MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.

Subseries 1: Commission Meetings, 1988–1990.

Box Folder 2 3

1 August 1988 Meeting. Planning, March 1988-August 1988.

For more information on this collection, please see the finding aid on the American Jewish Archives website.

To: Morton L. Mandel

From: Perry Davis

Re: Update covering 3/1/88-4/15/88

Date: April 17, 1988

I. Tasks completed (following 3/24 meeting in Cleveland).

- Meeting held with Schwartz, Rotman and Woocher. Names added to list of potential commissioners. First meeting discussed. Concept of Senior Policy Advisors approved. Minutes drafted, reviewed and final minutes distributed.
- Follow up discussions (one on one) between PD and Schwartz,
 Woocher and Rotman.
 - -Commission goals and concept of private/communal partnership explored.
 - -JESNA 2 year regional conferences will be coordinated with MINA.
 - -Woocher will survey for data about other major foundation's PR in the area of Jewish Education.
 - -Added name for Commission suggested by Schwartz Sheldon Beren (Torah Umesorah Chairman, Denver Businessman, Orthodox).
 - -PD will attend JWB biennial (Rotman will consider targets of opportunity for MLM and PD).
- Discussions held between PD and Barry Holtz and Joseph Reimer. Both agree to serve as principal investigators.
- Update on general issues provided to Al Schiff
- Search for Assistant Commission Director and secretary launched.
- Commission's strategic assumptions drafted by PD and comments received from Zucker and MLM.

- General data gathered (preliminary review) by PD.
- Cleveland Jewish Continuity project data reviewed. Meeting with J. Fox and M. Gurvis scheduled. Meeting in Cleveland also scheduled with D. Ariel.
- Perry Davis Associates/MAF agreement discussed and first draft sent to HZ.
- Tentative set of agenda items set for 4/22 meeting with MLM
- Contacts regularized:
 - -with Hochstein (weekly, one hour phone meeting)
 - -with Zucker and Levi (approx. every other day)
 - -with S. Fox (via Hochstein weekly) face to face monthly
 - -with Schwartz, Woocher and Rotman phone or face to face every other week
 - -with MLM, phone weekly, written reports every 2-3 weeks, face to face in New York or Cleveland approximately every other week.
- Survey of major Jewish foundations completed by Margy Davis and submitted to HZ
- Draft revision of MINA Design Document completed. (To be reviewed).

II. Tasks to be accomplished within the next two weeks:

- Commissioner list finalized
- Phone and written invitations to commissioners (draft invitation letter completed)
- Redraft of MINA design document submitted for review
- Tentative agenda set for first Commission meeting
- Preliminary timetable set for MINA (90 days and full project)
- First major milestone date and possible subject set
- Task list set in preparation for first Commission meeting

- PDA/MFA agreement finalized
- Additional staff interviews
- JWB Biennial attended (contacts made)
- First set of meetings scheduled with Commission members (i.e. individual meetings involving commissioner and MLM and PD). New York meetings set. HZ suggestions for first meetings include: Berman, Mintz, Yanowitz, Wexner, Bronfman, Fisher.
- Series of interviews and meetings held by PD in Boston with various key individuals
- MINA kickoff PR issues considered. Tentative announcement date set. Elements of preliminary press announcement discussed and noted.
- Final decision on role of Foundation executives

III. Comments

Over the next two months the following goals should be achieved:

- Data gathered, significant gaps identified and progress made filling those gaps.
- Commission makeup finalized.
- First Commission meeting set, outcomes determined, agenda and presentations set.
- Plans begun for first key MINA deliverable. This should be a headline grabber and should occur by Fall 1988. Momentum is crucial at the earliest possible stage of the Commission's work. An early "blockbuster" will confirm commission members" sense of commitment, keep them coming to future meetings and silence the likeliest criticism ("what do we need another study for? We need the money!").
- Tentative set of milestones and timetable drafted (obviously subject to major revision).

At this time it appears that the most significant achievement of the next 60 to 90 days will be the cementing of the MINA partnership.

In fact, MINA and the objectives of improved Jewish education will most likely succeed on the strength, vitality and institutional nature of a series of partnerships:

-between private foundations and givers and the organized Jewish Community. This includes communal fundraising and substantive structures -- CJF, JWB and JESNA and the federations, bureaus, and Ys and JCCs they represent. Another significant part of this communal structure is the synagogue. While this partnership seems to be the strongest at this time it must not be taken for granted.

-between various forms and formats of Jewish education: Day schools, supplementary education, family formats, informal variations, etc, etc. This partnership also encompasses a key link between adult/child and family education.

- -between home and school (classroom)
- -between the denominations
- -between the private foundations
- -between professionals and laypeople in general
- particularly between Jewish educators as practitioners, lay leaders and scholars and other Jewish community professionals
- -between the interests and leadership involved in Jewish education in North America and similar leaders and interests in Israel

*** -the most important partnership is that between MINA Chair/staff and the commissioners. MINA must elicit the strongest possible involvement of the commissioners, their firmest commitment in terms of time, money, readiness to implement findings, and their willingness to sound the clarion call for significant improvement in Jewish education and thus gain the attention and support of their colleagues throughout the Jewish Community. The Commission itself is not and should not be perceived as either "window dressing" or a "rubber stamp".

man /

All of these partnerships need to be formed during the very early stages of this Commission (even as invitations are being made to potential members) cemented and constantly reconfirmed (cherished and not taken for granted). A formal mechanism of contact needs to be set to nurture these relationships.

meeting tochedule of

TO: Morton L. Mandel		DATE:5/4/88
CEPARTMENT P. ANT LOCATION	DI PARTMENT PLANT FOR A L. T.	REPLYING TO
		YOUR MEMO OF:

SUBJECT: MINA

Perry Davis has asked me to communicate with you about the following matters:

1. Dates for first Commission meeting

I understand that the three dates originally being held for the meeting (July 14, 20, and 21) are out. You have said that July 27 and July 28 are possible for you. Can you please provide me with three additional dates? I will then make the necessary calls to try to settle on one date.

- Perry and Seymour would like to arrange for a meeting in Cleveland in mid-June and wonder what dates from June 14 through June 21 you are available.
- Did you speak with Harriet Rosenthal in St. Louis and did she agree to serve on the Commission?
- I am to remind you that contacts with the following potential Commission members are your assignment:

Charles Bronfman - to be asked as soon as possible

Lester Crown - you will phone

Robert Loup - Seymour Fox has spoken with him and he is expecting

a phone call from you

Charles Ratner - you will call

- Max Fisher has agreed to make a preliminary call Leslie Wexner

which is to be followed by contact from you

John Colman - you will see him when he is in Cleveland later this

week

Alfred Gottshalk - you are to see him. An early phone call for an

appointment is encouraged in light of the fact

that Sara Lee has already been contacted.

Norman Lamb - you will see in New York

Ismar Schorsh - you will see in New York NATIV POLICY AND PLANNING CONSULTANTS P.O.B. 4497, Jerusalem 91044 Telephone: 972-2-662296 Facsimile No. 972-2-699951

District Colores

FACSIMILE TRANSMISSION

TO: PROF. S. POX

nan izo de zeroz (majzy tenedetako

C/O MR. MORTON L. MANDEL PREMIER INDUSTRIAL CORP.

FROM:

ANNETTE HOCHSTEIN

FAX NUMBER: 001 216 391 8327

DATE: MAY 18, 1988

NO. OF PAGES: This + 2

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1 . . .

May 18, 1988

Dear Seymour,

Re:towards the first commission meeting

Following our latest conversation here is a suggested checklist (not yet exhaustive) of those things you and I have agreed need to be done through the first commission meeting.

- 1. Invite commissioners :
 - * Complete the key 12 invitation
 - * Set date for the commission meeting on the basis of 6 key commissioners (Perry reported that Mort wanted these to be, Fisher, Mintz, Yanowitz, Berman, Bronfman and MLM)
 - * Complete the second tier of invitations (many already done)
 - Invite all commissioners
- 2.Final definition for the participation/representation various interest-groups; Foundation executives, the training institutions, etc...
- 3.On the basis of this hagin ragaing contacts with these publics (where relevant).
- 4.Bring educational consultants on board. Their tasks may include:
- * Help prepare the first meeting of the commission -- content and data-wise
- Help define the content of the Commission, and the knowledge base needed (what exists; what should be provided); perhaps prepare the first working document defining the state of the field.
 - * Staff the taskforces
 - * Keep various publics informed
- 5.Set final agenda for first meeting of the Commission (yoals:
 - * First understanding of problems and opportunities
 - * Sense of ownership and participation

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- * Understanding that the outcome will be action
- If believe a concept evolved at the April meetings the following tasks relate to the concept of a meeting carried primarily by commissioners, with a significant opening statement by Mort and substantial general discussion, as well as data presentations where relevant by commissioners. Closing address perhaps by scholar; nomination of first taskforces)
- 6.Draft suggestions for MLM's opening statement
- 7.Discuss commission and first meeting with commissioners (individual interviews/meetings?; some only?; all?). Learn their views and stands.
- 8. If interviews of individual commissioners: prepare interview schedule; divide interviews amongst planning team and consultants, set timetable for interviews)
- 9.Define data needed and format for key data presentation (by community leaders? scholar [star?], staff consultant?)
- 10.Assign preparation of data/analytic materials.(e.g.the current state of Jewish Education; key challenges/issues)
- 11. Redraft opening statement in light of 8.
- 12.Develop concept of taskforces and modus operandi
- 13.Develop first topics for taskforces (related to anticipated outcomes of the commission -- e.g. taskforce on training)
- 14. Concrete suggestions for first taskforces to be discussed (and hopefully approved) at the Commission meeting. This might include suggested topic, chair, staff and perhaps membership.
- 15.Decide if materials will be sent to Commissioners in advance of meeting. If yes -- define and prepare.
- i6.Decide on PR -- is anything to be done before, during, or after the first meeting?
- 17. It would probably be useful to simulate the total commission process and prepare a very rough first 2-year plan.
- 18.Logistics for the first meeting

May 19, 1988

The following items remain open as we prepare for the first Commission meeting:

- 1. Appointment of Commission members.
 - A. Membership
 - 14 lay members in place
 - 10 lay members in process
 - need to decide on Canadian representation
 - foundation professionals in process
 - Presidents of Jewish higher education institutions to do
 - 9 professional members in place
 - What about Barry Shrage?
 - Do we have enough people/ adequate representation?
 - further discussion on "interest group" representation?
 - B. Letter of appointment
 - revise draft
 - further revisions to design document? approval by JWB and JESNA of changes? enclose with letter
 - include date of first meeting?
- 2. Senior Policy Advisors
 - need formal invitation/appointment
 - further discussion of their role
- 3. Name of Commission
 - relates to PR efforts [How, when, who to handle PR?]
- 4. Task force development
 - meet with Sr. Policy Advisors
 - determine focus for each
 - prepare initial papers
- 5. Pre-Commission meetings with Commissioners
 - who sees who?
 - timing
 - plan for consistency
- 6. First Commission Meeting
 - date
 - place
 - how can JWB, JESNA, CJF help with logistics?
 - Agenda
 - assignments
 - materials to be sent in advance
- 7. Staffing
 - develop job description for associate director
 - timetable and process for appointment

- part-time secretary?space needsletter of agreement with Perry Davis

DRAFT AGENDA FOR

FIRST COMMISSION MEETING

	Subject	Presenter	<u>Time</u>
I.	Coffee		9:30
II.	The Commission Process and Mission	MLM	10:00-10:30
III.	Current Conditions, Problems/ Opportunities	Mintz, Yanowitz, Berman	10:30-11:00
IV.	Discussion		11:00-12:00
V.	Lunch		12:00-1:30
	Presentation and discussion on why commissions are sound strategies for changeto build enthusiasm	Larry Cremin	
VI.	Present organizational structure for Commission		1:30-3:45
	Build Task Force Approach		
	Task Forces May Meet		
VII.	Summation	S. M. Lipset	3:45-4:00

	* a grant re using JWB
Henry L. Zucker * TO: Arthur J. Naparstek	FROM: Virginia & Levi DATE: 6/3/88 La Boule
DEPARTMENT PLANT LOCATION	REPLYING TO YOUR MEMO OF:

SUBJECT:

Perry Davis reported today that he has spoken with Steve Solender about the use of the New York Federation offices as a site for the August 1 Commission meeting and received an immediate positive response. Steve wanted to know about the role he and/or Peggy Tishman might play and was told that Ms. Tishman will probably e invited to serve as a commissioner and that Steve would very definitely be invited to participate in the meeting, although no formal Federation participation was planned. Perry asked that Steve provide him with a breakdown of fees, which he will do. Perry had the impression that Steve might offer to waive the fees. He (PD) plans to follow up with Solender.

Perry suggested that HLZ call Steve and thank him for his generosity. He wondered if MLM should be encouraged to make a similar call.

June 3, 1988

TO: AJN

FROM: VFL

Following is a list of your short term tasks:

- Letter of appointment to Commissioners. This is, at the very least, to confirm the date and place (NY Federation) of the first meeting. We discussed also mentioning the interview process that will take place between now and early July.
- 2. Call Eizenstadt re Commission membership
- Check with MLM re;
 - a. Tisch/Tishman/Zorensky This was the order in which they were to be invited. Are we to invite both Tisch and Tishman? PD implied to S. Solender that Tishman would probably be invited. Who is to contact?
 - b. SF, AH, HLZ, and AJN all agreed that Green should be invited. Does MLM agree? If so, who should contact?
 - c. Our planning group will meet with MIM 7:30 9:30 a.m. on 7/13. The Sr. Policy Advisors are scheduled to meet 3:30 5:30 p.m. at Sheraton Hopkins. (JW cannot attend; CS may have a conflict; AR will be there. All others can attend.) Should we schedule the meeting to begin earlier, without MIM, or to go later and ask MIM if he is available? SF doesn't think 2 hours is enough time.
- 4. Work on appointment of Assistant/Associate Director. In addition to interviewing Debbie Hirshman, I suggest contacting D. Ariel, J. Fox, A. Bennett (?), and anyone else who might be able to help identify local talent for the position.

There may be slightly less urgency for the following tasks:

- 1. Develop agenda for meeting of Sr. Policy Advisors.
- Plan meeting for CAJE attendees. (There are only 2: Ingall and Lee. Is this necessary?)
- 3. Plan and schedule pre-Commission meetings with commissioners.
- Prepare Commission meeting materials.
- 5. Expense and travel policy. (I'll take another crack at this.)

TO:Morton L. Mandel	FROM: Arthur J. Naparstek	DATE:6/6/88
DEPARTMENT/PLANT LOCATION YEW H	DEPARTMENT/PLANT LOCATION	REPLYING TO YOUR MEMO OF:
SUBJECT: FACILITY FOR AUGUS	ST 1 COMMISSION MEETING	

Perry Davis has checked with Steve Solender concerning Federation space for the first Commission meeting. Steve indicated that their ballroom would be available, and a luncheon buffet of fish could also be prepared. The buffet, according to Perry, does not include waiter service and is not elaborate, but nice. Perry indicated the cost would be:

Ballroom - \$400.00

Coffee/tea - \$1.00 per person or

\$2.00 for A.M. and P.M. service

Luncheon - \$11.50 per person

Total - \$805.00

(Estimated on 30 in attendance)

If we want to go with a more elaborate lunch, we can bring in caterers. Let me know which you prefer.

I what do you recrument? Dut Rotman.

2. How about I w B's offices contend? They are a sporso.

Cost? Suitability? They have a wice conference

Noom. I believe it can hald 30 confertabley.

They also can suffly food.

Ju

TO: Morton L. Mandel	FROM: Arthur J Naparstek	DATE:6/6/88
DEPARTMENT/PLANT LOCATION	DEPARTMENT/PLANT LUCATION	REPLYING TO YOUR MEMO OF:

SUBJECT: FACILITY FOR AUGUST 1 COMMISSION MEETING

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Luncheon - \$11.50 per person

Total - \$805.00

(Estimated on 30 in attendance)

If we want to go with a more elaborate lunch, we can bring in caterers. Let me know which you prefer.

Dear Art.

Here is a first stab at questions to be answered for the fact sheet towards the first Commission meeting. We will refine it as we work.

I will talk to Perry Davis in the next few minutes.

When we have the data we will suggest the principles by which it is to be analysed and the form in which it is to be presented. Do you think that it might be a good idea for the senior policy advisors to approve this -- and all other printed material at our neeting in July?

We will be sending the revised interview schedule in the next few days.

I think it is important to take a final decision on who interviews whom and have a phone conversation on how to arrange the logistics.

Best Regards,

mina5688

PRELIMINARY DRAFT

DATA SHEET

THE DATA SHOULD PROVIDE IN A CONCISE AND DIRECT FORM A FIRST PICTURE OF :

- 1. THE FIELD OF JEWISH EDUCATION IN NORTH AMERICA TODAY
- 2. THE GAPS -- THE PROBLEMS

OUR QUESTIONS:

**** WHAT ARE THE RELEVANT PARAMETERS

DOES THE DATA EXIST

**** HOW EASILY ACCESSIBLE IS IT?

1.DEMOGRAPHIC DATA: TOTAL POPULATION

AGE GROUPS (WHICH?)

TOTAL ENROLLMENT IN JEWISH EDUCATION OF ALL

TYPES -- AT GIVEN TIME (NOW) BY AGE

-- AT ANY TIME IN THEIR SCHOOLING YEARS

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(DEFINE ENROLLMENT)

This data should be gathered from authoritative statistical sources and checked with > CJF research department; Joey Riemer; Steven M.Cohen; A.Schiff; etc...

- 2.EDUCATIONAL INSTITUTIONS AND PROGRAMS (FORMAL AND INFORMAL)
 - a. NUMBER OF:

EARLY CHILDHDOD INSTITUTIONS

-- IN JCC'8

-- IN SYNAGOGUES

--- OTHER

DAY-SCHOOLS (ELEMENTARY SCHOOL; HIGH SCHOOL)

SUPPLEMENTARY SCHOOLS (ELEMENTARY SCHOOL; HIGH SCHOOL)

EDUCATIONAL PROGRAMS AT JCC'S

YOUTH MOVEMENTS

SUMMER CAMPS

COLLEGE/GRAD JEWISH STUDIES COURSES

ADULT EDUCATION (SYNAGOGUES, JCC'S, FEDERATIONS, BUREAUS, ORGANIZATIONS SUCH AS HADASSAH, HILLEL, ETC...)

b.PARTICIPANTS IN PROGRAMS (ABSOLUTE AND RATIO'S BY TYPE OF INSTITUTION, PROGRAM AND BY AGE GROUP)

The best starting point is probably the Hebrew University's joint data project with JESNA. Start at JESNA for this data -- they may already have the new printouts. Then check with Schiff; Riemer, JWB, Riesman, us.

3.NATIONAL AND LOCAL SERVICE ORGANIZATIONS - INSTITUTIONS

BUREAUS

Other local educational institutional structures
The danominations and their educational institutions and structures.

- 4. PERSONNEL -- THE EDUCATORS:
 - * NUMBERS BY TYPE OF INSTITUTIONS (SEE LIST #2 ABOVE)
 - * NUMBERS BY LEVEL AND FUNCTION
 - * PROFILE EDUCATIONAL BACKGROUND, ISRAELIS,
 - * EMPLOYMENT CONDITIONS : SALARIES, BENEFITS
 - * FULL-TIME: MART-TIME
 - * TURNOVER (RETENTION)
 - * RECRUITMENT

5.JOBS1

- * POSITIONS (BY TYPE)
- * FILLED (BY QUALIFIED/LESS THAN QUALIFIED)
- * UNFILLED

Try the placement bumsaus - JEBNA and the denominations; by:via Ettenberg at JTS; etc...

6.TRAINING INSTITUTIONS BY PROBRAM TYPE, NUMBER OF PARTICIPANTS AND ANNUAL NUMBER OF GRADUATES (WHERE THEY ARE?)

FULL TIME PROBRAMS

PART-TIME

IN-SERVICE

--Bursaus

-On the Job Training Programs (in schools; JCC's etc..)

PROGRAMS IN ISRAEL

- -- Short term (e.g. Summer programs at Melton; etc.,)
- -- Long-term (e.g.Machon Gold; Greenberg Institute; Melton Center; other)

JESNA did a survey in 1986. They should have it on file. Includes economic data.

Ask Joey Riemer and people at Brandeis. See "Jewish Education" - special Issue. Brandeis Conference (publication).

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7.FINANCIAL DATA

THE LEVEL CONTRACTOR STREET, THE LEVEL CONTRACTOR CONTR

≉COST

*FUNDING

*GRANTS

Start with the research departments of JWB abd CJF. Check with JESNA and with Schiff. Check with Senior federation planner such as Huberman; Jack Ukeles knows a lot.

For all categories the data should be checked with top experts. No new data should be created; only available data should be sought.

THE DATA SHOULD HELP US DEAL WITH A DEFINITION OF NEEDS, GAPS, FURTHER DATA THAT MUST BE GATHERED.

IN ORDER TO ILLUSTRATE THE POINT COULD WE:

USE ONE MAJOR METROPOLITAN CENTER AS EXAMPLE/CASE? (e.g. Los Angeles study of 1982?)

USE MEDIUM CITY

. ***.

USE SMALL COMMUNITY (Ask Susan Wall about New Haven)

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA List of Commissioners as of

June 9, 1988

Mandell Berman	Irving Greenberg	Donald Mintz
Southfield, Michigan	New York, New York	New Orleans, Louisiana
Jack Bieler	Robert Hiller	Lester Pollack
New York, New York	Baltimore, Maryland	New York, New York
Charles Bronfman	Carol Ingall	Charles Ratner
Montreal, Quebec	Providence, Rhode Island	Cleveland, Ohio
John Colman	Mark Lainer	Esther Leah Ritz
Glencoe, Illinois	Encino, California	Milwaukee, Wisconsin
Lester Crown	Norman Lamm	Harriet Rosenthal
Chicago, Illinois	New York, New York	South Orange, New Jersey
David Dubin	Sara Lee	Alvin Schiff
Tenafly, New Jersey	Los Angeles, California	New York, New York
Stuart Elzenstat	Seymour Martin Lipset	Ismar Schorsh
Chevy Chase, Maryland	Stanford, California	New York, New York
Joshua Elkin	Robert Loup	Daniel Shapiro
Jerusalem, Israel	Denver, Colorado	New York, New York
Eli Evans	Morton Mandel	Isidore Twersky
New York, New York	Cleveland, Ohio	Cambridge, Massachusetts
Max Fisher	Matthew Maryles	Bennett Yanowitz
Detroit, Michigan	New York, New York	Cleveland, Ohio
Alfred Gottschalk Cincinnati, Ohio	Florence Melton Columbus, Ohio	

2397

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WILLIAM H. GREILBHEIMER
CAROL BEFANIS
ROBERT M. KAPLAN
SHALOM B. MAIDENBAUM
ROBERT J. PREMINGER

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TELECOPIER COVER SHEET

DATE:	June 13 1988
DELIVER TO:	Art Najarsteic
Telecopier No.	(216) 391-8327
FROM:	(Telecopier number 212-949-0995) Perry Davis Associates/Mc
RE:	1emy Davis HSSOCIALES/MC
TOTAL NUMBER OF PAG	

IF YOU DO NOT RECEIVE LEGIBLE COPIES OF ALL PAGES, PLEASE CALL BACK AS SOON AS POSSIBLE

TO: A. Hochstein From: Perry Davis

DRAFT June 12, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

(SEE END OF REPORT FOR SOURCE SYMBOLS - pp. 15, 16)

- I. General Demographic Data
 - A. Total Population
- US Jewish population in 1982 5,725,000 Based on Am. Jewish Yearbook, 1983
- U.S. School age population estimated at 900,000
 - B. Age group breakdowns
 - C. Gender Breakdowns
 - D. Regional distinctions ?
 - E. Denominations ?
- Schiff in 1983 indicates a 5-18 year old population of 850,000 in North America!
- II. General Enrollment data for all types of J. Ed. formats
 - A. At this time in our history. Age breakdown. Gender.
- In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats.
 - By age, 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these in day schools and 28-30 in supplementary schools). This data varies widely by region.
- Put another way out of a total potential population of 900.000 at any one time 41% or 373,000 individuals were enrolled in schools (105,000 in day school and 268,000 in supplementary schools) 527,000 were not enrolled. (analysis in JESNA Statistical highlights) U.S.
- Data for 5 cities on current % of Jewish populations by age who have received a formal Jewish Education at any time in their life -- of those who are now 18-24, 80% have had some form of J. Ed., but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of J. Ed. Source, collected data in Fishman report out of Brandeis p.24. (see exhibit)

- Based on data from NY, MetroWest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.
 - B. At any time in their lives. Need clear def. of enrollment and format.
- = According to Genuth. DellaPergola and Dubb in Report 3, "The percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.
- Schiff in 1983 report (North American not US statistics) indicates given current rate of enrollment about 60% of todays 5-18 year olds will be exposed to some kind of Jewish education in their lifetime. He goes on to say 40% will have begun adult life without any formal Jewish schooling (in 1962 the non-enrollment number was only 15%!, that year he says there were 600.000 students in Jewish schools of all types and in 1982-3 he says the enrollment figure is 340,000 a 45% decline in 20 years.) Source of data is not noted.

note: Schrage citing Steven M. Cohen, "Outreach to the Marginally Affiliated: Evidence and implications for Policymakers in Jewish Education," Journal of Jewish Communal Service, Winter 1985, Vol. 62, No. 2. says "the vast majority of American Jews send their children at one time or another to some form of Jewish schooling" and that "the overwhelming majority of parents affiliate with a Jewish institution at some time in their lives". Over time, therefore, Cohen asserts that by the end of adolescence 87% of males and 70% of Jewish females have received some Jewish schooling. But only 40 to 50 percent of all Jewish families and less than half of Jewish children ages 6-18 are affiliated or in school at this moment in time."

III. Institutional Data (formal and informal)

A. NUMBERS OF Institutions

- -Early Childhood programs (JCCs, Synagogues, other)
- -Day Schools (elem. and high schools)
- -Supplementary schools (elem, high schools, after school during week, sunday only, etc.)
- -Youth ed. programs in JCCs other youth programs
- -camps
- -College/Grad programs [J. Ed. courses and Hillel et
- -Adult Education (synagogues, JCCs, Federations, via bureaus, via J. organizations like Hadassah, etc.)
- -Israel related educational programs for N. Americans

- Nearly 3/4 of all religious Jewish schools are supplementary and 1/4 of those are one day schools. % of all Jewish schools in America are day schools. Source Dubb and DellaFergola Research Report No.4 (cited in Fishman)
- In the early 1980s there were 2360 Jewish schools in U.S. Of these 499 were day schools and 1,861 supplementary (of which about 25% were one day per week school). The JESNA summary noted below cites 2,066 supplementary schools and 587 day schools for a total of 2653.
- \ Schiff in his 1983 report notes 1,835 supplementary schools in N. America 760 Reform, 785 Conservative, 250 Orthodox, and 40 communal. For day schools he notes 586 in North America, 462, Orth., 62 Conservative, 44 Communal, 9 Reform. 5 indep., 4 Yiddish Secular.
- JESNA summary citing "JESNA-Hebrew Univ. Census, 1986" indicates 2,653 Jewish schools: 2,066 supplementary and 587 day schools. A further breakdown shows 60% 2-5 day supplementary, 19% 1 day supplementary and 21% day schools.

Enrollment Data

- B. For as much of the above as possible participants in each format/institution - absolute numbers, and ratios, break down if possible by age group per institution.
- In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. By age 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these -- in day schools and 28-30 in supplementary schools). This data varies widely by region.
- Day schools (total 499) 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades. In supplementary schools enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).
- = 1982 census showed 104,752 day school students in U.S. and 267,665 supplementary school students.
- 1982 statistics show breakdown as 1.5% in independent preschools, 27% in day schools and 72% in supplementary schools.
- ♦ JESNA Statistical Highlights (p.4) (indicating its source as the 1986 census) has a chart outlining the % of enrollment by age groups and by day school or supplementary format the chart % totals 41 not 100, which means that percent reflects comparison to total eligible population and not total enrollment. (see attached).

The same page shows a similar breakdown of enrollment by denominations and further by day school, supplementary school and all schools. (see attached)

- In early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish school. Source Genuth, DellaPergola and Dubb, Research Report 3. p.38.
- 28% of children enrolled in J. schools in US were in day schools according to Res. Report No. 4 Dubb, DellaPergola. (triple the proportion from 10% in 1962 according to Schiff "status of Supplementary School".) Put another way the number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the status of

Jewish Supplementary School Jewish Education Vol.5 No.4 (1982) (These figures are cited by Fishman)

- In the Crossroads report by Schiff in 1983 he indicates that from 1962 to 1982 supplementary school enrollment (presumably in N. America) went from 540,000 to 230,000 a decline of 58% and day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase.
- 50,000 pupils attend exclusively one-day programs according to Dubb and DellaPergola Research Report 4.
- Among all J Children ages 3-17, 13% are enrolled in Jewish day schools and 30 % in supplementary schools (multiple and single day formats) Ibid.
- Actual enrollment in supplementary schools (for demographic reasons largely) fell 310,000 form 1962-1982. Source Schiff, "Status of the Supplementary School"

DATA FOR 18-24 YEAR OLDS

In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost % had attended J. Ed. programs or classes during the previous year (synagogues or other sponsored programs). Source Boston, 1985 Study of the Combined Jewish Philanthropies of Greater Boston (based on information supplied by Dr. Sherry Israel).

DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult J. Education classes i most cities (for most age groups it is actually less than 5%) Source, based on Fishman analysis of federation city data (p.55).
- IV. National and local support/service organizations or inst.
 - A. Bureaus (how many)
 - B. Other local educational support institutions (feds w/ staff dedicated to ed. planning, eg.?)
 - C. Denominations and their ed. institutions / special colleges of J. Ed.?
- Schiff notes 6 major national movements and several other religious groups involved directly in Jewish education they are:
- 1. United Synagogue of America Conservative
- 2. Union of American Hebrew Congregations Reform
- 3. National Commission on Torah Education(Yeshiva Univ.)-Orth.
- 4. Torah Umesorah Orthodox
- Agudath Israel Orthodox (advocacy and lobbying)
- 6. Various Hasidic movements allied to their schools Orth.

V. Personnel/ Educators

- A. Numbers by type of institution (see III above)
- B. Numbers by level and function
- C. Profile (background eg. formal J. and ed. schooling, Amborn v. Israeli, other)
- D. Employment conditions (salaries, benefits)
- E. Full time -- Part time
- F. Retention / turnover rates
- G. Recruitment data

Senior personnel

#	Day Schools	800
	Supplementary Schools	1300
	JCCs, Youth centers and youth movements	614
	Central Communal Organizations	400
	University teaching and research	100

Total 3214

For North America, based on interim report of Sub-Committee on Personnel of the J. Ed. Comm. of the Jewish Agency (Dec. 1986)

Teachers

In 1982, according to Dubb and DellaPergola, 65% of the schools reported 21,762 teachers. The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted 1/3 - 7,246 were in day schools and of this 1/3, 3,693 taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%). 3% of supplementary school teachers and 17% of day school teachers had not college education at all.

Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no

more than a high school Jewish education.

 A summary chart (based on 1986 JESNA-Heb. Univ. Census) in the JESNA Statistical highlights (p.5) shows the following data:

School Setting	# of Teacher	Teaching status full time part tim	
Supplementary	15,000	8%	92*
Day (and indep pre-school)	3,700	80%	20%

♦ JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and 11 local affiliates). The vast number of teachers are not licensed.

YEAR	LICENSES
1981-2	148
1982-3	149
1983-4.	201
1984-5	175

Chazan noting data from his own work <u>Personnel in Jewish</u>
<u>Education</u> (Jerusalem: World Jewish Conference for Jewish
<u>Education</u>, 1984. and Saul Wachs. <u>The Jewish Teacher:</u>
<u>Professional Status</u> (New York, Am. Jewish Committee, 1984);
and research being conducted for the Project for Jewish
<u>Educational Statistics of Hebrew University's Institute for Contemporary Judaism.</u>

Based on the above Chazan cites 45,000 Jewish teachers worldwide and 63% or 28,350 in the U.S. (not clear if this includes secular studies teachers too). Of these 66% have completed University studies and 60% have completed some Judaic studies.

note: Isa Aron and Adrianne Bank in the Symposium issue "Jewish Teacher - Today and Tomorrow" Jewish Education Vol.55, no.1, Spring 1987, The Council for Jewish Education, cites the 1982 Hebrew Univ. Census as finding 18,133 supplementary school teachers in North America (the estimate above for the U.S. was about 15,000). They go on to say, however, that the number may be erroneous because only 67% of schools responded and some teachers work in more than one setting. They therefore use the approximation of 20,000 supplementary school teachers.

EMPLOYMENT CONDITIONS

TEACHER SALARIES (and comparisons)

JESNA citing a projection from "Teacher Salary Update" in TRENDS #9. JESNA, 1985 has the following chart:

Annual Teacher Salaries (1985-6)

Day School (30	hours	of teaching per week)	\$19,800
full time	elem.	public school teacher	25,300
full-time	elem.	private school teacher	19,100

Supplementary School (12 hours of teaching/wk) 9,000

UPDATE On May 6, 1988 The New York Times reported the following relevant statistics for general education teachers:

Based on an annual survey of 200,000 freshmen by the University of California at Los Angeles, 1987 showed 8.1% of Freshmen planning to enter teaching, this was up from 7.3% in 1986 and 4.7% in 1982 (but in the late 1960s the number was at 25%). Quality of interested Freshmen as measured by SAT scores was also increasing. A key reason for the rise:

1980		Average	Teacher	Salary	\$17,300
1986		Average	Teacher	Salary	\$25,200
1987		Average	Teacher	Salary	\$28,031
(the	increase	from 1980	to 1987	7 is 62%)	

Source: National Education Association

but note: Himmelfarb Indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education. vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

Chazan also cites salaries of about \$18,500 for full time day school teachers in early 1980s, \$9-11,000 for supplementary school teachers and mid \$50,000s for center executives and school principals . For this he cites Schiff, "The Jewish Teacher Today and Tomorrow" in <u>Jewish</u> Education, LV, 1 (Spring, 1987),p.6.

VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

Note: data will come via placement services (talk to Sylvia Ettenberg at JTS for example)

VII. Training institutions

- A. Number of institutions and programs (see below)
- B. Number of Participants (total, by type of program)
- C. Annual Graduates (and if possible where they go) FOR:
- Full time programs
- Part time programs
- In service programs
- Bureaus
- OJT (in schools; JCCs; etc.)
- Israel programs
 - Short term (summer Melton programs eg.)
 - Longer term (Machon Gold, Greenberg Inst. Melton, etc.)
- * Number of Institutions. -- For <u>senior personnel</u> 4 training orgs. inst. in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.
- # Number of graduates in Israel , 1985 26 Israel , 1986 32 U.S. , 1985 62 U.S. , 1986 86

(Annette this is the appendix to the Dec. report to Kaplan I assume this chart means all graduates not just senior personnel graduates)

JESNA "Statistical Highlights" p.5 indicates (based on its own department of Human Resources) the following under "Enrollment in J. Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

Type of Program # of full time students

Bachelors level 45
Masters level 101

VIII. Economic/Financial data

- A. Costs (trends, regional, by format, etc.)
- B. Covering the costs (trends, regional, etc.)
 - 1. Tuition portion (trends)
 - Grant portion (various kinds including subventions from endowments that are communal eg. federation, general communal support in an area, private foundation support) trends in recent years.
- A summer 1985 report estimated a total of \$500 million spent on J. Ed. every year. Source Alvin Schiff, "Public education and the J.School," Journal of Jewish Communal Service, vol 61, No.4 (Summer 1985)
- In Schiff's 1983 "Crossroads Report" he breaks the % billion dollar number down as follows: \$400 million for formal primary and secondary education and \$100 million for family education, adult education, teacher training, camping. communal service to schools and informal Jewish education associated with formal auspices.
- (see attached) JESNA Trends "Statistical Highlights" for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for at total of \$555,000,000. Source cited is projections from Budgeting and Financing in Jewish Day schools. 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

AVERAGE PER PUPIL COSTS AND TUITION FEES

SETTING PE	R PUPIL COST	TUITION FEES
Day school Nursery -8th grade 9 - 12 Grade	\$3,300 5,000	\$2,300 3,150
Supplementary (n-12) 2-5 days/wk 1 day/wk	660 270	240 not available

Federation allocations to Jewish Education (77 cities)
Source "Federation Allocations to Jewish Education", CJF, 1980-84

Federation allocation to J. Ed. (includes higher education)

1980 1984 \$34,523,849 \$49,912,912

J.ed. alloc. as a % of total local allocations

24% 26%

breakdown by school format (1984)
Dayschools - 51%
Bureaus of J. Ed. - 31%
Community Schools - 9%
Institutions of higher Jewish learning - 6%
Congregational School - 2%
Other - 1%

(Schiff's 1983 report shows very different statistical breakdowns by school format although his total federation allocation was not far off in 1982 - \$37 million. eg. Shiff cites 79% of the allocation to day schools).

- In the Fishman study the following appears: The average J. Community allocates over % of its federation budget to J. Ed. based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%) Source Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)
- update -- In 77 cities federation education allocations increased during the five years from 1980 to 1984 form \$35 million to \$50 million. (Ibid.)

note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% % of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

- A highly divergent number is: In 1982 it was estimated that American Jews were spending a total of \$280,000,000/annum. Report by Ackerman (from manuscript) cited in Dubb and DellaPergola (p.vii).
- Schiff in the 1983 Crossroads report provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of

over \$100 million annually (made up by special fundraising efforts).

- Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure.
- Supp. school costs were fully funded by membership fees.

IX. Data on Canada

In 1978-9, according to Himmelfarb and DellaPergola there were 49.000 Jewish Children (ages 3-17) in Canada, 22.000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16).

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school. (p32).

- In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p,.38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.
- Update The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb) showed 131 Schools in Canada, with 26.627 students and 2,054 teachers of these 44 schools were day schools, with 16,679 students and 1,363 teachers.

For supplementary schools the number was 87, with 9.948 students and 691 teachers.

- X. ?? In depth data for a major city ?
- Data may be applied from synopsis of 18 city data in the Brandeis, Fishman study (see below)

- XI. Pull out the key data that we know as threshold information
 - A. Neutral descriptive data
 - B. Problems highlighted
- # Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.
- # Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.
 - C. Opportunities and positive developments highlighted
- In St. Louis 1982 survey shows that respondents were twice as likely as their parents to have received some formal Jewish education. Source 1982 Federation study for St. Louis, p.129.
- Based on data from NY, MetroWest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.
- The number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the status of JEwish Supplementary School" <u>Jewish Education</u> Vol.5 No.4 (1982)
- There is an increase in the number of non-orthodox day schools (in Phila. half of day school enrolles are in Conservative sponsored schools, 28% so in Chicago and Miami, 20% in L.A.) Source Dubb and DellaPergola, Research Report 4
- In 1945 there were 70 day schools in US, in 1955 203, in 1967 there were 350 and today roughly 632. Source Schiff, "Status of Supplementary School". (Graph)
- Fishman says majority of parents seem reasonably happy with their children's Jewish education, rating it god rather than outstanding or deficient. Based on Federation city data for about 4 cities. See pp. 51-2. (exhibit)

- XII. What is the most significant gaps in our data?

 major gap impact of J. Ed. on J. identity and survival
- no data on communal participation in family education programs or on its impact
- No real market research to discover parent needs and roles vis a vis their children's or their own J. Ed.
- We don't know how much families can afford to pay for J. Ed.
- Daycare needs and opportunities and costs not clear in J. Context. (would parents want these as J. services, how much would they pay?)
- data missing for pre bar/bat mitzvah children, college age young adults, young and older singles, family groups
- we don't know impact of early age J. ed. on future/later age J. ed.
- What is effectiveness of J. curriculum and different formats at different ages,
- does J. Ed. and what kind of J. ed. really effect J. continuity? (relat. between enculturation, and formal text learning, impact of camping, family weekends, etc.
- What kind of home, family programs are there? Do they work?
- Who and how many Jews attend Synagogue shabbatonim?
- Who and how many go to camp, Israel for education, political and social outreach programs? Do these programs bring participants closer to their J. identity. Role of JCCs?
- How much J. Ed. should be subsidized, supported by enrolles, free?
- Who should we target for J. Ed. above others, where do we get largest return on our investment of J. Ed. time and resources? (to committed JEws, marginal ones, very young, pre-bar/bat mitzvah captive audiences, college age, singles, families??

Source Data

[-] Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and espec. footnote 18. (attached.)

It may be possible to use this report for the construction of data for a particular city as a model.

- [#] "Senior Personnel for Jewish Education Progress Report --December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.
- [] Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986
- [*] JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.
- [1] Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.
- [^] Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)
- [&] Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.
- [+] Sergio DellaPergols and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report

Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

[=] Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3,1985, Hebrew University of Jerusalem. The Institute of Contemporary Jewry.



Teachers

Number

There are approximately 18,700 teaching positions in Jewish schools (not including general studies positions in day schools). However, a single teacher may fill several teaching posts. Most teachers teach part-time in supplementary schools.

Number of Teachers	Teaching Status		
	Full Time (more than 12 hours)	Part Time	
	%	%	
15,000	8	92	
3,700	80	20	
	15,000	Full Time (more than 12 hours) % 15,000 8	

Source: JESNA-Hebrew University Census, 1986.

ARCHIVES

Teacher Licensing

While the number of licenses issued nationwide has risen during the past few years, the vast majority of teachers are not licensed. The number of teacher licenses (permanent and temporary) granted annually by the National Board of License and its eleven, local affiliated boards is:

Year	Licenses
1981 - 82	148
1982 - 83	149
1983 - 84	201
1984 - 85	175

Source: JESNA, Department of Human Resources.

Enrollment in Jewish Educator Training Programs In Jewish Institutions of Higher Learning (1985-86)

Type of program	Number of full-time students
Bachelors level	45
Masters level	101

While specific data on the number of new teachers needed each year are not available, it seems clear that the supply of graduates from training programs is small relative to the demand. Indeed, many of those graduating with an MA, take administrative rather than teaching positions.

Source: JESNA, Department of Human Resources.

TO: Morton L. Mandel_	FROM: Arthur J Naparstek	DATE: 6/14/88
DEPARTMENT///LANT LOCATION	DEPARTMENT PLANT LOUATION	REPLYING TO
		FOUR MEMO OF:

SUBJECT: NEW YORK FEDERATION REPRESENTATIVE FOR MINA

I spoke with Steve Solender over the weekend about New York Federation representation on the Commission on Jewish Education in North America. He indicated a clear preference for Peggy Tishman over Billy Tisch.

If you agree with this recommendation, please contact Peggy quickly (home: 212-860-7541 or New York Federation: 212-980-1000). I will follow up with Steve after I hear that the contact has been made.

I also thanked Steve for his generous offer of Federation space for the first meeting, but indicated that we will be meeting at the JWB offices. He understands why it is important to meet at JWB. Steve would like to attend the August 1 meeting, and I thought it might be a good idea to invite the federation executive of the city in which we meet to each Commission meeting. What do you think?

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Mandel Initiative - North America Potential Commission Members Status Checklist

Confirm first

Name	Response	Letter Sent	Follow-up visit	Material sent	meeting date - 8/1	Comments
I. LAY LEADERS			 			
Mandell Berman	yes	6/10/88	AJN	, İ	OK	1
Charles Bronfman	yes - 6/3	6/10/88	, AN/SF	i	OK	i
Lester Crown	yes - 6/3	6/10/88	HLZ	i	l ox	i
Stuart Eizenstat	yes - 6/6	6/10/88	AJN	i	l ok	i i
Max Fisher	yes - 4/26	6/10/88	AJN	i	i ok	i i
Ludwig Jesselson	ĺ	1	AH	İ	İ	i i
Mark Lainer	yes - 5/11	6/10/88	SF	İ	VFL	i i
Robert Loup	yes - 5/8	6/10/88	AH	Ì	COK	i
Morton L. Mandel	yes	6/10/88	AH	İ	ок	i i
Matthew Maryles	yes - 5/5	6/10/88	AJN .	İ	NO - out 7/25-8/9	i i
Florence Melton	yes	6/10/88	AH H	İ	l ok	i i
Donald Mintz	yes	6/10/88	AJN	ĺ	ок	i i
Lester Pollack	yes - 4/29	6/10/88	NLA	İ	ок	i i
Charles Ratner	yes - 5/5	6/10/88	SF	ĺ	OK	i i
Harriet Rosenthal	yes - 4/29	6/10/88	NLA	ĺ	OK	i i
Esther Leah Ritz	yes - 4/29	6/10/88	AH	ĺ	ок	i i
Dan Shapiro	yes - 6/3	6/10/88	AJN	ĺ	ок	i i
Robert Smith	1		SF	ĺ	ĺ	i i
Leslie Wexner			AJN	Ī	1	Max Fisher will encourage him (per SF)
Bennett Yanowitz	yes	6/10/88	NLA	I	jok	i
John Calmen	yes - 5/5	6/10/88	HLZ	1	NO - free before and afte	i i
Aaron Ziegelman			AJN	1	[i i
(1)Billie Tisch or (2)	Peggy Tishman o	r (3) Mary Zoren	sky	1	1	İ
Henry Kochitsky	I	I	HLZ	I	İ	MLM wrote 6/10; HLZ to follow up
Mona Ackerman -Fdn	I	I	AJN/HLZ	1	1	HLZ wrote 5/17/88
Robert Arnow - Edn	1		AJN/HLZ	Ì	Ì	MLM wrote 6/9; HLZ to follow up
Eli Evans - Fdn	yes - 6/6	6/10/88	AJN/RLZ	į	Ì	done
Robert Hiller - Fdn	yes - 6/6	6/10/88	AJN/HLZ	Ì	İ	done

DRAFT 6/14/88

Mandel Initiative - North America Potential Commission Hembers Status Checklist

Confirm first

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11. PRES, HIGHER JEWISH ED		1	1	İ	l	ĺ	i
Alfred Gottschalk	yes - 6/9	6/10/88	SF	1	I	ĺ	Į
Norman Lamm	yes - 5/31	6/10/88	AH} MLM prepare	l	OK	ĺ	
Ismer Schorsh	yes - 6/3	6/10/88	AH> MLM prepare		OK	ĺ	
Arthur Green		[1		MLM to call	i
				l	l	l	į
III. SCHOLARS/EDUCATORS (1)		[1	I	ĺ	ł
Seymour Martin Lipset	yes - 4/25	6/10/88	SF	1	OK	ĺ	l
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(V. JUDA1C SCHOLARS (1)		!			1	1	
Isidore Twersky	yes - 5/4	6/10/88	SF	1	OK	İ	
		[1]		
V. JEWISH EDUCATORS (7)		1	l		[ŀ	
David Dubin	yes - 5/5	6/10/88	AJN		OK - out 8/15-20	!	
Jack Bieler	yes - 4/29	6/10/88	AH		SF	İ	
Joshua Elkin	yes - 5/4	6/10/88	AH - done 6/13	1	OK	İ	
Sara Lee	yes - 4/29	6/10/88	SF .	l	NO	ĺ	
Alvin Schiff	yes - 4/28	6/10/88	AJN		OK	[
1rving Greenberg	yes - 5/18	6/10/88	AH .) но		
Carol Ingall	yes - 4/29	6/10/88	AH	l	NO	l	
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V1. SR. POLICY ADVISORS		I			1	l	,
David Ariel	yes	6/10/88		1	OK	l i	
Seymour fox	yes	6/10/88	l	1	0K		
Annette Kochstein	yes	6/10/88	l	l	l ok		

DRAFT 6/14/88

Mandel Initiative - North America Potential Commission Members Status Checklist

Confirm first

Warne (Response	Letter Sent	Follow-up visit	Material sent	meeting date - 8/1	Comments
Stephen Hoffman	yes	6/10/88	 		NO	,
Arthur Naparstek	yes	[[OK	1
Arthur Rotman	yes	6/10/88			OK	1
Carmi Schwartz	yes	6/10/88			QK	1
Herman Stein	yes	6/10/88			NO	1
Jonathan Woocher	yes	6/10/88			NO	1
Henry Zucker	yes	t I			QK	1
I		i 1				1

Mandel Initiative - North America Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment	
I. LAY LEADERS	 		,		************************************	
XMandell Berman	 Detroit	CJF - Pres.	Conservative	l An-ich i	l done	
XCharles Bronfman	Montreal	Foundation	x	50-60	l done	
XLester Crown	Chicago	Foundation	Conservative	, 20 <u>00</u>	done	
x-Stuart Eizenstat	Baltimore				done	
XMex Fisher	Detroit	CJF/Foundation	x	, 70's	done	
x-Ludwig Jesselson	New York	Foundation	Orthodox	70'a	MLM will see	
x-Mark Lainer	Los Angeles	JESNA	Conservative	45-50	done	
x-Robert Loup	Denver	UJA/Federation	×	60-ish	done I	
XMorton L. Mandel	Cleveland	i		i i	DONE I	
XMatthew Maryles	New York	CLAL/Federatn	Orthodox	40's	done	
XFlorence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	done	
XDonald Mintz	New Orleans	JWB - Pres.		j i	done	
x-Lester Pollack	New York	NYCRC/JWB		50's	done	
XCharles Rather	Cleveland	Federation	Conservative	50	done	
x-Harriet Rosenthal	New Jersey	JWB		İ	done	
XEsther Leah Ritz	Milwaukee	CJF/JWB/JDC	х	60-1sh	done	
x-Den Shapiro	New York	federation	Conservative	50	done	
XRobert Smith	Washington	JWB/Heb. U/JCC	Conservative	55	SF will advise MLM how to approach	
XLeslie Wexner	Cotumbus	Foundation	х	5 0	MLM will see after Bronfman & Fisher accept	
XBennett Yanowitz	Cleveland	JESNA	Conservative	50-60	done	
x-John Colman	Chicago	JDC/Federation	Reform	60-ish [done	
x-Aaron Ziegelman	New York	CLAL			HLZ will ask 1. Greenberg to contact	
x-(1)Billie Tisch or (2) I	Peggy Tishman or	(3) Mary Zorens	sky	1	AJN will discuss with MLM	
Henry Kochitsky	Toronto	BTE	Orthodox	50	HLZ to call following MLM talk with Bronfman	
Mone Ackerman -Fdn	[HLZ has written	
Robert Arnow - Fdn	i 1]		MLM has written; HLZ to follow up	
Eli Evans - Fdn]]	done	
Robert Hiller - Fdn]]	done	
	I		•	1	1	

Mandel Initiative - North America Characteristics of Potential Commission Members

Кале	Location	Affiliation	Denomination	Age Range	Assignment	1
II. PRES, HIGHER JEWISH ED			 	************************************		·]
Alfred Gottschalk	Cincinnati	HUC	Reform	55-60	done	i
Norman Lamm	New York	Yeshiva Univ.	Onthodox	55-60	done	i.
Ismer Schorsh	New York	2TE	Conservative	50	done	i
Arthur Green	Philadelphia	Reconstruct.		[MLM to call	į
III. SCHOLARS/EDUCATORS (1)	! 	 	 	l 1	1	
Seymour Martin Lipset	Palo Alto	Stanford	×	65	done	i
[V. JUDAIC SCHOLARS (1)	l I	 	 	 -]	1
Isidore Twersky	Boston	Harvard		ĺ	done	
V. JEWISH EDUCATORS (7)] 	 	 	[
David Dubin	New Jersey	JWB	Orthodox	SD-ish	l done	i
Jack Bieler	New York	Ramaz School	Orthodox	30's	done	i
Joshua Elkin	Newton, MA	Schechter Sch.	Conservative	ĺ	done	i
Sara Lee	Los Angeles	HUC	Reform	55	done	i
Alvin Schiff	New York	Educ/Fed	Orthodox] 60	done	i
Irving Greenberg	New York	CLAL	Orthodox	50-ish	done	i
Carol Ingall	Providence	BJE	Conservative	45-50	done	j
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VI. SR. POLICY ADVISORS	I	l	1	1	I	ı
David Ariel	Cleveland	CC12	Ì	İ	letter to go from MLM	i
Seymour Fox	Jerusalem	Hebrew U.	Í	İ	letter to go from MLM	i
Annette Hochstein	Jerusalem	Nativ Consitnt	I		letter to go from MLM	í
Stephen Koffman	Cteveland	J JCF	t	ĺ	letter to go from MLM	ĺ

DRAFT 6/13/88

Mandel Initiative - North America Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment	-
						-
Arthur Naparstek	Cleveland	MAF			letter to go from MLM	1
Arthur Rotman	New York	JWB			letter to go from MLM	
Carmi Schwartz	New York	CJF	1	l	letter to go from MLM	1
Herman Stein	Cleveland	CWRU	[l	letter to go from MLM	-
Jonathan Woocher	New York	JESNA	!	l	letter to go from MLM	- 1
Henry Zucker	Cleveland	MAF		l	letter to go from MLM	1
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Perry Davis Associates, Inc. 535 Fifth Avenue, New York, NY 10017 • (212) 682-8484

New Address: 25 West 45th Street, New York, N.Y. 10036 New Phone: (212) 840 - 1166

To: Art Naperstek

From: Perry Davis

Date: July 20, 1988

Re: Troubleshooting for Aug. 1.

The two obvious issues to anticipate for the 8/1 Commission meeting have been discussed at length:

1) The need to deal with the sense that while this Commission is unique and historic, its focus - the resource needs of Jewish education in North America - has been addressed, quite substantially, by others in recent years. The uniqueness of Mort's approach, will presumably be addressed in his opening remarks, as will his heartfelt acknowledgement of the Grusses, Bronfmans, Evans, etc.

and

2) The absolute assurance with which some Commissioners will present a case for their pet issue (day schools only, high tech, higher salaries, etc.).

A number of other questions may be expected:

A) The tendency of some to move quickly to the issue of curriculum and content. A number of people I've met, including some with Mort in St. Louis, had heard that curriculum issues were not our primary area of interest. "What else is there" they asked. The answer we gave, namely all of the issues of personnel, lay leadership support, community wide and nationwide collaboration and networking, which precede or come along side content and curriculum, were well received. In addition, the pluralist nature of the Commission will be compromised if we delve deeply into Jewish content issues.

B) The question of the links between Jewish Education and Jewish continuity and survival may arise. Again, our design document attempted to answer the question by indicating that many approaches can be taken to help ensure Jewish continuity. However, combined formal and informal education is the best tool available under the control of the Jewish community to achieve continuity.

OL 20 88 WED 14:11 Perry Davis Assoc.

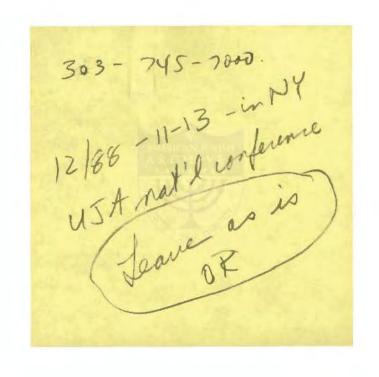
P. 02

- C) Some may ask whether we have a sense of exemplary programs and practices. Over the life of the Commission, those models will be highlighted and lessons of their success applied.
- D) The other issue is one of measuring success. Reputation alone is not enough. One of our tasks will be to quantify or at least clarify success criteria agreed upon by the Commission.

The longer data report has a list of knowledge and information gaps based on the review of written material and interviews. If questions about any of these arise (Joe may be highlighting these in his presentation) Mort should indicate the lack of useful information. Some of these issues follow:

- A. More detailed enrollment data about daycare, early childhood education and informal settings of Jewish education are required. We need a sense of the impact of Jewish educational intervention at different age levels and in formal and informal settings (including the Israel connection), dropouts, etc.
- B. How can we best increase the number of participants (at all ages) in Jewish Education? What is the impact of the changing birthrate and regional differences on enrollment? What do we know about the "drop-out" phenomenon? Can market research help?
- C. Which "investment" in Jewish educational time and resources yields the highest return?
- D. Data is needed on the question of recruitment, retention and development of educational staff. What is the impact of salary and fringe package as compared to non-financial motivation?
- E. Data is needed about the impact of various training programs for Jewish educators, pre-service, in-service, in Israel, etc. Again, do we have a way of assessing the impact?
- F. Data is needed on the opportunities to improve Jewish educational services via community networking (involvement of Congregations, JCCs, Federations, and Bureaus/Schools).
- G. What is known about lay leadership in Jewish education at various communal levels? Who is involved, what is their level of involvement, planning, fund-raising, accountability, etc? This applies at the Bureau, Federation, School and private foundation level.
- H. What do we know about the economics of Jewish education? Have tuition levels kept up with increased levels of wealth in the Jewish community? On the other hand, are some families still unable to afford Jewish education for their children?





DECEMBER

•	Thu 1	FR1-2	MON-5	Tu-6	ω€D-7	Thu-8	FR1-9	MON-12	Tue - 13	WED-14	Thu. 15
BRONFMAN			X	X	×			×		X	
ckown	X	X	3	X	×	Dale	3	maybe	Best	X	maybe (5)
FISHER	X	X	ok	ok	ok	5K	7	ex	ok	×	X
YANOWITZ				X							X
BERMAN	14	e is	tary	Liso of En	na NO	0	set u 120	g gfr	Dece	nhey	
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8/1/88 Data Presentation

I. Draft of presentation topics.

Page 1.

Demographic data and aggregate data for formal educational settings.

- A. Bar chart will indicate numbers of all 5-17 year old Jewish young people (for census year 1982- 5.7m total population) and breakdown for total population, 1) % and numbers of young people not enrolled in any formal Jewish educational setting, 2)% and enrolles for day schools, and 3)% and enrolles for supplementary schools, (see JESNA chart)
- B. Line chart will show total number of enrollers and % of students by grade levels. One line for day school students and different color line on same chart for supplementary school students by grade. [Chart will indicate strong drop off of population after bar/bat mitzvah.]
- C. Trend indications. 1)Bar chart comparing day school and supplementary school enrollment (by % of total enrollment and actual numbers) for 1962 and 1982.
 2) Bar chart indicating % of all respondents (in 1982)answering yes to the question "did you ever receive any Jewish education"— 71-75%, and Al Schiff's projection of what that % will be for all current 5-18 year olds 60%.
- D. Chart indicating number of day and supplementary schools in 1982 and estimates for 1988. (maybe this can be part of A.)
- E. Perhaps on the same chart as above, number of Jewish educators (senior and teachers) for day and supplementary schools.

Page 2.

Data on informal Jewish educational settings.

- As available, data on institutions and enrollment for the following (in some categories data will not be available).
 - K and pre-K programs
 - camping programs
 - youth organizations
 - college and university programs
 - adult education programs
 - Israel programs for North Americans.

- B. <u>Personnel</u>:
 1) chart showing breakdown of numbers of senior personnel and teachers by educational format.
 - 2) Salary data
- Espnomic_data:

 JESNA cost estimate for day and supplementary schools
 Bar chart showing trends of Federation allocations to Jewish education (as part of all Federation dollars) from 1980-1986.
- D. Series of charts of numbers for <u>Canada</u>.

Page 3 or 4.

Acknowledgments of sources used and individuals and institutions providing assistance in the preparation of this report.

The above data can be presented in writing in advance of the 8/1 meeting and reviewed briefly at the meeting.

II. Needs Discussion

[To be presented orally or in writing on Aug. 1.]

<u>Personnel problems</u>. Data to be presented on the dearth of personnel and the 1982 findings about the low level of training of personnel:

Α. More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

B. <u>Annual Teacher Salaries (1985-6)</u>

Day School (30 hours of teaching per week) \$19,800 full time elem. public_school teacher 25,300 full-time elem. private_school teacher 19,100

Supplementary School (12 hours of teaching/wk)

9.000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in IRENDS_#9, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

C. <u>Positions unfilled (now and trends)</u>

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of <u>supplementary school</u> teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrianne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

D. <u>Training institutions</u>

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in Israel Israel U.S. U.S.	. 1986 . 1985	26 32 62 86
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SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Ivee_of_Program	<u>#_of_full_time_students</u>
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" <u>Enrollment in Jewish</u> <u>Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).</u>

E. <u>Deficiencies of Supplementary Education</u>

Quote relevant statistics from Schiff. NYBJE report.

III. INFORMATION GAPS

- A. More detailed enrollment data about early childhood education, informal settings of Jewish education. We need a sense of the impact of Jewish educational intervention at different formal and informal settings (including the Israel connection), dropouts, etc.
- B. Data is needed about the impact of various training programs for Jewish educators, pre-service, in-service, in Israel, etc. Again, do we have a way of assessing the impact? Market research.
- C. Data is needed on the question of recruitment, retention and development of educational staff. What is the impact of salary and fringe package as compared to non-financial motivation.
- D. Data is needed on the opportunities to improve Jewish educational services via community networking (involvement of Congregations, JCCs, Federations, and Bureaus/Schools).
- E. What is known about lay leadership in Jewish education at various communal levels? Who is involved, what is their level of involvement, planning, fund-raising, accountability, etc. This applies at the Bureau, Federation, School and private foundation level.
- F. What do we know about the economics of Jewish education? Have tuition levels kept up with increased levels of wealth in the Jewish community. On the other hand, are some families still unable to afford Jewish education for their children?

To: Annette Hochstein

From: Perry Davis

Re: Draft No. 2 - Data Presentation

Date: June 26, 1988

This draft (though still too lengthy) further reduces the amount of material previously assembled. Duplicative sources have been eliminated. Several divergent positions have been included as have different perspectives on the same issue. Some of the data has been presented in tabular form. A few gaps are left to fill in.

For the next version of this report I'd like your ideas of what can be cut or combined into simpler presentations. Should anything be added? (I've gotten comments from Joe Reimer and included them in the draft.)

I haven't put any of this on a graphic format yet. Again, I'd like your comments on those statistics most appropriate for graphic presentation.

As indicated, I have reviewed the attached data with a number of individuals all of whom have added information and/or confirmed and supported this synopsis.

Mitch Jaffee JWB
 Alvin Schiff NY BJE
 Jonathan Woocher JESNA
 Leora Isaacs JESNA
 Jeff Scheckner CJF

- Chaim Botwinick NY Federation/ NY BJE

- Sylvia Edinger JTS

- Joseph Reimer Brandeis

- Steven Cohen Queens College

I'll await your phone call.

cc. A. Naperstek

DRAFT 2 June 28, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000	2.4
U.S. (1984)	5,705,000	2.4
U.S. (1986)	5,814.000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years).published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population

1982	900,000
1986	913,000

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986 Similar ratio applied for 1986.

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States. 1986". in the American Jewish Yearbook. 1987. Volume 87. (New York: American Jewish Committee and Jewish Publication Society. 1987). p.173.

D. <u>Denomination</u> - 1988 North American Jewish Data Bank Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

- II. General Enrollment data for all types of Jewish Education formats
- In early 1980s out of a school age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

SOURCE: Dubb. DellaPergola

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3,1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Looking ahead, Schiff (referring to all of North America) says:

"given current rate of enrollment about 60% of todays 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

Based on a 1985-86 survey of 5 cities. -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education. Reimer indicates the definition of Jewish Education in this survey was broader. He also notes the difficulty inherent in comparing the Fishman survey and the census figures. Shall we omit this?

SOURCE: Sylvia Barack Fishman, <u>Learning About Learning</u>. (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987).

III. Institutional Data

NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

A. Early Childhood Programs:

According to a JWB estimate made in 1988 there are approximately 15D nursery/pre-school programs in Jewish Community Centers in North America.

SOURCE: Interview with Mitch Jaffee, JWB

B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in <u>North America</u> (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular)

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola

Schiff notes 1.835 supplementary schools in <u>North America</u> in 1983 (760 Reform, 785 Conservative, 250 Orthodox, and 40 Communal).

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps.

SOURCE: JWB information, 1988

E. College/Grad programs

[data may still be forthcoming from the Association of Jewish Studies in Cambridge, Mass.]

- F. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Hadassah, etc.) (not available) [should we eliminate the category?]
- G. Israel related educational programs for N. Americans
 [not available]

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total). SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish preschoolers were enrolled in Jewish schools in the U.S.

SOURCE Genuth, DellaPergola and Dubb

- B. Day schools 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.
- C. Supplementary schools enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13

year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).

50,000 pupils attend exclusively one-day programs. SOURCE: Dubb and DellaPergola

[we may wish to include various charts from JESNA Statistical Highlights (p.4) outlining the % of enrollment by age groups and by day school or supplementary format].

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. DATA FOR 18-24 YEAR OLDS

In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost % had attended Jewish Education programs or classes during the previous year (synagogues or other sponsored programs). [results of limited survey, not census]

SOURCE: Sherry Israel, "Boston's Jewish Community: The 1985 CJP Demographic Study" (Boston: Combined Jewish Philanthropies of Greater Boston, May, 1987), p.65

E. DATA ON ADULTS

Fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities [results of survey, not census]

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.), p.55.

- IV. National and local support/service organizations or inst.
 - A. Bureaus of Jewish Education in North America 51 in 1988

SOURCE: JESNA, interview

8. Other local educational support institutions (federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

C. Denominations and their educational institutions

- 1. United Synagogue of America Conservative
- 2. Union of American Hebrew Congregations Reform
- National Commission on Torah Education(Yeshiva Univ.)-Orth.
- 4. Torah Umesorah Orthodox
- 5. Agudath Israel Orthodox (advocacy and lobbying)
- 6. Various Hasidic movements allied to their schools
- 7. The Reconstructionist College

V. Personnel/ Educators

For North America

Senior personnel

Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Teachers

In 1982, according to Dubb and DellaPergola. 65% of the schools reported 21,762 teachers.

Teachers	Type of School
21,762	All Schools
7.246	Day School
14,516	Supplementary Schools

Note: The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted 1/3 - 7,246 were in day schools and of this 1/3, 3,693 taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%). 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: Dubb and DellaPergola

JESNA's-Dept.-of-Human-Resources-indicates-the-numbers-of licenses-issued-nationwide-{granted-by-the-National-Board-of License-and-11-local-affiliates}--<u>The-vast-number-of</u> teachers-are-not-licensed--

YEAR	LICENSES
1981-2	148
1982-3	149
1983-4	201
1984-5	175

EMPLOYMENT CONDITIONS

TEACHER SALARIES (and comparisons) Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19.800
full time elem. public school teacher	25,300
full-time elem. private school teacher	19,180
Supplementary School (12 hours of teaching/wk)	9.000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9. JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times. May 6, 1988

[the following note is optional]

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of <u>supplementary school</u> teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrianne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report --

December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

[Some data from JESNA still to be received, will only cover administrative positions]

VII. Training institutions

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number	of	graduates	in	Israel	,	1985	26
				Israel	,	1986	32
				U.S.	,	1985	62
				U.S.	2	1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Type of Program	# of full time students
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

VIII. Economic/Financial data

TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for at total of \$555,000,000.

AVERAGE PER PUPIL COSTS AND TUITION FEES

SETTING	PER	PUPIL COST	TUIT	ION FEES
Day school				
Nursery -8th	grade	\$3,300	9	2,300
9 - 12 Grade		5,000		3,150
Supplementary	(n-12)			
2-5 days/wk		660		240
1 day/wk		270	not	available

SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

Year	Allocation	% of total alloc.
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61.767,752	28%

Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%
Bureaus of Jewish Education - 28%
Community Schools - 9%
Institutions of higher Jewish learning - 5.5%
Congregational School - 4%
Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJF, Research Department , October 1986.

Note: The average Jewish Community allocates over % of its federation budget to Jewish Education based on five year survey 1980–1984. (allocations for all local purposes during the same period went up by 33%)

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% % of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per oupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).

Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p, .38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools. 40 day schools and 85 supplementary schools.

Total enrollment was 26,627 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,812 teachers - 1350 in day schools and 662 în supplementary schools.

X. Significant gaps in the data. (Joe Reimer reacted quite positively to the data gaps I indicated in my last draft, particularly on the issue of success measurements. He and Chaim Botwinick added some additional areas of "missing data".)

ADDITIONAL GAPS (See draft 1)

- Impact of changing birthrate and regional differences
- How do Federations decide on educational funding priorities?
- Impact of unionization (the Montreal example) on personnel and other educational issues.
- More data needed about Jewish Education dropout rates and reasons.
- The role of the "Israel connection"
- Data on lay leadership, training, participation, support, etc.
- Who is accountable?
- XI. Data indicating educational opportunities and problems.

Perry Davis Associates, Inc.

535 Fifth Avenue, New York, NY 10017 • (212) 682-8484

2357

New Address: 25 W. 45th Street, Suite 1409, NYC 10036 (212)840-1166

To: Art Naperstek

From : Perry Davis

Date: July 5, 1988

Re: Data presentation format for Aug. 1

There are several assumptions governing our presentation of data for the first meeting of the Commission:

- The data has to be concise, clear and meaningful.
- The sources have to be wide ranging, reflecting our general partnership theme. An acknowledgment page will thank the individuals and a wide range of institutions that have reviewed our draft report or made comments and suggestions. This will counter the contention that one source of data is monopolizing the report. (We asked for contrary data sources at every interview.)
- Some Commissioners will conclude that the report is simplistic and will want deeper analysis. We have to be clear that this report is descriptive rather than analytic in nature. Others will complain that there is too much data being thrown at them at one time. Hopefully, we will strike the right balance for most Commissioners. In general we should err on the side of too little data or analysis -- the gaps can be filled in over the life of the Commission.
- Despite all of our efforts to cover all the bases in data presentation, some will still criticize the data, or the way we are presenting it. The criticism will be justified in some cases, because everyone readily admits to substantial problems surrounding the primary data collection efforts. Perhaps a clarifying sentence or two in our report can forestall this. Others will find erroneous reasons to fault our presentation (eg. they will jump to conclusions that we don't make simply by inferring too much from a simple statistic).
- The oral presentation of the data is a critical point on the Aug. 1 agenda. A worst case scenario might involve a lay

Commissioner giving the presentation of the data and being peppered with questions and criticisms about the material. In almost every case (perhaps with the exception of Yanowitz) a lay Commissioner will find it difficult to respond adequately. The situation can become quite uncomfortable.

On the other hand, a deft presentation will become a heuristic experience for all present. It will stimulate spirited discussion and lead naturally into the major decision making part of the meeting -- choice of task force study areas. My suggestion, is that a professional (even a member of the staff or one of the senior policy advisors) make the presentation to the group.

- Presented carefully, the data report will produce the following results:
 - Provide a threshold level of information about Jewish education in the US and Canada to all Commissioners (enrollment numbers, kinds of institutions, etc.)
 - Highlight some of the problems and opportunities facing us in the area of Jewish education (the shortage of qualified personnel, overall funding shortages but increasing federation commitments, etc.) [I think we have to add some more positive issues to the report].
 - Emphasize the broad areas of ignorance, the knowledge gaps still facing us -- (eg. what works and what doesn't in a host of areas, economic data gaps, lay leadership development needs, the educational system of the future "blue sky", etc.).

This is the critical point. We know that massive resources are needed to improve the condition of Jewish education in North America, but we don't know where private and communal investments will yield the highest return, the largest "bang for the buck". This Commission will, in a relatively short period of time, fill in the gaps, provide the information necessary to make informed and potent giving much more likely.

Next steps:

- 1. Finalize data collection
- 2. Agree on format and content of the written report (including graphs and tables). Mort and members of the senior policy group should sign off on the final report and it should be mailed to Commissioners by July 18.
- 3. Prepare slide, charts or overhead projections for Aug.1.
- 4. Agree on who presents the report, and brief that individual.

10:	rton L. Mandel	FROM:	Arthur J. Naparstek	_ DATE:	7/6/88	
NAME		,	art art	REPLYIN	NG TO	
DEPARTMENT	PLANT LOCATION	r	DEPARTMENT/PLANT LOCATION		EMO OF:	
SUBJECT:	JUNE 30 VISIT TO JWE					

I visited JWB headquarters last Thursday to plan for the August 1 Commission meetings. The conference room is not large but, with planning, the facility should accommodate our needs. If no more than thirty-three commissioners and ten staff and policy advisors attend, we can handle the meeting, lunch, and, should we choose, small group meetings.



Logistical matters to consider for Aug. 1 Commission meeting in NYC:

Travel Arrangements

- -- plane reservations for MAF personnel:
 - MLM coming from FL; planning return at 6:55, could change to 8:30
 - HLZ from Cleveland early a.m. 8/1, ret. c. 8 p.m. 8/1
 - AJN from Martha's Vinyard to NYC early p.m. 7/31, ret. a.m. 8/2
 - VFL from Cleveland p.m. 7/31, ret. c. 8 p.m. 8/1
- -- a block of 10 rooms has been reserved at Madison Towers Hotel Madison Ave. at 38th for 7/31. Rate is \$90 no tax if each guest has a tax exempt form (I'll check w/JWB about this). Rooms must be reserved by 7/24.
- -- arrange for cars to pick people up at JWB to take them to the airport at 4:00 on 8/1 We'll ask JWB to help. Will get flight info when participants register.

Meeting Arrangements

- -- letter confirming time and place of meeting and reply card confirming plans to attend in process
- -- adequate space for meetings and lunch set-up
- -- name tags pre-printed JWB will do
- -- lunch place cards JWB will do
- -- registration process VFL will coordinate what should it be?
- -- coffee, tea and danish for before meetings and coffee/tea/water during JWB will handle
- -- there will be a 15 min. break before lunch for soft drinks, juice, and sherry (be sure we use Seagrams) while lunch is set up in meeting room to be arranged with JWB
- -- lunch menu, table size, set-up discuss with AR on 7/7
- -- materials to be mailed prior to meeting, including agenda
- -- materials to hand out at meeting books containing:
 - agenda
 - design document
 - bios of commissioners (who will prepare?)
 - list of staff and consultants
 - any other materials? administrative, organizational, procedural, factual info

10 = 411

La Grandia Who did I call
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July 6, 1988

Ms. Virginia Levy Mandel Associated Foundations 4500 Euclid Avenue Cleveland, Ohio 44103 JUL 1 1 1988

Dear Ms. Levy:

It was certainly a pleasure speaking with you recently. Please accept this letter as a proposal from The Madison Towers Hotel to host the Mandel Associated Foundations.

GUEST ROOM ACCOMMODATIONS

We are tentatively reserving:

10 Single Guest Rooms

MAIN ARRIVAL: Sunday, July 31, 1988 MAIN DEPARTURE: Monday, August 1, 1988

Please note that our check in time begins at 3:00 PM and our check out time is 12 Noon.

GUEST ROOM RATES

The following special net rates will apply:

SINGLE: \$89.00 DOUBLE: \$105.00

The above rates do not include 8.25% New York State Sales Tax, 5% New York City Hotel Tax, nor \$2.00 per room per night New York City Occupancy Tax. (Subject to change.)

In order for the individual to be tax exempt, we will require a tax exempt form for each guest before or upon arrival.

RELEASE DATE

The cut off date for accepting reservations will be July 24, 1988. After this date, any unused portion of the block of rooms will be released back into general inventory. Any additional reservations as well as arrival and departure date changes will be accepted on a first-come, first-serve basis subject to space and rate availability.





Ms. Virginia Levy July 6, 1988 Page 2

Reservations must be called directly to (212) 685-3700 or (800) 225-4340. To be eligible for the special group rate, the person must identify that they are with Mandel Associated Foundations. All reservations must be made by July 24, 1988 in order to receive the group rate. Reservations made after July 24, 1988 will be on a space available and rate available basis.

PAYMENT

All guests will be responsible for their own room, tax, and incidental charges.

AGREEMENT

Please note that all arrangements are currently being held on a tentative basis. If you wish to confirm them, please sign and return the enclosed photocopy of this proposal to me no later than July 15, 1988.

Any changes to this contract will be made by written addendum.

Sincerely,

Sherry Landau

Director of Sales & Marketing

SL:ad Enc:

cc: Reservations

I HEREBY ACCEPT THE ABOVE STATED TERMS AND CONDITIONS AND FURTHER WARRANT THAT I HAVE THE AUTHORITY TO SIGN ON BEHALF OF MANDEL ASSOCIATED FOUNDATIONS

NAME: R. Michael Colp

TITLE: Wandel Associated Foundations



Madison Towers Hotel

MINUTES: COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

DATE OF MEETINGS: July 6, 7, 1988

DATE MINUTES ISSUED: July 13, 1988

PRESENT ON JULY 6: Arthur Naparstek, Chair, Perry Davis, Seymour Fox,

Annette Hochstein, Joseph Riemer, Ginny Levi,

Secretary

PRESENT ON JULY 7: A.M. - Morton Mandel, Arthur Naparstek, Perry Davis,

Seymour Fox, Annette Hochstein, Ginny Levi

P.M. - David Ariel, Steve Hoffman, Herman Stein,

Arthur Naparstek, Perry Davis, Annette

Hochstein, Ginny Levi

A series of meetings was held on July 6 and 7 to review the current status of preparations for the August 1 meeting of the Commission on Jewish Education in North America and to determine how to proceed.

Outcomes of discussions include the following:

A. Logistics

- 1. The meeting will take place at the New York Federation.
- When they register, commissioners will be asked for return flight information so that an appropriate number of cars can be in place and ready to take people to the airport. Also at registration, they will be given name tags as well as identification cards which they will place in front of them on the table in the meeting room.
- Each commissioner will be assigned to a staff person who will be responsible throughout the life of the Commission for maintaining contact and seeing that they are with us in the Commission process.
- 4. VFL will check with Federation on details, including lunch arrangements, and will review options with AJN and MLM.
- 5. Travel expenses We will try to anticipate commissioners who will require reimbursement and will offer to reimburse their expenses. For the August 1 meeting, it is anticipated that this will include Bieler, Elkin, Lipset and Twersky.
- 6. Among the details which VFL will work out with the New York Federation will be the establishment of a message center.

7. Following the Commission meeting we will hold a debriefing session with senior policy advisors. [We should try to schedule this in such a way that people returning to Cleveland can do so that night.] The smaller planning group will continue to meet in New York on Tuesday, August 2 to determine next steps in preparation for the second Commission meeting. During the debriefing sessions we will decide what task forces, technical groups, and independent research should be undertaken and will begin to plan implementation.

8. Book for Commissioners

- a. Agenda
- b. Design document
- c. Data paper
- d. Biographies of commissioners (David Ariel will prepare)
- e. List of staff and consultants
- f. Outline of main points of MLM's opening statement
- g. Outline of major issues emerging from interviews

B. Agenda for August 1 Meeting

- 1. The goals of the first Commission meeting include the following:
 - a. To establish the expectation that, at the end of Commission proceedings, we will have a series of concrete proposals for implementation.
 - b. To engender enthusiasm and a sense of commitment among commissioners.
 - c. To begin to develop a sense of the directions the Commission may take--emerging consensus.
 - d. To gain agreement with the concept of establishing task forces, technical groups, and independent study projects and to begin to formulate a list of areas to be studied in this manner.
 - e. In light of the above, to develop a framework for movement beyond the first meeting.

2. A Tentative Agenda Follows

10-10:30 - Coffee and registration

10:30 - Opening Presentation - Morton Mandel

Review of vision, mission, and partnership. SF and AH will prepare based on the interlocking themes which will have emerged from the interviews of commissioners.

11:00 - Discussion I

This should be open discussion, not too structured. Some commissioners may be invited to prepare brief statements for presentation at this time.

12:00 - Reaffirm Partnership - Donald Mintz & Bennett Yanowitz

With assistance from AJN and their respective professional heads, each will be prepared to comment on their visions of opportunities which the Commission could present for informal and formal education.

12:30 - Lunch

We will try for tables of six, eight at the most, and will assign seats.

1:30 - Presentation of Data - Joe Riemer

PD and AH will have prepared a series of charts and graphs representing the data which has been gathered by PD. Copies of these charts and additional data will appear in the books distributed to commissioners. If possible, a summary of data will be sent out prior to the meeting. The purpose of this presentation will be to put the discussion of the morning in context, presenting demographics, a statement of needs, and a statement of gaps in data. This data will have been reviewed with the knowledgeable professionals prior to the meeting.

1:45 - Discussion II

2:45 - Summary/Synthesis-Who ?

The purpose is to identify themes which will have emerged from the discussion to this point and which might be used as the basis for the establishment of task forces, technical groups, and independent research.

3:00 - Discussion III

3:55 - Concluding Remarks - Morton Mandel

This will include some reference to next steps, including future meeting dates.

C. Points Relating to Proposed Agenda

- SF will prepare a list of potential tough questions/comments and appropriate responses for MLM. Planning group members are encouraged to provide Seymour with potential problems as they arise.
- 2. We will discuss further the possibility of inviting several commissioners to tell their own stories--to personalize some of the points we expect to make.
- 3. It was pointed out that our original direction was to address the issue of <u>Jewish continuity</u> with Jewish education as the primary vehicle for ensuring continuity. A reference to this context should be included in MLM's opening remarks.
- 4. The name of the Commission may imply to many that we are limiting ourselves to a review of formal education. MLM's opening remarks should clarify our intention to keep the definition broad. In addition, we may wish to consider a different name for the Commission. Senior policy advisors were encouraged to propose alternatives.

D. A Possible Framework for Jewish Education in the Future

MLM proposed the following outline as a possible basis for a Commission-proposed framework for Jewish Education in North America in the future:

- 1. Jewish community (where people are)
 - a. What outcomes do we want?
 - b. What might we want to achieve?
- 2. Local community structure (where service is delivered)
 - a. What services need to be provided?
 - b. Who best to provide them?
 - c. What planning systems and management systems need to exist?
- 3. National community (supports local service delivery institutions)
 - a. What services need to be provided?
 - b. Who best to provide them?
 - c. What planning systems and management systems need to exist?
 - d. The national community includes:
 - 1. national Jewish system organizations
 - ii. religious dreams
 - iii. academia

E. Review of Commission List

During interviews, several commissioners pointed out that rabbis are conspicuously absent from the Commission list. It was noted that if rabbis are to be selected, it should be for their point of view and emminence rather than for their representativeness of their denomination. Three possible appointees include Zeldan (Reformed), Schulweis (Conservative) and Luchstein (Orthodox). It was suggested that we might wish to find a Canadian rabbi and/or educator. This is to be discussed further at meetings scheduled for 7/12 and 7/13.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commission Members

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, 595 Madison Avenue, New York, NY 10022, (212) 888-2035

Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby Q.C., Robins, Appleby & Taub, 130 Adelaide Street, West, Suite 2500, Toronto, Ontario M5H 2M2, (416) 360-3333

Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, and United Jewish Appeal.

<u>David Arnow</u> (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700

Mr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

<u>Mandell L. Berman</u>, 29100 Northwestern Highway, Southfield, Michigan 48034, (313) 353-8390

Mr. Berman was President of Smokler Corporation, a real estate developer. He is Chairman of the Skillman Foundation, President of the Council of Jewish Federations, and past President of the Detroit Federation. He served as Chairman of the American Association of Jewish Education and is Honorary Chairman of JESNA.

<u>Jack Bieler</u> (Rabbi), Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, Maryland 20910 (301) 649-3044
Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5201

Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes.

<u>John C. Colman</u>, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

Maurice S. Corson (Rabbi), The Wexner Foundation, 41 S. High Street, Suite 3710, Columbus, Ohio 43215, (614) 461-8112 Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

<u>Lester Crown</u>, 300 West Washington Street, Chicago, Illinois 60606, (312) 372-3600

Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

<u>David Dubin</u>, JCC on the Palisades, 411 E. Clinton, Tenafly, New Jersey, (201) 569-7900

Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in <u>The Journal of Jewish Communal Service</u> on Jewish education within Jewish community centers.

Stuart E. Eizenstat, Powell, Goldstein, Frazer & Murphy, 1001 Pennsylvania Avenue, N.W., Sixth Floor, Washington, D.C. 20004, (202) 347-0066 Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin (Rabbi, Ed. D.), 74 Park Lane, Newton, Massachusetts 02159, (617) 332-2406

Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

Eli N. Evans, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340

Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South.

<u>Irwin S. Field</u>, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567

Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive Committee of Luz International Ltd. He is Vice Chairman of the Jewish Federation of Los Angeles and a past National Chairman of the United Jewish Appeal. He serves many other national and international organizations.

Max M. Fisher, Fisher Building, 27th Floor, 3011 Grand Boulevard, Detroit, Michigan 48202, (313) 871-8000

Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Gouncil of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

Alfred Gottschalk (Rabbi, Ph.D.), Hebrew Union College, 3101 Clifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875

Rabbi Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion. He has written extensively on ethics, education and Jewish intellectual history.

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Church Road and Greenwood Avenue, Wyncote, Pennsylvania 19095, (215) 576-0800 Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including Tormented Master; A Life of Rabbi Nahman of Bratslav.

Irving Greenberg (Rabbi, Ph.D.), The National Jewish Genter for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 714-9500 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

Joseph S. Gruss, Gruss & Company, 900 Third Avenue, New York, NY 10022, (212) 688-1500

Mr. Gruss is former head of Gruss & Company. He established the Fund for Jewish Education in New York in association with UJA/Federation of Jewish Philanthropies. He has provided full medical and financial support to Jewish educators, grants to 400 Jewish Day Schools and Yeshivot and to community organizations dedicated to Jewish outreach, and funds for school building renovations. He supports Jewish educators through scholarships for high school and college students.

Robert I. Hiller, Zanvyl Krieger Fund, 101 W. Mount Royal Avenue, Baltimore, Maryland 21201, (301) 727-4828

Mr. Hiller is a consultant to non-profit organizations and President of the Zanvyl Krieger Fund. He has been chief professional officer of the Council of Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore.

<u>David Hirschhorn</u>, The Blaustein Building, P. O. Box 238, Baltimore, Maryland 21203, (301) 347-7200

Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

Carol K. Ingall, Bureau of Jewish Education of Rhode Island, 130 Sessions Street, Providence, Rhode Island 02906, (401) 331-0956 Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

<u>Ludwig Jesselson</u>, Philipp Brothers, Inc. 1221 Avenue of the Americas, New York, NY 10020, (212) 575-5900

Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

Henry Koschitzky, 1 Yorkdale Road, #404, Toronto, Ontario M6A 3A1, (416) 781-5545

Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

Mark Lainer, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400 Mr. Lainer is an attorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280

Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424 Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

Seymour Martin Lipset (Ph.D.), Visiting Scholar, The Russell Sage Foundation, 112 East 64th Street, New York, NY 10021, (212) 750-6000 Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of <u>Public Opinion</u> and author of many books including <u>Political Man</u> and <u>The Politics of Unreason</u>.

Haskel Lookstein (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000

Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

Robert E. Loup, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000

Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300

Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

Matthew J. Maryles, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420 Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 224-5239

Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards.

<u>Donald R. Mintz</u>, McGlinchey, Stafford, Mintz, Cellini & Lang, 643 Magazine Street, New Orleans, Louisianna 70130, (504) 586-1200 Mr. Mintz is Founder and Director of McGlinchey, Stafford, Mintz, Cellini and Lang and a Professor at Tulane University Law School. He was President of the New Orleans Federation and is now President of JWB.

Lester Pollack, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 373-4904

Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200

Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8, Milwaukee, Wisconsin 53202, (414) 291-9220

Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

Harriet L. Rosenthal, 368 Woodland Place, South Orange, New Jersey, 07079 (201) 762-7242

Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200 Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of <u>Jewish Education</u> and Professor of Jewish Education at Yeshiva University. He is past president of the Gouncil for Jewish Education.

Lionel H. Schipper, Q.C., Schipper Enterprises, Inc., 22 St. Clair Avenue, East, Suite 1700, Toronto, Ontario M4T 2S3, (416) 961-7011 Mr. Schipper is president of Schipper Enterprises, Inc., a private investment firm. He is director of several organizations, including Co-Steel, Inc., Toronto Sun Publishing Corporation and the Alzheimer Society. He is past chairman of the United Jewish Appeal of Metropolitan Toronto.

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway, New York, NY 10027, (212) 678-8072

Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history.

Harold M. Schulweis (Rabbi, Th.D.), Valley Beth Shalom, 15739 Ventura Boulevard, Encino, California 91436, (818) 788-6000 Rabbi Schulweis is Rabbi of Valley Beth Shalom Congregation of Encino. He is a contributing editor to Reconstructionist, Sh'ma, and Moment magazines. He has taught at the University of Judaism and Hebrew Union College in Los Angeles and is on the faculty of the B'nai B'rith Adult Education Commission.

Daniel S. Shapiro, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404

Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

Margaret W. Tishman, 1095 Park Avenue, New York, NY 10028, (212) 980-1000 Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326 Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

Bennett Yanowitz, 2600 Erieview Tower, Cleveland, Ohio 44114, (216) 696-3311 Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

<u>Isaiah Zeldin</u> (Rabbi), Stephen S. Wise Temple, 15500 Stephen S. Wise Drive, Los Angeles, California 90077, (213) 476-8561 Rabbi Zeldin is the Founder and Rabbi of the Stephen S. Wise Temple in Los Angeles. He is founding dean of the Los Angeles branch of Hebrew Union College, and past president of the Pacific Association of Reform Rabbis and the American Zionist Council.

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Nativ - Policy and Planning Consultants

P. O. Box 4497, Jerusalem 91044

02-662296

Art: Following are your assignments relating to Commission logistics.

1. New York Federation

- Visit NY Federation (you're scheduled to see Pearl Haber at 1:00 on 7/19) to check on room set-up and confirm arrangements. [There is a charge of \$600 for the rooms for the day.]

The current plan - registration in lobby - be sure that's logical

- coffee, tea, sweet rolls served in lobby, to be carried into meeting room, 10 10:30. Pearl is checking into having pitchers of water and glasses on the table all day. She doesn't think we can have coffee & tea available throughout the day, but you might pursue this with her.
- Meet in conference room B. They'll provide a rectangular table large enough to seat up to 45. They will also provide 4 easels for our charts. Do we need a black board?
- Lunch in conference room A. We will use tables of 8. The best she can offer on dishes are "beautiful" plastic plates with plasticware. They'll provide matching pink cloth napkins and tablecloths.
- I hope I'll have more info for you on menu before you leave.
- If you have a chance while you're there, you may want to try to say "Hi" to Steve Solender.
- We need a minute-taker for the day. You are considering asking Perry Davis. If not, you'll ask David Ariel.
- You're working with Art Rotman on public relations. You may want to discuss further when you see him in NY.
- 4. Name tags and place cards
 - You said you know of a place that can do these for us. If you'll give me that info, I'll get this going.

Paula Berman - Colm 3 21-1515

memo with menu aptions should be sent to mum before each meeting.

Fo:	Morton L. Mandel	FROM:	Virginia F. Levi	DATE: 7/15/88
NAME		No	Henry	REPLYING TO
(9.19)	HIMINEUP ANT LIN ATION	tii	PAREMINE AT LET ATE IN	YOUR MEMO OF:

SUBJECT: PREPARATIONS FOR AUGUST 1 COMMISSION MEETING

AJN plans to visit the New York Federation on Monday, July 18, to tour the meeting facilities and finalize some details. He and I would appreciate your advice on the following today, if possible, so that he can make the arrangements next week. I could come up to see you or discuss on the phone, whichever is most convenient for you.

1. Luncheon menu

The Federation provides four options for lunch. Which do you prefer?

- Platter of salads: pasta, tuna, egg, green, fruit, cottage cheese, cake or cookies, beverage - \$6.50
- Roast chicken, kugel, bread, cole slaw, cake or cookies, beverage - \$10.00.
- Deli platter of kosher meats plus cole slaw, potato salad, pickles, cake or cookies, beverage - \$11.00
- d. Cold fish plate lox, whitefish, smoked fish, potato salad, cole slaw, cake or cookies, beverage - \$11.50

I suggest either the platter of salads or the cold fish plate as preferable for the ultra-kosher among us.

2. Do you prefer that the meal be served buffet style or family style?

3. Federation has only one size table, which seats 10. I suggest that we seat 8 at each, At your suggestion, we will assign people to tables. I will check with you when we have a definite list of participants about seating assignments.

For your information, Federation will set the tables with cloth napkins and tablecloths, but provide plastic dishes and utensils, only.

On another, related subject:

1. When and where do you suggest we hold the evening de-briefing session?

2. When and where shall we hold the Tuesday planning meeting?

1 Just

72752 (8/81) PRINTED IN U.S.A.

List for use in preparing placecards for Aug. 1 Commission meeting total = 58

Name

______ Mandell Berman Charles Bronfman Lester Crown Stuart Eizenstat Irwin Field Max Fisher David Hirschhorn Ludwig Jesselson Mark Lainer Robert Loup Morton Mandel Matthew Maryles Florence Melton Donald Mintz Lester Pollack Charles Ratner Harriet Rosenthal Esther Leah Ritz Daniel Shapiro Bennett Yanowitz John Colman Peggy Tishman Henry Koschitzky Mona Ackerman Robert Arnow Maurice Corson Eli Evans Robert Hiller Alfred Gottschalk Norman Lamm Ismar Schorsh Arthur Green Seymour Martin Lipset Isadore Twersky David Dubin Jack Bieler Joshua Elkin Sara Lee Alvin Schiff Irving Greenberg Carol Ingall Haskel Lookstein Harold Schulweis Isaiah Zelden

List for use in preparing placecards for Aug. 1 Commission meeting total = 58

Name

David Ariel
Seymour Fox
Annette Hochstein
Stephen Hoffman
Arthur Naparstek
Arthur Rotman
Carmi Schwartz
Herman Stein
Jonathan Woocher
Henry Zucker
Perry Davis
Stephen Solender
Joseph Riemer
Virginia Levi

TO: MLM

FROM: VFL

Re: Books for Aug. 1 Commission Meeting

I am to order 3 ring binders for use at the Aug. I Commission meeting. Since these are to be paid for from the Mandel Associated Foundations budget for this purpose, I am dealing with the Federation's supplier.

The binders come in a variety of colors - black, brown, tan, yellow, red, dark blue, and powder blue. I suggest that we order the powder blue. It is attractive, sufficiently different from the Premier blue, but in the same family

We also have a choice of size. The 1" binder is the size of the smaller fremier books. There is also the option of "12" books. The "12" are large enough for this meeting's materials and fit easily in a brief case. If we will be adding to the books for future meetings, I suggest the 1". They can accomodate more pages and are the same price as the "12" (\$2.30 each - we need 60).

I should place the order no later than tomorrow (Twee.) to ensure that we have them in time.

ann -

May I count on Sharon's assistance in preparing meeting books, name tags, and place cards next week? The tasks, which Joan will share, include:

- 1. typing take for 6 dividers in each of 60 books
- 2. 60 copies of each document (6)
- 3. assembly of books
- 4. hand printing 45-50 name tago
- 5. hand printing 45-50 place card

Some of these things can be done starting Monday. For others I have to wait to receive materials - possibly as late as \$ Wed. Must be done but til. I thanks. It then the done but til.

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PREMIER INDUSTRIAL CORPORATION REQUEST FOR TELEX/MAILGRAM/FAX	SPECIFY HOW TO SEND MESSAG	DATE REQUESTED 7/25/88

Pre-and Post-Commission meetings have been scheduled as follows:

- 1. Sunday, July 31 6:30 p.m. to include dinner place to be announced.
 Mandel, Naparstek, Zucker, Fox, Hochstein, Riemen, Rotman, Schwartz, Levi.
- Monday, August 1 5-7:30 p.m. at Federation (no dinner).
 Same group as above plus Ariel and Davis.
- 3. Tuesday, August 2 9 a.m. 2:30 p.m. at JWB (Lunch).

 Chairman's group = Mandel, Naparstek, Zucker, Fox, Hochstein, Levi Riemer?

Madison Towers Fax # 212-689-0290

Draft agenda is attached.

WHILE YOU	TIME ///2 AM J WERE AWAY
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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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<u>David Arnow</u> (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700

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<u>Jack Bieler</u> (Rabbi), 609 Winona Court, Silver Spring, Maryland 20902 (301) 649-3044

Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5201

Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes.

<u>John C. Colman</u>, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209 Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

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Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Council of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

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Irving Greenberg (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 714-9500 Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

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Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

Henry Koschitzky, 57 York Downs Drive, Downsview, Ontario M3H 1H7 Canada, (416) 781-5545

Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

Mark Lainer, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400 Mr. Lainer is an attorney and real estate developer. He is active with the Jewish Federation of Los Angeles, Vice President of JESNA, and has been involved with many other civic and Jewish organizations.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280 Dr. Lamm is President of Yeshiva University, founder of Tradition magazine and

Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424 Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

Seymour Martin Lipset (Ph.D.), Stanford University, 213 Hoover Memorial 9/1/88 Building, Stanford, California 94305, (415) 723-4741

Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of Public Opinion and author of many books including Political Man and The Politics of Unreason.

<u>Haskel Lookstein</u> (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000

Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

Robert E. Loup, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000 Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300 Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

Matthew J. Maryles, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420 Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 224-5239

Mrs. Melton has been active in Jewish education on the local, national and international level. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish education in America and Israel.

<u>Donald R. Mintz</u>, McGlinchey, Stafford, Mintz, Cellini & Lang, 643 Magazine Street, New Orleans, Louisianna 70130, (504) 586-1200 Mr. Mintz is Founder and Director of McGlinchey, Stafford, Mintz, Cellini and Lang and a Professor at Tulane University Law School. He was President of the New Orleans Federation and is now President of JWB.

Lester Pollack, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 373-4904

Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200

Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8, Milwaukee, Wisconsin 53202, (414) 291-9220

Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

Harriet L. Rosenthal, 368 Woodland Place, South Orange, New Jersey, 07079
(201) 762-7242

Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200 Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of Jewish Education and Professor of Jewish Education at Yeshiva University. He is past president of the Council for Jewish Education.

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway,
New York, NY 10027, (212) 678-8072
Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish

Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history.

Harold M. Schulweis (Rabbi, Th.D.), Valley Beth Shalom, 15739 Ventura Boulevard, Encino, California 91436, (818) 788-6000 Rabbi Schulweis is Rabbi of Valley Beth Shalom Congregation of Encino. He is a contributing editor to Reconstructionist, Sh'ma, and Moment magazines. He has taught at the University of Judaism and Hebrew Union College in Los Angeles and is on the faculty of the B'nai B'rith Adult Education Commission.

Daniel S. Shapiro, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404

Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

Margaret W. Tishman, 1095 Park Avenue, New York, NY 10028, (212) 980-1000 Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326 Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

A 11 7 W

Bennett Yanowitz, Bond Court Building, 1300 East 9th Street, Cleveland, Ohio 44114, (216) 696-3311

Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

<u>Isaiah Zeldin</u> (Rabbi), Stephen S. Wise Temple, 15500 Stephen S. Wise Drive, Los Angeles, California 90077, (213) 476-8561
Rabbi Zeldin is the Founder and Rabbi of the Stephen S. Wise Temple in Los Angeles. He is founding dean of the Los Angeles branch of Hebrew Union College, and past president of the Pacific Association of Reform Rabbis and the American Zionist Council.



FROM: NAME Charles R. Bronfman COMPANY Seagram STREET ADDRESS CITY, STATE, ZIP Montreal PHONE NUMBER TELEX NO.: 6873015 PREMI UW FAX NO.: 2163918327 MESSAGE: Attached is the agenda for the August 1 commission meeting. You will be asked to make your remarks during the 11:00 discussion session.	COMPANY Seagram STREET ADDRESS CITY, STATE, ZIP Montreal PHONE NUMBER TELEX NO.: 6873015 PREMIUW FAX NO.: 2163918327 TIME SENT: MESSAGE: Attached is the agenda for the August 1 commission meeting. You will be	PREMIER INDUSTRIAL CORPORATION REQUEST FOR TELEX/MAILGRAM/FAX 72343 (REV. 2/88) PRINTED IN U.S.A. TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY	SPECIFY HOW TO SEND MESSAGE TELEX NO	DATE REQUESTED 7/27/88 SURGENT - Time sensitive - must go at once REGULAR - Send at time rates are most economical
TELEX NO.: 6873015 PREMIUW FAX NO.: 2163918327 TIME SENT: MESSAGE: Attached is the agenda for the August 1 commission meeting. You will be	TELEX NO.: 6873015 PREMIUW FAX NO.: 2163918327 TIME SENT: MESSAGE: Attached is the agenda for the August 1 commission meeting. You will be	NAME Charles R. Bronfman COMPANY Seagram STREET ADDRESS CITY, STATE, ZIP Montreal	NAME Virginia F. Le COMPANY Premier DEPARTMENT	evi
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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

AGENDA

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK 130 EAST 59TH STREET NEW YORK, NEW YORK

10:00	a.m.	Registration and continental breakfast
10:30	а.ш.	Opening Remarks - Morton L. Mandel
11:00	а.ш.	Discussion
12:00	noon	Comments - Mandell Berman-CJF; Donald R. Mintz-JWB; Bennett Yanowitz-JESNA
12:30	p.m.	Lunch
1:30	p.m.	Presentation of Selected Data on Jewish Education - Dr. Joseph Riemer
1:45	p.m.	Discussion
2:45	р.ш.	Identification of the Day's Major Themes - Bennett Yanowitz
3:00	р.ш.	Discussion
3;55	p.m.	Concluding Remarks - Morton L. Mandel

TO:_	Morton L. Mandel	FROM: _	Henry L.	Zucker	DATE:	7/28/88	
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SUBJECT:

I am glad we had our discussion about the questions Bob Hiller raised about the study process. I believe it would be useful, in your opening remarks at the first Commission meeting, to express your views about the place of the Mandel Associated Foundations in relation to the Commission; and the relationship of the other foundations, the JWB, JESNA, CJF, and other organizations in relation to the Commission. You might want to cover these points:

- The Mandel Associated Foundations have, as one of their chief interests, the question of Jewish continuity and Jewish education. It looks to this Commission to guide it as to how best to invest its resources in this field. This was our primary purpose in organizing the Commission.
- It occurred to us that other foundations and other funding sources could profit from the work of the Commission just as we would, and that influenced us in developing the invitation list for the Commission.
- 3. We think of ourselves as the convener of this Commission. The Commission belongs to the individuals and organizations which comprise the Commission and which, together, will determine what should be recommended to improve Jewish education in North America.
- 4. This may be the first case of a Jewish-sponsored Foundation to take the initiative to tackle a national problem. The Carnegie Foundation and others have taken this responsibility in the general community. I hope that the foundations represented on this Commission, and some Jewish-sponsored foundations which are not represented on this Commission, will initiate useful studies in areas of common concern, working closely, of course, with the organized Jewish community.

JUL 22 88 17:25 NATIV CONSULTANTS

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

URGENT

FACSIMILE TRANSMISSION

TO: HOLTON L. MANDEL PROM!

SEYMOUR FOX FAX NUMBER:

DATE

NO. OF PAGES:

IT is VERY IMPORTANT THAT THIS FAX REACH MR MANDEL TODAY - FRIDAY

Thank You

JULY 22, 1988

DEAR MORT,

IT TO TOO CLOSE TO SHABBAT IN PROPERTY FOIT THE PAPER FOR THE COMMISSIONERS. WE THOUGHT THAT WE SHOULD SEND IT OFF ANYWAY, 90 THAT WE CAN DISCUSS ON SUNDAY AT 10 A.M. PALM-BEACH TIME.

BEST REBARDS,

AMERICAN JEWISH

THE INTERVIEW WITH COMMISSION MEMBERS A SELECTION AND A SUMMARY

** YOU HAVE RAISED MAJOR ISSUES. THEY APPEAR TO CLUSTER AROUND SIX TOPICS:

- 1. THE PEOPLE THAT EDUCATE.
- 2. THE CLIENTS OF EDUCATION
- 3. THE SETTINGS OF EDUCATION .
- 4. THE METHODS OF EDUCATION .
- 5. THE ECONOMICS OF EDUCATION
- 6. THE COMMUNITY: LEADERSHIP AND STRUCTURES ,

1. THE PEOPLE THAT EDUCATE

- A. ALMOST ALL OF US AGREED THAT THE SHORTAGE OF APPROPRIATE, QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MOST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.
- B. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECRUITMENT, THEIR TRAINING, THEIR RETENTION, 19 IN YOUR OPINION THE KEY FACTOR AFFECTING THE GMALITY OF JEWISH EDUCATION, IT IS ALSO A CRUCIAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDCYATION.
- C. MANY OF YOU FORMULATE THIS PROBLEM AS THE NEED TO BUILD THE PROFESSION OF JEWISH EDUCATION,
- D. MANY OF YOU MENTION THE IMPORTANCE OF BALARIES AND FRINGE BENEFITS; BUT EVEN MORE EMPHASISE THE STATUS, THE EMPOWERMENT, THE PERSONAL GROWTH AND ADVANCEMENT OF THE EDUCATOR.
- E. THE IMPORTANCE OF A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD WAS EMPHASISED.
- F. THE EDUCATION OF EDUCATORS, EVOKED SOME INTERESTING DIFFERENCES OF OPINION. SOME OF YOU THINK THAT WE SHOULD INVEST HEAVILY IN TRAINING INSTITUTIONS. SOME EVEN SUGGEST THE BUILDING OF NEW AND DIFFERENT PROGRAMS.
- ON THE OTHER HAND THERE ARE THOSE AMONG YOU WHO BELIEVE THAT THE

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July 22, 1988

FIRST COMMISSION MEETING

DPENING STATEMENT: SUBGESTIONS

- * THANK VERY BUSY PEOPLE FOR GIVING OF THEIR TIME
- * THE UNIQUENESS OF THIS GATHERING:
- IN THIS ROOM ARE LEADERS OF:
 - --- THE ORGANISED JEWISH COMMUNITY
 - --- HEADS OF OUR INSTITUTIONS OF HIGHER LEARNING -- ORTHODOX CONSERVATIVE, REFORM, RECONSTRUCTIONIST.
 - --EDUCATORS
 - --RABBIS
 - -- DISTINGUISHED REPRESENTATIVES OF THE ACADEMIC COMMUNITY
 - --- THE FOUNDERS AND LEADERS OF PRIVATE JEWISH FOUNDATIONS.
- * VIRTUALLY EVERYONE WHO WAS TURNED TO RESPONDED IN THE AFFIRMATIVE. WHY?

BECAUSE EACH AND EVERY ONE OF US IS DEEPLY CONCERNED BY THE TRENDLINES.

BECAUSE EACH AND EVERYONE OF US BELIEVES THAT IF WE COMBINE FORCES , WE MAY FIND THE WAY TO INTERVENE AND CHANGE THOSE TRENDLINES

*THE CHALLENGE, PUT SIMPLY, IS :

CAN WE FIND THE WAYS AND MEANS FOR MANY MORF NORTH AMERICAN JEWB WHO LIVE IN AN OPEN SOCIETY, WHO HAVE UNLIMITED CHOICES AVAILABLE TO THEM, TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

WE BELIEVE THAT THIS COMMISSION HAS A CHANCE OF SUCCEEDING BECAUSE OF THE CONSTITUENCIES WILLING TO JOIN THEIR FORCES AND BECAUSE OF THE VALUES INHERENT IN OUR WORKING TOGETHER.

- * WHAT THIS COMMISSION REPRESENTS:
- -- THE CUMMUNAL/PRIVATE PARTNERSHIP (JWB, JESNA, CJF AND THE PRIVATE SECTOR)
- -- THE POWER OF THE MESSAGE OF PLURALISM (ORTHODOX. CONSERVATIVE, REFORM, RECONSTRUCTIONIST -- WORKING TOGETHER).
- THE POTENTIAL RESOURCES FOR IMPLEMENTATION (COMMUNAL INSTITUTIONS, DENOMINATIONS, PHILANTHROPY)
- -- THE FRONT-LINE EDUCATORS WHO DO THE JOB (THE CLASSROOM TEACHER, THE PRINCIPAL, THE COMMUNITY CENTER DIRECTOR, THE RABBIS, THE DIRECTOR OF INSTITUTIONS THAT EDUCATE EDUCATORS, HEADS OF BUREAUS OF JEWISH EDUCATION)
- -- THE DETERMINATION TO FACE OUR PROBLEMS SQUARELY.
- -- THE DETERMINATION TO BASE ACTION ON KNOWLEDGE.
- * THIS COMMISSION IS NOT BEGINNING TODAY. EVERY ONE OF YOU --INCLUDING MYSELF -- HAS BEEN INTERVIEWED SO THAT WE COULD LEARN WHAT OUR OPTIONS ARE; SO THAT WE TOGETHER COULD BEGIN TO BUILD OUR AGENDA.
- * THIS PROCESS HAS PROVEN TO BE A WONDERFUL INVESTMENT OF TIME. I WOULD LIKE TO REPORT TO YOU AND SHARE WITH YOU WHAT WE HAVE LEARNED FROM THESE INTERVIEWS.
- * YOU HAVE IN FRONT OF YOU AN DUTLINE -- A SELECTION -- OF YOUR IDEAS, OF SOME OF THE ISSUES YOU BELIEVE ARE CENTRAL FOR THE WORK OF THIS COMMISSION.

july 22, 1988

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FIRST COMMISSION MEETING

OPENING STATEMENT: SUGGESTIONS

- * THANK VERY BUSY PEOPLE FOR BIVING OF THEIR TIME
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IN THIS ROOM ARE LEADERS OF:

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 - --- EDUCATORS

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조目の古山南部 製作のは MAN CAMPA CAMP OF NO TO DECIPE! さいけんじんいこう BY IME TRENDLINES.

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CAN WE FIND THE WAYS AND MEANS FOR MANY MORE NORTH AMERICAN JEWS WHO LIVE IN AN OPEN SOCIETY, WHO HAVE UNLIMITED CHOICES AVAILABLE TO THEM. TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

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THE INTERVIEW WITH COMMISSION MEMBERS A SELECTION AND A SUMMARY

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- 2. THE CLIENTS OF EDUCATION.
- 3. THE SETTINGS OF EDUCATION .
- 4. THE METHODS OF EDUCATION .
- 5. THE ECONOMICS OF EDUCATION .
- 6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

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- E. THE IMPORTANCE OF A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD WAS EMPHASISED.
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- ON THE OTHER HAND THERE ARE THOSE AMONG YOU WHO BELIEVE THAT THE

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MOST EFFECTIVE KIND OF TRAINING, IS THROUGH A HEAVY INVESTMENT IN ON-THE-JOB TRAINING THROUGH APPRENTICESHIPS, MENTORSHIPS AND SABBATICALS OF VARIOUS FORMS.

THERE IS A THIRD POINT OF VIEW WHICH ASSERTS THAT THE MOST PRACTICAL APPROACH IS TO BUILD CENTERS FOR THINKING AND RESEARCH. THEIR AROUMENT IS THAT EDUCATIONAL REFORM IS MOST EFFECTIVE WHEN IT MOVES FROM THE TOP DOWN. THIS ARBUMENT REMINDS US OF MARTIN BUBER'S CONTRIBUTION TO ADULT JEWISH EDUCATION IN BERMANY, OR JOHN DEWEY'S CONTRIBUTION TO EDUCATION IN AMERICA. TO DEMONSTRATE THAT PROFOUND IDEAS ARE THE WAY TO ATTRACT THE PEOPLE WE NEED. ARE THE FASTEST AND MOST EFFECTIVE WAY TO CHANGE THE IMAGE OF THE FIELD OF JEWISH EDUCATION AND CREATE A PROFESSION.

2. THE CLIENTS OF EDUCATION

MANY OF YOUR COMMENTS AND SUGGESTIONS CONCERN THE PARTICIPANTS -YOUNG AND OLD, WHO COULD OR DO PARTAKE OF JEWISH EDUCATION: WHO ARE THEY? WHAT DO THEY NEED? WHAT DO THEY WANT?

THREE POINTS OF VIEW WERE EXPRESSED AS TO WHO WE SHOULD TRY TO ATTRACT AND SERVE:

A.WE MUST CHANGE OUR APPROACH TO OUR CLIENTS AND ACTIVELY REACH OUT TO THE LESS-AFFILIATED. WE MUST MARKET OUR PRODUCT MORE EFFECTIVELY AND OFFER THE KIND OF VARIETY THAT WILL ATTRACT THOSE THAT ARE NOT CURRENTLY INVOLVED.

B, WE MUST IMPROVE THE QUALITY OF PROGRAMS: DUTREACH WILL RESOLVE ITSELF WHEN THE QUALITY OF JEWISH EDUCATION IS IMPROVED, GOOD PROBRAMS WILL ATTRACT LARBER NUMBERS OF STUDENTS TO JEWISH EDUCATION.

C. THE MOST SOUND INVESTMENT IS IN THE STRENSTHENING AND IMPROVING OF EDUCATION FOR THE COMMITTED. THIS POINT OF VIEW CLAIMS THAT THEY ARE DUR MOST IMPORTANT POPULATION.

MANY OF YOU ABREE THAT OUR KNOWLEDGE BASE ABOUT THE CLIENTS OF EDUCATION IS MINIMAL AT BEST AND THAT OUR INTUITIONS MAY EVEN BE MISLEADING, WE SIMPLY DO NOT SEEM TO KNOW ENOUGH ABOUT THE JEWS OF AMERICA TO MAKE INFORMED DECISIONS.

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3. THE SETTINGS OF EDUCATION.

YOU HAVE RAISED ISSUES ABOUT THE MANY FORMS OF FORMAL INFORMAL EDUCATION: OPINIONS VARY AS TO WHAT FORMS JUSTIFY GREATEST INVESTMENT; WHAT IS MOST IN NEED OF GUALITATIVE IMPROVEMENT: WHAT HAS THE GREATEST POTENTIAL.

A. SOME OF YOU SEE GREAT OPPORTUNITIES IN INFORMAL EDUCATION : THE COMMUNITY CENTER, THE ARTS, ISRAEL EXPERIENCE PROBRAMS, SUMMER CAMPING, YOUTH MOVEMENTS AND YOUTH BROUPS, ARE VIEWED AS MEANS FOR REACHING MANY MORE CLIENTS THAN ARE CURRENTLY INVOLVED. AND FOR IMPACTING ON THE LIVES OF THOSE THAT ARE ALREADY PARTICIPATING.

B. SOME OF YOU SUGGEST COMBINING FORCES BETWEEN FORMAL AND INFORMAL SETTINGS TO CREATE NEW FORMS OF EDUCATION.

C. OTHERS WOULD ENCOURAGE A MASSIVE INVESTMENT OF ENERGY THOUGHT AND RESOURCES IN DAYS-SCHOOL EDUCATION. THE CLAIM IS MADE THAT THE DAY SCHOOL OFFERS THE MOST NEARLY COMPLETE JEWISH EDUCATIONAL ENVIRONMENT; THAT THE SCHOOLS CAN AND WILL GROW IT THEY ARE IMPROVED AND PROPERLY MARKETED. AND IF TUITION IS WITHIN REACH OF MORE PARENTS.

ON THE OTHER HAND BASIC QUESTIONS WERE RAISED CONCERNING THE IMPACT OF DAY-SCHOOLS FOR STUDENTS COMING FROM HOMES THAT DO NOT SUPPORT THE VALUES AND GOALS OF THESE INSTITUTIONS.

A NUMBER OF COMMISSIONERS EXPRESSED CONCERN WITH THE SMALL NUMBER OF ALL-DAY HIGH-SCHOOLS AND WITH THE FACT THAT ENROLMENT DROPS DRAMATICALLY, PRECISELY AT THE TIME WHEN THE VALUES OF THE YOUNG PERSON ARE PARTICULARLY OPEN TO INFLUENCE.

D. THE SUPPLEMENTARY SCHOOL : THOUGH BUPPLEMENTARY SCHOOLS SERVE THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL. JEWISH EDUCATION, THE COMMISSIONERS EXPRESS EXTREME POSITIONS ABOUT THIS EDUCATIONAL SETTING. SOME OF YOU EXPRESS THE OPINION THAT THE SUPPLEMENTARY SCHOOL IS A WASTE OF TIME AND NOT SALVAGEABLE. OTHERS BELIEVE THAT SUCH A POSITION IS HARMFUL BECAUSE THIS IS WHERE THE CLIENTS ARE. THEREFORE WE MUST ENBAGE IN SERIOUS EFFORTS TO IMPROVE THE SUPPLEMENTARY SCHOOL.

YOUR IDEAS, YOUR VIEWS, YOUR SUBGESTIONS SPAN THE AGE CONTINUUM -- FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION,

E. MANY OF YOU SEE GREAT POTENTIAL IN EARLY CHILDHOOD EDUCATION. HERE THE PROPONENTS OF FORMAL AND INFORMAL EDUCATION JOIN FORCES TO ARQUE THAT THE LARBE NUMBERS OF STUDENTS AND THE ENORMOUS POTENTIAL FOR EDUCATIONAL IMPACT, CONVERGE TO MAKE THIS AREA WORTHY OF SERIOUS ATTENTION.

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HOWEVER THERE WAS WIDE AGREEMENT THAT THE PERSONNEL FOR EARLY CHILDHOOD, THEIR TRAINING AND SALARIES REPRESENT A VERY SERIOUS CHALLENBE

F. THE ISRAEL EXPERIENCE: THERE IS WIDE CONSENSUS THAT EDUCATIONAL EXPERIENCES IN IBRAEL HAVE A SIBNIFICANT IMPACT ON YOUNG PEOPLE. SOME OF YOU BELIEVE THIS TO BE TRUE FOR LOOSELY STRUCTURED PROGRAMS, SUMMER TOURING, CAMPING, OTHERS BELIEVE STRUCTURED PROGRAMS AT UNIVERSITIES, YESHIVOT OR FOR DAY-SCHOOLS ARE MORE EFFECTIVE. THE ISSUE OF ENSURING PROGRAM QUALITY AND THE QUESTION OF SUBSIDIES WERE RAISED.

G. THE COLLEGE CAMPUS AND THE UNIVERSITY APPROXIMATELY EIGHTY FIVE PERCENT OF ALL JEWISH YOUNG PEOPLE ATTEND COLLEGES AND UNIVERSITIES. EDUCATIONAL INTERVENTION ON THE CAMPUS IS VIEWED BY SOME COMMISSIONERS AS VERY IMPORTANT, BECAUSE THIS MAY BE OUR LAST OPPORTUNITY TO EDUCATE. THE ACADEMIC CLIMATE THAT VALUES UNIVERSALISM OVER PARTICULARISM FORCES DIFFICULT DILEMMAS UPON OUR YOUNG PEOPLE.

H. ADULT EDUCATION - FAMILY EDUCATION:

ALMOST ALL OF YOU EMPHASISE THE IMPORTANCE OF THE FAMILY ENVIRONMENT AND THE EDUCATION OF ADULTS PARTICULARLY IF WE WANT TO SUCCEED IN THE EDUCATION OF CHILDREN. THOUGH SEVERAL OF YOU POINT TO ENCOURAGING DEVELOPMENTS IN THIS AREA YOU ALSO POINT TO THE FACT THAT THIS FORM OF EDUCATION IS UNDERDEVELOPED.

4. THE METHODS OF EDUCATION

COMMISSIONERS SUBGEST THAT WE DEVOTE ENERGY TO THE VARIOUS METHODS USED IN DIFFERENT FORMS OF EDUCATION. SUGGESTIONS INCLUDE METHODS FOR THE TEACHING OF HEBREW, HISTORY AND CONTEMPORARY JEWISH LIFE. SOME ARGUE FOR A SERIOUS EFFORT AT CURRICULUM REFORM THAT WOULD EMPHASIZE THE TEACHING OF VALUES. THE ATTACHMENT TO THE JEWISH PEOPLE AND TO ISRAEL. OTHERS SUGGEST THAT WE INVEST SYSTEMATICALLY IN THE CREATIVE USE OF THE MEDIA AND COMPUTERS FOR JEWISH EDUCATION.

5. THE ECONOMICS OF EDUCATION

A. THE COST OF THE REFORM OF EDUCATION WAS REPEATEDLY RAISED BY COMMISSIONERS, WHETHER IT BE FOR TEACHER SALARIES.

. . . .

DEVELOPMENT OF TRAINING INSTITUTIONS, OR ON THE JOB TRAINING .

- B. SEVERAL COMMISSIONERS WERE CONCERNED ABOUT THE HIGH COST OF PARTICULARLY FOR DAY-BOHOOLS, FOR THE EXPERIENCE, AND FOR CAMPING.
- C. THE IMPORTANCE OF FUNDING AND IMPROVED PHYSICAL PLANT, WAS RAISED. THE NEED FOR GOOD UP-TO-DATE LABORATORIES IN THE SCIENCES, COMPUTER EDUCATION AND PHYSICAL EDUCATION FACILITIES WERE CITED AS EXAMPLES.
- D. IT WAS RECOGNISED THAT WE HAVE VERY SKETCHY DATA ABOUT PRESENT EXPENDITURES FOR JEWISH EDUCATION BY THE AMERICAN JEWISH COMMUNITY.

5. THE COMMUNITY: LEADERSHIP AND STRUCTURES

A. THE RECRUITMENT OF A CADRE OF COMMUNITY LEADERS TO THE CAUSE OF JEWISH EDUCATION IS VIEWED AS A HIGH PRIORITY. THE COMMUNITY LEADER IS ONE OF THE KEY FORCES FOR CHANGE. THEY WILL HAVE TO BE INFORMED AS TO THE REALITIES AND PROBLEMS OF JEWISH EDUCATION AND ASSUME THE KEY POSITIONS WERE POLICY IS DETERMINED.

B. SOME COMMISSIONERS DEALT WITH THE STRUCTURES THAT SUPPORT AND DELIVER THE SERVICES OF JEWISH EDUCATION AND ASKED HOW THEY COULD BE STRENGTHENED TO BECOME MORE EFFECTIVE IN IMPLEMENTING CHANGE AND REFORM.

SOME ASKED WHETHER THE CURRENT STRUCTURES ARE APPROPRIATE. THERE ARE SUGGESTIONS THAT NEW STRUCTURES, NEW MECHANISMS, CONSORTIA BETWEEN EXISTING INSTITUTIONS SHOULD BE DEVELOPED - FOR EXAMPLE, BETWEEN THE FEDERATIONS THAT CAN FUND, THE DENOMINATIONS THAT DELIVER SERVICES AND THE COMMUNITY CENTERS.

CONCLUSION

I THINK YOU WILL AGREE WITH ME THAT TOGETHER WE HAVE DEVELOPED AN EXTRAORDINARY -- A VERY RICH - AGENDA.

WE WILL OBVIOUSLY HAVE TO CHOOSE, TO RANK, TO DECIDE ON OUR PRIORITIES. I BELIEVE WE WILL BE ABLE TO DO THIS BECAUSE MANY OF US ALSO ABREE ON AN APPROACH, A METHODOLOGY.

- A, A SYSTEMATIC THOUSH SELECTIVE STUDY OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA TODAY.
- B. THE TRANSLATION OF OUR FINDINGS INTO AGREED UPON PRIORITIES FOR ACTION.
- C. THE PREPARATION OF DEVELOPMENT PLANS, TRANSLATING PRIORITIES INTO ACTUAL PROBRAMS, PROJECTS AND EXPERIMENTS.
- D. THE DETERMINATION TO SECURE SUPPORT FOR THESE PROGRAMS AND SEE THEN THROUGH TO THEIR SUCCESSUL IMPLEMENTATION.

ITHIS IS THE END OF THE PAPER FOR THE COMMISSIONERS.

MORT WILL WANT TO CONCLUDE THIS PART OF THE MEETING WITH AN INSPIRATIONAL PARAGRAPHI.



Interview/MINA588/micros

TOWARDS THE FIRST COMMISSION MEETING:

Dred a form to complete Wied a p. listing the absolute after interview minimum to get out of this interview interview.

SION MEETING:

Leave them w/ a packet incl.
list of Sr. fol. aduisors

- list of commissioners

INTERVIEW OF COMMISSIONERS - another copy of design doc.

- fact sheet (if we have one)

Background

A. The purposes of the individual interviews of commissioners are:

- --to prepare and involve the commissioners towards the first meeting;
- --to learn where they stand and what they think;
- -- to gather materials for the opening statement.
- B. It is suggested that this be done by means of a 1/2 hour long structured conversation (guided by open questions). Possible outcomes:
 - 1. The commissioners will have been introduced to the concept of the Commission, its organization and anticipated scope.
 - 2. We will have begun to learn the views, stands, beliefs of the various commissioners on:
 - the content of the Commission (Jewish education in the U.S.: problems and opportunities).
 - b. desirable and possible outcomes.
 - c. the process, work-mode and organization of the Commission.
 - 3. The commissioners will be involved in the process of the Commission prior to the first meeting and we will have a first assessment of their willingness to take on an active role -- as presenter, discussant, task force chair, member -- or as future funder and implementor of plans.
- C. The interviews should probably best take place at the Commissioners' home -- if this is impossible at their office. It should be in a relaxed framework conducive to exchange of views.
- An effective means of reporting should be chosen -- one with which both the interviewer and interviewee can feel comfortable: notes or recording. Barring this, we recommend oral reporting to a writing member of the planning group who will do the writing. One of our goals is to have materials (quotes or ideas) for the opening statement.

SUGGESTED SCHEDULE

TOPICS:

* Views on Jewish Education in America today -- its problems

- * The opportunities that make the Commission timely
- * Our initial cut into the subject of personnel
- * The reformist scope and civic dimension of the Commission
- * The representativeness of the Commission -- institutional and individual
- * The process planful and implementation-oriented
- * The outcomes policies and programs (concate)
- * the preferences and likely involvement of the commissioner
- 1. Thanks for agreement to serve on the Commission. Very brief definition of the Commission; of the role of the interviewer in it; of the purpose of this meeting. Emphasize level of response

e.g.:

"Hello

We are so glad (It was gratifying...) that you have accepted Mort's invitation to be a member of the Commission. As you know, its purpose is to look at (investigate) the state of Jewish Education in America today and to come up with very concrete recommendations for action. I am a member of the planning team - (president of MAF, consultant to MLM, etc...) and before starting the actual work of the Commission we thought it would be important for us to learn of your views intentions - ideas - about the topic of the Commission, its work, its possible outcomes. As you know this is going to be an active Gommission -- and your views -- those of all the commissioners -- will shape its agenda and guide its work."

At this point the commissioner should be encouraged to share his view on the possible contributions of the Commission.

thatfollow 2. The following questions are mainly elaborations on the opening statement. They may serve as a checklist and as a means to encourage the interviewee to express himself -- in case the first statement led to too general a response or was not effective.

e.g.:

"I assume that you accepted to serve on the Commission because you believe that there are both severe problems with Jewish education in North America, and because of a sense of opportunity to deal with these problems at the present time. In your opinion what are the major problems and challenges facing Jewish Education in America

(e.g. Jewish Education in North America is of low level, often served by inadequate, poorly trained and poorly paid personnel, offering poor programs to an apparently fairly indifferent population by means of

day schools - many religious but also communal; supplementary schools - mainly synagogual and only up to ages 12-14; community centers with growing but still limited programs. The products are often insignificant if measured by the level of knowledge and/or the Jewish commitment of the participant.

[Be sure to stress that in our frame of reference education includes:

JCC

- --formal education
- --informal education
- --involvement in organized Jewish life (CJF, UJA, synagogue participation, etc.)
- --community events (Russian Jewry)
- -- Israel: visits, study, support]
- 3. Commissioners are likely to express a variety of views. We may want to share with them our thoughts on key issues:
 - * Personnel (maybe review the argument in the mission statement)
 - * Reconsideration of institutional frameworks(existing and possible innovations)
 - * Role of the commissioners
- 4. In your opinion what are the current opportunities that make this endeavor timely and likely to impact?
 - e.g.
 - a. Jewish education as a response to the issue of meaningful continuity is now on the agenda of major organizations

[Be prepared to handle Silberman's argument - e.g. meaningful continuity]

- b. Emergence of large private foundations (half have put Jewish education as important item on their agenda)
- c. \$200,000,000 building boom of Community Centers
- d. Reform movement in general education eg Carnegige avation at Rish
- e. MLM recognizing the special moment and wanting to found partnership between:
 - * community leaders
 - * major communal organizations
 - * educators
 - * scholars
 - * Institutions of higher Jewish learning

(locate the interviewee in the appropriate category and mention other names)

In your view, what are the possible contributions this Commission could make to Jewish Education (life?) in North America? [When reform is discussed in general education some speak of "regaining America's economic supremacy"; preparing our young to be able to think and solve problems in a manner suitable to the age of information" etc. What, in your opinion, do we want to give our youngsters? Where and how will the educators be trained? What kind of institutions will educate our young?] It may be useful to allow the commissioners to express their vision - their dream e.g.

If you would allow yourself to dream, to tell your vision, how will the future be different from today? What will Jewish Education in America be like when the Commission will have succeeded? What is success?

In your opinion, who should be involved in the Commission (people) institutions); what will they bring to it? What components participants - are critical to success?

(Use this question as an opportunity to stress the institutional, financial and conceptual scope of the Commission:

- who are the partners
- what are the opportunities
- what are the resources
- the Livie message: all together to confront the problem and offer feasible and significant options for action -- projects; plans,] - successes.
- 7. Many different commissions have worked in a variety of ways -- what is your opinion on the first suggestions for the work of this Commission?

[How the Commission will work -- elicit suggestions for task force membuship * lay ownership and involvement (elicit suggestions of further names?)

- * meetings
- * task forces
- * staff (detail)
- * senior policy advisors
- * a planned process that is implementation-oriented.]
- 8. Anticipated outcomes:

consensus of major players about policies and program areas.

- * Commitment of Mandel Foundation
- * Interest of other Foundations
- * Priority setting in Federations

* Priorities in training institutions

Believe others can use same "roadmap" in writerling

for the the organized J. Comm.

9. Task forces on:

Building the Program (initial cost component)

- c. The future as history (scenario for the year 2000)

 d. Building lay leadership
- e. The Climate
- f. Institutional Structures for Jenish Education
 g. Jewish Education
- 10. How do you view your own participation in the work of the Commission [adapt to the commissioner's role and resources]. A participant coming to the meetings? A task force member? What interest?
- 11. Similar conversations are being held with all commissioners towards setting the agenda of the first meeting.
- 12. Summarize your understanding of the interviewee's views expressed during the interview. - Oral summary

Thank you.

[Some impressions we may want to avoid in the interviews. That:

- The Commission will produce a vision and no practical results.
- The Commission will suggest that we need "more and better" Jewish education.
- 3. We have the answers and the Commission is a rubber stamp.]

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

The Interview with Commission Members A Selection

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

The major issues raised appear to cluster around six topics:

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

I. The People Who Educate

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

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

II. The Clients of Education

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

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

- A. Three points of view were expressed as to whom we should try to attract and serve;
 - We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
 - 2. We must improve the quality of programs: outreach will resolve itself when the quality of Jewish education is improved. Good programs will attract larger numbers of students to Jewish education.
 - 3. The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.
- B. Our knowledge base about the clients of education is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Settings of Education

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

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

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

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

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

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

Page 4

2. The Israel Experience

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

3. The College Campus and the University

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

4. Adult Education - Family Education

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

IV. The Methods of Education

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

V. The Economics of Education

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

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

VI. The Community: Leadership and Structures

400 00 40

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

#

JUL-22-88 FRI 15:50 Perry Davis Assoc. P. U.

To: Art Naperstek

From: Perry Davis

Re: Data Document

Date: July 22, 1988

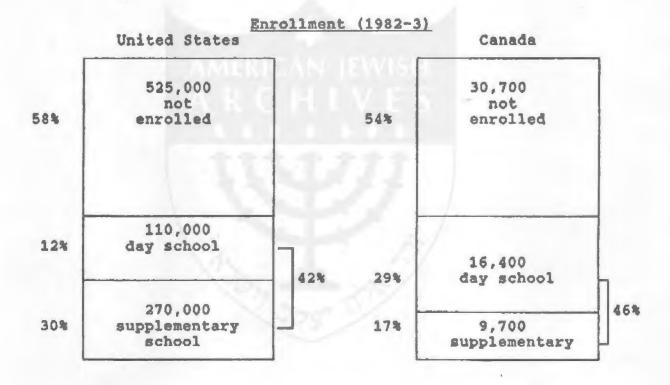
For your information. This is still being reviewed by Al Schiff, J. Woocher and A. Rotman. I'll call Ginny when its signed off by all so it can be reproduced and put in the Commission book.

SELECTED DATA ON JEWISH EDUCATION *

I. FORMAL EDUCATION

Jewish Population (1982)

	United States	Canada
Total	5,725,000	308,000
School age (ages 3-17)	880-950,000	57,000



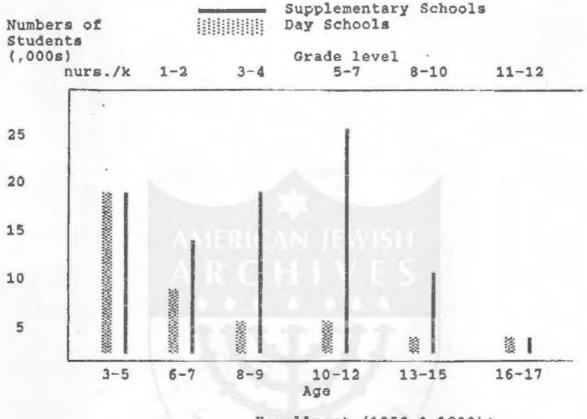
Number of Schools (1982)

	U.S.	Canada
Supplem. Schools	2100 (79%)	90 (69%)
Day Schools	600 (21%)	40 (31%)
TOTAL	2700	130

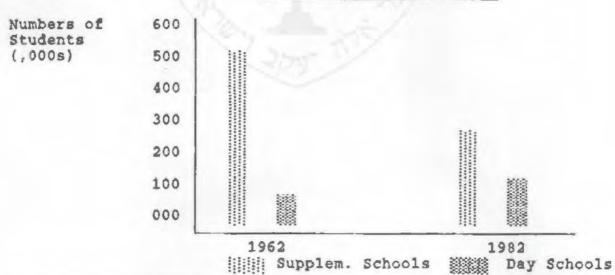
^{*} The data represent a compilation of sources reflecting current available statistics on Jewish education in North America. Figures are approximate.

FORMAL EDUCATION (CONT.)

Average Enrollment per Age and Grade Level (U.S. - 1982-3)



Enrollment (1962 & 1982) *



^{*} The total number of school age children has declined by as much as 15-20% between 1962 and 1982.

JUL-22-88 FRI 15:51 Perry Davis Assoc. P.04

II. INFORMAL EDUCATION

Note: There are currently 200 Jewish Community Centers in North America.

A. Camping Programs (resident camps)

70 Resident camps

52-54,000 annual participants (some in dual sessions)
Represents 9% of the total eligible population (ages 8-16)

B. Youth Organizations (zionist, synagogue movements, etc.)

10 major organizations

Approximately 100,000 participants

Represents 16% of the eligible population (ages 10-18)

C. Educational Programs in Israel

300+ Programs

Approximately 25-30,000 participants

III. COLLEGE/UNIVERSITY PROGRAMS IN JEWISH STUDIES

596 programs in the U.S. and 44 in Canada

The number of participants is not available. It is estimated that there are 350-400,00 Jewish college and university students in North America at this time.

IV. PERSONNEL (North America)

V. TRAINING

Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6)

Type of Program

Number of full time students

Bachelors level Masters level 101

This represents only a fraction of actual annual personnel needs.

In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled on the first day of school.

VI. SALARIES

Annual Salaries (1987 Estimates)

Full time Day School (30 hours of teaching per week) \$21-23,000
Full time elem. <u>public school</u> 28,000
Supplementary School (12 hours of teaching per week) 9,000
Executive Salary (averages at JCCs and BJEs) 53-55,000

ACKNOWLEDGMENTS

These individuals provided data and comments for this report:

- Chaim Botwinick NY Federation
- Steven M. Cohen Queens College
- Moshe Davis International Center for the University Teaching of Jewish Civilization
- Paul Friedman United Synagogue of America
- Annette Hochstein NATIV Policy and Planning Consultants
- Leora Isaacs JESNA
- Mitchell Jaffe JWB
- Joseph Reimer Brandeis University
- Arthur Rotman JWB
- Leonard Rubin JWB
- Jeffrey Scheckner Council of Jewish Federations
- Alvin Schiff NY Board of Jewish Education
- Jonathan Woocher JESNA

A selected bibiliography is available upon request.

UL-25-88 MOH 10:05 Perry Davis Assoc

P.01

2329

PERRY DAVIS ASSOCIATES, INC. 25 WEST 45TH STREET, SUITE 1409 NEW YORK, N.Y. 10036

> TEL: 212/840-1166 FAX: 212/840-1514

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Additional Comments:

JUL-25-88 MON 10:06 Perry Davis Assoc

-.02

To: V. Levi

From : P. Davis

Date : July 25, 1988

Re : Data Document

As of this morning, I have Annette's comments back on the Schiff issues. She also met with J. Woocher in Israel and several other experts. I will therefore only need Rotman's comments to have this in final form for the Commissioners. As soon as that's available (probably later today) I'll call you and have the final report sent Federal Express for you to reproduce. I'm also working with Federation on the overhead slides.

To: Annette Hochstein

From: Perry Davis

Date: July 24, 1988

Re: Comments on data document from A. Schiff

Just before Shabbat, Alvin Schiff called me with comments on our Data presentation. He was highly complimentary about the document as a whole and thought it capsulized critical information for the Commission kick-off meeting. The treatment of general enrollment data, informal education statistics and personnel information, he felt, had never been succinctly compiled before. He was also very supportive of our painstaking approach to the various sources. His specific comments follow.

- 1. On page 1. He was concerned that the supplementary school enrollment figure was too high, but agreed to its use in light of the source and the lack of contrary data.
- 2. On page 2. He felt that the nursery/k column might be misleading. The column clearly refers to K and pre-K programs in day and supplementary schools. However, there are so many intensive nurseries in other settings (JCCs, Synagogues, etc.) that the term "formal" is misleading. Those settings too, Schiff felt are quite formal. His suggestion was to make the point clearer or eliminate the nurs./k column all together.
- 3. On page 2. The top chart reflects US data only. I found equivalent data in your Report No. 5 Table 4.1. The numbers are small and the day school/supplem. ratio is reversed. I suggest no new chart but a copy in Joe's material if the question comes up.
- 4. On page 2. He suggested the insertion of 50 between 000 and 100 on the Y axis.
- 5. On page 3. Schiff also questions the 200 JCC number. I have faxed the data report to Rotman and will get his responses Monday.
- 6. On page 3. He accepts the JWB source for the camp data but

questions whether it is anywhere near complete. He thinks there are almost 45 resident camps in NY alone. Joe should point out the JWB source on this, it may be challenged by others too. Should we drop it? It will get thin on the informal end if we do.

- 7. On page 3. He would like it made clear that the "college/university programs" noted reflects a wide variance in the kind of program provided.
- 8. On page 4. He correctly noted that the 30,000+ number is not for teachers but for "teaching positions" . I suggest we make the change.
- 9. On page 4. He suggests several categories for Executive salaries: Day school principals and administrators from \$55,000 to 70,000. Supplementary school administrators \$30- 45,000. JCC directors \$55,000 [I'll check this with Rotman]. What salary range does J. Woocher think we should indicate for BJE directors?

Schiff was extremely happy to help, "delighted to be asked".

I'll await your response back and Rotman and Woocher's comments before revising the document. We're pushing the Cleveland reproduction deadline and the Federation overhead preparation deadline. By Tuesday noon, my time, we will have to close the books on this.

cc. A. Naperstek

COMM	UNICATIONS REPORT		AS	of JUL 2	5 '08 11:56
TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
11:49	/	G3-S	7/10	12	OK
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TO: NAME Mandell Berman COMPANY_ STREET ADDRESS CITY, STATE, ZIP Springfield, Michigan PHONE NUMBER	FROM: NAME Virginia COMPANY Premier DEPARTMENT 090	
TELEX NO.: 6873015 PREMI UW	FAX NO.: 2163918327	TIME SENT:
	ort Mandel's opening rema your remarks for next Mond	

Ginny Levi

	COMMUN	ICATIONS REPORT		AS	OF JUL 2	5 '88 11:30
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	11:23) JW	B	OM-S	6/30	14	ok
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TELEX NO.: 6873015 PREMI UW FA	X NO.: 2163918327 TIM	E SENT:	
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not yet in final form, but sh	nould be close enough for yo	our purposes.	
See you next week.			
	Ginny Levi		

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COMPANYSTREET ADDRESS	COMPANY Premier
CITY, STATE, ZP Cleveland PHONE NUMBER	COST CENTER 090
TELEX NO.: 6873015 PREMI UW	FAX NO.: 2163918327 TIM

MESSAGE:

Attached is a draft of Mort Mandel's opening remarks. You may find it helpful in preparing your remarks for next Monday's commission meeting.

Ginny Levi

July 22,1988

FIRST COMMISSION MEETING

DPENING STATEMENT: SUGGESTIONS

- * THANK VERY BUSY PEOPLE FOR BIVING OF THEIR TIME
- * THE UNIQUENESS OF THIS GATHERING:
- IN THIS ROOM ARE LEADERS OF:
 - -- THE ORGANISED JEWISH COMMUNITY
 - -- HEADS OF OUR INSTITUTIONS OF HIGHER LEARNING -- ORTHODOX CONSERVATIVE, REFORM, RECONSTRUCTIONIST.
 - -- EDUCATORS
 - --RABBIS
 - -- DISTINGUISHED REPRESENTATIVES OF THE ACADEMIC COMMUNITY
 - -- THE FOUNDERS AND LEADERS OF PRIVATE JEWISH FOUNDATIONS.
- * VIRTUALLY EVERYONE WHO WAS TURNED TO RESPONDED IN THE AFFIRMATIVE, WHY?

BECAUSE EACH AND EVERY ONE OF US IS DEEPLY CONCERNED BY THE TRENDLINES.

BECAUSE EACH AND EVERYONE OF US BELIEVES THAT IF WE COMBINE FORCES , WE MAY FIND THE WAY TO INTERVENE AND CHANGE THOSE TRENDLINES

*THE CHALLENGE, PUT SIMPLY, IS :

CAN WE FIND THE WAYS AND MEANS FOR MANY MORF NORTH AMERICAN JEWS WHO LIVE IN AN OPEN SOCIETY, WHO HAVE UNLIMITED CHOICES AVAILABLE TO THEM, TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

WE BELIEVE THAT THIS COMMISSION HAS A CHANCE OF SUCCEEDING BECAUSE OF THE CONSTITUENCIES WILLING TO JOIN THEIR FORCES AND BECAUSE OF THE VALUES INHERENT IN OUR WORKING TOGETHER.

- * WHAT THIS COMMISSION REPRESENTS:
- -- THE CUMMUNAL/PRIVATE PARTNERSHIP (JWB, JESNA, CJF AND THE PRIVATE SECTOR)

THE PERSON NAMED IN THE

- -- THE POWER OF THE MESSAGE OF PLURALISM (ORTHODOX, CONSERVATIVE, REFORM, RECONSTRUCTIONIST -- WORKING TOGETHER).
- -- THE POTENTIAL RESOURCES FOR IMPLEMENTATION (COMMUNAL INSTITUTIONS, DENOMINATIONS, PHILANTHROPY)
- -- THE FRONT-LINE EDUCATORS WHO DO THE JOB (THE GLASSROOM TEACHER, THE PRINCIPAL, THE COMMUNITY CENTER DIRECTOR, THE RABBIS, THE DIRECTOR OF INSTITUTIONS THAT EDUCATE EDUCATORS, THE HERDS OF BUREAUS OF JEWISH EDUCATION)
- -- THE DETERMINATION TO FACE OUR PROBLEMS SQUARELY.
- THE DETERMINATION TO BASE ACTION ON KNOWLEDGE.
- * THIS COMMISSION IS NOT BEGINNING TODAY, EVERY ONE OF YOU -INCLUDING MYSELF -- HAS BEEN INTERVIEWED SO THAT WE COULD LEARN
 WHAT OUR OPTIONS ARE; SO THAT WE TOGETHER COULD BEGIN TO
 BUILD OUR AGENDA.
- * THIS PROCESS HAS PROVEN TO BE A WONDERFUL INVESTMENT OF TIME.
 I WOULD LIKE TO REPORT TO YOU AND SHARE WITH YOU WHAT WE HAVE
 LEARNED FROM THESE INTERVIEWS.
- * YOU HAVE IN FRONT OF YOU AN OUTLINE -- A SELECTION -- OF YOUR IDEAS, OF SOME OF THE ISSUES YOU BELIEVE ARE CENTRAL FOR THE WORK OF THIS COMMISSION.

THE INTERVIEW WITH COMMISSION MEMBERS A SELECTION AND A SUMMARY

** YOU HAVE RAISED MAJOR ISSUES. THEY APPEAR TO CLUSTER AROUND SIX TOPICS:

- 1. THE PEOPLE THAT EDUCATE.
- 2. THE CLIENTS OF EDUCATION.
- 3. THE SETTINGS OF EDUCATION .
- 4. THE METHODS OF EDUCATION .
- 5. THE ECONOMICS OF EDUCATION
- 6. THE COMMUNITY: LEADERSHIP AND STRUCTURES .

AMERICAN ITWISH

1. THE PEOPLE THAT EDUCATE

A. ALMOST ALL OF US AGREED THAT THE SHORTAGE OF APPROPRIATE, QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MOST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.

B. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECRUITMENT, THEIR TRAINING, THEIR RETENTION, IS IN YOUR OPINION THE KEY FACTOR AFFECTING THE GHALITY OF JEWISH EDUCATION. IT IS ALSO A CRUCIAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDUCATION.

C.MANY OF YOU FORMULATE THIS PROBLEM AS THE NEED TO BUILD THE PROFESSION OF JEWISH EDUCATION.

D. MANY OF YOU MENTION THE IMPORTANCE OF BALARIES AND FRINGE BENEFITS; BUT EVEN MORE EMPHASISE THE STATUS, THE EMPOWERMENT, : THE PERSONAL GROWTH AND ADVANCEMENT OF THE EDUCATOR.

E.THE IMPORTANCE OF A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD WAS EMPHASISED.

F. THE EDUCATION OF EDUCATORS, EVOKED SOME INTERESTING DIFFERENCES OF OPINION. SOME OF YOU THINK THAT WE SHOULD INVEST HEAVILY IN TRAINING INSTITUTIONS. SOME EVEN SUGGEST THE BUILDING OF NEW AND DIFFERENT PROGRAMS.

ON THE OTHER HAND THERE ARE THOSE AMONG YOU WHO BELIEVE THAT THE

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- * WHAT THIS CONFITSTION REPRESENTS:
- -- THE COMMUNAL/PRIVATE PARTNERSHIP (JWB, JESNA, CJF AND THE PRIVATE SECTOR)
- -- THE POWER OF THE MESSAGE OF PLURALISM (ORTHODOX, CONSERVATIVE, REFORM, RECONSTRUCTIONIST -- WORKING TOGETHER).
- THE POTENTIAL RESOURCES FOR IMPLEMENTATION (COMMUNAL INSTITUTIONS, DENOMINATIONS, PHILANTHROPY)
- -- THE FRONT-LINE EDUCATORS WHO DO THE JOB (THE CLASSROOM TEACHER, THE PRINCIPAL, THE COMMUNITY CENTER DIRECTOR, THE RABBIG, THE DIRECTOR OF INSTITUTIONS THAT EDUCATE EDUCATORS, THE HEADS OF BUREAUS OF JEWISH EDUCATION)
- -- THE DETERMINATION TO FACE OUR PROBLEMS SQUARELY.
- -- THE DETERMINATION TO BASE ACTION ON KNOWLEDGE.
- * THIS COMMISSION IS NOT BEGINNING TODAY, EVERY ONE OF YOU -INCLUDING MYSELF -- HAS REFN INTERVIEWED SO THAT WE COULD LEARN
 WHAT OUR OPTIONS ARE; SO THAT WE TORFTHER COULD DEGIN TO
 BUILD DUR AGENDA.
- * THIC PROCESS HAS PROVEN IN SE A WONDERFUL INVESTMENT OF TIME, I WOULD LIKE TO REPORT TO YOU AND SHARE WITH YOU WHAT WE HAVE LEARNED FROM THESE INTERVIEWS.
- * YOU HAVE IN FRONT OF YOU AN OUTLINE -- A SELECTION -- OF YOUR IDEAS, OF SOME OF THE ISSUES YOU BELIEVE ARE CENTRAL FOR THE WORK OF THIS COMMISSION.

THE INTERVIEW WITH COMMISSION MEMBERS A SELECTION AND A SUMMARY

AN YOU MADE MAJOR HAJOR LOQUES. THEY AFFERN TO GLOSTEN ANDONE SIX TOPICS:

- 1. THE PEOPLE THAT EDUCATE.
- 2. THE CLIENTS OF EDUCATION
- 3. THE SETTINGS OF EDUCATION
- 4. THE METHODS OF EDUCATION .
- 5. THE ECONOMICS OF EDUCATION .
- 6. THE COMMUNITY: LEADERSHIP AND STRUCTURES .

1. THE PEOPLE THAT EDUCATE

A ALMOST ALL OF UO ACCOUNTIANT THE SHORTAGE OF METROPKIATE. QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MUST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.

F. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECHUITMENT, THEIR TRAINING, THEIR RETENTION, 15 IN YOUR OPINION THE KEY FACTOR AFFECTING THE BUALITY OF JEWISH CONCINTION. IT TO ALUG A CRUSTAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDOUATION.

C. MANY OF YOU FORMULATE THIS PROBLEM AS THE MEED TO BUILD THE PROFESSION OF JEWISH EDUCATION.

D. MONY OF YOU HENTION THE IMPURIANCE OF SALARIES AND FRINGE BENEFITS: BUT EVEN MORE EMPHASISE THE STATUS, THE EMPOWERMENT. THE PERSONAL GRUWIH AND ADVANCEMENT OF THE EDUCATOR.

E. THE IMPORTANCE OF A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD WAS EMPHASISED.

F. THE EDUCATION OF EDUCATORS, EVOKED SOME INTERESTING DIFFERENCES DE. DEINION. SOME OF YOU THINK THAT WE SHOULD INVEST HEAVILY IN IRAINING INSTITUTIONS. SOME EVEN OUDDEST THE BUILDING OF NEW AND DIFFERENT PRUBRAMS.

ON THE OTHER HAND THERE ARE THOSE AMONG YOU WHO BELIEVE THAT THE

MOST EFFECTIVE KIND OF TRAINING, 16 THROUGH A HEAVY INVESTMENT IN ON-THE-JOB TRAINING THROUGH APPRENTICESHIPS, MENTORSHIPS AND SABBATICALS OF VARIOUS FORMS.

THERE IS A THIRD POINT OF VIEW WHICH ASSERTS THAT THE MOST PRACTICAL APPROACH IS TO BUILD CENTERS FOR THINKING AND RESEARCH. THEIR ARGUMENT IS THAT EDUCATIONAL REFORM IS MOST EFFECTIVE WHEN IT MOVES FROM THE TOP DOWN. THIS ARGUMENT REMINDS US OF MARTIN BUBER'S CONTRIBUTION TO ADULT JEWISH EDUCATION IN GERMANY, OR JOHN DEWEY'S CONTRIBUTION TO EDUCATION IN AMERICA, TO DEMONSTRATE THAT PROFOUND IDEAS ARE THE WAY TO ATTRACT THE PEOPLE WE NEED. ARE THE FASTEST AND MOST EFFECTIVE WAY TO CHANGE THE IMAGE OF THE FIELD OF JEWISH EDUCATION AND CREATE A PROFESSION.

2. THE CLIENTS OF EDUCATION

MANY OF YOUR COMMENTS AND SUGGESTIONS CONCERN THE PARTICIPANTS -YOUNG AND OLD, WHO COULD OR DO PARTAKE OF JEWISH EDUCATION: WHO ARE THEY? WHAT DO THEY MEED? WHAT DO THEY WANT?

THREE FOINTS OF VIEW WERE EXPRESSED AS TO WHO WE SHOULD TRY TO ATTRACT AND SERVE:

A. WE MUST CHANGE OUR APPROACH TO OUR CLIENTS AND ACTIVELY BEACH OUT TO THE LESS-AFFILIATED. WE MUST MARKET OUR PRODUCT MORE EFFECTIVELY AND OFFER THE KIND OF VARIETY THAT WILL ATTRACT THOSE THAT ARE NOT CURRENTLY INVOLVED.

E. WE MUST IMPROVE THE QUALITY OF PROGRAMS: DUTREACH WILL RESOLVE ITSELF WHEN THE QUALITY OF JEWISH EDUCATION IS INPROVED, GOOD PROGRAMS WILL ATTRACT LARGER NUMBERS OF STUDENTS TO JEWISH EDUCATION.

C. THE MOST SOUND INVESTMENT IS IN THE STRENSTHENING AND IMPROVING OF EDUCATION FOR THE COMMITTED. THIS POINT OF VIEW CLAIMS THAT THEY ARE OUR MOST IMPORTANT POPULATION-

MANY OF YOU AGREE THAT OUR KNOWLEDGE BASE ABOUT THE CLIENTS OF EDUCATION IS MINIMAL AT REST AND THAT OUR INTUITIONS MAY EVEN BE MISLEADING. WE SIMPLY DO NOT SEEM TO KNOW ENOUGH ABOUT THE JEWS OF AMERICA TO MAKE INFORMED DECISIONS.

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3. THE SETTINGS OF EDUCATION.

YOU HAVE RAISED ISSUES ABOUT THE MANY FORMS OF FORMAL AND INFORMAL EDUCATION: OPINIONS VARY AS TO WHAT FORMS JUSTIFY THE GREATEST INVESTMENT; WHAT IS MOST IN NEED OF QUALITATIVE IMPROVEMENT; WHAT HAS THE GREATEST POTENTIAL.

A. SOME OF YOU SEE GREAT OPPORTUNITIES IN INFORMAL EDUCATION : THE COHMUNITY CENTER, THE ARTS, ISRAEL EXPERIENCE PROGRAMS, SUMMER CAMPING, YOUTH MOVEMENTS AND YOUTH BROUPS, ARE VIEWED AS MEANS FOR REACHING MANY MORE CLIENTS THAN ARE CURRENTLY INVOLVED, AND FOR IMPACTING ON THE LIVES OF THOSE THAT ARE ALREADY PARTICIPATING.

B. SOME OF YOU SUSGEST COMBINING FORCES BETWEEN FORMAL AND INFORMAL SETTINGS TO CREATE NEW FORMS OF EDUCATION.

C. OTHERS WOULD EMCOURAGE A MASSIVE INVESTMENT OF ENERGY THOUGHT AND RESOURCES IN DAYS-SCHOOL EDUCATION. THE CLAIM IS NADE THAT THE DAY SCHOOL OFFERS THE MOST NEARLY COMPLETE JEWISH EDUCATIONAL ENVIRONHENT: THAT THE SCHOOLS CAN AND WILL GROW IF THEY ARE IMPROVED AND PROPERLY MARKETED, AND IF TUITION IS WITHIN THE REACH OF MORE PARENTS.

ON THE OTHER HAND PASIS QUESTIONS WERE RAISED CONCERNING THE IMPACT OF DAY-SCHOOLS FOR STUDENTS COMING FROM HOMES THAT DO NOT SUPPORT THE VALUES AND GOALS OF THESE INSTITUTIONS.

A NUMBER OF COMMISSIONERS EXPRESSED CONCERN WITH THE SMALL NUMBER OF ALL-DAY HIGH-SCHOOLS AND WITH THE FACT THAT ENROLMENT DROPS DRAMATICALLY, PRECISELY AT THE TIME WHEN THE VALUES OF THE YOUNG PERSON ARE PARTICULARLY OPEN TO INFLUENCE.

D. THE SUPPLEMENTARY SCHOOL : THOUGH SUPPLEMENTARY SCHOOLS BERVE THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL JEWISH EDUCATION, THE COMMISSIONERS EXPRESS EXTREME POSITIONS ABOUT THIS EDUCATIONAL SETTING. SOME OF YOU EXPRESS THE OPINION THAT THE SUPPLEMENTARY SCHOOL IS A WASTE OF TIME AND NOT SALVAGEABLE. OTHERS BELIEVE THAT SUCH A POSITION IS HARMFUL BECAUSE THIS IS WHERE THE CLIENTS ARE. THEREFORE WE MUST ENGAGE IN SERIOUS EFFORTS TO IMPROVE THE SUPPLEMENTARY SCHOOL.

YOUR IDEAS, YOUR VIEWS, YOUR SUBGESTIONS SPAN THE AGE CONTINUUM -- FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION.

E. MANY OF YOU SEE GREAT POTENTIAL IN EARLY CHILDHOOD EDUCATION. HERE THE PROPONENTS OF FORMAL AND INFORMAL EDUCATION JOIN FORCES TO ARBUE THAT THE LARBE NUMBERS OF STUDENTS AND THE ENORMOUS FOTENTIAL FOR EDUCATIONAL IMPACT, CONVERGE TO MAKE THIS AREA WORTHY OF SERIOUS ATTENTION.

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july 22,1989

FIRST COMMISSION MEETING

OPENING STATEMENT: SUGGESTIONS

- * THANK VERY RUSY PEOPLE FOR BIVING OF THEIR TIME
- * THE UNIQUENESS OF THIS GATHERING:
- IN THIS ROOM ARE LEADERS OF:
 - -- THE ONGARISED AFWISH COMMUNITY
 - -- HEADS OF OUR INSTITUTIONS OF HIGHER LEARNING -- ORTHODOX CONSERVATIVE, REFORM, RECONSTRUCTIONIST.
 - FDUCATORS
 - DADDIS

 - -- THE FOUNDERS AND LEADERS OF PRIVATE JEWISH FOUNDATIONS.
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THE ALLE THE STATE WITH THEMY THE OF UD ID DEEPLY SOMEENED BY THE TRENDLINES.

RECAUSE EACH AND EVERYONE OF US RELIEVES THAT IF WE COMMINE FORCES . WE MAY FIND THE WAY TO INTERVENE AND CHANGE THOSE TRENDLINES

*THE CHALLENGE, PUT BIMPLY, IS :

CAN WE FIND THE WAYS AND MEANS FOR MANY MORE NORTH AMERICAN JEWS WHO LIVE IN AN OPEN SOCIETY, WHO HAVE INLIMITED CHOICES AVAILABLE TO THEM, TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

WE BELIEVE THAT THIS COMMISSION HAS A CHANCE OF SUCCEEDING AFCAUSE OF THE CONSTITUENCIES WILLIAMS TO JOIN THEIR FORCES AND DECAUSE OF THE VALUES INHERENT IN OUR WORKING TOGETHER.

HOWEVER THERE WAS NIDE AGREEMENT THAT THE PERSONNEL FOR EARLY CHILDHOOD, THEIR TRAINING AND SALARIES REPRESENT A VERY SERIOUS CHALLENBE

F. THE ISRAEL EXPERIENCE: THERE IS WIDE CONSENSUS THAT EDUCATIONAL EXPERIENCES IN ISRAEL HAVE A SIGNIFICANT IMPACT ON YOUNG PEOPLE. SOME OF YOU BELIEVE THIS TO BE TRUE FOR LODSELY STRUCTURED PROGRAMS, SUMMER TOURING, CAMPING, OTHERS BELIEVE STRUCTURED PROGRAMS AT UNIVERSITIES, YESHIVOT OR FOR DAY-SCHOOLS ARE MORE EFFECTIVE. THE ISSUE OF ENSURING PROGRAM QUALITY AND THE QUESTION OF SUBSIDIES WERE RAISED.

G. THE COLLEGE CAMPUS AND THE UNIVERSITY

APPROXIMATELY EIGHTY FIVE PERCENT OF ALL JEWISH YOUNG PEOPLE ATTEND COLLEGES AND UNIVERSITIES. EDUCATIONAL INTERVENTION ON THE CAMPUS IS VIEWED BY SOME COMMISSIONERS AS VERY IMPORTANT, BEDAUSE THIS MAY BE OUR LAST OPPORTUNITY TO EDUCATE. THE ACADEMIC CLIMATE THAT VALUES UNIVERSALISM OVER PARTICULARISM FORCES DIFFICULT DILEMMAS UPON OUR YOUNG PEOFLE.

H. ADULT EDUCATION - FAMILY EDUCATION:

ALMOST ALL OF YOU EMPHASISE THE INPORTANCE OF THE FAMILY ENVIRONMENT AND THE EDUCATION OF ADULTS PARTICULARLY IF WE WANT TO SUCCEED IN THE EDUCATION OF CHILDREN. THOUGH SEVERAL OF YOU POINT TO ENCOURAGING DEVELOPMENTS IN THIS AREA YOU ALSO FOINT TO THE FACT THAT THIS FORM OF EDUCATION IS UNDERDEVELOPED.

4. THE METHODS OF EDUCATION

COMMISSIONERS SUGGEST THAT WE DEVOTE ENERGY TO THE VARIOUS METHODS USED IN DIFFERENT FORMS OF EDUCATION. SUGGESTIONS INCLUDE METHODS FOR THE TEACHING OF HEBREW, HISTORY AND CONTEMPORARY JEWISH LIFE. SOME ARGUE FOR A SERIOUS EFFORT AT CURRICULUM REFORM THAT WOULD EMPHASIZE THE TEACHING OF VALUES. THE ATTACHMENT TO THE JEWISH PEOPLE AND TO ISRAEL. OTHERS SUGGEST THAT WE INVEST SYSTEMATICALLY IN THE CREATIVE USE OF THE MEDIA AND COMPUTERS FOR JEWISH EDUCATION.

5. THE ECONOMICS OF EDUCATION

A. THE COST OF THE REFORM OF EDUCATION WAS REPEATEDLY RAISED BY COMMISSIONERS, WHETHER IT BE FOR TEACHER SALARIES, THE

- B. SEVERAL COMMISSIONERS WERE CONCERNED ABOUT THE HIGH COST OF TUITION, PARTICULARLY FOR DAY-SCHOOLS, FOR THE ISRAEL EXPERIENCE, AND FOR CAMPING.
- O. THE IMPORTANCE OF FUNDING AND IMPROVED PHYSICAL PLANT, WAS RAISED. THE NEED FOR GOOD UP-TO-DATE LABORATORIES IN THE SCIENCES, COMPUTER EDUCATION AND PHYSICAL EDUCATION FACILITIES WERE CITED AS EXAMPLES.
- D. IT WAS RECOGNISED THAT WE HAVE VERY SKETCHY DATA ABOUT PRESENT EXPENDITURES FOR JEWISH EDUCATION BY THE AMERICAN JEWISH COMMUNITY.

. THE COMMUNITY: LEADERSHIP AND STRUCTURES

A, THE RECRUITMENT OF A CADRE OF COMMUNITY LEADERS TO THE CAUSE OF JEWISH EDUCATION IS VIEWED AS A HIGH PRIORITY. THE COMMUNITY LEADER IS ONE OF THE KEY FORCES FOR CHANGE, THEY WILL HAVE TO BE INFORMED AS TO THE REALITIES AND PROBLEMS OF JEWISH EDUCATION AND ASSUME THE KEY PORITIONS WERE POLICY IS DETERMINED.

D. SOME COMMISSIONERS DEALT WITH THE STRUCTURES THAT SUPPORT AND DELIVER THE SERVICES OF JEWISH EDUCATION AND ASKED HOW THEY COULD BE STRENGTHENED TO SECOME MORE EFFECTIVE IN IMPLEMENTING CHANGE AND REFORM.

SOME ASKED WHETHER THE CURRENT STRUCTURES ARE APPROPRIATE. THERE ARE SUGGESTIONS THAT NEW STRUCTURES, NEW MECHANISMS, CONSORTIA BETWEEN EXISTING INSTITUTIONS SHOULD BE DEVELOPED - FOR EXAMPLE, BETWEEN THE FEDERATIONS THAT CAN FUND, THE DEMOMINATIONS THAT DELIVER SERVICES AND THE COMMUNITY CENTERS.

CONCLUSION

I THINK YOU WILL AGREE WITH ME THAT TOGETHER WE HAVE DEVELOPED AN EXTRADEDINARY -- A VERY RICH - AGENDA.

WE WILL DEVIOUSLY HAVE TO CHOOSE, TO RANK, TO DECIDE ON OUR PRIORITIES. I BELIEVE WE WILL BE ABLE TO DO THIS RECAUSE MANY OF US ALSO ABREE ON AN APPROACH, A METHODOLOGY.

IT INCLUDES:

- A. A SYSTEMATIC THOUSH SELECTIVE STUDY OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA TODAY.
- B. THE TRANSLATION OF OUR FINDINGS INTO AGREED UPON PRIORITIES FOR ACTION.
- C. THE PREPARATION OF DEVELOPMENT PLANS, TRANSLATING PRIORITIES INTO ACTUAL PROGRAMS, PROJECTS AND EXPERIMENTS.
- D. THE DETERMINATION TO SECURE SUPPORT FOR THESE PROGRAMS AND SEE THEN THROUGH TO THEIR SUCCESSFUL IMPLEMENTATION.

ITHIS IS THE END OF THE PAPER FOR THE COMMISSIONERS.

MORT WILL WANT TO CONCLUDE THIS PART OF THE MEETING WITH AN INSPIRATIONAL PARAGRAPH).



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FACSIMILE TRANSMISSION

TOI VIRGINIA LEVI

DATE: 16 July 1988

NO. OF PAGES: 6

PAX NUMBER: 216 391 8327

7/25/88 DRAFT

AGENDA

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MORTON L. MANDEL, PRESIDENCE DUT

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK 130 EAST 59TH STREET NEW YORK - NEW YORK -10023

10;00	a,m.	Registration and continental breakfast
10:30	a.m.	Opening Remarks - Morton L. Mandel
11:00	a.m.	A. Oberies Bronfman B. May Fisher C. Other
12:00	noon	Comments - Mandell Berman-CJF; Donald R. Mintz-JWB; Bennett Yanowitz-JESNA
12:30	p.m.	Lunch
1:30	p.m.	Presentation of Data - Dr. Joseph Riemer
1:45	p.m.	Open Discussion
2:45	p.m.	Identification of the Day's Major Themes - Bennett Yanowitz
3:00	p.m.	Discussion
3:55	p.m.	Concluding Remarks Marton L Mondel

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THE INTERVIEW WITH COMMISSION MEMBERS

A SELECTION

THE COMMISSIONERS RAISED MAJOR ISSUES IN THE INTERVIEWS. THESE ISSUES APPEAR TO CLUSTER AROUND SIX TOPICS:

- 1. THE PEOPLE WHO EDUCATE
- 2. THE CLIENTS OF EDUCATION
- 3. THE SETTINGS OF EDUCATION
- 4. THE METHODS OF EDUCATION
- 5. THE ECONOMICS OF EDUCATION
- 6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

THIS PAPER IS A SELECTION OF THE POINTS OF VIEW EXPRESSED BY THE COMMISSIONNERS IN THE INDIVIDUAL INTERVIEWS WHICH TOOK PLACE DURING THE MONTHS OF JUNE AND JULY, 1988. SOME OF THE STATEMENTS WERE EXPRESSED BY MANY OR ALL OF THE COMMISSIONERS, WHILE OTHERS REPRESENT THE POINT OF VIEW OF A FEW COMMISSIONERS. SOME OF THE VIEWS EXPRESSED ARE COHERENT WITH EACH OTHER, SOME ARE COMPLEMENTARY AND SOME CONTRADICT EACH OTHER.

1. THE PEOPLE WHO EDUCATE

A. THE SHORTAGE OF APPROPRIATE, QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MOST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.

B. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECRUITMENT, THEIR TRAINING, THEIR RETENTION, IS THE KEY FACTOR AFFECTING THE QUALITY OF JEWISH EDUCATION. IT IS ALSO A CRUCIAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDUCATION.

- C. THIS ISSUE CAN BE FORMULATED AS THE NEED TO BUILD THE · PROFESSION OF JEWISH EDUCATION.
 - D.INCREASED SALARIES AND FRINGE BENEFITS ARE NECESSARY. THEY WILL RAISE THE STATUS OF EDUCATION AND FACILITATE THE RECRUITMENT OF QUALIFIED PEOPLE.
 - E. SALARY IS IMPORTANT BUT THE STATUS, THE EMPOWERMENT, THE PERSONAL GROWTH AND ADVANCEMENT OF THE EDUCATOR ARE EVEN MORE IMPORTANT.

- F. IT IS NECESSARY TO UNDERTAKE A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD.
- G. THE EDUCATION OF EDUCATORS IS A HIGH PRIORITY. IT EVOKES SOME INTERESTING DIFFERENCES OF OPINION :
 - 1. VIEWPOINT I WE SHOULD INVEST HEAVILY IN TRAINING INSTITUTIONS. THE BUILDING OF NEW AND DIFFERENT PROGRAMS SHOULD ALSO BE CONSIDERED.
 - 2. VIEWPOINT II THE MOST EFFECTIVE KIND OF TRAINING TAKES PLACE ON-THE-JOB, THROUGH APPRENTICESHIPS, MENTORSHIPS AND SABBATICALS OF VARIOUS FORMS.
 - J. VIEWPOINT III THE MOST PRACTICAL APPROACH IS TO BUILD CENTERS FOR THINKING AND RESEARCH. EDUCATIONAL REFORM IS MOST EFFECTIVE WHEN IT MOVES FROM THE TOP DOWN. MARTIN BUBER'S CONTRIBUTION TO ADULT JEWISH EDUCATION IN GERMANY, OR JOHN DEWEY'S CONTRIBUTION TO EDUCATION IN AMERICA, DEMONSTRATE THAT PROFOUND IDEAS ARE THE WAY TO ATTRACT THE PEOPLE WE NEED, ARE THE FASTEST AND MOST EFFECTIVE WAY TO CHANGE THE IMAGE OF THE FIELD OF JEWISH EDUCATION AND TO CREATE A PROFESSION.

2. THE CLIENTS OF EDUCATION

MANY COMMENTS AND SUGGESTIONS CONCERN THE PARTICIPANTS - YOUNG AND OLD, WHO CAN OR DO PARTAKE OF JEWISH EDUCATION:

WHO ARE THEY? WHAT DO THEY NEED? WHAT DO THEY WANT?

- A. THREE POINTS OF VIEW WERE EXPRESSED AS TO WHO WE SHOULD TRY TO ATTRACT AND SERVE:
 - 1.WE MUST CHANGE OUR APPROACH TO OUR CLIENTS AND ACTIVELY REACH OUTTO THE LESS-AFFILIATED. WE MUST MARKET OUR PRODUCT MORE EFFECTIVELY AND OFFER THE KIND OF VARIETY THAT WILL ATTRACT THOSE THAT ARE NOT CURRENTLY INVOLVED.
 - 2.WE MUST IMPROVE THE QUALITY OF PROGRAMS: OUTREACH WILL RESOLVE ITSELF WHEN THE QUALITY OF JEWISH EDUCATION IS IMPROVED. GOOD PROGRAMS WILL ATTRACT LARGER NUMBERS OF STUDENTS TO JEWISH EDUCATION.
 - 3. THE MOST SOUND INVESTMENT IS IN THE STRENGTHENING AND IMPROVING OF EDUCATION FOR THE COMMITTED. THIS POINT OF VIEW CLAIMS THAT THEY ARE OUR MOST IMPORTANT POPULATION.

B. OUR KNOWLEDGE BASE ABOUT THE CLIENTS OF EDUCATION IS MINIMAL AT BEST, AND OUR INTUITIONS MAY EVEN BE MISLEADING. WE SIMPLY DO NOT SEEM TO KNOW ENOUGH ABOUT THE JEWS OF NORTH AMERICA TO MAKE INFORMED DECISIONS.

3. THE SETTINGS OF EDUCATION.

ISSUES WERE RAISED ABOUT THE MANY FORMS OF FORMAL AND INFORMAL EDUCATION: WHICH FORMS JUSTIFY THE GREATEST INVESTMENT? WHAT IS MOST IN NEED OF QUALITATIVE IMPROVEMENT? WHAT HAS THE GREATEST POTENTIAL?

- A. INFORMAL EDUCATION OFFERS GREAT OPPORTUNITIES: THE COMMUNITY CENTER, THE ARTS, ISRAEL EXPERIENCE PROGRAMS, SUMMER CAMPING, YOUTH MOVEMENTS AND YOUTH GROUPS, ARE MEANS FOR REACHING MANY MORE CLIENTS THAN ARE CURRENTLY INVOLVED, AND FOR IMPACTING ON THE LIVES OF THOSE THAT ARE ALREADY PARTICIPATING.
- B. WAYS SHOULD BE FOUND OF COMBINING FORCES BETWEEN FORMAL AND INFORMAL SETTINGS TO CREATE NEW FORMS OF EDUCATION.
- C. A MASSIVE INVESTMENT OF ENERGY THOUGHT AND RESOURCES SHOULD BE MADE IN DAY-SCHOOL EDUCATION. THE DAY SCHOOL OFFERS THE MOST NEARLY COMPLETE JEWISH EDUCATIONAL ENVIRONMENT; THE SCHOOLS CAN AND WILL GROW IF THEY ARE IMPROVED AND PROPERLY MARKETED, AND IF TUITION IS WITHIN THE REACH OF MORE PARENTS.
- ON THE OTHER HAND THE IMPACT OF DAY-SCHOOLS FOR STUDENTS COMING FROM HOMES THAT DO NOT SUPPORT THE VALUES AND GOALS OF THESE INSTITUTIONS IS NOT CLEAR.

THE NUMBER OF ALL-DAY HIGH-SCHOOLS SHOULD BE INCREASED. ENROLLMENT DROPS DRAMATICALLY, PRECISELY AT THE TIME WHEN THE VALUES OF THE YOUNG PERSON ARE PARTICULARLY OPEN TO INFLUENCE.

- D. DIFFERENCES OF OPINION WERE EXPRESSED ABOUT THE SUPPLEMENTARY SCHOOL:
 - 1. THOUGH THE SUPPLEMENTARY SCHOOL SERVES THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL JEWISH EDUCATION, IT IS NOT A SUCCESSFUL EDUCATIONAL ENTERPRISE AND MAY NOT BE SALVAGEABLE.
 - 2. THE SUPPLEMENTARY SCHOOL IS WHERE THE CLIENTS ARE, THEREFORE WE MUST ENGAGE IN SERIOUS EFFORTS TO IMPROVE IT.

- E. THE IDEAS, VIEWS, SUGGESTIONS EXPRESSED, SPAN THE AGE CONTINUUM FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION.
 - 1. EARLY CHILDHOOD EDUCATION AND DAYCARE THIS AREA HAS GREAT POTENTIAL. THE PROPONENTS OF FORMAL AND INFORMAL EDUCATION JOIN FORCES TO ARGUE THAT THE LARGE NUMBER OF CHILDREN AND THE ENORMOUS POTENTIAL FOR EDUCATIONAL IMPACT CONVERGE TO MAKE THIS AREA WORTHY OF SERIOUS ATTENTION. HOWEVER, THE PERSONNEL FOR EARLY CHILDHOOD, THEIR TRAINING AND SALARIES REPRESENT A VERY SERIOUS CHALLENGE.
 - 2. THE ISRAEL EXPERIENCE EDUCATIONAL EXPERIENCES IN ISRAEL HAVE A SIGNIFICANT IMPACT ON YOUNG PEOPLE. SOME COMMISSIONERS BELIEVE THIS TO BE TRUE FOR LOOSELY STRUCTURED PROGRAMS, SUMMER TOURING, CAMPING. OTHERS BELIEVE STRUCTURED PROGRAMS AT UNIVERSITIES, YESHIVOT OR FOR DAY-SCHOOLS ARE MORE EFFECTIVE. THE ISSUE OF ENSURING PROGRAM QUALITY AND THE QUESTION OF SUBSIDIES WERE RAISED.
 - 3. THE COLLEGE CAMPUS AND THE UNIVERSITY APPROXIMATELY EIGHTY FIVE PERCENT OF ALL JEWISH YOUNG PEOPLE ATTEND COLLEGES AND UNIVERSITIES. EDUCATIONAL INTERVENTION ON THE CAMPUS IS VERY IMPORTANT, BECAUSE THIS MAY BE OUR LAST OPPORTUNITY TO EDUCATE. THE ACADEMIC CLIMATE THAT VALUES UNIVERSALISM OVER PARTICULARISM FORCES DIFFICULT DILEMMAS UPON OUR YOUNG PEOPLE.
 - 4. ADULT EDUCATION FAMILY EDUCATION THE FAMILY ENVIRONMENT AND THE EDUCATION OF ADULTS IS OF SIGNIFICANT IMPORTANCE, PARTICULARLY IF WE WANT TO SUCCEED IN THE EDUCATION OF CHILDREN. THOUGH THERE ARE ENCOURAGING DEVELOPMENTS IN THIS AREA, THIS FORM OF EDUCATION IS STILL UNDERDEVELOPED.

4. THE METHODS OF EDUCATION

ENERGY SHOULD BE DEVOTED TO THE VARIOUS METHODS USED IN DIFFERENT FORMS OF EDUCATION. THESE INCLUDE METHODS FOR THE TEACHING OF HEBREW, HISTORY AND CONTEMPORARY JEWISH LIFE. A SERIOUS EFFORT SHOULD BE MADE AT CURRICULUM REFORM THAT WOULD EMPHASIZE THE TEACHING OF VALUES, THE ATTACHMENT TO THE JEWISH PEOPLE AND TO ISRAEL. WE SHOULD INVEST SYSTEMATICALLY IN THE CREATIVE USE OF THE MEDIA AND COMPUTERS FOR JEWISH EDUCATION.

5. THE ECONOMICS OF EDUCATION

- A. WE HAVE VERY SKETCHY DATA ABOUT PRESENT EXPENDITURES FOR JEWISH EDUCATION BY THE NORTH-AMERICAN JEWISH COMMUNITY.
- B. THIS AREA IS IMPORTANT BECAUSE THE REFORM OF EDUCATION WILL COST MONEY, WHETHER IT BE FOR TEACHER SALARIES, THE DEVELOPMENT OF TRAINING INSTITUTIONS, OR ON-THE-JOB TRAINING.
- B. THE HIGH COST OF TUITION, PARTICULARLY FOR DAY-SCHOOLS, FOR THE ISRAEL EXPERIENCE, AND FOR CAMPING IS A STUMBLING BLOCK TO INCREASED PARTICIPATION.
- C. IMPROVED EDUCATIONAL FACILITIES ARE NEEDED. FOR EXAMPLE WE NEED GOOD UP-TO-DATE LABORATORIES IN THE SCIENCES. WE NEED FACILITIES FOR COMPUTER EDUCATION AND FOR PHYSICAL EDUCATION.
- D. THERE IS A NEED FOR VENTURE CAPITAL TO ENCOURAGE NEW AND CREATIVE IDEAS.

6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

A.THE RECRUITMENT OF A CADRE OF COMMUNITY LEADERS TO THE CAUSE OF JEWISH EDUCATION IS VIEWED AS A HIGH PRIORITY. THE COMMUNITY LEADERS ARE ONE OF THE KEY FORCES FOR CHANGE. THEY WILL HAVE TO BE INFORMED AS TO THE REALITIES AND PROBLEMS OF JEWISH EDUCATION AND ASSUME THE KEY POSITIONS WHERE POLICY IS DETERMINED.

- B.THE STRUCTURES THAT SUPPORT AND DELIVER THE SERVICES OF JEWISH EDUCATION MUST BE STRENGTHENED TO BECOME MORE EFFECTIVE IN IMPLEMENTING CHANGE AND REFORM.
- C. THE QUESTION WAS RAISED AS TO WHETHER THE CURRENT STRUCTURES ARE APPROPRIATE. IT WAS SUGGESTED THAT NEW STRUCTURES, NEW MECHANISMS, CONSORTIA BETWEEN EXISTING INSTITUTIONS SHOULD BE DEVELOPED FOR EXAMPLE, BETWEEN THE FEDERATIONS THAT CAN FUND, THE DENOMINATIONS THAT DELIVER SERVICES AND THE COMMUNITY CENTERS.

AUGUST 1, 1988

2329 Levi

NATIV CONSULTANTS

Page 3

III. The Settings of Education

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

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

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

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

- D. Differences of opinion were expressed about the supplementary
 - 1. Though the suppleme tary school serves the vast majority of from early chizonous core is adult education.
 - 1. Early Childhood Education and Day Care

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

PAGE, 84

10L 27 '88 B:48 PREMIER CORP



- D. DIFFERENCES OF OPINION WERE EXPRESSED ABOUT THE SUPPLEMENTARY SCHOOL:
 - 1. THOUGH THE SUPPLEMENTARY SCHOOL SERVES THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL JEWISH EDUCATION, IT IS NOT A SUCCESSFUL EDUCATIONAL ENTERPRISE AND MAY NOT BE SALVAGEABLE.
 - 2. THE SUPPLEMENTARY SCHOOL IS WHERE THE CLIENTS ARE, THEREFORE WE MUST ENGAGE IN SERIOUS EFFORTS TO IMPROVE IT.
- E. THE IDEAS, VIEWS, SUGGESTIONS EXPRESSED, SPAN THE AGE CONTINUUM FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION.

B

CONCESSION ON JEWISH EMICATION IN NORTH AMERICA Meeting of August 1, 1988

The Interview with Commission Mambers A Salaction

The Commission on Jewish Education in North America is composed of 43 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

- The Beeple who educate
- The sattings of education
- -4. The methods of aducation
- The aconomics of education
- The commission inadestry and settinging

1. The Papple Who Educate

- The shortage of appropriate, qualified people to educate whileven, youth and adult I the most important tenus for our Comminaton to address.
- The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- This issue can be formulated as the need to build the profession of Jewish education.
- Increased salaries and fringe benefits are necessary. They will D. raise the status of education and facilitate the recruitment of qualified people.
- Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- It is necessary to undertake a concerted, well-planned effort to F. recruit personnel to the field.

В

Page 2

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

972 2 699951

- Viewpoint I We should invest heavily in training institutions. The building of the new and different programs should also be considered.
- Viewpoint II The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
- 3. Viewpoint III The most practical approach is to build centers for thinking and research. Educational reform is more affective when it moves from the top down. Marsin Buber's contribution to adult-devish aducation in Gormany,

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

FACSIMILE TRANSMISSION

TO:

Ginny Levy

Mandel Associated Foundations

FROM: Annette Hochetein

FAX NO.: 001 216 391 8327

DATE: July 28, 1988

Number of pages: 8

Dear Ginny,

Many thanks for the bios and the retyped paper. The following are preliminary remarks on the paper.

- Page 3 came through garbled. In the version we received (attached), the second paragraph about the supplementary schools is missing (D2) as is the following paragraph (E). See attached2 .
- 2. Paragraph 4 Adult Education Family Education. The first sentence should say "the family environment and education of adults is of considerable importance" (Sonsiderable instead of 'significant').
- Page 5 (E) "To encourage new and creative ideas" (not "new, creative and").
- page 2 fG.1. Line 2 "The building of the new..." (no "the").
- In our version we chose to highlight relevant parts of the text and find that this facilitates easy reading. The highlighting doesn't fax so we've attached a copy of the text underlined where it should be highlighted.

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P.O.B. 4497, Jerusalem 91044
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 - 2. Viewpoint II The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
 - 3. Viewpoint III The most practical approach is to build centers for thinking and research. Educational reform is mout offered ten winer to move from the top down. Martin Suber's contribution to adult-Jevish education in-Gormany, or John Davey's contribution to education in America, demonstrate that profound ideas are the way to attract the people we need, are the fastest and most effective way to change the image of the field of Jevish education and to create a profession.

II. The Clients of Education

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

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

- Three points of view were expressed as to whom we should try to attract and serve:
 - We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
 - resolve itself when the quality of Jewish education to improved. Good programs will attract larger numbers of students to Jewish education.
 - The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.
- Our knowledge base about the clients of aducation is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Sectings of Education

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

- Informal education offers great opportunities: the community A. center, the arts, Israel experience programs, summer camping, youth movements and youth groups are means for reaching many more clients than are currently involved and for impacting on the lives of those that are already participating.
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> This area has great potential. The proponents of formal and informal aducation join forces to argue that the large number of children and the enormous potential for educational impact converge to make this area worthy of serious attention. However, the personnel for early childhood education, their training and salaries represent a very serious challenge.

PAGE, D4

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Page 4

2. The Israel Experience

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

3. The College Campus and the University

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

4. Adult Education - Family Education

Cornoliable agnificent importance) particularly if we want to succeed in the education of children. Though there are encouraging developments in this area, this form of aducation is still underdeveloped.

IV. The Methods of Education

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

V. The Economics of Education

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

Page 5

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



VI. The Community: Leagership and Structures

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



B

Commission on Jewish Education in North America UJA Federation of New York August 1, 1988 Attendance List (total = 50)

Name

Mona Ackerman Aut W Lester Pollack - Auf Charles Ratner -David Ariel / Mandell Berman - House Make W Joseph Riemer Annello Esther Leah Ritz -Jack Bieler -V John Colman - Say Harriet Rosenthal -Arthur Rotman VMaurice Corson - NA W VAlvin Schiff - Wo W. Lester Crown -Ismar Schorsh Carmi Schwartz Perry Davis David Dubin - Not R V Daniel Shapiro - Mark. Stuart Eizenstat - AUT W. Stephen Solender (n.1.) Joshua Elkin Peggy Tishman Anita Epstein Isadore Twersky ✓ Bennett Yanowitz Eli Evans - Lowe Max Fisher Henry Zucker

Seymour Fox —
Henry Hecker (PR)
Robert Hiller — Hands
David Hirschhorn — Annette Hochstein
Stephen Hoffman
Ludwig Jesselson — Menter Hochstein

Robert Hiller - Hulk
David Hirschhorn - Annette Hochstein
Stephen Hoffman
Ludwig Jesselson - knabb
Bea Katcher (n.l.)
Henry Koschitzky
Mark Lainer Norman Lamm Virginia Levi
Seymour Martin Lipset - For
Richard Lobell (PR)
Haskel Lookstein - A.H.
Robert Loup - S.F.
Morton Mandel
Florence Melton Donald Mintz - M.R.
Arthur Naparstek

M. Acheman -Schaff -Shapiro -

Ster Eigenster

Commission on Jewish Education in North America
UJA Federation of New York
August 1, 1988
Attendance List
(total = 50)

Name

W #K Lester Pollack ASN - Mona Ackerman AH- David Ariel

STAR Mandell Berman

AH- Jack Bieler

Charles Bronfma

ANN John Colman

Maurice Corson

Lester Crown

Perry Davis

AN Perry Davis

AR- David Dubin

STR Stuart Eizensta

AH- Max Fisher

Seymour Fox

HIZ- Robert Hiller

HIZ- David Hirschhor

Annette Hochste

AH- Ludwig Jesselso

Bea Katcher (n. Charles Ratner Att- David Ariel Joseph Riemer

A# Esther Leah Ritz 3 SF-Harriet Rosenthal GF- Charles Bronfman Arthur Rotman (7) ASN- Alvin Schiff **⑤** → R Ismar Schorsh 6 HLZ- Carmi Schwartz JR- Daniel Shapiro Stephen Solender (n.l.) TR - Stuart Eizenstat (A#- Peggy Tishman 3 5F Isadore Twersky (AJN-Bennett Yanovitz Henry Zucker Henry Hecker (PR) He2- David Hirschhorn - Annette Hochstein #R- Stephen Hoffman A # - Ludwig Jesselson Bea Katcher (n.1.) SF- Henry Koschitzky HLZ-Mark Lainer AR-Norman Lamm SF- Virginia Levi AR-Seymour Martin Lipset Richard Lobell (PR) AH- Haskel Lookstein HIZ- Morton Mandel

From Florence Melts

All Donald Mintz gf - Florence Melton Arthur Naparstek

> 1=9 5-5 2=109 6-8 3=8 4=8

Commission on Jewish Education in North America UJA Federation of New York August 1, 1988 Attendance List (total = 50)

Name

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AN Mona Ackerman

David Ariel AN AR Lester Pollack

AN AR Charles Ratner
                            ASN HEATH - Charles Ratner - AR
ASN HIZ - Mandell Berman JR
                                       Joseph Riemer
     AH - Jack Bieler
                                   AR - Esther Leah Ritz AH
                                  AR - Harriet Rosenthal - SF
     sf - Charles Bronfman
 HSN Htz - John Colman
                                       Arthur Rotman
     AJN - Maurice Corson
                                 ASW - Alvin Schiff
      5F - Lester Crown
                                  AH - Ismar Schorsh
           Perry Davis-AJN
                                       Carmi Schwartz - HLZ
                                  ASN - Daniel Shapiro - 75 R
      AR - David Dubin
     ASN - Stuart Eizenstat - JR
                                       Stephen Solender (n.1.)
                                   AH - Peggy Tishman
     AH - Joshua Elkin - SFAR
                                   5F -Isadore Twersky
           Anita Epstein-44
                               AN MAS -Bennett Yanowitz
     HLZ - Eli Evans
     MLZ - Max Fisher
                                       Henry Zucker
           Seymour Fox
           Henry Hecker (PR)-AJN
      HLZ - Robert Hiller
  HLZ -David Hirschhorn
           Annette Hochstein
           Stephen Hoffman - AR
      AH - Ludwig Jesselson
           Bea Katcher (n.1.)
      SF - Henry Koschitzky
     HLZ - Mark Lainer
      AR- Norman Lamm
           Virginia Levi - 5F
      SF - Seymour Martin Lipset - AR
         - Richard Lobell (PR)
      AH - Haskel Lookstein
      AH - Robert Loup - JR
          Morton Mandel - HLZ
      5F - Florence Melton
      AR - Donald Mintz
          Arthur Naparstek
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V attendance

7/28/88

Commission on Jewish Education in North America UJA Federation of New York August 1, 1988 REGISTRATION LIST

	Name	V	Need car to airport?	Time
-	Mona Ackerman			
5 -	David Ariel			
	Mandell Berman			
	Jack Bieler			
	Charles Bronfman			
	/ John Colman			
	/ Maurice Corson			
	Lester Crown			
_	Perry Davis			
5 -	- David Dubin			
NO	Stuart Eizenstat		***************************************	
-	Joshua Elkin			
	Anita Epstein			
	Eli Evans			•
	Max Fisher			
5 -	Seymour Fox			
	Henry Hecker		***************************************	
	/ Robert Hiller			
	David Hirschhorn	•••••		
	Annette Hochstein		***************************************	
	Stephen Hoffman			

Commission on Jewish Education in North America UJA Federation of New York August 1, 1988 REGISTRATION LIST

	Name	V	Need car to airport?	Time
	Ludwig Jesselson		***************************************	
	✓ Bea Katcher			
	Henry Koschitzky			
	Mark Lainer		***************************************	
	- Norman Lamm			
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	Richard Lobell			
	Haskel Lookstein		***************************************	

	Morton Mandel	^		
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	Donald Mintz	707		
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	Lester Pollack			
	Charles Ratner			
-	Joseph Riemer			
	Esther Leah Ritz			
	Harriet Rosenthal		***************************************	
5 -	- /- Arthur Rotman			
	Alvin Schiff		***************************************	

Commission on Jewish Education in North America UJA Federation of New York August 1, 1988 REGISTRATION LIST

	Name	V	Need car to airport?	Time	
	/ Ismar Schorsh	••••			
5 -	Carmi Schwartz				
	Daniel Shapiro				
Host:	Stephen Solender				
11.	Peggy Tishman				
-	/ Isadore Twersky	/	L-G-A	-	
	✓ Bennett Yanowitz	/	LFA	5 000	2.
5-	Henry Zucker				

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MLM VFL	Date: 8-4-88
FOR	PLEASE
Approval	Advise
or Your Action	Note and File
Aore Details Needed	Note and Return
Your Comments	Read and Destroy
our Information	Investigate and Report
our Signature	See Me
leturned as Requested	Reply (Response Needed By)
	Initial and Forward To:
MARKS: Attached are	
4 44 A 4 A	issioners who were
t the Aug. I meetin	y and I to those
ho were absent.	Please change
	d return them to me
e reverse side if more space is neede	d) for production.

MLM - Following are the salutations we've been using for commissioners. Any changes, since you've now met some ? VFL

8/4/88

Commission on Jewish Education in North America MLM Salutations

Name	MLM, Please enter how salutation should read	Name	MLM, Please enter how salutation should read
Mandell Berman	Bill	Henry Koschitzky	Mr. Koschitzky Henry
Charles Bronfman	Charles	Maurice Corson	Maurice
Lester Crown	Lester	Irwin Field	I martifle (LWI) 1
Stuart Eizenstat		David Arnow	David
Max Fisher	Max	Eli Evans	Eli
David Hirschorn	Mr. Hirschhorn JAV D	Robert Hiller	Bob
Ludwig Jesselson	I HOOMING LUDDY II	Alfred Gottschalk	1 moon tred 1
Mark Lainer	Mark	Norman Lamm	Norman
Robert Loup	Bob	Ismar Schorsch	Ismar
Morton L. Mandel	1	Arthur Green	Arthur
Matthew Maryles	Mr. Marxips MATTIPUII	Seymour Martin Lipset	Professor Dipoet Moult
Florence Melton	Florence	Isadore Twersky	Professor Twersky
Donald Mintz	Don	David Dubin	Dave
Lester Pollack	Lester	Jack Bieler	I ARABAN BIRKET JACK 1
Charles Ratner	Chuck	Joshua Elkin	I MENEURIN JOSH 1
Harriet Rosenthal	Harriet	Sara Lee	Sara
Esther Leah Ritz	Esther Leah	Alvin Schiff	[AL]
Daniel Shapiro	Dan	Irving Greenberg	Yitz
Bennett Yanowitz	Bennett	Carol Ingall	Mrs. Ingall
John Colman	John	Haskel Lookstein	Rabbi Lackstein
Peggy Tishman	Peggy	Harold Schulweis	Rabbi Schulweis
Mona Ackerman	MA AGKATONAN MONTH	Isaiah Zeldin	Rabbi Zeldin

I surged seeing for at Thank you for your participation in the first meeting of the Commission on

Jewish Education in North America. I believe that we made an excellent good beginning in identifying shared concerns and look forward to focusing on specific issues at future meetings.

The minutes of the meeting are being prepared and will be mailed at the end of this month. Cassette tapes of the meeting are also available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, 216-391-8300).

The next meeting of the Commission has been set for Tuesday, December 13, 10:00 a.m. to 4:00 p.m., at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar and plan to attend. The product to Seeing your Colombian to Seeing your Colombian to Seeing your Colombian to Sincerely,

Morton L. Mandel

Dear

I am sorry that you were unable to attend the August 1 meeting of the Commission on Jewish Education in North America. Thirty-three of the World 33 fillular of the Commissioners were present and participated in a day of lively discussion. I believe that we made an excellent beginning in identifying shared concerns, and look forward to focusing on specific issues at future meetings.

Enclosed is your set of the materials which were distributed at the meeting. The minutes of the meeting are being prepared and will be mailed at the end of this month. Cassette tapes of the meeting are also available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, 216-391-8300).

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Sincerely,

Morton L. Mandel

Enclosure

***************************************	Formal/Informal	Auspices	Planned/Unplanned	Impact
, CXISTING	A. formal	A. Congregation	[[. PLANAED (!NTERDED)	A. Empirical Studies
	1	B. Community		categories to be decided
. Formal	day care	e. use	A. Jewish	-
1. Duration	nursery/pre-kindergarten	0. Local or	All existing forms	B. Commonly accepted categories
2. Intensity	kindergerten	National Jewish	_	1. knowledge
(hrs. per week)	elementary school	Organizations	i	2. motivation
	supplementary	(d.g. Hadassah,	3. Seneral	3. observance and
. Informat	day school		(a.g. m t.v. program)	participation
1. Duration	foundation school	E. Multiple auspices	about Hannuksh on a	4. comitment
2. Intensity	middle school/[r. high	F. Other	compendial station)	5. sttlttude towards
	supplementary	G. General (not Jevish)		the future
	day school	i i	III.LEPLANNED [
	high school	i i	Colleteral learning = [
•	supplementary	i i	anything that has	
	day school	i i	unintended positive or	
	colleges/institutes of	i i	negative aducational	
	higher Jowish Learning:	i i	outcomes	
	yeshivot	i i		
	j JTS	i i	A. verish	
	HUG	i	(e.g. a socular course)	
	1 70	j	et the JCD)	
	Brandel's	i		
	Cotinges of Jevish	i		
	Studies	i	(e.g. an article in	
•	Judalic courses at		the NY Times about	
	universities		Israel)	
	Willel Courses		1 1010017	
	young adult education		i J	
	adult aducation	;		
	facily education	1		
	special families		'. '	
	(e.g. single-perent,	i		
	mixed marriage.	i		
	reconst(tuted)	i	i	
	special populations		;	
	(e.g. gifted, learning	1	: 	
	problem)	-	;	
	professional educ.		1 1	
	(rebbis, educators,		i i	
	social workers)] 	
	retired		1 1	
	senior citizena] 	
	i smidt rifitera	-	1 1	
	i B. Informel		1 1	
	i e. mioraet			1 · · · · · · · · · · · · · · · · · · ·
	day care] J	
	youth movements	-]] 1	
	carps	- }		• *
	SUPPLY CARDS	-] i	
	winter carps			
	shabbatonia		l :	
	Hillet and other	I 	1 l	
	student organizations		4 <u> </u>	
	Israel experiences	4 1	5 J	
	cultural activities			
	the arts	1	<u> </u>	
		į.		
	dence		!	
	Bakeude Libraries	1	!	
		1		
	Boyles	1	1	
	concerts	1		
	lectures	1		
	JCC activities		!	
	sports	<u> </u>		
	miscellaneous (e.g.	I	ا	
1	i sommer cooking class)	!	Í	1
, <u>I</u>	holiday events	Į.	1	l .
1	workshops	1	1	1
1	mdia	1	1	į
1	newspapers (general,	1	1	1
1	Jewish, children's)	I	1	1
1	magazines	İ	1	
1	books	i	i	į
1	television (commercial,	i	i	i
1	cable, educational)	i	i	i

cable, educational)

volunteer organizationa community events fundraising leisure time as an individual

radio

ļ	C. Combinations		ļ ·-]
 	1. One person participating	 	 	
I	in two or more forms of		I	Į
[formal education	 	 	
	2. One person participating			·
	in two or more forms of		Į.	į į
	informal education	 	Į I	
	3. Combination of formal		l ·	i
,	and informal education		I	I
, ,	- emanating from the]	!
	<pre>institution (e.g. schools with camps, youth movements,</pre>	 		ļ ,
 	shabbetonim, holiday] 		. I
]	events, etc.)	!	•	•
 	- emanating from the	 	i I	
1	client (i.e. his decision		! 	!
i i	and choices)		<u> </u> -	i
1	•		i İ	İ
! !	· .	1]	1
		 	1	
11. XEW	,	-	<u> </u> 	
A. Formal {	İ	1	İ	i i
Suggestions	Į.	'	[l I
in the literature experimental]
CAPET HERTICAL		, !] 	
B. Informal [1		 	· !
Suggestions	i		,	· - '
in the literature	İ	}		i
experimental (•	1	-	; ;
C. Integration of Formal	, 			
and Informal Education	j	1		i i
in the literature	I			ļ į
experimental]			1

Participation	Age/Populations	Client Profile
It contictative i	A. early childhood	E Sanita Panea
I. PARTICIPARTS	•	A. Family Status
	8. elementary school	single
A. At Present	C. jr. high shoot	married
1. Duration	D. high school	divorced
(How many years?)	E. university students [other
2. Intensity	(including yeshivot)	B. Family Involvement
(How many hours per week?)	F. young adults	effiliation
	G. mdults [level of observance
8. In the Past	H. parents	community involvement
1. Duration	I. families	C. Motivation
2. Intensity	4. special families	D. Origin
! . !	(e.g. single-parent,	USA natives
!!!	reconstituted,	immigrants (Israelis,]
!!!	mixed marriages, etc.)	Russians, etc.)
!	K. special populations [E. Socio-Economic Status
!	(e.g. the gifted,	F. Geographic Area
i l	learning problems,	G. Type of Community
1	emotionally disturbed)	Large
1	L. professional educ.	Medium
1	rabbis [Small [
1	Jewish educators	l
Į į	Jewish social workers	l
!	M. community leaders	l
Į į	N. Benior citizens	
1]	1
1	·	1
.1	ı	I
[II. NON-PARTICIPANTS	A. early childhood	A. family Status
	B. elementary school	single
A. potential participants	C. jr. high shoot	married
research required	D. high school 1	divorced
1	E. university students	other
[B. "drop-oute"	(including yeshivot)	B. Family Involvement
1	F. young mdults	affillation
1	G. mdults	level of observance
ļ	H. parents	community involvement
1	I. families [C. Hotivation
Ī 1	J. special families [D. Origin
1	(e.g. single-parent	USA natives
1	reconstituted,	immigrants (Israelis, [
1	mixed marriages)	Russians, etc.)
1	K. special populations	E. Socio-Economic Status
Ţ	(e.g. the gifted,	F. Geographic Area
1	learning problems,	G. Type of Community
1	emotional(y disturbed)	targe 1
1	i. professional educ.	Medium (
i	rabbis	Small
i	Jevish educators	i
i i	Jewish social workers	i
i	M. community leaders	i
i	W. senior citizens	į
	•	•

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: Structures	Decision-Makers	· Funding Needs	Community Climate
f. EXISTING	1. INVOLVED AT PRESENT	1. FOR EXISTING INSTITUTIONS OR PROJECTS	A. Present Receptiveness [
A. North America	A. Leaders	A. Kaintenance	B. Potential Receptiveness
1. community (C.J.F.,	1. community	1. salaries	
] JESHA, JUB, etc.)	2. other	2. bonefits	C. Education of the Community
2. denominational		3. penations	1
(United Synagogue,	B. Professionals	4. training	D. Interpretation to the
[UANC, OU, rebbinicat	1. educators	5. tuition	community, including
groups)	2. rebbis	6. stipends	public relations
1 3. Inetitutions of	3. scademics	7. scholerships	1
higher Jewish Learning		8. professional	1
4. other (UJA,	C. Parents	development	l I
Heddesseh, etc.)		9. R and D	I
	D. Cilents	10.fecilities	
B. Local		B. Capital	ļ I
1. Community (BJEs,	E. Foundations	1. selerice	1
federations, etc.)		2. benefits	l I
2. denominational		3. penalona	
		4 treining	ļ Į
C. Institutions [5. tultion	ļ ļ
1 2. JCCs 1		6. stipends	ļ į
1		7. scholarskips	!
3. symagogues] 4. other [a. professional	ļ .
I I		development 9. R and 0 - Venture	!
i		Capital	;
i		10.facilities	
i i	1	1	ı ı
i		İ	¦
II. OTHER	II. POTENTIALLY INVOLVED	TIL FOR NEW INSTITUTIONS	
i i		OR PROJECTS	i
A. Combinations/Consortia	A. Leaders	A. Haintenance	i i
l i	1. community	1. salaries	i
B. New structures	2. other	2. benefits	i
1		3. pensions	i
1	8. Professionals	4. training	i
1	1. educators	5. tuition	i i
1	2. rebbis	6. stipends	i i
1	3. scademics	7. scholerships	i i
1] 8. professional	I
!	C. Parents] development	1
!		9. R and 0	I I
] [D. Clients	10.fecilities	i <u>I</u>
1		8. Capital	1
. 1	E. Foundations	1 d. sataries	,
!		2. benefits	1
!		3. pensions	1
		4. training	!
		5. tultion	
1		6. stipends	
;		7. scholerships 1 8. professional	
;		a. professional development	
i		9. R and 0 - Venture	
;		Capital	!
i · · · i	, 	10.facilities	
į i	, 		
- '	,	•	

7. adult education

MARKET SEED TO THE TANKS	•			
Subject Matter	By Keans Of	Duration	Preparation	Effectiveness/Impact
A. JEVISH SLAUECTS	A. PARTICIPANTS	A, HODULE	A. WKERE	A. OVER TIME
1. Rebrew	1. age-tevet	B. COURSE	1. D[aspora/[srael	1. femedSate
Z_ Bible	2. clasa	C. HULTI-YEAR CURRIC.	2. rational/local	Z. middle range
3. Rebbinics	3, Individual		. 3. central/school-based	3. Long-term
4. Hitzyot (Customs		•	1	
Carezonies)	B. KATERIALS			
5. Literature	1. written		NORM AS 1	W. EVALUATION .
' 6. History	(books, worksheets,		1. teachers/bractitioners	1. Systematic
7. Social Studies	pemphlets, research		2. curriculum writers	e. formative
(e.g. the community	projects)		3. scholars	(quantitative/qualitative)
and institutions)	Z. mudio		1 -	b. summetive
8. Contemporary Jevry	3. visual		1	(quantitative/qualitative)
9. Israel	4. games			2. Impressionistic
10.Jevish Thought	5, computers		C. PREPARATION OF	a, in the literature
(philosophy,	6. Informal experiences		PERSONNEL	b. informed opinion
hashkafa, etc.)	(e.g. field trips)		1. training programs	/
11.Ethics 12.Tefilla	7. combinations		2. in-service training	I I c. sy whom
B. GEWERAL SUBJECTS			1	1. students
1. Basics	C. WHERE	•	D. INTRODUCTION INTO	2. teachers/practitioners
·	1. within an institution		THE FIELD	3. rabbis
] Z. The Disciplines (history, Litera-	2. outside of an		1. Experimentation	4. community
ture, etc.)	institution		2. Evaluation (of	(parents, school board, etc.)
3. Integrated subjects	3. combination		treining)	5. researchers
(e.g. social studies)	, s. complimation .		t - Claudidy	_
C. INTEGRATION OF JEVISH	 		i r	
AND GENERAL SUBJECTS	D. PRE-REQUISITES		i i	
0. SKILLS - JEWISH	1. Enculedge in the			·
AND GENERAL	discipline		i	
1. reading	2. Access to the		i	
Z. snatysis	discipline		į i	
3. parashanut	3. Other			
4= thinking	l		1	
5. Interpersonal			1	
learning	l		1	
6. skills of observance			1	
E. SPECIALIZED AREAS			1	
1. the erts]	
2. the media			. [
3. computers			!	
4. museum education	!		!	
5. special education [
(e.g. gifted, Learning]	
problems, emotionally				
disturbed)			ļ .	
6. family education	1			

	,	1			
	,				J
Educator	Position	Who to Recruit	Where to Recruit	Kow to Recruit	1 1
1. FORML	A. CLASSROOM TEACHER	1 A. MEN	A.high schools	A.planned effort	1 1
A.full-time	1.Jewish Subjects	1.high school students	8.youth novements	sustained	ii
professional -	İ] 2.college students	Citrips to Israel	Limited	ii
qual(ffled	2.General Subjects	3.young adults	Dumiversities	Bupersonal contact	i i
8.full-time	1	4.adults	E.JCCs	Cuspectal structures	i 1
professional -	3.Skilis - Jewish and General	5.retired	Flother organizations	; O.media	
unqualified	1 1	6.from related fields	G.symagagues	E.Inducements	1 1
C.full-time	B. SPECIALIST	a. Jawish Studies		Fispecial recruiters	1 1
paraprofessional- qualified	C. SEWIOR EDUCATOR	b.community organizations		of personnel	1 1
D.full-time	e.Schools	c.Departments of Social Science, Humanities,	•	S.other	. 1
peraprofessional -	1.Superintendant	Social Work, etc.	1		1 1
unqualified	2.Headmaster/Principal	d.fundraising	I		-
E.part-time	3-Associate/Vice Principal	-			i i
professional -	4.Assistant Principal	2.90MEN	1		1 1
qualified	5.Department Head	1.high school students]	1 1
Fupert-time	6.Basic Specialists] 2.college students		1	-1 1
professional - umqualified	{ (e.g. Wible, Mebrew, Early Childhood)	3.young adults		!	
Q.pert-time	7.Support Specialists [4.adults 5.retired	 	I .	- ! !
persprofessional •	(e.g. Arts, Special Educ.)	6.from related fields	1		-
qualified	1	#.Jewish Studies	1		1 1
Hupert-time	b.Communat Organizations	b.community organizations		i	
peraprofessional -	1.Director of National/	c.Departments of Social	1	1	1 1
unqualified	International [Science, Numanities,		1	1
	Organization	Societ Work, etc.		1	
	2.01rector of Local/	[d.fundraising			[]
	Communal Organization 3.Deputy Director			1	[]
	4.Assistant Director				-
	5.Staff Person, Planner,	.			
	Consultent	i			i i
	İ	i i		1	. 1
	c.University, R&O Centers 1	1			, 1
	1.Sean, Professor of			1	1 1
	Jewish Education	-			
	2.01rector of Jewish Education Institute,				
	Training Institute				
	3.Associate, Assistant	i		i	1 1
	Director	j		İ	17
	4.Teacher-training				! !
	Specialist	į			
	5.Curriculum Developer,	1			1 1
	Researcher	-			, ,
	 	i			1 1
		i i		i	i i
II. INFORMAL	A. OFFICIALLY DESIGNATED	i		İ	l I
A.full-time	1.Administrator 1	1			1
professional -	2.Fromt-line Educator	į į		!	
qualified	3.Youth Movement Counselor [!!!			
8,full-time professional -	4.Adult Educator 15.Other	!			1 1
unqualified	J.Uther	-			1 1
C.full-time	B. NOT OFFICIALLY DESIGNATED	i		i	ii
	1.JCC Counselors	i		i	i i
quelified	(e.g. dence, music,	i i			1 1
D.full-time	sports, etc.)	į į			
	2.other	!		l I	
unqualified	C. SEMIOR EDUCATOR :	1		!	
E.part-time professional	C. SENIOR EDUCATOR 1. Director of Watfonal	1		i	i i
professional *	Community Center	j		i	ii
F.pert-time	Organization	i		1	į ĺ
professional -	2. Director of Network	Ţ		1	1 1
unqualified	af Centers	1			!
G.part-time	3. Director of National	[!			1 1
paraprofessional -	Jewish Camps Network				1 1
qualified K.part-time	4. Director of National Youth Hovement	-			1 1
•	1 S. Executive Director of	j		i	į i
unqualified	a community center	i		İ	1
nqual + 1 + 1 mm	6. Assistant Director of	i			
	a community center	1	l		1 1
	7. Educational Director of	1		1	
	a community center	<u> </u>		I	
	8. Education Specialist in	!		1	+ 1
	a community center		I I		
	9. Program Director in u community center			i	ii
	10.Branch Director	i	1	i	1 1
	11.m(scellaneous (e.g.	i	1	İ	-1 i
	Director of Education			1	i I
	Department of a		[Ţ	1 1
	Communal agent and continued in	1	1	I	

		11		i	
puration	Where to Train	1	Elements		
				.	
.Full-time -	I. EXISTING INSTITUTIONS		1.3ady of Knowledge 2.Code of Ethics	 	
long-term	A.Jewish - Worth America Linstitutions of higher		3.Leader of Advancement	i	
: }_Fult-ti≃s - [Jewish Learning	,	4.Certification	, i	
Short-term :			5.Salary	.	
1	3.Yeshivot	1 1	6.Actwork of Collegiality	1	
3.On-the-job - [. ,	7,Retention	1	
iong-term 1	5.On-the-Job training	. 1	8.Status		
i G_On-the-job - 1	B.Jewish - Israel	ii		i i	
short-term :	i.Institutions of higher	1 1			
	Jewish Learning	1		1	
i	2.Teacher Training Colleges	1			
•	3.Yeshivot 4.Special Programs	1 1		1 1	
	5.On-the-job training	ίi		ii	
	,	1 1		1 1	
	C.General Institutions	1			
	1.Schools of Education			1 1	
	2.Departments of Judaica, Social Sciences and			1 1	
	Kumanities	1 1		ii	
	3.Schools of Social Work	ίi		1 1	
	4.0n-the-job Training	1 1) 1	
	1	ł ,) 	i ;	
•	 	1 1	 	1	
	! 	ii		i i	
	11. KEW FORMS	ii		1 1	
	A.Jevish - North America		l	1	
	1.Teacher Training Colleges			!!	
	2.institutions of higher			1	
	Jewish Learning 3.Yeshiyot	- -		1	
	5.Tean1905 6.Special Programs	1 1		1	
	5.On-the-Job training	i i		ii	
		i i		1 1	
	Sujevish Alarmet			1	
	1,Universities	- - 1		1	
	2.Teacher Training Colleges		1		
	3.Yeshivas 4.Special Programs	1 1) 	1 1	
	5.On-the-job training	i i		ii	
	İ	1		i i	
	C.General Institutions	1 1		1 1	
	1. Schools of Social Work 2. Schools of Education			1 1	
	3.Departments of Judaics,	1 1		1 1	
	Social Sciences and	1 1		1 1	
	Humanit(es	- j - i		i i	
	4.On-the-job training	1 1	Į.	1	
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JERUSALEM, AUGUST 8, 1988

TO: MORT MANDEL ART NAPARSTECK 🗸 HENRY ZUCKER GINNY LEVI

FROM: SEYMOUR FOX

ANNETTE HOCHSTEIN

MAY THE MORNING AFTER ALWAYS FEEL SO GREAT!

BEFORE SETTING OUT FOR HOME, WE DID SOME FOLLOW-UP CALLS WITH COMMISSIONERS, AS DECIDED BY THE PLANNING GROUP. DETAILED ACCOUNTS OF SOME CONVERSATIONS ARE ATTACHED, ANNETTE SPOKE WITH LAMM, LOOKSTEIN, RITZ, SCHORSCH AND TISHMAN. SEYMOUR SPOKE WITH SCHIFF, MELTON, BIELER, LOUP, BATSHAW AND MEMBERS OF JTS' FACULTY TO WHOM SCHORSCH REPORTED. SEYMOUR HAS ALREADY BRIEFED SARA LEE AND SPCKEN TO GOTTSHALK.

POINTS OF CONSENSUS EMERGED FROM THOSE THE FOLLOWING CONVERSATIONS:

- 1. SUPERLATIVE PRAISE FOR THE MEETING ITSELF WITH UNDISGUISED AWE AT MORT'S HAVING SUCCEEDED TO CONVENE SUCH A HIGH-POWERED GATHERING. COMPLIMENTARY REFERENCES WERE MADE TO THE DETAILED PREPARATIONS, INTERVIEWS AND SUMMARY DOCUMENT.
- 2. THE FIRST MEETING DID ITS JOB. THE NEXT MEETING SHOULD FOCUS MORE NARROWLY ON A FEW TOPICS - AND BE MORE DOWN TO EARTH. PERSONNEL - THE TEACHERS - EMERGES STRONGLY AS THE LEADING TOPIC, THOUGH THE ADVICE FROM COMMISSIONERS, IS TO OFFER A FEW ALTERNATIVE TOPICS AS CHOICES.

3.USEFUL ADVICE WAS OFFERED ON HOW TO PROCEED TO MORE SPECIFIC WORK WITHOUT OFFENDING THE COMMISSIONERS DESIRE TO BE INVOLVED.

IF THE CONVERSATIONS WE HELD ARE REPRESENTATIVE OF OTHER COMMISSIONERS' VIEWS TOO, IT WOULD SEEM THAT WE ARE ENCOURAGED TO MOVE AHEAD IN THE DIRECTIONS DISCUSSED DURING OUR PLANNING MEETINGS.

VERY BEST REGARDS,

THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: ISMAR SCHORSCH

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND COMPLIMENTARY, NO TRACE OF THE ORIGINAL SKEPTICISM. MY FEELING: HE WANTS THIS TO SUCCEED.

5.THE CALL:

HOW WE SHOULD PROCEED:

"ON DECEMBER 13 YOU MAY WANT TO NARROW THE FOCUS IN THE FOLLOWING WAY:

YOU MIGHT COME BACK TO THE GROUP — FOLLOWING ANALYSIS OF THE INTERVIEWS PLUS THE CONTENT OF THE MEETING, (SEEN TOGETHER AS AN ONGOING CONVERSATION WITH COMMISSIONERS) — SAYING YOU DECIDED TO ZERO IN ON SAY FOUR TOPICS.

THEN YOU MUST DO A COGENT PRESENTATION OF THE RATIONALE FOR THESE TOPICS AND OFFER THAT FOR DISCUSSION.

YOU SHOULD ALSO OFFER SOME STRATEGIES AS TO HOW TO ADDRESS THESE TOPICS. PERHAPS YOU COULD BEGIN TO LINK THEM TO EXISTING INSTITUTIONS AND PROGRAMS."

ABOUT THE PROCESS: RABBI SCHORSCH REFERRED TO "THE BRILLIANT IDEA TO INTERVIEW THE COMMISSIONERS".

HE SUGGESTED GETTING THE COMMISSIONERS HE ARE PROFESSIONALS (ELKIN, ETC...) TO MEET WITH THE STAFF.

HE URGES US TO BE ASSERTIVE, BECAUSE SOME OF THE COMMISSIONERS WILL HAVE LITTLE PATIENCE FOR CONTINUED THEORETICAL DISCUSSION.

HE REITERATED THE POINTS HE EXPRESSED AT THE MEETING:
A.STAY AWAY FROM THE COLLEGE CAMPUS
B.NEED QUALITY CURRICULUM PREPARED FOR HIGH-SCHOOLS
C.MUST DEAL WITH HIGH-SCHOOL AGE THOUGH NONE OF THE EXISTING
FRAMEWORKS ADDRESSES THIS EFFECTIVELY. DAY-SCHOOL IS NOT THE
ANSWER.

NOTE: AT A MEETING YESTERDAY DAVID FINN REPORTED HAVING HAD LUNCH WITH SCHORSCH, SCHORSCH REPORTEDLY WAS VERY PLEASED AND IMPRESSED WITH THE COMMISSION MEETING. WHAT A FAR CRY FROM THE EMPHATIC OPENING SALVO OF MY INTERVIEW WITH HIM ONLY TEN DAYS AGO IN JERUSALEM : "I AM SKEPNICAL!".

SEVERAL JTS FACULTY MEMBERS REPORTED TO SEYMOUR THAT SCHORSCH REPORTED VERY FAVOURABLY ON THE COMMISSION.

THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: NORMAN LAMM

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: INVOLVED, FACTUAL, PLEASED. LITTLE TRACE OF THE ORIGINAL SKEPTICISM, MY FEELING: HE WANTS THIS TO SUCCEED.

5.THE CALL:

RABBI LAMM THINKS THE MEETING WAS HANDLED VERY WELL, THOUGH HE BELIEVES DAY-LONG MEETINGS ARE NO GOOD. THEY REPRESENT A GENUINE SACRIFICE FOR HIM.

HE SUGGESTS THAT WE SHOULD NOW NARROW THE FOCUS TO 5 TOPICS, CONCENTRATING ON THE THE TEACHERS. THIS IS THE REAL MAIN PRIORITY. NO MATTER HOW IMPORTANT OTHER TOPICS ARE, NONE IS AS IMPORTANT AS THIS: UPGRADING TEACHING; TEACHER SALARIES; TRAINING INSTITUTIONS.

THE PROCESS TO DECEMBER: WE SHOULD DO THE WORK. COMMISSIONERS SHOULD BE CONSULTED FOR IDEAS, THEN WHEN WE HAVE SUFFICIENT DATA FOR SELECTING TOPICS A LETTER SHOULD BE SENT TO ALL TELLING THEM: WE SEEM TO FIND CONSENSUS ON THE FOLLOWING TOPICS. THEREFORE WE SUBMIT TO THEIR ATTENTION THE FOLLOWING LIST OF PRIORITIES.

RABBI LAMM COMPLAINED ABOUT THE DAY-LONG MEETING, SAYING IN ESSENCE THAT THEY REPRESENT TOO GENUINE AND BIG A SACRIFICE. HE URGES US TO MAKE MEETINGS SHORTER.

AUG 09 '88 12:37 NATIV CONSULTANTS

THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COM MISSIONER: HASKEL LOOKSTEIN

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND THRILLED BY THE MEETING.

5.THE CALL:

HOW TO PROCEED: THOUGH MANY TOPICS ARE IMPORTANT, IF WE DO NOT IMPACT THE QUALITY OF PERSONNEL NOTHING WILL MAKE ANY DIFFERENCE. THE PROBLEM IS NOT THE PRINCIPALS. THE PROBLEM IS THE TEACHERS MAKE THE SCHOOL. "EVERY TIME WE LOOSE A TEACHER I SHUDDER, BECAUSE IT IS IMPOSSIBLE TO FIND A GOOD REPLACEMENT". I DON'T KNOW HOW TO DO IT. SALARIES DO MAKE A DIFFERENCE, BUT I DON'T KNOW HOW TO HANDLE THE PROBLEM OF QUALITY. I WOULD BE READY TO SIT AND HELP THINK ABOUT IT".

[RABBI LOOKSTEIN BROUGHT UP THE PREDICAMENT OF THE CENTRIST ORTHODOX IN AN INCREASINGLY FUNDAMENTALIST AND RIGHT-WING UNIVERSE. HE SPOKE OF SPECIFIC INSTITUTIONS THAT HAVE CLOSED SUCH AS THE HEBREW SPEAKING CAMP MASSAD. - HE WILL PUT THIS DOWN ON PAPER AND SEND IT TO ART. I POINTED OUT THAT IT WAS PROBABLY PREMATURE TO EXPECT SPECIFIC INTERVENTIONS AT THIS TIME.]

ABOUT THE MEETING:

"I WAS EXHILARATED BY THE MEETING. I HAVE NEVER ATTENDED ANYTHING OF THE KIND. THE DOCUMENTS WERE MARVELLOUS" ETC ...

THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: PEGGY TISHMAN

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND TISHMAN-WISE TO THE POINT.

5.THE CALL:

THE SUPPLEMENTARY SCHOOL IS WHERE THE CHILDREN ARE AND THAT'S WHERE THEY MUST BE EDUCATED. THE SUPPLEMENTARY SCHOOL MUST BE BROUGHT ON PAR WITH THE EXCELLENT ELEMENTARY AND HIGH-SCHOOLS WHERE THE KIDS GO FOR GENERAL EDUCATION.

WE MUST DEAL WITH THE QUALITY OF TEACHERS AND WITH THE QUALITY OF MATERIALS.

THE WAY TO FIND OUT WHAT'S NEEDED IS NOT BY TALKING TO X BUT BY TALKING TO THE PARENTS OF THE KIDS WHO DROF OUT. FIND OUT WHAT THEY WANT, WHY THEY DROPPED OUT, WHAT THEY NEED.

[CONVERSATION TRUNCATED WHEN P.T. ANNOUNCED "OK. I MUST GET OFF THE PHONE NOW". I WAS OFF THE NEXT SECOND, AND THINK SHE MAY HAVE WANTED TO SAY A LITTLE MORE. HER GENERAL TONE WAS VERY POSITIVE.]

THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: ESTHER LEAH RITZ

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED. VERY COMPLIMENTARY.

5.THE CALL:

HUG 83 00 1C.30

THE MEETING: "THIS IS VERY EXCITING TO ME. THE CALIBER OF THE PEOPLE WHO CAME. THE FACT THAT THE PRINCIPALS THEMSELVES CAME WAS VERY IMPORTANT. FASCINATING. THE PLANNING WAS EXTRAORDINARY. THE FIRST MEETING HAS TO BE VERY WELL DONE AND THIS ONE WAS. MORT APPEARED AS A ROLE MODEL FOR THE ATTENDANTS BY INVESTING HIMSELF. I THOUGHT IT WAS A GREAT MEETING.

WE NEED NOW:

1.A CAREFUL SUMMARY OF THE FIRST MEETING
2.CONCRETE ALTERNATIVES SHOULD BE OFFERED FOR BOTH CONTENT AND PROCESS. THE INDIVIDUAL INTERVIEWS SHOULD PROBABLY NOT BE THE CONTINUOUS MEANS FOR INTERACTION WITH THE COMMISSIONERS, THOUGH THEY MAY STILL BE USED TOWARDS THE SECOND MEETING. THE REASON NOT TO CONTINUE IS THAT THE COMMISSION MUST LEARN TO MAKE DECISIONS AS A GROUP.

* * * * * * * * * * *



August 10, 1988

To: File

From: Arthur Rotman

Re Commission on Jewish Education.

Comments in a call with Harriet Rosenthal:

Found the meetings very interesting and exciting. Thought that comment of Esther Leah Ritz that the success of the Commission will be determined by the change on a local level, was very pertinent.

Also liked Lester Pollack's comment that "we don't have to invent the wheel" all over again. There are lots of good programs and activities and it's not really necessary to search for new ideas. It's more a question of getting some of the existing good ideas properly supported.

The concern about personnel seems to be universal.

August 10, 1988

To: File

From: Arthur Rotman

Comments re August 1 meeting.

Dave Dubin:

On the whole he found the meeting to be "very exciting" and his assessment is very positive.

He thought that "a hell of a group" had been assembled, that it was representative in the sense that there were lay people there as well as pros and were representations of foundations, as well as the communal agencies. He was particularly impressed with the fact that there were "good thinkers" in the group. Was particularly impressed by Norman Lamm's comments in which he thought that something good would come of the fact that lay leadership would be "driven" about Jewish education and Dubin was also impressed with Lamm saying that we should pick a portion of what needs to be done, rather than to cover the waterfront.

AUG 2 5 1988



15 EAST 26th STREET . NEW YORK, NY 10010

TO: File

File DATE: August 15, 1988

FROM: ARTHUR ROTMAN

Lester Pollack's reactions to August 1st meeting:

He was very impressed with the diversity of the group. He noted a number of new faces - prominent people who normally would not be associated with the topic. The meeting was extremely well handled by the chairman. It is too early to define the end product but certainly the first meeting succeeded in providing the outline of a direction.

Lester hopes that the group will break down into task forces as the present size of the group is too unwieldy for effective interchange.

One of the participants at the meeting spoke several times and was repetitive, which was unfortunate.

FACSIMILE TRANSMISSION

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Dr A. Naparatek

From: Seymour Fox

Annette Hochstein

Date: August 29, 1988

Pages: 20 (including this)

August 28, 1988

Dear Art,

I am enclosing a suggested cover letter for the minutes. As for the minutes themselves we made corrections where we felt there was an inaccuracy as compared to the tapes, or that the text could be sharpened.

Some general points first:

- 1. In our work with the Jewish Education Committee we were accustomed to list the commissioners that could not attend. We called the category "apologies". It would include people such as Gottschalk, Sarah Lee, etc.
- 2. We did not check the exact name of JESNA. I believe it is Jewish Educational services of North America. JWB we believe does not like to be referred to as the Jewish Welfare Board.
- 3. There are a series of comments by commissioners that do not appear in the minutes and you may choose or not to list at least the topics:
- * Many Commissioners (Bronfman, Ritz, Lookstein, Schiff, Lainer, Twersky, Berman, Mintz etc..) congratulated Mort for convening the Commission.
- The centrality of Israel for our endeavour was emphasized by Bronfman, Tishman, Lookstein, Melton, Loup.
 - * The ommission of the consideration of the goals of Jewish Education (Esther-Leah Ritz)
 - * The importance of communications, public relations and marketing with various publics. (Josh Elkin and Loup).
 - * The importance of recognizing that a great deal of work is being done by others in the field (Fisher, Berman)
- * The importance of Jewish College faculty as role models. (Lipset).
- * Lamm emphasized that the commission should guide the priorities and funding policy of MAP. The fact that Mort convened this Commission to guide his own Foundation's policy does not come across.
 - * Importance of teachers of general subjects in Jewish schools. (Twersky).

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* Senior Personnel (Lamm).

(mentigres

If you have difficulty deciphering the corrections on the text, please have someone call us at Annette's office until 10:30 a.m. your time today (Monday).

Best Regards,

Seymour Anneppe

P.S. The cover letter needs to deal with several complex issues. We suggest Mort and Hank also look at it.



8/25/88

MINUTES

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

AUGUST 1, 1988

AT UJA/FEDERATION OF JEWISH PHILANTHROPIES

NEW YORK CITY

10:30 a.m. - 4:00 p.m.

Attendance

Commissioners:

Morton L. Mandel, Chairman, Mona Ackerman, Mandell Berman, Jack Bieler, Charles Brontman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Robert Hiller, David Hirschhorn, Ludwig Jesselson, Henry Koschitzky, Mark Lainer, Norman Lamm, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Esther Lesh Ritz, Harrist Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Feggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Perry Davis, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Romer, Arthur Rotman, Carmi Schwartz, Henry Zucker

Guest:

Stephen Solender

1. Introductory Remarks

Mr. Mandel called the meeting to order at 10:30. He thanked

Jewish purcular price.

President and Commission member Peggy Tishman. Mrs. Tishman welcomed the

commissioners and indicated her pride at having the UJA/Federation host

this opening meeting. She indicated that the 130 agencies encompassed by

UJA/Federation included many whose principle goal is Jewish identity and

education. Likewise the thousands of volunteers in the UJA/Federation

network often devote many of their working hours to the cause of Jewish

and outreath

continuity, be it via educational or social service projects. Mrs.

Tishman offered her best wishes for a productive meeting and expressed

her hope that all were embarking on a most worthwhile initiative.

Mr. Mandel explained that the Commission is composed of 44 members who are scholarly drawn from the highest ranks of lay and professional leadership in North America. It includes leaders of organizations and foundations, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the and private total is concerned with a meaningful.

check

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and the Jewish Welfare Board (JWB) in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman explained that the goal of the Commission is to effect a significent change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, to help reverse the involvement and community ment negative trend of diminishing Jewish commission? He explained that the suggested expected outcome of the Commission should be specific policy guidelines which can be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and with a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed

hope that different funding sources would agree to support various projects recommended by the Commission. No stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There would be additional smaller working groups to facilitate the greatest possible interaction among Commissioners.

Mr. Mandel described the preparation for this meeting which included a set of interviews conducted individually with almost every commissioner. The Commission thus begins with a sense of "what's on peoples' minds." While absolute there was no consensus on any one key element as the heart of the quest for greater Jewish identification in North America, six central topics did amerge:

A. Personnel: There is a clear need for many more well-trained and appropriate salary, status and empowerment motivated professionals with a sound of pride in their work and a clear advancement path. There were divergent views, however, on the approach to the training of educators.

B. Clients. Who are they? What do they want and need? The interviews brought to the fore an interest faciling about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.

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and suggested integration P. 3/16

Page 4

Page 4

Settings.

C. Setting of Edwartion: Commissioners noted the importance of informal education. There were differing views about the role of the supplementary school and the centrality of the day school. There was wide consensus on the need for more resources past bar and bat mitzvah--as enrollments fall off sharply, was raised.

D: Methods New forms of traching and new technologies should be untroduced. Could be employed. This is especially effective at the family level.

There were sugge

E. Economical. Some commissioners spoke of the high cost of meaningful reform and the oplic between tuition fee revenue and contributions -- the need for "venture capital."

P. Community: There is a need for more dedicated lay leaders and communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mochanisms merit support

II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

A. Personnel and the profession of Jawish education: The issues of recruitment, training, retention, advancement, professionalization.

institutions are widely regarded as the primary concerns.

It was noted that salary issues are a higher priority than training.

(Some Community felt Host)

Issued Improving the salary and status of Jewish educators should

be done prior to improving the training and training institutions for

Salary and Status, recruitment for

salary and Status, recruitment for

salary and status, recruitment for

salary and status, recruitment for

salary and status, recruitment for

salary and status, recruitment for

salary and status, recruitment for

improve and have more acudents. However, others suggested that

professionalization is not necessarily the entry solution (e.g. the personnel of

salary salary is the supplementary school)

applied naments in the supplementary school)

applied naments is the acute of the computation of applied that incomment to educators

for commingence important inducement to educators

for commingence important inducement to educators

than some.

It was supplementary in acute properties. It was supplementary

that excellence and excellence in avoid second in the result of

the quality of the personnel involved.

Others noted that the discussion about personnel should include consideration of classroom and beyond-the-classroom specialists, that high school students should be tracked and later recruited into the field, that the complex working conditions of teachers must be considered, that educators need to be trained to work with lay boards, and that communel hiring should be explored.

B. Students and other participants/clients in Jowish aduration

programs: There is a clear sense of important market groups
including early childhood, high school, college-age and adult

populations, with relatively little data available about them on
which to base sound analysis and judgment.

adolescent and high school programs are period in which levish identity formation to meet consistive, as well as adult education.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American

Jewry to Jewish education, that examples of successes and failures in much could be jearned Jewish education should be documented, and that such examples should by introducing a historical purpositive.

Such examples should also analyza the constant of successes or failures.

To understand the reasons for the

The settings in which the enterprise of Jawish education takes

place: These settings include the supplementary achool, the day
school, community centers, youth movements, summer camps, and Israel

programs. Each poses unique challenges and opportunities which
should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment CIVIC WRTUR in day schools, while another thought there was no threat to public Edwartien.

In discussing supplementary schools, commissioners noted that supplementary schools needs to be reformed, that some schools ought to be consolidated into larger units, that the issue of compecition between these schools and other afterschool activities must be Spenal heeds of considered and that smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the mear future when close to 20 percent of all Jewish children in North C. CHERTOR BOTT THE THE PART PARTIES AND ADDRESS OF THE CO. L. C.

55 percent participation in supplementary schools, careful attention needs to be paid to their special problems. The campus experience is since 85) of our yours particularly significant for the 25-30 percent of our young people and who will never be reached by any form of Jawish advention; approach must be compressed ive .

The importance of Israel as a powerful emotional factor for shaping Jewish identity was identified. Israel provides opportunities for forming equal partnerships between Israelis and Americans and person-to-person contacts through high school twinning programs and for bringing young people into the Jewish educational system. The success of year-long study abroad programs in Israel was noted. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth.

Some commissioners felt that Hills was underfunded and required we should no ruly shall greater support. Others felt that the community relies excessively that on colleges to provide "second chance" Jewish aducation and should your actually place greater emphasis on reaching colleges students when they are living in the community. Another commissioner pointed out that Hills reaches a small portion of the Jewish student population.

D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesams. Questions about the applicability and effectiveness

of this medium within the classroom were raised. This medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

- E. The economics of Jewish education: There is a need for factual

 information about present expenditures for Jewish education in order

 (aux pouling *x1571 Mg Educational programme
 to explore the relationship between educational subvencement and

 financing the reforms in Jewish education.
- F. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. This indicates that the community.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the National Foundation for Jewish Sulture), and that national data on lay leaders involved in Jewish education is needed. The Commission has an important role to play in elevating the status of the

B

profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

Short and a surface of the surface o

A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably analysed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be the reneissance of a line of the Tolmud oxided an are without ineviant interest. When the state of the mystery, drams and romance of Jewish history and civilization. The Commission should smorees reality take those who succeed in Jewish education and reward them and learn from them.

Another commissioner pointed out that our concerns about Jewish survival rates come at a time of unprecedented success in Jewish scholarship.

[second of the second of the second of the second of the second of the second of the second of the second of the second of the second of Jews are untouched by the drama and ideas of Judaism.

The chairman asked the lay leaders of CJF, JESNA and JWB to make comments the war of the Commons.

on desire of Jewish education from their organization's perspective:

Mr. Mandell Berman

CJF was happy to assist in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed.

Mr. Berman made specific mention of the resources of the Matienal Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

Mr. Berman concluded by suggesting that the Commission proceed quickly to action-oriented activities and that this occur through an assessment and replication of successful approaches in various communities. He also urged a close tie to grass roots education--particularly as represented by CAJE (Coalition for the Advancement of Jewish Education), which had assembled a large group of educators for its first conference in large.

Mr. Donald Mintz

Jewish education in the Jewish community centers. The heart of that project was as assumption that a variety of formal and informal education and other activities could promote Jewish continuity. JWB did not pursue this course it will be many 166 members are Jewish but as a vital end and purpol, itself. the furtherance of Jewish life and culture)

Hr. Mintz expressed hope that the Commission would succeed at its mission. The very act of contents such a diverse and pluralistic group was reason enough for optimism.

Mr. Bennett Yanowitz

proud to be a co-sponsor of this Commission. As a planning and support group,

JESNA was able to help identify successful practices and join in the search for

new approaches. Mr. Yanowitz supported the opinion that new funds, greater lay

leadership interest and a broad group of stakeholders could take recent gains

in the area of Jewish education and bring wide support to the work of the

Commission.

III. Overview of Data Related to Jewish Education Offered by Joseph Riemer

Mr. Mandel introduced Dr. Joseph Riemer, an viscouser efficient with the Communal Professor of Security Security Communal Studies)
Hornstein Program (at Brandels University.

Dr. Riemer presented an overview of data related to Jewish education in formal and education.

North America involving levels and trends of enrollment informal support programs, numbers of personnel, training needs and salary information.

He noted that in some key areas, like adult education, one of the most startling facts was the very absence of data. Dr. Riemer indicated that these figures were the best available for the U.S. and Canada and did not reflect separate regional or community studies, though such studies were reviewed and are available. He indicated that the large percentage of Jewish young people not enrolled in either Jewish day schools or supplementary schools represented census data from the early 1980s.

Communitywide studies show that when all Jews were asked if they were participants in some form of Jewish educational programming at some time in life -- the percentage increased to a range of 60-80 percent.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement. Others noted that there is a significant attrition among students enrolled in Jewish educator training programs.

IV. Search for Themas Offered by Sennatt Yanowitz

A preliminary summary was offered in the early afternoon by Mr. Yanowitz as follows: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support--at the same time priority areas should be selected-resources dere not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited -- the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On the job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

E

The sentiment of the group is that professionalism and training and growth opportunities were most lacking in supplementary schools -- the area of greatest educational contact with young Jews.

He noted no consensus in the area of additional research. Some commissioners considered it a vital teak, others said we should focus on and how to replicate burners successful programs. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was amphasized as well as the need for affective communitywide networks (JCCs, synagogues, Federations, BJEs, schools, etc.).

V. Discussion on Strategies

Different strategies were discussed during the course of the day.

(A) Disterentiation of focus among specific client groups emphasizing those differentiation of focus among specific client groups emphasizing those that require profound intervention as opposed to those that require modest intervention. It was also recommended that the Commission segment the market into each major client group and adopt key projects appropriate to each group. (B) Comprehensiveness of focus; Others suggested a comprehensive approach to client groups which would take all groups into account in order to make improvements in each area.

Attention should be devoted to establish links between the different parts of the system so that it operates as an organic community.

NEW VERBIUN FOR RUMAN NUMERAL V -- PARES 14/15.

V. Discussion on strategies

Different strategies were discussed during the course of the day.

a. Specific focus: several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example we might choose to concentrate on a specific client group, a specific methods, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

b. Comprehensive focus: Other Commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early enildhood, elementary school, highschool, College students, young adults, family.) Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences etc.). A comprehensive approach would make it possible for different funding agencies and

institutions to undertake responsibility or sponsorship for a segment of the plan. In either case priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Other felt that a more open, possibly revolutionery approach was called for.

A R C H I V F S

RETURN TO TET AT BOTTOM OF PAGE 15 - ROMAN NUMERAL VI.

VI Organization of Commission

Page 16

Mr. Handel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place from 1009 to 400 pm in New York on December 13, 1988. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set optio

and a Commission workplan and the discount would be circulated.

Hr. Mandel noted that in addition to the Commission, a smaller group of the Commission's Consideration policy advisors will consider the options for Suture action. Staff and to (-this process) consultants are available to lend support them will be supervised by

Dr. Arthur Naparatak, the Commission Director. However, no final process or substantive decisions would be made without the consent of the Some of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps would be circulated to commissioners for comments.

Dr. Lawn delivered a Dian Torah and the meeting was concluded at 4p.m.

Food Good 20 2 Should the letter puriformed on execution Dear Commissioner,

I was very much encouraged by the first meeting of the North American Commission on Jewish Education. When we reviewed the transcripts of the meeting we were reminded how stimulating the discussion was. I am sure that the different backgrounds of the Commissioners, the pluralistic nature of the Commission which we so value, is one explanation for the thought provoking deliberation that took place on August 1st.

The discussion was not only stimulating but there was a great deal of communication and a serious attempt by all to understand the different points of view that were expressed. When the tapes were reviewed, we discovered that in addition to the differences of opinion concerning very basic issues, there is a good deal of consensus about what matters the Commission should address.

I believe that it will be useful for us to consider several options at our next meeting. I have asked Dr. Arthur Naparstek, Director of the Commission together with the senior policy advisors and consultants to prepare a preliminary paper that will present alternative approaches for us to examine before we proceed. They will want to consult with the members of the Commission so that your ideas and comments can be introduced into the materials being prepared for the next meeting.

What people card about my.

What people card about my.

What our challenge is - when process seeing you on December 13th. What our plan is for used into plan

TO: Arthur J. Naparstek	FROM: Henry L. Zucker	DATE: 8/15/88
NAME	NAME . A.D.	REPLYING TO
DEPARTMENT PLANT LOCATION	DEPARTMENT/PLANT LOCATION	YOUR MEMO OF:
SUBJECT:	4.	

My assignments for follow up of the Commission's first meeting are John Colman, Maurice Corson, Eli Evans, Max Fisher, Bob Hiller, David Hirschhorn, Mark Lainer.

Corson believes that the first meeting of the Commission went very well. He thinks we have a complicated mix of people and that the staff will have to work very hard to organize the areas for further discussion and for recommendation.

Corson is particularly interested in the college campus and what can be done with college-age youth. This is his priority. He believes he will get very little support for this priority in the Commission, because Commission members will emphasize support for other areas i.e., their organizational priorities.

x x x

Colman believes the first meeting went very well. It served the purpose of permitting the variegated group to express itself. While there was some rambling over a too-broad landscape, this was a necessary part of a first meeting. He believes the next meeting, and succeeding meetings, should be more specifically focused on one or a few high priority subjects. Colman believes the group is excellent, and he is optimistic about a successful series of meetings followed by practical results.

X X X

Evans said the meeting was inspirational, "great." The staff job was exceptional and members of the Commission got a real education from the materials provided. Evans is glad that Lipset and other "independents" are members of the group. They add spice to the meeting. He believes they also will be insurance against the day school "hardliners" not making too many demands on the group.

Evans wants to be sure that our final report is a quality report which will serve the long-range purpose of educating the American Jewish community to the needs in the field of Jewish education. One aspect of the report should be key studies of successful programs written by a journalist rather than an academic.

Evans has had five to ten requests for his comments at the meeting. He asked whether he should distribute his comments to these persons or whether AJN would want to do so. He plans to call AJN next week.

Fisher reported to MLM directly so I did not call him. MLM tells me that Fisher said this was "the best meeting he ever attended." He is very positive about the work of the Commission and is glad to help in any way he can.

$X \quad X \quad X$

Hiller feels very good about the first meeting. He was amazed by the attendance. He believes we have a good chance of success if we keep in touch with members of the Commission and let them help with the agenda and provide them with a preview of some of the important agenda items. He emphasizes process, process, process.

$X \quad X \quad X$

Hirschhorn has sent a letter to MLM giving his generally positive response to the first meeting. In light of the letter, I did not follow up with a personal call.

$\mathbf{X} \quad \mathbf{X} \quad \mathbf{X}$

Lainer is being followed up by Seymour Fox. Seymour wants to follow up the first meeting only, and will return Lainer to me for future follow up. I dropped a note to Wayne Feinstein, the executive of the Federation in Los Angeles to report positively on Lainer's active participation in the first Commission meeting.

$X \quad X \quad X$

I am encouraged by the Fox/Hochstein reports and by my own follow up to make the following suggestions:

- 1. We should now narrow down the subjects which are to be covered at the December 13th meeting, and begin to project subjects which should be discussed at meetings after December 13.
- 2. A memo should be prepared to the commissioners to include the following:
 - a. a set of minutes

- b. a report of follow-up discussions with Commission members, and a summary of the consensus, something on the order of the following:
 - i. The Commission should zero in on four or five specific topics and not try to cover all of the many subjects that are worth following up in the field of Jewish education. We want a practical result. We should not aspire to cover everything.
 - ii. Personnel seems to be the priority. This is the first subject to attack and it is the one which needs the most emphasis throughout our discussions.
 - iii. High school education looms as the major emphasis needing the most attention and potentially producing the greatest result.
 - iv. There is a split opinion about emphasizing college-age education.
 - v. There is a variance of opinion about the emphasis which should be placed on day school. Some persons are convinced that day school is far and away the most important practical way of raising the level of Jewish education. Others believe that settings other than day schools will always attract the vast majority of the potential student body and, therefore, emphasis should be on how to improve formal and informal Jewish education for persons who will not go to day schools.

This memo to members of the Commission probably should say some other things as well. It should certainly be phrased in a way to solicit reactions from members of the Commission. These reactions then should be considered at the October meeting of the planning group which will be developing the agenda for the December Commission meeting.

Мате	Assignment	Post-Commission Meeting Assignments	Comments
I. LAY LEADERS			
Ronald Appelby	AJN - *	definitely see by 12/1	NOTE; ALL FOLLOW-UP CONTACTS SHOULD BE MADE
Mandell Berman	AJN - 1	definitely see by 12/1; try for MLM meeting at GA	IONLY BY THE PERSON ASSIGNED.
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	
Lester Crown] SF - 1	definitely see before 12/13	;
Stuart Eizenstat	AJN - 2	possible visit before 12/1	
irwin Field	AR - 2*	AR should try to see before 10/20	AJN to contact AR
Max Fisher	HLM - 1	NLM will see in Detroit 11/7; try for HLM meeting at GA	F
David Kirschhorn	HLZ - 1	HLZ will see in NY on 10/19	·
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	;
Mark Lainer	JR/AJN-2	JR will phone	:
Robert Loup	AH - 2	will see on 10/19	
Morton L. Mandel] AH		; ;
Matthew Maryles	AJN - 2	definitely see by 12/1	!
Florence Melton	AH - 1	see before 12/13	;
Donald Mintz	AR - 1	try for MLM meeting at GA	
Lester Pollack	AR - 2	***no plans set at this time	·
Charles Ratner	SF - 1	meeting scheduled for 10/19	'
Herriet Rosenthal	AR - 2	AR reported on call - 8/15/88	;
Esther Leah Ritz	AH/AR-2	AH to see 10/20	'
Lionel Schipper	AJN - *	definitely see by 12/1	1
Daniel Shapiro	AJN - 2	possible visit before 12/1	·
Bennett Yanowitz	AJN - 1	definitely see by 12/1	;
John Colman	HLZ - 2	will see in early Nov.	<u>'</u>
Peggy Tishman	AH/AJN-1	AH will try to see in Dec. if AJN can't see by then	, I
Renry Koschitzky	JR - Z	call or see by 12/1	i i
Mona Ackerman - Edn	AJN - 1	definitely see by 12/1	i
David Arnow	JR - 2*	definitely see by 12/1	i
Maurice Corson - Fdn	HLZ - 1	HLZ will see in NY on 10/19	i i
Eli Evans - Fdn	HLZ - 1	HLZ will see in NY on 10/19	į l
Robert Hiller - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
	1		į į

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

Name	Assignment	Post-Commission Heeting Assignments	Comments
11. PRES, HIGHER JEWISH ED Alfred Gottschalk Norman Lamm Ismar Schorsch Arthur Green	 MLM/SF-1 MLM/AH-1 MLM/AH-1 JR - 2*	SF will see in Dec. AH will talk with him on 10/17 and see in Dec. AH will see in Dec. definitely see before 12/1	
III. SCHOLARS/EDUCATORS (1)	 		[
Seymour Martin Lipset	 SF - 1	***no plans set at this time	
IV. JUDAIC SCHOLARS (1) Isadore Twersky	 SF - 1	 	
V. JEWISH EDUCATORS (7)	 		
David Dubin	AR - 2	***no plans set at this time)
Jack Bieler	JR - 2	will see before 12/1	l 1
Joshua Elkin	JR - 2	will see before 12/1)
Sara Lee	SF - 1	will see 10/14	}
Alvin Schiff	AJN - 1	Will see before 12/1	/
1rving Greenberg	√1R - 2	will see before 12/1	}
Carol Ingall	JR - 2	will see before 12/1	1
VI. RABBIS	 		į
Haskel Lookstein	I АЈН - 1	will see with Schiff by 12/1	
Harold Schulweis	JR - 2*	will call	
Isaioh Zeldin	JR - 2*	will call	i
VII. SR. POLICY ADVISORS David Ariel	1 1	[
Seymour Fox	1	ļ	1
Annette Hochstein	1	1	i
Stephen Hoffman	1	Į į	i
Arthur Naparstek	l		i

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

Name	Assignment	Post-Commission Meeting Assignments	Comments	
Arthur Rotman			 	
Carmi Schwartz	ĺ		1	
Herman Stein	1		i	
Jonathan Woocher	1		1	ļ
Henry Zucker	1	L]	
		1	1	
VIII. STAFF	1		1	
Rachel Gubitz	1]	
Joseph Riemer	1		[
Virginia Levi	1	i	1	
	1		1	ĺ

	Kame	Assignment	Post-Commission Meeting Assignments	Comments
1, 1	AY LEADERS			
	Ronald Appleby	AJN - *	saw in Toronto - 11/15	INOTE; ALL FOLLOW-UP CONTACTS SHOULD BE MADE I
	Handell Berman] AJN - 1	saw in Detroit - 11/1	ONLY BY THE PERSON ASSIGNED.
	Charles Bronfman] SF - 1	met 10/6; will see again before 12/13	i i
	Lester Crown] SF - 1	definitely see before 12/13	i
	Stuart Eizenstat	AJH - Z	hopes to see in D.C. 11/28	i
	Irwin Field] AR - 2*	AR should try to see before 10/20	AJN to contact AR
	Max Fisher] MLH - 1	MLM will see in FL	1
	David Mirschhorn	HLZ - 1	HLZ will see in MY on 10/19	i
	Ludwig Jesselson] AR - 1	AH to try to see 12/9-11	i
	Mark tainer	JR/AJN-2	SF saw in Jerusalem - 11/1	i
	Robert Loup	S - HA	saw in Jerusalem - 10/19	İ
	Morton L. Mandel	AH		i
	Matthew Maryles	AJH - 2	saw in NY - 11/2	i
	Florence Melton	J AH - 1	SF spoke on phone - 10/19; AH will see before 12/13	i
	Donald Mintz	AR - 1	attended meeting at GA	i
	Lester Pollack	AR - 2	***no plans set at this time	i
	Charles Ratner	SF - 1	saw in Jerusalem - 10/19	i
	Harriet Rosenthal	AR - 2	AR reported on call + 8/15/88	i i
	Esther Leah Ritz	S-SA\HA	AH saw in Jerusalem - 10/20; AR spoke on phone - 11/10	i
	Lional Schipper	AJR - *	saw in Toronto - 11/15	i
	Daniel Shapiro	AJN - 2	possible visit before 12/1	i
	Bennett Yanowitz	AJN - 1	saw in Cleveland - 11/10; attended meeting at GA	i
	John Colman	HLZ - 2	met in Cleveland - 11/9	i
	Peggy Tishman	[AH/AJN-1	saw in NY - 11/2	i
	Henry Koschitzky	JR - 2	call or see by 12/1	i i
	Mona Ackerman -Fdn	AJR - 1	will see in NY - 11/28	i
	David Arnow	JR - 2*	definitely see by 12/1	i
	Maurice Corson - Fdn	HL2 - 1	RLZ will see in NY on 10/19	1
	Eli Evans - Fdn	HL2 - 1	KLZ will see in NY on 10/19	
	Robert Hiller - Fdn	HLZ - 1	AJN saw in New Orleans - 11/17	
		I		i

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	Name (Assignment	Post-Commission Reeting Assignments	Comments	1
11.	PRES, HIGHER JEWISH ED				1
	Alfred Gottschalk	MLM/SF-1	SF will see in Dec.	i	i
	Horman Lamm	HUN/AH-1	AH spoke on phone - 10/17; will see in Dec.	I	i
	Ismar Schorsch	MLM/AH-1	AH spoke on phone - 10/187; will see in Dec.	İ	i
	Arthur Green	JR - 2*	definitely see before 12/1	İ	ì
111	, SCHOLARS/EDUCATORS (1)			 	
	Seymour Martin Lipset	SF - 1	***no plans set at this time	ĺ	i
tv.	JUDAIC SCHOLARS (1)			1	1
	Isadore Twersky	SF - 1	saw in Boston - 10/13	1	
٧.	JEWISH EDUCATORS (7)			 	1
	David Dubin	AR - 2	***no plans set at this time	ı 	1
	Jack Bieler	JR - 2	will see before 12/1	! 	1
	Joshua Elkin	JR - 2	will see before 12/1	1	1
	Sara Lee	SF - 1	attended meeting in Boston - 10/14; phone conv. w/AJN	, 	1
	Alvin Schiff	AJR - 1	saw in NY - 11/3	•	1
7	Inving Greenberg	JR - 2	will see before 12/1	 	ì
-	Carol Inga(l	JR - 2	will see before 12/1		ì
VI	. RABBIS			 	1
	Haskel Lookstein	AJR - 1	saw in WY - 11/2	 	ı
	Marold Schulweis	JR - 2*	AJN called		1
	Isaiah Zeldin	JR - 2*	will call		ì
VI	I. SR. POLICY ADVISORS				
	David Ariel				1
	Seymour Fox				1
	Annette Hochstein				1
	Stephen Hoffman				1
	Arthur Waparstek		i		i

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11/22/88

Name	Assignment	Post-Commission Meeting Assignments	Comments	
Arthur Rotman				l
Carmi Schwartz	j			ĺ
Herman Stein	Ī		1	
Jonathan Woocher	1		l :	
Henry Zucker	1			1
	1		[
VIII. STAFF	1	1	1	
Rachel Gubitz	1		1	
Joseph Riemer	1		1	1
Virginia Levi			1 i	
	1		1	

Name	Assignment	Post-Commission Neeting Assignments	Comments
I. LAY LEADERS			
Ronald Appelby	1 AJN - *	definitely see by 12/1	 NOTE: ALL FOLLOW-UP CONTACTS SHOULD BE MADE
Mandeli Berman	AJN - 1	definitely see by 12/1; try for MLM meeting at GA	ONLY BY THE PERSON ASSIGNED.
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	I I I I I I I I I I I I I I I I I I I
Lester Crown	SF - 1	definitely see before 12/13	'
Stuart Eizenstat	AJN - 2	possible visit before 12/1	!
Irwin Field	AR - 2*	AR should try to see before 10/20	AJN to contact AR
Max Fisher	MLM - 1	MLM will see in Detroit 11/7; try for MLM meeting at GA	1
David Hirschhorn	KLZ - 1	HLZ will see in NY on 10/19	i
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	i
Mark Lainer	JR/AJN-2	JR will phone	i
Robert Loup	AH - 2	will see on 10/19	;
Morton L. Mandel	AH		i
Matthew Maryles	AJN - 2	definitely see by 12/1	i
Florence Melton	AH = 1	see before 12/13	i
Donald Mintz	AR - 1	try for NLW meeting at GA	;
Lester Pollack	AR - 2	eeeno plans set at this time	
Charles Ratner	SF - 1	meeting scheduled for 10/19	i
Karriet Rosenthal	AR - 2	AR reported on call - 8/15/88	i
Esther Leah Ritz	AH/AR-2	AH to see 10/20	i
Lionel Schipper	AJN - *	definitely see by 12/1	i
Daniel Shapiro	AJN - 2	possible visit before 12/1	· i
Bennett Yanowitz	AJN - 1	definitely see by 12/1	1
John Colman	HLZ - 2	Will see in early Nov.	, 1
Peggy Tishman	AH/AJN-1	All will try to see in Dec. if AJN can't see by then	i i
Henry Koschitzky	JR - 2	call or see by 12/1	i
Mona Ackerman -Fdn	AJN - 1	definitely see by 12/1	i i
David Arnow	JR - 2*	definitely see by 12/1	i
Maurice Corson - Fdn	HLZ - 1	HLZ will see in MY on 10/19	, 1
Eli Evans - Fdn	HLZ - 1	HLZ will see in MY on 10/19	1
Robert Hiller - Edn	HLZ - 1	KLZ will see in WY on 10/19	
	1	1	i

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
II. PRES, HIGHER JEWISH ED			[
Alfred Gottschalk	MLM/SF-1	SF will see in Dec.]
Norman Lamm	MLM/AH-1	AH will talk with him on 10/17 and see in Dec.)
Ismar Schorsch	MLH/AH-1	AH will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
III. SCHOLARS/EDUCATORS (1)	 		
Seymour Martin Lipset	[SF - 1	***no plans set at this time	
IV. JUDAIC SCHOLARS (1)	! !		
Isadore Twersky	SF - 1	will see 10/14	
V. JEWISH EDUCATORS (7)	[į
Devid Dubin	AR - 2	***no plans set at this time	
	JR - 2	will see before 12/1	
Joshua Elkin] JR - 2	Will see before 12/1	
Sara Lee	SF - 1	will see 10/14	
Alvin Schiff	AJN - 1	will see before 12/1	! !
Irving Greenberg	JR - 2	will see before 12/1	<u> </u>
Carol Ingall	JR - 2	will see before 12/1	i
VI. RABBIS	! 	i i	!
Haskel Lookstein	AJN - 1	will see with Schiff by 12/1	<u> </u>
Harold Schulweis	JR - 2*	will call	<u> </u>
Isaiah Zeldin	JR - 2*	will call	j
VII. SR. POLICY ADVISORS	l I	 	!
David Ariel	i	1	!
Seymour Fox	Ĺ	1	!
Annette Hochstein	1		;
Stephen Hoffman	I		• •
Arthur Naparstek	1	l i	·
		•	•

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Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rotman			
Carmi Schwartz	1		į į
Herman Stein	1		i l
Jonathan Woocher	1		i
Henry Zucker		AMERICAN LEVISE	i
	i	4 5 6 11 14 15 6	i
VIII. STAFF	i	AKUHIVES	i
Rachel Gubitz	i		i
Joseph Riemer			i i
Virginia Leví	i		i
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