
 9. The Mandel Associated Foundations are prepared to assume leadership and help leverage other support. We should make it clear that, after the report is completed and the pieces have been identified, the Mandel Associated Foundations are prepared to pick up a key piece and operationalize it.
 10. It was suggested that we try to get at least one other foundation involved at the very beginning; HLZ recommends the Revson Foundation (Eli Evans).
 11. A public relations program would be a good idea. Perhaps an article signed by MLM should appear in Commentary, the New York Times magazine section, etc.

Other PR questions: how to announce the appointment of a Commission, how to announce the final report of the Commission.
 12. We need to determine what the role of Israel should be.

13. To what extent should we inform or involve the international Jewish community? It was suggested that people in other countries be "corresponding members" of the Commission.
14. The Commission will be comprised of general scholars, Judaic scholars, representatives of the organized Jewish community, representatives of Jewish educational institutions and teacher training institutions, professional Jewish educators, etc. It was underscored that "every name should mean something."
15. When we propose potential Commission members, we will provide a long list, from which only a few will be picked. Seymour Fox will recommend scholars and Hank Zucker will recommend lay leaders. A one-line bio will identify each candidate. Further suggestions will be entertained at the May 29th meeting.
16. When we are ready to invite prospective Commission members, someone should "test the waters," either in a phone call or in a personal interview, so that when an official letter of invitation is sent out, it won't be turned down.
17. A proposed budget and a suggested list of candidates for the Commission are attached. (See exhibits.)
18. A draft of the design document will be sent to Zucker, Shrage, and Willen by Monday, May 4th. After their review, a revised draft will be sent to all persons who will be present on May 29th.
19. Henry Zucker will report to Mort Mandel on our April 1st meeting with Seymour Fox.

4/3/87

PROPOSED COMPOSITION OF COMMISSION

We need representation from key organizations, but invitations are ad personam. This is a preliminary list; these are simply possibilities.

<u>Organizations</u>	<u>Number of Representatives</u>
Council of Jewish Federations Jewish Education Service of North America Jewish Welfare Board Joint Distribution Committee	4
(current President? future President? someone else?)	
<u>Educational Institutions</u>	3-5
Hebrew Union College - Alfred Gottschalk Jewish Theological Seminary - Ismar Schorsch Yeshiva University - Norman Lamm Brandeis ? Reconstructionist ?	
<u>Teacher Training Institution</u>	1
(e.g., Baltimore or Boston Hebrew Teachers College)	
<u>Practicing Educators</u>	2
- formal - informal	
<u>Outstanding Scholars</u>	3 - 5
(The number will be reduced if we can locate persons who are both outstanding scholars <u>and</u> experts in Judaica.)	
<u>Professionals</u>	
Lawrence Kremer Israel Scheffler Lee Shulman Eli Evans	
<u>Lay Leaders</u> - (consult Carmi Schwartz and Art Rotman for this list)	
Charles Bronfman Max Fisher Distinguished figures and charismatic personalities (e.g., Elie Wiesel) Esther Leah Ritz Senator Frank Lautenberg Senator Rudy Boschwitz Cynthia Ozick	

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**APPENDIX B:
PAPERS COMMISSIONED FOR THE
CARNEGIE FORUM'S TASK FORCE ON TEACHING AS A PROFESSION**

Black Participation in the Teacher Pool

Joan C. Baratz, Director, Division of Education Policy Research and Services, Educational Testing Service

The Gains From Education Reform

Stephen M. Barro, President, SMB Economic Research

Current Approaches to Teacher Assessment

Tom Bird, Project Director, Far West Laboratory

School Resource Allocations: Potential for Change

Frederick Dembowski, Associate Professor, Frances Kemmerer, Research Associate, and Alan P. Wagner, Research Associate, Center for Educational Research and Policy Studies, School of Education, State University of New York at Albany

Teacher Choice: Does it Have a Future?

Denis P. Doyle, Director, Education Policy Studies, American Enterprise Institute for Public Policy Research

Students as Teachers: A Tool for Improving School Climate and Productivity

Diane Hedin, Associate Professor and Assistant Director, Center for Youth Development and Research, University of Minnesota

Teacher Mobility and Pension Portability

Bernard Jump Jr., Professor and Chairman, Department of Public Administration, and Associate Dean, Maxwell School, Syracuse University

Financing Education Reform

James A. Kelly, President, Center for Creative Studies

Increasing the Number and Quality of Minority Science and Mathematics Teachers

Shirley M. McBay, Dean for Student Affairs, Massachusetts Institute of Technology

A National Board for Teaching? In Search of a Bold Standard

Lee S. Shulman, Professor of Education, and Gary Sykes, Research Associate, Stanford University

The Knowledge Base for Teaching

Lee S. Shulman, Professor of Education, Stanford University

Professional Examinations: A Cross Occupational Analysis

Gary Sykes, Research Associate, Stanford University

**APPENDIX C:
WORKSHOP PARTICIPANTS**

***Education Finance Workshop
December 18-19, 1985***

Charles Benson
School of Education
University of California
Berkeley, California

Lewis M. Branscomb
Vice President and Chief Scientist
IBM Corporation
Armonk, New York

Anthony P. Carnevale
Vice President,
Governmental Affairs
American Society for Training and
Development
Alexandria, Virginia

E. Alden Dunham
Program Chair
Carnegie Corporation of New York
New York, New York

Margaret Goertz
Senior Research Scientist
Education Policy Research and Services
Educational Testing Service
Princeton, New Jersey

Steven D. Gold
Program Director, Fiscal Affairs
National Conference of State Legislators
Denver, Colorado

James A. Kelly
President
Center for Creative Studies
Detroit, Michigan

Helen Ladd
Department of City and Regional Planning
Harvard University
Cambridge, Massachusetts

Will Myers
Manager, School Finance
National Education Association
Washington, D.C.

Allan Odden
Department of Education Policy
University of Southern California
Los Angeles, California

William Spring
Vice President
District Community Affairs
Federal Reserve Bank of Boston
Boston, Massachusetts

Robert Reischauer
Vice President
The Urban Institute
Washington, D.C.

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4/87

About the issue of senior educators versus teachers the following additional points have to be considered:

1. the profession will be in great trouble if you don't have a ladder of advancement. Normally that ladder leads you immediately to administrative positions. That leaves out teachers (lead teachers) who can make all the difference in the world. It also requires that we do something about the many positions that don't exist in Jewish Education, that are senior but are not line positions. E.g. media specialists.

2. The ladder will help us deal with the issue of teaching in the whole school by virtue of introducing the following kinds of positions :

- students who teach
- apprentice teachers
- housewives
- professionals who come in for short term assignments

These kinds of positions will have little impact without lead teachers.

3. One cannot raise teachers' salaries to the point where they will attract good people, unless one does it selectively and justifiably. Lead teachers solves that problem

4. This is a reasonable response to Woocher's legitimate claim that you will not have another commission soon, and we cannot ignore the teacher in so important an event.

5. I want to take on Annette's challenge of distinguishing this from Carnegie. The key point is :
they have forgotten the power of the principal

II. Further thoughts on senior educators versus teachers.

papers to be commissioned:

1. we need a paper on "the future as history" for us. That paper I should do with Annette and should start on right away. It is the conception of optimal educational settings, emphasizing the role of the various staffs that would work in such an institution. This paper should serve as the guide for the community studies and for the "norms" paper. It should be the guide for the experimental settings.

2. We need a paper on the economics of education. In order to find out if you build the ideal educational settings, train the people, build the profession and pay the salaries, what would it cost a school, a community, a country, the world.

Supposing you ran a day school which has x numbers of senior educators, y number of lead teachers, z number of regular teachers, a number of apprentices, b number of student teachers, c number of integrated activities such as summer camps, youth movements, Israel experience the arts, family education - where would it be carried out (educational parks, city-wide, national, international institutions) and therefore, how much would it cost.

What would it cost for training pre- and post, what would it cost to maintain the profession, what would it take and cost to retain people?

There would have to be different optimal periods of retention and hence different differential costs.

Hank Levin for economics paper
Ruth Klinov for economics paper

3. Training Senior personnel : the reality. This does not require a lot of work but we must have it in hand. Part of this is Steve Cohen, part is Ukeles. What we don't have is careful study of faculty, curriculum etc. We also don't know the real story and ratio of general institutions and Jewish institutions as training places for Senior Personnel.

4. Who are the Senior Personnel, how did they get there, did they receive any training at all? What training?

5. What is the research and the papers we need?
what we are suggesting here is a run-through of the scenario. If we don't schedule these now we will miss much-needed opportunities. Here are some of the groups we can use as sounding-boards for the ideas :

- a. the steering committee of 4.
- b. the Jerusalem fellows
- c. the Melton faculty and staff enlarged
- d. the educators' consultation
- e. the wise men

A. permanent group (Mike Inbar, James Coleman, Amos Twersky, David Cohn, Israel Scheffler, Larry Cremen, Jewish educators, etc...)

b. Assorted conferences on specific topics

f. community leaders who are experts and who can serve as full partners

g. people who have done work related to this, such as the Carnegie and Ford Foundations.

We need an 18-month schedule of meetings and invitations. There should be no conference that really doesn't have this as its hidden agenda. We should use this to build a network of people with a common language.

The piece that has to be written immediately is the following one.



Commission

On March 11, 1987, eight pages were sent to Professor Seymour Fox from Carol K. Willen. His phone number is 668 412.

07/01/87
0730

4.10 x 8



3/10/87
TO: Seymour Fox
FROM: Carol K. Willen

SUBJECT: Meeting to Discuss First Draft of "Design" Document

- This is to confirm that we will meet from 10:00 a.m. - 2:30 p.m. on Wednesday, April 1, 1987 to discuss the first draft of the "design" document for a proposed Mandel initiative in the field of Jewish educational personnel.

The meeting will take place in Cleveland at Hank Zucker's Premier office.

- When you have your first draft of the "design" document done, please mail a copy to me, as well as to Barry Shrage and Hank Zucker.
- Hank Zucker shares my impression that the May 29th meeting in Cleveland is for the same group that assembled on March 5 (plus Carmi Schwartz and Art Rotman)--not for the Commission per se. (I'm trying to confirm this with Mort Mandel.)

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3/6/87

TO: S. FOX

FROM: C. WILLEN

FYI*(This is something I dictated
the day after our
meeting.)*

SUBJECT: NEXT STEPS IN MANDEL INITIATIVE

After yesterday's meeting on the Mandel Initiative in Jewish Education/Jewish Community, Seymour Fox and Hank Zucker worked out the following schedule:

1. Seymour Fox will draft the first version of the "design" document. He will see that Barry Shrage and Henry Zucker receive it sometime between March 20 and March 25, 1987.
2. Fox will plan to meet with Zucker and Shrage around April 1st or 2nd, either in Florida or in Cleveland. (This is to be worked out.)
3. After the three of them have discussed the first draft, Fox will seek input from other "critics" (Jon Woocher, Carmi Schwartz, Art Rotman, and others).
4. The revised document will then be sent to the "inner circle" (those who met in Cleveland on 3/5/87, plus Art Rotman and Carmi Schwartz). These people will submit their comments to Seymour Fox, who will refine the document further.
5. A final draft of the "design" paper will be sent to the entire group by May 15th.
6. The group will meet again in Cleveland on May 29, 1987.

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3/10/87

SUBJECT: NEW INITIATIVE - PERSONNEL IN THE FIELD OF
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: March 5, 1987 - 2 p.m. - Premier Corporate Headquarters

PRESENT: John C. Colman, Seymour Fox, Stephen H. Hoffman,
Ann G. Klein, Jack N. Mandel, Joseph C. Mandel,
Morton L. Mandel (Chairman), Charles Ratner, Barry Shrage,
Carol K. Willen (Sec'y), Jonathan Woocher, Henry L. Zucker

COPIES: Arthur Rotman, Carmi Schwartz

HIGHLIGHTS OF MEETING

I. INTRODUCTION - MORTON L. MANDEL

- A. The future of our Jewish peoplehood is at risk unless we can ensure an environment that causes us to elect to be Jewish. The right types of interventions can help to ensure the continuity of Jewish life.
- B. There is general agreement that Jewish education is the key to Jewish continuity. It would be an understatement to say that Jewish education is in a state of disarray.
- C. Two major challenges are: first, to establish the problem of Jewish education as a priority in the minds of the people who set the agenda of the organized Jewish community; and second, to address the issue of personnel in the educational field. The personnel issue may become the focus of a new initiative for Mandel family philanthropy.

II. REVIEW OF DISCUSSION PAPER

Morton L. Mandel highlighted the key points of a paper (entitled "Senior Personnel in the Field of Jewish Education/Jewish Continuity: A Program for the Mandel Associated Foundations") that Professor Seymour Fox had prepared for discussion at the January 22, 1987 meeting:

- Personnel is the key to any improvement in Jewish education. There is wide agreement, both in the field of general and Jewish education, that the educator is the determining factor in the success or failure of any educational endeavour.
 - In Jewish education it is clear that there is a severe shortage of qualified, trained personnel to perform the necessary tasks.
 - The status of the Jewish educator--particularly of the teacher, is extremely low. This situation is compounded by very low salaries.
- 17 M

- The recent report on "Maximizing Jewish Educational Effectiveness of Jewish Community Centers" places a very high priority on the education and reeducation of personnel.
- Though this shortage of Jewish educators is a global one and exists on all levels--from early childhood education through the university--and for all educational settings, formal and informal, the following arguments support a first effort in the area of senior personnel:
 1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
 2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.
 3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.
- The Jewish Education Committee of the Jewish Agency decided to undertake a project to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

The discussion paper prepared by Professor Fox further states that only 4,000 senior management positions exist throughout the world. Three-quarters of these are in North America. "To respond to immediate needs for North America alone, we would need minimally 300 graduates per year for a period of ten years."

Morton L. Mandel indicated that outstanding Jewish lay leaders are prepared to place Jewish education at the top of the agenda of the organized Jewish community. Bob Lupe, Mendel Kaplan, Shoshana Cardin, Phil Granovsky, and Esther Leah Ritz are supportive of such efforts.

III. COMMENTS OF PROFESSOR SEYMOUR FOX

- A. Professor Seymour Fox stated that no more than 50% of the people who hold the 4,000 senior management positions throughout the world are appropriately trained.
- B. Although there is a need for 300-400 graduates a year in North America alone, not more than 60 people are currently being trained.
- C. Professors of Jewish education are the key to the training and re-training of Jewish educators. There may be as few as 20 full-time professors of Jewish education in North America today; by comparison, there are about 700 professors of Jewish studies.

Highlights of Meeting
March 5, 1987

Page 3
3/10/87

- D. Professor Fox noted that the notion of training cannot be separated from that of "building a profession." Such issues as recruitment, retention, salaries, and "burnout" must be addressed.
- E. While teachers' salaries are generally poor, excellent salaries (in the range of \$30,000-\$80,000 per year) are available for principals of Jewish day schools. Despite the promising salary picture, there is still a shortage of senior administrators.
- F. Professor Fox cited two reports as potential models: the 1910 Flexner Report that revolutionized American medical education, and a May 1986 report commissioned by the Carnegie Forum on Education and the Economy, "A Nation Prepared: Teachers for the 21st Century."
- G. After describing a particular vision, one must ask what would be the necessary steps, in terms of policy decisions, that would be required to implement the program.

IV. KEY POINTS OF DISCUSSION

- A. Dr. Jonathan Woocher stressed that this is an opportune time to address the issue of educational personnel.
- B. In North America, leadership positions are often filled by persons who are not necessarily trained Jewish educators. (Some of them may be public school administrators.) Moreover, because of the shortage of trained senior personnel, some of the people who graduate from training programs may be placed in slots for which they are not yet ready.
- C. We may need to look at differentiated staff training: we need both competent full-time professionals and well-prepared "avocationals." There are 1300 supplementary schools in North America (in addition to the 800 day schools), so a large percentage of the necessary teachers and administrators are, and will continue to be, part-time. One should not operate on the assumption that all Jewish educators are full-time professionals.
- D. As we look at the balance between "content" (knowledge of Judaica) and pedagogy, a variety of configurations are possible (Bachelor's degree in Judaica, Master's degree in education, or the converse).

V. PLANS FOR A COMMISSION

- A. In his discussion paper, Professor Fox proposed

that a commission be established that might, after careful and systematic study, issue a report that would set guidelines for the kind of interventions that could dramatically change the condition of the Jewish educator in North America.

The Commission would [could] consist of outstanding lay and professional leaders and scholars, and should enjoy the support of institutions of higher Jewish learning, teacher training institutions, and the appropriate Jewish organizations.

The report of the Commission might consist of a list of objectives, opportunities, and interventions. The Mandel Associated Foundations could conceivably undertake to sponsor and fund one or more of these opportunities or interventions. No less significant is the fact that it might serve as the leverage to involve other foundations to join in this enterprise.

- B. Recorded in Professor Fox's paper was Henry L. Zucker's suggestion that the Commission first describe the rationale for focusing on Jewish education as the principal tool for ensuring Jewish continuity. "The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions..."

- C. The following comments were made during the ensuing discussion:

1. The process itself should be conducted so as to garner support from many sources.
2. It was pointed out that the Commission would need to establish the reason(s) why a study was being initiated. (As self-appointed investigators, upon what authority do we undertake this task?)

This would be the first time in American Jewish life that a private body (as opposed to an institution) took a leadership role in the examination of a critical issue.

3. The need to engage outside professional researchers was emphasized. In addition to a core staff, there should be consultants or adjunct professionals.
4. There was a difference of opinion as to whether the Commission would limit its focus and scope to senior staff, or look at the whole field of Jewish educational personnel.

A number of participants felt that this was a real opportunity to examine the broader picture. It was also pointed out that the Trustees of the Mandel Associated Foundations had agreed to the concept of a more general overview.

D. Ideas on the composition of the proposed Commission:

1. The group discussed the size and possible composition of the Commission. It would consist of about thirty people, including both lay leaders and professionals representing the major institutions of higher learning and pertinent Jewish organizations. This would not only give many constituencies a sense of ownership, but would also help to validate the process.
2. We will seek to establish a Commission that is as prestigious as possible. The selection of Commission members is therefore of strategic importance.

We wish to have the right institutions represented, but invitations to serve on the Commission will be ad personum. The group will include preeminent scholars, institutional leaders, lay leaders from various communities, persons with a knowledge of prospective funding sources, etc.

3. There was some disagreement as to whether non-Jews would be invited to serve on the Commission. (Their participation as consultants to the process is not precluded.)

VI. NEXT STEPS

Until the Commission is created and professional staff is engaged, Seymour Fox, Henry Zucker, and Barry Shrage will provide administrative support. This "triumvirate" will be responsible for suggesting an initial design. The design document (approximately 6-8 pages in length) should address the following issues:

1. Scope of Study

- Senior personnel only?
- How far out are we looking? The year 2000?

2. Purpose of Study

- Mission

3. Method of Operation

- How Commission will function
- Include timetable

4. Makeup of Commission

- Size
- Type

5. Staffing

- Anchor staff
- Administrative staff
- Consultants

6. Budget

7. Groups to Involve

- "Wise Men"?

8. Communications

- Who are the publics?
- How to communicate with each?

Zucker, Fox, and Shrage, in consultation with Rotman, Schwartz, and Woocher, will see that a design proposal is drafted, refined, and circulated to today's group (plus Carmi Schwartz and Art Rotman) in advance of the next meeting, which will be held in Cleveland on Friday, May 29, 1987.



12.1.87

SENIOR PERSONNEL IN THE FIELD OF
JEWISH EDUCATION/JEWISH CONTINUITY
A PROGRAM FOR THE MANDEL ASSOCIATED FOUNDATIONS

INTRODUCTION

Personnel is the key to any improvement in Jewish education. There is wide agreement both in the field of general and Jewish education, that the educator is the determining factor in the success or failure of any educational endeavour. This holds whether we are dealing with a classroom, a school, a community center, a summer camp or an entire educational system. The teacher, the principal, the informal educator, the educational leader or policy-maker, play a determining role in terms of school achievement, education for character, commitment of teachers and the involvement of parents. These conclusions are supported by research and by reports of the people working in the field.

In Jewish education it is clear that there is a severe shortage of qualified, trained personnel to perform the necessary tasks:

- There are almost no teacher-trainers or scholars of education (this in contrast to the hundreds of scholars that have been trained and are working in the field of Jewish studies).
- There are very few trained and capable developers of curriculum and educational materials.
- There is a serious shortage -- throughout the world -- of headmasters and school principals.
- Teachers in many communities are poorly trained, unable to interpret the great ideas of the Jewish tradition or lead a discussion in the Hebrew language. In many cases teachers are college students, yordim or Israelis temporarily abroad, who were either trained as teachers nor are they currently preparing themselves for work in the field of education.
- The status of the Jewish educator -- particularly of the teacher, is extremely low. This situation is compounded by very low salaries.

As for Jewish education in informal settings:

- The recent report on "Maximizing Jewish Educational Effectiveness of Jewish Community Centers" places a very high priority on the education and re-education of personnel, if the Community Center in the United States is to fulfill its potential as an institution for Jewish education.

55 BM
1

Though this shortage of Jewish educators is a global one and exists on all levels -- from early childhood education through the university -- and for all educational settings, formal and informal, the following arguments support a first effort in the area of senior personnel (for description of senior personnel see appendix 1):

1. Inspired and well trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.
3. The numbers involved as compared to the need for teachers and youth leaders make this assignment a feasible one.

The Jewish Education Committee of the Jewish Agency decided to undertake a project to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

As part of this project the following data has been gathered (see appendix 2):

1. There are approximately 4,000 people holding senior Jewish educational positions in the world. Three quarters of them in North America -- as follows:

Day schools -- 800 positions
Supplementary schools -- 1,300
Community centers and youth movements -- 600
Central communal organizations -- 400
University teaching and research -- 100

It is estimated by experts and by knowledgeable community and educational leaders that a significant proportion of these positions -- probably one third to one half of the total number -- do not meet criteria of qualification in Jewish studies, educational theory and practice and/or leadership and administration.

Furthermore, we have discovered that only a very small number of students participate in and graduate from existing programs for the training of senior educators (see Appendix 3). There are no more than 100 graduates annually throughout the world from all the institutions that train senior educators. No more than sixty in North America.

To respond to immediate needs for North America alone we would need minimally 300 graduates per year for a period of ten years. This estimate assumes that educators hold senior positions for 30 years and that there is no attrition due to burnout.

THE OPPORTUNITY

Though the challenge is immense, some may even believe overwhelming, there are opportunities available today that have never been available before:

1. Jewish education is moving closer and closer to the top of the agenda of the organized Jewish community.
2. Some of the most outstanding community leaders in North America and throughout the world are prepared to assume leadership in developing the field of Jewish education.
3. There may be funding available for creative and well-planned programs of intervention.

SOME OF THE ISSUES:

Though training is clearly a key issue in meeting the problem of senior personnel it cannot be considered without dealing with the broader issues of the need to build the profession of Jewish education, and the problems of recruitment and retention of qualified people. A comprehensive treatment of our problem will require careful study and may include the following elements :

1. THE PROFESSION

In order for an occupation to evolve into a profession it is necessary to develop and formalize forms of collegiality, agreed upon standards of knowledge, training and expertise and a code of ethics. These elements must be intensified and expanded for the field of Jewish education.

2. RECRUITMENT AND RETENTION

At present there is a very small pool of people from which to recruit candidates for training programs or for senior positions in Jewish education. In addition, the rate of attrition of qualified personnel is high. Issues such as status, salary, ladder of advancement and low morale deter talented people from considering a career in Jewish education or for remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not effective. Any solution will have to consider these problems and locate and develop new sources for manpower such as students in programs of Jewish studies, general education, women, etc.

3. TRAINING

There are very few training institutions for senior personnel in North America (see appendix 3). No more than sixty people graduate annually from training programs in North America. People must be trained for existing positions, for the needs of an emerging profession (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.) The variety of needs requires multiple solutions. Strategies for development should be outlined and plans should be considered and could include proposals for :

- ** the expansion of existing full-time training programs
- ** the development of new training programs
- ** the design of systematic comprehensive approaches to in-service training

4. THE COMMUNITY

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. To achieve change we will have to involve Jewish lay-leaders, educate them so that they understand the shortages in the area of senior personnel and the need to establish and/or upgrade training facilities.

A RESPONSE FOR NORTH AMERICA

In 1910 the Carnegie Foundation for the Study of Teaching commissioned a study of American medical education.

The result of that study was the now-famous "Flexner Report" which revolutionized American medical education and has served as the guide for medical education to this day. It is proposed that a commission be established that might after careful and systematic study issue a report that would set guidelines for the kind of interventions that could dramatically change the condition of the Jewish educator in North America.

The Commission would consist of outstanding lay and professional leaders and scholars, and should enjoy the support of institutions of higher Jewish learning, teacher training institutions and the appropriate Jewish organizations.

The report of the Commission might consist of a list of objectives, opportunities and interventions. The Mandel Associated Foundations could conceivably undertake to sponsor and fund one or more of these opportunities or interventions. No less significant is the fact that it might serve as the leverage to involve other foundations to join in this enterprise.

We must remember that as a result of the Flexner Report the Rockefeller Foundation invested \$50 million in 1910 and convinced other sources to invest \$500 million in American medical education.

At our last meeting Mr. Zucker proposed a possible agenda for the work of the Commission: First, the rationale: Jewish education is the focus of our attention because it is the principal tool for insuring Jewish continuity. The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions on how to develop the needed cadre of senior professionals.



DEFINITION OF SENIOR JEWISH EDUCATORS, BY SETTING AND LEVEL

SETTINGS	SCHOOLS	COMMUNAL ORGANIZATIONS IN JEWISH EDUCATION	MISCELLANEOUS COMMUNAL ORGANIZATIONS*	UNIVERSITY; R & D CENTERS AND TRAINING INSTITUTIONS	INFORMAL EDUCATION: COMMUNITY CENTERS, YOUTH MOVEMENTS, CAMPS
LEVEL 6	SUPERINTENDANT (SYSTEM OF SCHOOLS)	DIRECTOR OF INTERNATIONAL/ NATIONAL ORGANIZATION IN JEWISH EDUCATION		DEAN, PROFESSOR OF JEWISH EDUCATION	DIRECTOR, NATIONAL COMMUNITY CENTER ORGANIZATION DIRECTOR, NETWORK OF CENTER NATIONAL DIRECTOR, JEWISH CAMPS NETWORK NATIONAL DIRECTOR, YOUTH MOVEMENT
LEVEL 5	HEADMASTER/PRINCIPAL (LARGE SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN LARGE CITY	NATIONAL DIRECTOR -- EDUCATION DEPARTMENT	DIRECTOR, JEWISH EDUCATION INSTITUTE, TRAINING INSTITUTE	EXECUTIVE DIRECTOR, LARGE COMMUNITY CENTER DIRECTOR, LARGE CAMP
LEVEL 4	HEADMASTER/PRINCIPAL (SMALL SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN SMALL CITIES	REGIONAL DIRECTOR EDUCATIONAL DIRECTOR, LOCAL CENTER	ASSOCIATE, ASSISTANT DIRECTOR	EXECUTIVE DIRECTOR, SMALL COMMUNITY CENTER ASSISTANT EXECUTIVE DIRECTOR, LARGE CENTER BRANCH DIRECTORS PROGRAM DIRECTOR
LEVEL 3	ASSOCIATE, DEPUTY/VICE PRINCIPAL (1 SCHOOL; SUPPLEMENTAL ROLE)	DEPUTY DIRECTOR			EDUCATION DIRECTOR, LARGE COMMUNITY CENTER
LEVEL 2	ASSISTANT PRINCIPAL (PART OF SCHOOL)	ASSISTANT DIRECTOR		TEACHER TRAINING SPECIALISTS	EDUCATION DIRECTOR, SMALL COMMUNITY CENTER
LEVEL 1	DEPARTMENT HEAD; BASIC SPECIALISTS (BIBLE, HEBREW, EARLY CHILDHOOD, ETC.) SUPPORT SPECIALISTS: (SPECIAL EDUCATION; PARENT EDUCATION; ADULT EDUCATION; ARTS EDUCATION; COMPUTER INNOVATION, ETC.)	STAFF PERSON, PLANNER, CONSULTANT		CURRICULUM DEVELOPERS, RESEARCHERS	EDUCATION SPECIALIST IN COMMUNITY CENTER

*Synagogues, Hillel Centers, Hadassah Organizations' Adult Education Programs, National Council of Jewish Women, CAJE, Havurot, etc.

NUMBER OF SENI : PERSONNEL IN JEWISH EDUCATION BY CONTINENT

AND AREA OF ACTIVITY

	Day Schools	Supplementary Schools	Community Centers Youth Movements Youth Centers	Central Communal Organization	University Teaching & Research	TOTALS
NORTH AMERICA	800	1300	614	400	100	3214
LATIN AMERICA	270	25	75	38	25	433
WESTERN EUROPE	136	34	34	31	12	247
SOUTH AFRICA	64	5	5	9	11	94
NEAR & FAR EAST	19	6	5	19	-	49
TOTALS	1289	1370	733	497	148	4037



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TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE*

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
<u>ISRAEL</u>							
Senior Educators (World Zionist Organization & Melton Center for Jewish Education in the Diaspora of the Hebrew University)	A 1 year program of intensive study in Israel, to upgrade the ranks of Jewish educators for the Diaspora	Certificate of participation (can be done in conjunction with a degree at Hebrew University)	1979	18	11	11	3 years experience in field; letter of employ- ment; acceptance to institution for study (usually B.A.)
Melton Center for Jewish Education in the Diaspora (Hebrew University)	Full academic program in the graduate school	M.A. Ed./Jewish Ed. or M.A. Contemporary Jewry/Jewish Ed; Ph.D.	Early 70s		5 (approx. 12 writing theses)	(5)	B.A., plus <u>academic</u> background in education -- or pre-requisites
Jerusalem Fellows (World Zionist Organization & Bank Leumi)	A 1-3 year program of intensive study in Israel, to develop leadership for Jewish education in the Diaspora	Non-degree (can be done in conjunction with a degree at Hebrew University)	1982	8	16	14	M.A.; 3 years experience in field; rigorous interview
Beit Midrash for Jewish Studies (Melton Center for Jewish Education in Israel)	A 4-year course of study, in conjunction with an academic institution, for the training of personnel in Jewish Studies in Israel	Certification of "Educator"	1983	0	0	5	B.A. (can be done simultaneously) for Israeli citizens only
<u>REST OF WORLD</u>							
Rhea Hirsch School of Education (Hebrew Union College)	A full-time, 3 year course of study. The 1st year must be done in Israel.	M.A. Jewish Ed. Ph.D. -- (new program) (4 students, no graduates)	1970	9	5	(8)	B.A., interview

*Does not include in-service or on-the-job training opportunities.

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
School of Education (Hebrew Union College)	Similar to above -- study in Israel not mandatory	M.A. specialization in religious ed.			(4)		
Block Program (Yeshiva University)	A course of study over 3 summers, 1 in Israel, plus supervised work & study during the 2 intervening years	(Most students write a thesis for M.A. or Ph.D. level)	1980	17 (most students are still writing a thesis)	13	N.A.	Has shown promise in the field; generally invited to apply
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A full-time course of study leading to academic degree. Is also 1 option available to rabbinical students who must choose a "minor" course of study	M.A., M.S. in Jewish Ed. & Administration	1983	10	13		B.A. There is a higher number of graduates, but not all assume roles as senior personnel.
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A graduate program to prepare teachers for administrative & supervisory roles	Ph.D.		2	1		M.A., 2 years teaching experience, Hebrew fluency
Principals' Program Jewish Theological Seminary of America	Course of study to be done in 2 summers plus study during year, to prepare for administrative, supervisory & other leadership roles in Jewish Ed.	Principal's Certification (can be done in conjunction with M.A.)	Early 1980s		9	(10)	Acceptance to enter School; experience in field. (M.A. must be completed for completion of program
The Graduate School of the Jewish Theological Seminary of America	A full-time course of study leading to an academic degree.	M.A.; D.H.L.; Ph.D. in Jewish Ed.	1968		12 (Includes some from Principals' Program)	(11)	B.A. or equivalent in Jewish Studies or pre- requisite courses)

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
University of Judaism (affiliate of the Jewish Theological Seminary of America)	A 2-year academic program leading to an academic degree	M.A. in Jewish Education		7	10	8	B.A., no part-time students permitted
Hornstein Program (Brandeis University)	This is an educational track of the Jewish Communal Service Program. Its emphasis is on communal service. A 2 year course includ- ing a 4 week seminar in Israel during the summer.	M.A. in Jewish Communal Service with a speciali- zation in Jewish Education	Resumed in 1980	4	3	3	B.A.; no part-time studies permitted
Gratz College	A supervised program of M.A. credits including courses in supervision & administration	M.A. in Jewish Education	1983	1	0	(3)	B.A.; interview
Boston Hebrew College	Individually designed program including 30 credits in graduate studies	M.A. in Jewish Education		2	4	(2-3)	B.A.
Baltimore Hebrew College	This is a joint program leading to a degree	M.A. in Jewish Studies and M.A. in Jewish Education	1984	0	0	(2)	B.A.
New York University (part of Judaic Studies Department)		B.A.; M.A.; D.Ed.; Ph.D.		10 (Includes B.A. students)	12	-	The program has been suspended.

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
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In addition, some senior personnel receive training at graduate schools of secular universities such as Harvard or Stanford Universities

Students train for & write dissertations on Jewish Ed.

M.A.; Ph.D.

Figures in parentheses are estimates.



CC T Fox; 1986 11 20 11 00 AM
SUBJECT: NEW INITIATIVE: SENIOR PERSONNEL IN THE FIELD OF
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: November 20, 1986 - 4 p.m. - Premier Corporate Headquarters

PRESENT: Professor Seymour Fox, Steve Hoffman, Morton Mandel,
Barry Shrage, Henry Zucker, Carol Willen, (Sec'y)

KEY POINTS OF MEETING

1. Studies have identified two critical problems in the field of Jewish education/Jewish continuity:

- a. A shortage of well-prepared teachers.
- b. A shortage of competent senior personnel.

Because of the enormity of the teacher shortage problem, the practical place to begin is with the senior personnel issue.

2. It has been estimated that there are 4,000 to 5,000 senior people worldwide, and that only half of them are well qualified. Less than 150 students are currently enrolled in undergraduate and graduate training programs in the field of Jewish education. There are probably 1,000 professors of "Jewish studies" in North America, but possibly fewer than ten full-time professors of Jewish education.
 3. A major Mandel initiative could help to convince lay leadership of the need for trained, high quality senior personnel, and could be the first step towards systemic change.
 4. We should consider doing our own "Flexner study" in order to (a) describe the vision, and (b) identify with some specificity the steps that would lead to the desired result. This might include recommendations on where dollars should be strategically placed.
 5. Annette Hochstein is currently studying the senior personnel situation. First, she will gather data that is descriptive of the macro picture. Second, she will assemble information on training institutions worldwide. The Hochstein report will form the basis of our "case."
 6. The dearth of training facilities is the deep-seated problem underlying the shortage of competent senior personnel. ||
 7. The Jerusalem Fellows program, which has been highly successful, trains ten students per year. Its graduates are very much in demand. We need to multiply our capacity to produce leaders of this type in order to build the kind of critical mass that can change the education system as a whole.
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8. To achieve change, we must build an awareness, particularly among Jewish lay leaders, of the shortage of senior personnel and the need to establish and/or up-grade training facilities.
9. There is a good possibility that a grant from the Mandel Associated Foundations could leverage other funds. Potential partners have been identified.
10. Seymour Fox has good relations with academicians who could provide advice and direction. Among those mentioned were David Cohen, Lee Shulman, Israel Scheffler, Ernest Boyer, Ralph Tyler, and John Coleman.
11. The following is the proposed plan of action:
 - a. Seymour Fox will confer privately with several of these experts.
 - b. An informal "inside group" consisting of the following individuals will meet in New York on January 22, 1987: Art Rotman-JWB; Jonathan Woocher-JESNA; Carmi Schwartz-Council of Jewish Federations; Chuck Ratner-Commission on Jewish Continuity, Jewish Community Federation of Cleveland; Morton Mandel-Chairman; Henry Zucker and Carol Willen-Staff; Seymour Fox, Consultant. (This group is comprised of persons representing institutions that are not potential recipients of funds.) The purpose of the meeting will be to examine a brief document that Seymour Fox will prepare, and to "up-train our own internal team."
 - c. The third step will be a meeting of the informal inside group and the experts, to be held in February or early March 1987.
 - d. The fourth step will be the appointment of a Commission, possibly in May. The Commission, which will consist of outstanding lay and professional leaders, will approve the design for our "Flexner study."
 - e. The study will then be conducted by a blue-ribbon staff.
 - f. After the Commission has approved the report submitted by the professional team, the Mandel Associated Foundations will help to introduce the findings to lay and professional leaders of the Jewish community.
12. HLZ proposed an outline for the Commission's report. (First, the rationale: Jewish education is the focus of our attention because it is the principal tool for insuring Jewish continuity. The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions on how to develop the needed cadre of senior professionals.)
13. Seymour Fox is willing to participate in any way that he can be helpful. It was noted, however, that there may be some advantage to placing an American scholar in the forefront.

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