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FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

FROM: SF & AH

DATE: 15/11/88

FAX NUMBER:

NO. OF PAGES: 1 (19th page)

P.S.
① WE THINK JOE REIMER SHOULD
RECEIVE THIS FOR COMMENTS TOO.

② GOT THE MESSAGE THAT ART WON'T
CALL AS SCHEDULED. MISSED THE
FOLLOWING LINE - CAME THROUGH
GARBLED.

③ - IMAGINE IF IT WERE EUROPE!?

BEST
A.

November 15, 1988

M E M O R A N D U M

To: Morton L. Mandel; Arthur J. Naparstek; Henry L. Zucker;
Virginia F. Levi

From: Seymour Fox and Annette Hochstein

Re: Background materials for the next meeting of the Commission

We have been working non-stop for too long. We need to stand back and think for a day or so. The problem is : how do we finish the paper. We are concerned about the following:

1. The analysis leads us in one direction only - the choice of personnel and the community: will this "put off" some Commissioners?
2. We could build a case (a weak one) for undertaking programmatic options, if the Commission could arrive at a consensus. If this is possible and or desirable this strategy would involve choosing several options that meet Mort's principles of ease of achievement and significant impact. This strategy could also include developing a roadmap for many of the programmatic options.
3. A combination of 1 and 2 (above). That is - personnel, the community and one programmatic option.

We would like to discuss this with you in the next day or so. We will continue to respond to the options papers being prepared by Reimer, have them checked by experts and introduce them into the text. (As you can see we left room for them after page 10.)

We would appreciate your reactions to all the materials. We will write the Executive Summary as well as our suggestions for the cover letter in the coming days.

We look forward to hearing from you.



November 15, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
BACKGROUND MATERIALS

FOR THE MEETING OF DECEMBER 13, 1988

These documents are meant to serve as background materials for the second meeting of the Commission on Jewish Education in North America.

Their purpose is to facilitate the work of the Commission as it decides what areas of Jewish Education to select and focus its attention upon.

I. BACKGROUND

The Commission was established to deal with the problem of ensuring a meaningful Jewish Continuity through Jewish Education for the Jews of North America. It was initiated by the Mandel Associated Foundations as a partnership between the communal and the private sector. The partners -- M.A.F., in association with JWB and JESNA, and in collaboration with CJF -- invited forty four distinguished community leaders, educators, scholars, rabbis, ^{and} foundation leaders to join the Commission.

In preparation for the first meeting of the Commission, the Commissioners were interviewed to learn of their views on the problems and opportunities facing Jewish Education.

At the first meeting the Commissioners suggested a large number of important ideas that could serve as the agenda for the work of the Commission. A rich discussion ensued, around the following major themes:

- The people who educate
- The clients of education
- The settings of education
- The methods of education
- The economics of education
- The community: leadership and structures

At the end of the meeting and in subsequent communications (written and oral), the Commissioners urged that the next step be narrowing the focus of the discussion to a manageable number of topics. The assignment was undertaken in consultation with the Commissioners, and through a dialogue with them as well as with additional experts.

II. METHOD OF OPERATION

The staff was asked to develop methods and materials to assist the Commissioners as they consider the implications of the many suggestions and decide which of them to study and act upon. The following steps were undertaken:

A. FROM SUGGESTIONS TO OPTIONS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. Every effort was made to ensure that the Commission would represent the interests and needs of the Jews of North America. It appears at this time that the Commission indeed fulfils this function. Nevertheless, it is necessary that this prized representativeness be continuously monitored, to ensure that all major concerns and needs are in fact expressed. The process may require that adjustments be made from time to time and that additional people be invited to join the Commission.

2. The Commissioners considered the areas of most urgent need in Jewish Education and expressed their views and suggestions as to what directions - what areas of endeavour - should be selected for the work of the Commission.

They dealt with what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

These suggestions were offered in the initial interview, at the first meeting of the Commission, in letters and in conversations following the Commission meeting.

The many suggestions were then formulated as options to be considered by the Commissioners for the agenda.

B. CHOOSING AMONG OPTIONS

1. It was evident from the very beginning that there were too many options (more than 26) for any one Commission to act upon. Therefore the Commission would have to choose among them.

But how could a responsible choice be made among the many outstanding suggestions?

A careful consideration of each option was required.

2. For this purpose, tools were developed to help point out what is involved in each choice.

They include:

- a. Developing the list of options from the suggestions of the Commissioners.
- b. Identifying the implications of each option for the enterprise of Jewish Education: developing an inventory.
- c. Compiling a checklist or set of criteria to assess the options.
- d. Examining the options in light of criteria.
- e. Designing alternative possibilities for the selection by the Commission.

a. DEVELOPING THE LIST OF OPTIONS

The following options were generated from the suggestions made by Commissioners in the interviews, at the first commission meeting and in post-meeting communications.

1. To focus efforts on the early childhood age group.
2. To focus efforts on the elementary school age group.
3. To focus efforts on the high-school age group.
4. To focus efforts on the college age group.
5. To focus efforts on young adults.
6. To focus efforts on the family.
7. To focus efforts on adults.
8. To focus efforts on the retired and the elderly.
9. To develop and improve the supplementary school (elementary and high-school).
10. To develop and improve the day school (elementary and high-school).
11. To develop informal education.
12. To develop Israel Experience programs.

13. To develop integrated programs of formal and informal education.
14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish Community.
15. To develop curriculum and methods.
16. To develop early childhood programs.
17. To develop programs for the family and adults.
18. To develop programs for the college population.
19. To enhance the use of the media and technology (Computers, VCR, etc.) for Jewish education.
20. To deal with the shortage of qualified personnel for Jewish education.
21. To deal with the community - its leadership and its structures - as major agents for change in any area.
22. To reduce or eliminate tuition.
23. To improve the physical plant (buildings, laboratories, gymnasias).
24. To create a knowledge base for Jewish Education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc.).
25. To encourage innovation in Jewish Education.
26. To generate significant additional funding for Jewish Education.
- 27, 28... Combinations of the preceding options.

■ A note on the list of options:

Some options may appear to be redundant. For example, "To Focus on the Early Childhood Age Group" (option #1) and "Develop Early Childhood Programs" (option #16) seem to be similar, as do options #2 & 3 and #9 & #10; #6 & #7 and #17; #4 & #8. On closer observation, this is clearly not the case. There is a significant difference between developing programs and planning for the needs of a whole age group. Developing programs involves a vision of change, improvement, increase, enlargement of what already exists. Focusing on an age group extends the vision to include broader questions such as "what kind of education is appropriate for the needs of the whole population?" Such an approach invites us to take a fresh look at an entire area -- both at existing

programs and at creative ideas for different programs, at those who are participating as well as those who are not participating.

To illustrate the distinction, let us look at the two options that refer to early childhood "Developing early childhood programs" (#16) would focus attention on enhancing programs for pre-kindergarten, kindergarten and day care. "Focusing efforts on the early childhood age group" (#1) would require us to look at this entire age group and consider how creative educational ideas, such as the media, books, games, parent and family education could be effectively introduced as elements for the education of the very young.

Some Commissioners were chiefly concerned with programmatic options because of their impact on large participating populations. Other Commissioners felt that these programmatic options do not address the large number of people who are not currently participating in programs, and therefore are limited.

The list of options will be organized into useful categories (see pages 12-13).

The list will continue to be revised in consultation with the Commissioners.

b. DEVELOPING AN INVENTORY

What is involved in an option?

Following the development of the list of options it is important to ask ourselves what is involved in any single option -- what are the elements that have to be considered if an option is chosen for action or study. Any option involves elements from all the following categories:

- * the personnel for education
- * the clients of education
- * the settings for education
- * the curriculum and methods
- * the community and the economics involved.

For example, when we consider option #19 "To enhance the use of media and technology," we must ask questions such as: who will (can) deliver the programs (classroom teachers? counsellors at JCCs?); to whom are the programs addressed (young children? adults?); to what setting are they geared (supplementary schools? home?); what should their content be and how should the message be delivered?; what are the institutional structures, the financial and political support needed to implement the option?

To generate the relevant questions, we developed an inventory. The five categories (personnel, clients, settings, curriculum, community) served as a basis for the inventory. Each of these categories was studied and broken down into sub-categories. For example, the category of "the personnel for education" was divided into four sub-categories:

- * the people who educate
- * recruitment
- * training
- * the profession.

These were further refined into lists of elements.

Personnel

A. The People Who Educate	B. Recruitment	C. Training	D. The Profession
1. Educator by: formal/informal full/part-time professional/ paraprofessional qualified/unqualified	1. When to recruit 2. Where to recruit 3. How to recruit	1. Duration 2. Where to train: existing/ new institutions new forms	1. Body of knowledge 2. Code of ethics 3. Collegiality
2. Educator by type: Formal classroom specialist senior educator Informal officially designated not officially designated senior educator			4. Ladder of advancement 5. Status 6. Salary 7. Certification 8. Retention
3. Educator by student age			

Each of these elements was further elaborated and refined (see appendix).

The same method was applied to all five categories, and the outcome is reflected in the complete inventory (see appendix).

The inventory is a list of the relevant elements that must be taken into account when considering an option; the elements that have to be dealt with in planning for implementation. The inventory includes more than 500 elements and it will make it possible to view the complexity involved when considering any one option. The Commissioners will then be able to choose the appropriate angle and depth for dealing with an option. The inventory will be continuously refined.

c. COMPILING A CHECKLIST; A SET OF CRITERIA

Because there are too many options for any one commission to undertake, it is recommended to develop some means or method to help us select among the options. It was decided that a checklist, or set of criteria, would help better understand each option.

The checklist will permit us to disclose relevant current knowledge about each option: how important it is to the field; whether it is feasible; how significant an impact it could have; what its cost might be; and how fast it could be implemented. This checklist was prepared in consultation with Commissioners and experts, and is likely to be modified as work proceeds.

The checklist includes the following categories:

-- Feasibility

Can the option achieve its desired outcomes?
Can the option be implemented?

-- What are the anticipated Benefits?

-- How much will the option Cost?

-- How much Time is required for implementation?

-- What is the Importance of the option to the entire enterprise of Jewish Education?

Each item on the checklist is briefly described:

-- Feasibility

How feasible are the-outcomes?

1. Do we know if the outcomes can be achieved? ^{E.g.} Is "free tuition" likely to increase enrollment significantly?

Answering this question requires us to consider the option in the light of the knowledge that we possess. By knowledge we mean conclusions based upon research, well-grounded theory and the articulated experience of outstanding practitioners. We have decided to consider each option in terms of three levels of knowledge:

- * Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve the desired outcomes.
- * Options for which we have LITTLE KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve desired outcomes.
- * Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve desired outcomes.

The level of knowledge about any option is but one element affecting the decision to act. Should an option for which we have little or no knowledge emerge in the eyes of the Commission as central or crucial for Jewish Education, the absence of knowledge alone may not invalidate such a choice. It would probably guide and modify the kind of action recommended. (E.g., For an option where there is no knowledge we may decide to undertake carefully monitored experiments.)

2. Are there alternative ways to achieve the outcomes or is this option the optimal way? (E.g., Is there a more effective way than free tuition to increase school enrollment? Some people claim that improving the quality of existing programs will be more effective.)

Can the option be implemented?

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

3. Do we have the professional know-how to successfully implement the option? If not, how difficult will it be to develop?

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

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

6. Is the physical infrastructure (buildings, etc.) available? If not, how difficult will it be to create?

7. Do the mechanisms - institutions for implementation - exist? If not, how difficult will it be to create them?

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

Will the communal and political environment support this option?

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

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

-- What are the Anticipated Benefits?

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

11. What needs does this option answer?

12. What is the expected qualitative benefit or impact if it is successful?

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

14. What additional - unanticipated - benefits can be expected?

-- How much will the option Cost?

15. What will be the cost of this (absolutely or per-capita or per expected benefit)?

-- How much Time is required for implementation?

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

-- What is the importance of this option to the entire enterprise of Jewish education?

This criterion seeks to differentiate between options on the basis of questions such as: How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

Items 17 and 18 address each option with these questions.

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

18. Is this option a necessary condition? If we look at the entire field of Jewish Education can we identify issues that must be acted upon in order to bring about significant and sustained change. Does improvement in many or all areas depend on dealing with this issue? (E.g., Some people claim that the creation of an adequate climate of support for Jewish Education in the Community is a pre-condition for the success of almost any other option. Such an option would therefore be a "necessary" condition. We probably should not act upon any other option without undertaking this one.)

d. EXAMINING THE OPTIONS IN LIGHT OF THE CHECKLIST

The criteria are a means for assessing the options, a way of looking at them. Experts in the field of Jewish Education were asked to prepare individual papers on each option, viewing ^{them} in light of the checklist, the criteria. The authors of these papers were asked to bring to bear the best available information and to apply state-of-the-art knowledge to their brief summary statements of each option. Their work is presented here as the individual options papers. These papers report on the importance, the feasibility, the benefits, the cost and the time involved for the implementation of each option.

After these papers were prepared, they were reviewed by a group of experts in the field of Jewish Education. The assignment could easily have become a multi-year project that would yield more comprehensive and authoritative reports. This advantage had to be foregone for now, in order to offer timely and useful information to the Commission as it decides. The papers are tentative and will continue to be refined as the Commission proceeds with its work.



THE OPTIONS PAPERS -- (PAGES 10-30)

INTERIM SUMMARY

Following the analysis of the individual options, it is possible to look at them collectively, in the aggregate, for an overview of the universe from which the Commissioners can choose their agenda. The Commission will then be able to identify possible alternatives for action. In order to facilitate this process we have organized the options into two very broad categories:

- Programmatic options
- Options that can be viewed as tools, as facilitators, possibly as means.

Programmatic options

These options approach Jewish Education through interventions that are based on a particular cut into the field - either through age-groups, institutions or programs. Some of these options involve improving existing programs or strengthening institutions. Other options call for a fresh look at an entire age-group or client population.

The following options fall into this category:

1. To focus efforts on the early childhood age group.
2. To focus efforts on the elementary school age group.
3. To focus efforts on the high-school age group.
4. To focus efforts on the college age group.
5. To focus efforts on young adults.
6. To focus efforts on the family.
7. To focus efforts on adults.
8. To focus efforts on the retired and the elderly.
9. To develop and improve the supplementary school (elementary and high-school)
10. To develop and improve the day school (elementary and high-school)
11. To develop informal education.
12. To develop Israel Experience programs.

13. To develop integrated programs of formal and informal education.
14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish Community.
16. To develop early childhood programs.
17. To develop programs for the family and adults.
18. To develop programs for the college population.

Means options

The options in this category approach Jewish Education through interventions that are tools. They serve many of the ^{the} options, and could be viewed as means for programmatic options.

15. To develop curriculum and methods.
19. To enhance the use of the media and technology (Computers, VCR, etc.) for Jewish education.
20. To deal with the shortage of qualified personnel for Jewish education.
21. To deal with the community - its leadership and its structures - as major agents for change in any area.
22. To reduce or eliminate tuition.
23. To improve the physical plant (buildings, labs, gymnasias).
24. To create a knowledge base for Jewish Education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc.)
25. To encourage innovation in Jewish Education.
26. To generate significant additional funding for Jewish education.

■ Note on the categories

The categories of "programmatic" and "means" options are but one way to organize the options. It is not the only way. Moreover the decision as to which options to include in each category depends on one's view of education as well as on the strategy for intervention. To illustrate: we have put option #15 "curriculum and methods" in the "means" category, taking the view of curriculum and methods as tools for other options. A different approach could see it as a programmatic option.

e. DESIGNING ALTERNATIVE POSSIBILITIES FOR SELECTION BY THE COMMISSION

The purpose of this document is to present methods and materials which will assist the Commission in selecting options for its agenda. The next step involves presenting for selection some alternative possibilities that emerge from the analysis.

Options for action could be selected from either category ("programmatic" or "means") or from both. Let us consider the programmatic options first.

When faced with the need to select first options for action, we find that the "programmatic" category offers difficult challenges. Indeed, the analysis of the individual options does not offer a basis for choosing between them. We find compelling reasons to undertake each one, but we also find that each involves significant problems. Despite the problems, there is no option that cannot be acted upon in some form, whether experimentally or on a wide scale.

How then can one choose, given that all the options remain important and that it is quite difficult to rank the benefits that would accrue from each? How is one to assess the importance of undertaking the elementary school age, versus that of undertaking the high school age? All population groups are important. All the settings are important. We tried to identify one option that might be an indispensable first step -- one that could lead us to say "we must start here." But we could not find it. In fact, it appears that choosing among programmatic options, selecting one or many for action, can only be done on the basis of affinities or personal values.

The situation differs with regard to the category of the "means" options. Indeed, what characterizes the means options is that almost all the other options -- particularly the programmatic ones -- need these, or can benefit from them in one form or another. Moreover, when we analyze these options in the light of the criteria, we find that three means options stand out, because they are each required -- one could say that they are each a pre-condition -- if one wants to make across-the-board improvements in the field of Jewish Education at this time. These options are:

✓ #21, to deal with the community, its leadership and its structure -- as a major agent for change in any area.

✓ #26, to generate significant additional funding for Jewish Education.

Indeed, almost all of the options require a heavy investment in personnel, the community and funding, if they are to be successfully implemented. Almost all options require the improvement of existing personnel, and/or the recruitment and

training of additional personnel. All options require additional and sustained community support, that is: a change in climate, and decision-making that will give them the priority status needed for change. Several of the options cannot be undertaken at all, until significant additional funding and support is secured.

The inter-relationship of these three issues as well as the aforementioned dependence of the other options on them, supports the view, expressed by Commissioners, that the way this particular Commission can make its biggest impact, is by affecting the macro picture, that is dealing with the conditions or options that are likely to affect the field across-the-board.

CLARIDGE

AIR MAIL

November 8, 1988

Professor Seymour Fox
Jerusalem Fellows
22A Hatzfirah St
Jerusalem, Israel
93102

Dear Professor Fox,

It was good meeting with you recently in Montreal. I was impressed to learn of the breadth and scope of the Mandel Commission on Jewish Education. This appears to be an important and worthy initiative, one which Mr. Bronfman seems most committed to.

You mentioned that you were in the process of developing a 'grid' to interface issues in Jewish education and targets for implementation. I hope to receive a copy of this material soon, as it would be useful in preparing ourselves for the December 13th meeting of the Commission.

During the course of our discussions, Mr. Bronfman indicated his interest in meeting with the Meltons. I would welcome your suggestion on the most appropriate way to expedite this.

I met with Rabbi Wygoda who spoke highly of you and the work you are doing.

With best wishes, I remain,

Sincerely yours,



Stan Urman

SU:cb

Claridge Inc.

1170 Peel, Montreal, Quebec H3B 4P2

cc: Arthur J. Naparstek

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/16/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: LOGISTICS FOR DECEMBER 13 COMMISSION MEETING

It is time to confirm arrangements with the New York Federation for the December 13 Commission meeting. I recommend the following arrangements:

1. Luncheon menu

We have the same options for lunch as we had for the earlier meeting.

- a. Platter of salads: pasta, tuna, egg, green, fruit, cottage cheese, cake or cookies, beverage - \$6.50
- b. Roast chicken, kugel, bread, cole slaw, cake or cookies, beverage - \$10.00
- c. 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 that we use the same menu as last time - a combination of platter of salads and cold fish plate. This met the requirements of the most kosher among us. I will be sure that the quantity is increased.

2. I suggest that we repeat the service arrangement for the lunch - buffet style, eight people seated at a round table, cloth napkins and tablecloths with matching plastic dishes and utensils.
3. I suggest that we repeat the serving of mini-danish and coffee in the morning and that we have soft drinks available in the afternoon.
4. The December 12 planning group meeting will probably take place at the Federation. I am awaiting confirmation of this arrangement.
5. The December 14 follow-up meeting for senior policy advisors will take place at the JWB offices from 8 a.m. to 4 p.m. This is confirmed.
6. I suggest that we bind the books of materials with permanent plastic spirals rather than in hard cover 3-ring binders. This would be less expensive, easier to transport, and would meet our needs since we don't envision replacing papers for the next meeting. (I have attached the Mandel Center Discussion Papers as an example of what I am proposing.)

All good suggestions!

INTER-OFFICE CORRESPONDENCE

Premier Industrial Foundation
4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

November 18, 1988

Dear Mrs. Rothman:

This will confirm plans for the Commission on Jewish Education in North America's second meeting to be held at the UJA/Federation of Jewish Philanthropies' building on Tuesday, December 13, 1988 from 10 a.m. to 4 p.m. I understand that you have reserved two conference rooms for our use--I believe these are Conference Rooms A and C.

Conference Room A is to be set up as it was for our meeting of August 1 in an open square, the table to be covered with tablecloths and ice water to be distributed around the table. We would appreciate occasional checking for refilling of the ice water throughout the day.

The food arrangements will be the same as for August 1, as well. This included coffee, tea, and miniature danish available in the morning and soft drinks available in the afternoon.

For the lunch we would like a combination of the cold fish plate and platter of salads to be served buffet style. We will want round tables with eight chairs at each, and would be happy to have you use the pink tablecloths and napkins with matching plastic dishes and utensils that were used the last time. We will need a pitcher of water, a basin, and towels to be used in the ritual handwashing and would appreciate a card on the buffet table indicating the source of the kosher food.

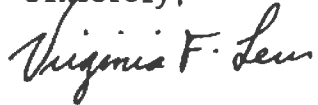
We will need a table in the lobby area outside the conference room to be used for registration. Our guests will begin arriving at 10 o'clock, but staff will plan to be present between 8 and 8:30 a.m. for set up. If possible, we would appreciate having the tables and tablecloths in place prior to that time.

I do not yet have an exact count of participants, but suggest that we plan for fifty. We will need a cassette tape recorder and microphones distributed around the room. I have no information about other audio-visual needs at this time. I will be back in touch regarding these details as the day draws closer.

In addition, this confirms our intention to use Conference Room G on the second floor for a meeting of eight people on Monday, December 12 from 2 to 5 p.m. If possible, we would also like soft drinks available for that meeting.

I appreciate your help in this matter and look forward to further contact with you in the weeks ahead.

Sincerely,

A handwritten signature in cursive script that reads "Virginia F. Levi".

Virginia F. Levi
Program Officer

Mrs. Blanche Rothman
UJA/Federation of Jewish Philanthropies
of New York
130 East 59th Street
New York, NY 10022

cc: Pearl Haber

✓ - YES
✓ - NO

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
List of Commissioners as of
July 28, 1988

✓ Mona Ackerman New York, New York	✓ Arthur Green Wyncote, Pennsylvania	✓ Florence Melton Columbus, Ohio
✓ Ronald Appelby Toronto, Canada	✓ Irving Greenberg New York, New York	✓ Donald Mintz <i>yes</i> New Orleans, Louisiana
✓ David Arnow New York, New York	✓ Robert Hiller Baltimore, Maryland	✓ Lester Pollack New York, New York
✓ Mandell Berman Southfield, Michigan	✓ David Hirschhorn Baltimore, Maryland	✓ Charles Ratner <i>yes</i> Cleveland, Ohio
✓ Jack Bieler New York, New York	✓ Carol Ingall Providence, Rhode Island	✓ Esther Leah Ritz Milwaukee, Wisconsin
✓ Charles Bronfman Montreal, Quebec	✓ Ludwig Jesselson New York, New York	✓ Harriet Rosenthal South Orange, New Jersey
✓ John Colman Glencoe, Illinois	✓ Henry Koschitzky Ontario, Canada	✓ Alvin Schiff New York, New York
✓ Maurice S. Corson Columbus, Ohio	✓ Mark Lainer <i>yes</i> Encino, California	✓ Ismar Schorsch New York, New York
✓ Lester Crown Chicago, Illinois ✓ <i>JASON CURRY</i>	✓ Norman Lamm New York, New York	✓ Harold M. Schulweis Encino, California
✓ David Dubin Tenafly, New Jersey	✓ Sara Lee Los Angeles, California	✓ Lionel Schipper Toronto, Canada
✓ Stuart Eizenstat - <i>probably</i> Chevy Chase, Maryland	✓ Seymour Martin Lipset <i>yes</i> Stanford, California	✓ Daniel Shapiro New York, New York
✓ Joshua Elkin Jerusalem, Israel	✓ Haskel Lookstein <i>yes</i> New York, New York	✓ Peggy Tishman New York, New York
✓ Eli Evans New York, New York	✓ Robert Loup Denver, Colorado	✓ Isadore Twersky Cambridge, Massachusetts
✓ Irwin S. Field Norwalk, California	✓ Morton Mandel Cleveland, Ohio	✓ Bennett Yanowitz Cleveland, Ohio
✓ Max Fisher Detroit, Michigan	✓ Matthew Maryles New York, New York	✓ Isaiah Zeldin Los Angeles, California
✓ Alfred Gottschalk Cincinnati, Ohio		

LIST OF ATTENDEES TO THE DECEMBER 13 MEETING

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

- | | |
|---------------------------|-------------------------|
| 1. Ackerman, Mona | 31. Lookstein, Haskel |
| 2. Appleby, Ronald | 32. Loup, Robert |
| * 3. Ariel, David | * 33. Mandel, Morton |
| 4. Arnow, David | 34. Maryles, Matthew |
| 5. Berman, Mandell | 35. Melton, Florence |
| 6. Bieler, Jack | 36. Mintz, Donald |
| 7. Bronfman, Charles | * 37. Naparstek, Arthur |
| 8. Colman, John | 38. Ratner, Charles |
| 9. Cury, Jason | * 39. Reimer, Joseph |
| 10. Dubin, David | 40. Rosenthal, Harriet |
| 11. Eizenstat, Stuart | * 41. Rotman, Arthur |
| 12. Elkin, Joshua | 42. Schiff, Alvin |
| 13. Evans, Eli | 43. Schorsch, Ismar |
| 14. Fisher, Max | * 44. Schwartz, Carmi |
| * 15. Fox, Seymour | * 45. Stein, Herman |
| 16. Gottschalk, Alfred | 46. Tishman, Margaret |
| 17. Green, Arthur | 47. Twersky, Isadore |
| 18. Greenberg, Irving | * 48. Woocher, Jonathan |
| * 19. Gubitz, Rachel | 49. Yanowitz, Bennett |
| 20. Hiller, Robert | * 50. Zucker, Henry L. |
| 21. Hirschhorn, David | |
| * 22. Hochstein, Annette | |
| * 23. Hoffman, Stephen | |
| 24. Ingall, Carol | |
| 25. Koschitzky, Henry | |
| 26. Lainer, Mark | |
| 27. Lamm, Norman | |
| 28. Lee, Sara | |
| * 29. Levi, Virginia | |
| 30. Lipset, Semour Martin | |

* SPA or STAFF

ABSENT FROM THE MEETING (Schuch, S')

1. Corson, Maurice
2. Crown, Lester
3. Field, Irwin
4. Jesselson, Ludwig
5. Gruss, Joseph
6. Pollack, Lester
7. Ritz, Esther Leah
8. Schulweis, Harold
9. Schipper, Lionel
10. Shapiro, Daniel
11. Zeldin, Isaiah

AIRPORT: Lainer - Newark 5:45

[Lee - JFK 5:45
Ingall - LaGuardia 6:00]

Tel Aviv Car serv.

505-0555

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

ATTENDING THE DECEMBER 13, 1988 MEETING

1. Ackerman, Mona
2. Appleby, Ronald
3. Ariel, David
4. Arnow, David
5. Berman, Mandell
6. Bieler, Jack
7. Bronfman, Charles
8. Colman, John
9. ~~Corson, Maurice S.~~
10. Cury, Jason
11. Dubin, David
12. Eizenstat, Stuart
13. Elkin, Joshua
14. Evans, Eli
15. ~~Field, Irwin S.~~
16. Fisher, Max
17. Fox, Seymour
18. Gottschalk, Alfred
19. Green, Arthur
20. Greenberg, Irving
21. Gubitz, Rachel
22. Hiller, Robert
23. Hirschhorn, David
24. Hochstein, Annette
25. Hoffman, Stephen
26. Ingall, Carol
27. Jesselson, Ludwig
28. Koschitzky, Henry
29. Lainer, Mark
30. Lamm, Norman
31. Lee, Sara S.
32. Levi, Virginia
33. Lipset, Seymour Martin
34. Lookstein, Haskell
35. Loup, Robert
36. Mandel, Morton
37. Maryles, Matthew
38. Melton, Florence
39. Mintz, Donald
40. Naparstek, Arthur
41. Ratner, Charles
42. Rosenthal, Harriet
43. Rotman, Arthur
44. Schiff, Alvin
45. Schorsch, Ismar
46. ~~Schulweis, Harold M.~~
47. Schwartz, Carmi
48. Solender, Stephen
49. Stein, Herman
50. Tishman, Margaret (Peggy)
51. Twersky, Isadore
52. Urman, Stan
53. Woocher, Jonathan
54. Yanowitz, Bennett
55. Zucker, Henry L.
56. Reimer, Joseph
57. Epstein, Anita
58. ~~Katcher, Ira~~
59. Gruss, Joseph

980-1000

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE MEETING OF 12/12 FROM 2-5 p.m.

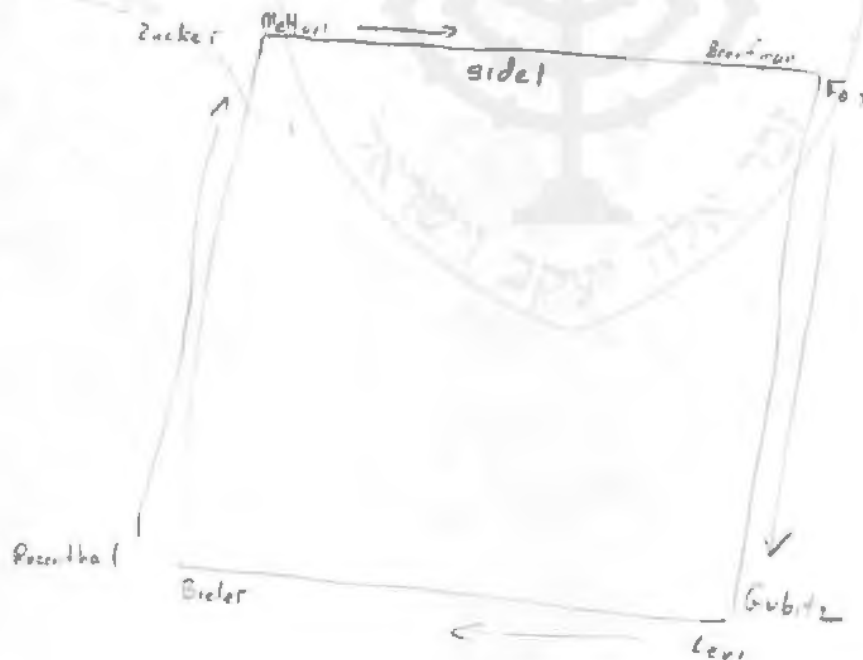
1. Fox, Seymour
2. Gubitz, Rachel
3. Hochstein, Annette
4. Levi, Virginia
5. Mandel, Morton
6. Naparstek, Arthur
7. Reimer, Joseph
8. Zucker, Henry L.
9. Ariel, David

Seating arrangements at 12/13 Commission meeting

At conference table:

<u>Side 1</u>	<u>Side 2</u>	<u>Side 3</u>	<u>Side 4</u>
Melton	Fox	Levi	Rosenthal
Gottschalk	Lamm	Dubin	Elkin
Tishman	Ackerman	Greenberg	Loup
Mintz	Reimer	Eizenstat	Ingall
Mandel	Schiff	Schwartz	Appleby
Naparstek	[Gruss]	Arnow	Stein
Yanowitz	Rotman	Woocher	Lee
Fisher	[Jesselson]	Koschitzky	Colman
Berman	Hoffman	Lipset	Evans
Bronfman	Lookstein	Maryles	Twersky
	Lainer	Hiller	Ratner
	Solender	Green	Ariel
	Cury	Bieler	Schorsch
	Gubitz		Hochstein
			Hirschhorn
			Zucker

[] = did not come



Lunch seating MASTER

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

ATTENDING THE DECEMBER 13, 1988 MEETING

1. Ackerman, Mona - AJN - 2
2. Appleby, Ronald - AJN - 2
3. Ariel, David - AR - 3
4. Arnow, David - JR - 7
5. Berman, Mandell - AJN - 2
6. Bieler, Jack - AH - 6
7. Bronfman, Charles - SF - 5
8. Colman, John - AR - 3
- ~~9. Gerson, Maurice S.~~
10. Cury, Jason - SF - 5
11. Dubin, David - AH - 6
12. Eizenstat, Stuart - AJN - 2
13. Elkin, Joshua - MLM - 1
14. Evans, Eli - JR - 7
- ~~15. Field, Irwin S.~~
16. Fisher, Max - MLM - 1
17. Fox, Seymour - SF - 5
18. Gottschalk, Alfred - MLM - 1
19. Green, Arthur - JR - 7
20. Greenberg, Irving - AH - 6
21. Gubitz, Rachel - AR - 3
22. Hiller, Robert - HLZ - 4
23. Hirschhorn, David - AR - 3
24. Hochstein, Annette - AH - 6
25. Hoffman, Stephen - SF - 5
26. Ingall, Carol - JR - 7
27. Jesselson, Ludwig - HLZ - 4
28. Koschitzky, Henry - AR - 3
29. Lainer, Mark - HLZ - 4
30. Lamm, Norman - SF - 5
31. Lee, Sara S. - HLZ - 4
32. Levi, Virginia - JR - 7
33. Lipset, Seymour Martin - SF - 5
34. Lookstein, Haskel - AJN - 2
35. Loup, Robert - AH - 6
36. Mandel, Morton - MLM - 1
37. Maryles, Matthew - AJN - 2
38. Melton, Florence - AH - 6
39. Mintz, Donald - HLZ - 4
40. Naparstek, Arthur - AJN - 2
41. Ratner, Charles - SF - 5
42. Rosenthal, Harriet - JR - 7
43. Rotman, Arthur - AR - 3
44. Schiff, Alvin - HLZ - 4
45. Schorsch, Ismar - AH - 6
- ~~46. Schulweis, Harold M.~~
47. Schwartz, Carmi - JR - 7
48. Solender, Stephen - SF - 5
49. Stein, Herman - MLM - 1
50. Tishman, Margaret (Peggy) - MLM - 1
51. Twersky, Isadore - MLM - 1
- ~~52. Urman, Stan~~
53. Woocher, Jonathan - AJN - 2
54. Yanowitz, Bennett - AR - 3
55. Zucker, Henry L. - HLZ - 4
56. Reimer, Joseph - JR - 7
- Gruss, Joseph - MLM - 1

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE MEETING OF 12/12 FROM 2-5 p.m.

1. Fox, Seymour
2. Gubitz, Rachel
3. Hochstein, Annette
4. Levi, Virginia
5. Mandel, Morton
6. Naparstek, Arthur
7. Reimer, Joseph
8. Zucker, Henry L.
9. Ariel, David

WORK SCHEDULE TO ARRANGE COMMISSION MEETINGS
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4-5 Months Ahead

1. Set meeting date, and confirm with critical people:
 - a. Morton L. Mandel
 - b. Mandell L. Berman
 - c. Charles R. Bronfman
 - d. Lester Crown
 - e. Max M. Fisher
 - f. Donald R. Mintz
 - g. Bennett Yanowitz
2. If critical people clear date, propose to the remainder of Commissioners: By mail for the first meeting; thereafter announce date of each upcoming meeting at prior meeting.
3. Choose a location, usually the UJA Federation in New York:
 - a. If UJA is location, contact Lee Lowell or her assistant Pearl Haber at (212) 836-1765. The "fax" number is (212) 888-7538. (UJA is at 139 East 59th Street, New York NY 10022. The Executive Director is Stephen D. Solender, and the general phone number is (212) 980-1000).

3 Months Ahead

4. Make all necessary arrangements for the meeting:
 - a. Reserve two rooms large enough for 50 people. One is for the meeting, and the other is for lunch.
 - b. Arrange for a glatt Kosher lunch and find out where it will come from, for the Commissioners' information.
 - c. Arrange to seat 8 per table, use cloth tablecloths, and plastic dishes and utensils. The lunch should be buffet style. Be sure there is enough for everyone to eat comfortably.
 - d. Equipment for ritual hand-washing (a basin, a pitcher of water, a cup with a handle, and paper towels) should be set up in the lunch room.
 - e. Arrange for a continental breakfast (danishes and coffee) to be available in the morning when Commissioners arrive.
 - f. Make sure there is water on the tables, and arrange for periodic refills.
 - g. Request that tables be set up in a large square.
 - h. Determine what audio/visual equipment is required, and make sure that it will be available.
 - i. Make sure equipment for copying audio tapes will be available directly after the meeting (UJA has access to the facilities).

6-12 Weeks Ahead

5. Make air and hotel arrangements for Premier staff and Consultants:
 - a. Reserve flight seats for Premier staff well in advance of the meeting, to take advantage of reduced fares.

6. b. Keeping in mind the location of the meeting place, choose a reasonably priced hotel in Manhattan, and reserve a block of rooms (probably about 15). Remember to advise the hotel personnel of Premier's federal tax exempt status.
 - c. Guarantee late arrivals with a Premier credit card number.
 - d. Ask the reservations manager to send a contract specifying the exact terms of the agreement made on the phone.
7. Make arrangements for preliminary and follow-up meetings of the Commission Planning Group:
 - a. Usually done at the JWB of New York. The contact person is Bea Katcher at (212) 532-4949. (The address is 15 East 26th Street, New York, NY 10010-1579).
 - b. A room (with space for about 15) should be reserved for the day before the Commission meeting, and two days following.
 - c. Refreshments (coffee, tea, water) should be provided for.
 - d. Make arrangements for Kosher lunches when meetings cover mealtimes.

4-6 Weeks Ahead

8. Send a memo to MLM with a complete list of menu choices and prices, a recommendation, and indication that the lunch will be a buffet.
9. Send a letter of confirmation to all Commissioners, including the following:
 - a. Exact location, date and times of the meeting.
 - b. The name and location of the hotel where rooms were reserved. Indicate that each person must reserve his or her own room, and that room taxes can be avoided by making the reservation under the Mandel Associated Foundations group rate.
 - c. A reply card for Commissioners to indicate whether they are coming, and whether they need transportation to the airport.
 - d. Commissioners who are giving presentations should also be asked whether they require any equipment (such as poster board, projectors, etc.).
10. Send a letter to Planning Group members, including the following:
 - a. The specifics of the pre- and post-Commission meeting conferences
 - b. An explanation of the Commission Travel Expense Policy and a Travel Expense form
 - c. All of the material included in the letter to Commissioners (see #7b, c, and d above).
11. Be sure we have placecards for all Commissioners and staff. Have new ones printed if necessary. Make sure that all names are spelled correctly.
12. Make sure to sign and return the hotel contract. Check carefully that all prearranged specifications are included in it.

2-4 Weeks Ahead

13. Work with Chairman, Director and Planning Group to develop an agenda for the meeting.
14. Arrange for a designated person to take minutes at the Planning Group and Commission meetings.
15. Arrange for publicity of the Commission meeting by contacting a press writer and photographer.

1-2 Weeks Ahead

16. Prepare binders for meeting:
 - a. Purchase binders and other supplies at Wirtschafter's, and bill to the Mandel Associated Foundations at the Jewish Community Federation.
 - b. Compile any pertinent materials for binders (communications, agendas, papers, etc) for Commissioners and Planning Group members.
 - c. Make sure biographies of all Commissioners and staff are up to date in the binders.
17. Make follow-up phone calls to those Commissioners who did not return reply cards.

One Week Ahead

18. Develop a complete list of attendees of the Commission meeting, and hand print name tags.
19. Call the UJA to confirm the meeting arrangements specified in #4. Also include the following:
 - a. Arrange for a typist to be available, in case of last-minute projects.
 - b. Make sure that someone at the UJA will be responsible for taking messages for attendees.
 - c. Confirm the availability of all equipment needed for the meeting.
 - d. Arrange for a space where a registration table can be set up at the beginning of the meeting. Make sure a small table will be available.
 - e. Ask the UJA contact to obtain paper and writing supplies, to be billed to the Mandel Associated Foundations. (All paper supplies needed in Cleveland can be obtained from Wirtschafter's at 3005 Chester Street, 621-3005, and billed to the Mandel Associated Foundations. They give a 30% discount.)
20. Purchase and bring enough tapes to record the 6-hour meeting.
21. On the day of the meeting:
 - a. Arrive at meeting place 2 hours early.
 - b. Have a complete list of attendees for the UJA guard to check, and inform the guard of any late arrivals.
 - c. Set up placecards on the meeting table.
 - d. Check arrangements for meals and refreshments.
 - e. Register all attendees, checking transportation needs and dispensing name tags.
 - f. Make sure the meeting is being tape-recorded.

2. Follow up after the meeting:

- a. Have copies made of the tape-recording, within an hour after the meeting.
- b. Make sure all transportation to the airport goes smoothly and on time.
- c. Remind Planning Group members of the post-Commission meeting schedule.
- d. Make sure the minutes of the meeting are secured for later compilation and distribution.

Draft 10/10/88
Revised 11/8/88
RMG

WORK SCHEDULE TO ARRANGE COMMISSION MEETINGS
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

1. Set meeting date, and confirm with critical people:
 - a. Morton L. Mandel
 - b. Mandell L. Berman
 - c. Charles R. Bronfman
 - d. Lester Crown
 - e. Max M. Fisher
 - f. Donald R. Mintz
 - g. Bennett Yanowitz
2. If critical people clear date, propose to the remainder of Commissioners.
3. Choose a location, usually the UJA Federation in New York:
 - a. If UJA is location, contact Lee Lowell or her assistant Pearl Haber at (212) 836-1765. The "fax" number is (212) 888-7538. (UJA is at 139 East 59th Street, New York NY 10022. The Executive Director is Stephen D. Solender, and the general phone number is (212) 980-1000).
4. Make all necessary arrangements for the meeting:
 - a. Reserve two rooms large enough for 50 people. One is for the meeting, and the other is for lunch.
 - b. Arrange for a glatt Kosher lunch and find out where it will come from, for the Commissioners' information.
 - c. Arrange to seat 8 per table, use cloth tablecloths, and plastic dishes and utensils. The lunch should be buffet style, but there should be enough for everyone to eat comfortably.
 - d. Equipment for ritual hand-washing (a basin, a pitcher of water, a cup with a handle, and paper towels) should be set up in the lunch room.
 - e. Arrange for a continental breakfast (danishes and coffee) to be available in the morning when Commissioners arrive.
 - f. Make sure there is water on the tables, and arrange for periodic refills.
 - g. Request that tables be set up in a large square.
 - h. Make sure that audio/visual equipment will be available.
 - i. Make sure equipment for copying audio tapes will be available directly after the meeting (UJA has access to the facilities).
5. Send a memo to MLM with a complete list of menu choices and prices, a recommendation, and indication that the lunch will be a buffet.
6. Make air and hotel arrangements for Premier staff and Consultants:
 - a. Reserve flight seats for Premier staff well in advance of the meeting, to take advantage of reduced fares.
 - b. Keeping in mind the location of the meeting place, choose a reasonably priced hotel in Manhattan, and reserve a block of rooms (probably about 15). Remember to advise the hotel personnel of Premier's Federal tax exempt status.
 - c. Guarantee against late arrival with a Premier credit card number.
 - d. Ask the reservations manager to send a contract specifying the exact terms of the agreement made on the phone

7. 4-6 weeks before the meeting, send a letter of confirmation to all Commissioners, including the following:
 - a. Exact location, date and times of the meeting.
 - b. The name and location of the hotel where rooms were reserved. Please indicate that each person must reserve his or her own room with a personal credit card, and that room taxes can be avoided by making the reservation under the Mandel Associated Foundations group rate.
 - c. A reply card for Commissioners to indicate whether they are coming, and whether they need transportation to and from the airport.
 - d. Commissioners who are giving presentations should also indicate whether they require any equipment (such as poster board, projectors, etc.).
8. Make arrangements for preliminary and follow-up meetings of the Commission Planning Group:
 - a. Usually done at the JWB of New York. The contact person is Bea Katcher at (212) 532-4949. (The address is 15 East 26th Street, New York, NY 10010-1579).
 - b. A room (with space for about 15) should be reserved for the day before the Commission meeting, and two days following.
 - c. Refreshments (coffee, tea, water) should be provided for.
 - d. Make arrangements for Kosher lunches for all three days .
9. Send a letter to Planning Group members, including the following:
 - a. The specifics of the pre- and post-Commission meeting conferences
 - b. An explanation of the Commission Travel Expense Policy and a Travel Expense form
 - c. All of the material included in the letter to Commissioners (see 7b, c, and d above).
10. Determine a tentative date for the following Commission meeting (in about six months) by checking with the people specified in #1 above, so an announcement can be made at the upcoming Commission meeting.
11. Develop an agenda for the meeting.
12. Arrange for a designated person to take minutes at the Planning Group and Commission meetings.
13. Prepare (update) binders containing any pertinent materials (communications, agendas, papers, etc) for Commissioners and Planning Group members.
14. Have placecards printed up for all Commissioners and staff. Make sure that all names are spelled correctly.
15. Arrange for publicity of the Commission meeting by contacting a press writer and photographer.
16. Make sure to sign and return the hotel contract. Check carefully that all pre-arranged specifications are included in it.

17. Develop a complete list of attendees of the Commission meeting, and hand print name tags in advance.
18. Make sure that the biographies of Commissioners are up to date.
19. Follow up on those Commissioners who did not return reply cards.
20. Call the UJA to confirm the meeting arrangements specified in #4. Also include the following:
 - a. Arrange for a typist to be available, in case of last-minute projects.
 - b. Make sure that someone at the UJA will be responsible for taking messages pertaining to the meeting.
 - c. Confirm the availability of all equipment needed for the meeting.
 - d. Arrange for a space where a registration table can be set up at the beginning of the meeting. Make sure a small table will be available.
 - e. Ask the UJA contact to obtain paper and writing supplies, to be billed to the Mandel Associated Foundations. (All paper supplies needed in Cleveland can be obtained from Wirtschafter's at 3005 Chester Street, 621-3005, and billed to the Mandel Associated Foundations. They give a 30% discount.)
21. On the day of the meeting:
 - a. Have a complete list of attendees for the UJA guard to check. Inform the guard of any late arrivals.
 - b. Set up placecards on the meeting table.
 - c. Confirm arrangements for meals and refreshments.
 - d. Register all attendees, checking transportation needs and dispensing name tags.
 - e. Bring a tape recorder, and enough tapes to record the 6-hour meeting.
22. Follow up after the meeting:
 - a. Have copies made of the meeting recording, within an hour after the meeting.
 - b. Make sure all transportation to the airport goes smoothly and on time.
 - c. Remind Planning Group members of the post-Commission meeting schedule.
 - d. Make sure the minutes of the meeting are secured for later compilation and distribution.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE DECEMBER 13, 1988 MEETING

- | | |
|------------------------------------------|-----------------------------------------|
| 1. Ackerman, Mona | 32. Levi, Virginia - <i>has book</i> |
| 2. Appleby, Ronald | 33. Lipset, Seymour Martin |
| 3. Ariel, David - <i>has book</i> | 34. Lookstein, Haskel |
| 4. Arnow, David | 35. Loup, Robert |
| 5. Berman, Mandell | 36. Mandel, Morton <i>has book</i> |
| 6. Bieler, Jack | 37. Maryles, Matthew |
| 7. Bronfman, Charles | 38. Melton, Florence |
| 8. Colman, John | 39. Mintz, Donald |
| 9. Corson, Maurice S. | 40. Naparstek, Arthur - <i>has book</i> |
| 10. Cury, Jason | 41. Ratner, Charles |
| 11. Dubin, David | 42. Rosenthal, Harriet |
| 12. Eizenstat, Stuart ? | 43. Rotman, Arthur |
| 13. Elkin, Joshua | 44. Schiff, Alvin |
| 14. Evans, Eli | 45. Schorsch, Ismar |
| 15. Field, Irwin S. | 46. Schulweis, Harold M. |
| 16. Fisher, Max | 47. Schwartz, Carmi |
| 17. Fox, Seymour - <i>has book</i> | 48. Solender, Stephen |
| 18. Gottschalk, Alfred | 49. Stein, Herman |
| 19. Green, Arthur | 50. Tishman, Margaret (Peggy) |
| 20. Greenberg, Irving | 51. Twersky, Isadore |
| 21. Gubitz, Rachel - <i>has book</i> | 52. Urman, Stan ? |
| 22. Hiller, Robert | 53. Woocher, Jonathan |
| 23. Hirschhorn, David | 54. Yanowitz, Bennett |
| 24. Hochstein, Annette - <i>has book</i> | 55. Zucker, Henry L. |
| 25. Hoffman, Stephen | |
| 26. Ingall, Carol | 56. Reimer, Joseph - <i>book</i> |
| 27. Jesselson, Ludwig - ? | |
| 28. Koschitzky, Henry | |
| 29. Lainer, Mark | |
| 30. Lamm, Norman | |
| 31. Lee, Sara S. | |

Gross ?
Epstein
Katcher

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE MEETING OF 12/12 FROM 2-5 p.m.

1. Fox, Seymour
2. Gubitz, Rachel
3. Hochstein, Annette
4. Levi, Virginia
5. Mandel, Morton
6. Naparstek, Arthur
7. Reimer, Joseph
8. Zucker, Henry L.
9. Ariel, David

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE DECEMBER 13, 1988 MEETING

- | | |
|-----------------------------------------|-------------------------------------|
| 1. Ackerman, Mona | 32. Levi, Virginia |
| 2. Appleby, Ronald | 33. Lipset, Seymour Martin |
| 3. Ariel, David | 34. Lookstein, Haskel |
| 4. Arnow, David | 35. Loup, Robert |
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| 6. Bieler, Jack | 37. Maryles, Matthew |
| 7. Bronfman, Charles | 38. Melton, Florence |
| 8. Colman, John | 39. Mintz, Donald |
| 9. Corson, Maurice S. | 40. Naparstek, Arthur - |
| 10. Cury, Jason | 41. Ratner, Charles |
| 11. Dubin, David | 42. Rosenthal, Harriet |
| 12. Eizenstat, Stuart | 43. Rotman, Arthur |
| 13. Elkin, Joshua | 44. Schiff, Alvin |
| 14. Evans, Eli | 45. Schorsch, Ismar |
| 15. Field, Irwin S. | 46. Schulweis, Harold M. |
| 16. Fisher, Max | 47. Schwartz, Carmi |
| 17. Fox, Seymour | 48. Solender, Stephen |
| 18. Gottschalk, Alfred | 49. Stein, Herman - |
| 19. Green, Arthur | 50. Tishman, Margaret (Peggy) |
| 20. Greenberg, Irving | 51. Twersky, Isadore |
| 21. Gubitz, Rachel | 52. Urman, Stan |
| 22. Hiller, Robert | 53. Woocher, Jonathan |
| 23. Hirschhorn, David | 54. Yanowitz, Bennett |
| 24. Hochstein, Annette | 55. Zucker, Henry L. - |
| 25. Hoffman, Stephen | |
| 26. Ingall, Carol - La Guardia for 6 pm | 56. Reimer, Joseph |
| 27. Jesselson, Ludwig | |
| 28. Koschitzky, Henry | |
| 29. Lainer, Mark - Newark for 5:40 pm. | |
| 30. Lamm, Norman | |
| 31. Lee, Sara S. - JFK for 5:45 pm. | |

COUNT: 52

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
ATTENDING THE MEETING OF 12/12 FROM 2-5 p.m.

1. Fox, Seymour
2. Gubitz, Rachel
3. Hochstein, Annette
4. Levi, Virginia
5. Mandel, Morton
6. Naparstek, Arthur
7. Reimer, Joseph
8. Zucker, Henry L.

2-1 40 25 15
 JUST WHAT DO YOU RECOMMEND?

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 7/15/88
NAME NAME
 DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
 REPLYING TO
 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?

- ✓ a. Platter of salads: pasta, tuna, egg, green, fruit, cottage cheese, cake or cookies, beverage - \$6.50
- b. Roast chicken, kugel, bread, cole slaw, cake or cookies, beverage - \$10.00.
- c. 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?

go 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.

OK 4. 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?
 - Hawaii 10
- 2. When and where shall we hold the Tuesday planning meeting?

Fed; JWA

also *Shigeru*
Asanuma

DRAFT 10/28/88 - (jw--commdraft)

Dear

Since the first meeting of the Commission on Jewish Education ~~in New~~
~~America~~ on August 1, we have been working to prepare for the second
meeting. Our work has focused on your comments during or after the August
meeting. We feel your reaction to the work now in progress is important.
For this reason, a member of the staff will contact you to arrange a
personal or telephone interview before the next Commission meeting .

Our second meeting is scheduled for Tuesday, December 13 at the
UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street,
New York City from 10:00 a.m. to 4:00 p.m. Please indicate on the
enclosed postcard whether or not you plan to attend and if so, your travel
arrangements. I would appreciate your returning the postcard as soon as
possible, and no later than December 1.

Optional -
For people
who will
request
reimbursement

[Enclosed are guidelines to be used when travel expenses are incurred in
connection with Commission meetings. If you require reimbursement, please
itemize your expenses on the attached Travel Expense Report form. For the
upcoming meeting, we have reserved a block of single rooms at the
Mayflower Hotel (West 61st Street, corner of Central Park West) for the
nights of December 12, 13 and 14. If you would like a room for any or all
of these nights, please call the hotel directly at (212) 265-0060 and ask

for Kathy (ext. 189). The rooms will be held only until November 21, so please make your reservation before that date. The room rate is \$125 per night, and is non-taxable as long as you indicate that you are with the Commission on Jewish Education in North America.]

* Attached is a clipping from The National Jewish Post & Opinion which I think you may find interesting. I look forward to seeing you on December 13, for another productive meeting of the Commission on Jewish Education in North America.

Sincerely,

Morton L. Mandel
Chairman

I have attached a copy of the clipping. AJN suggests that we not enclose it. He thinks it's self-serving and says little. Is this the article you were referring to? OK

EDITOR'S CHAIR

What is by all counts the most prestigious Jewish organization in America has been formed under the title Commission on Jewish Education in North America. A brief listing of some of the names underscores the significance of the body, which is being chaired by Morton L. Mandel of Cleveland.

The Commission members include Charles R. Bronfman, of Montreal; Lester Crown, of Chicago; Stuart E. Eizenstat, Irwin S. Field, Max M. Fisher, Dr. Alfred Gottschalk, Rabbi Irving (Yitz) Greenberg, Ludwig Jesselson, Rabbi Norman Lamm, Seymour Martin Lipset, Robert E. Loup, and Rabbi Ismar Schorsch.

The goals of the Commission were stated as "to review the state of Jewish education in the context of contemporary Jewish life; to recommend practical policies that will set clear directions for Jewish education; to develop plans and programs for the implementation of these policies; to stimulate significant financial commitments and engage dedicated individuals and institutions in collaborative, communal action.

The first step for the Commission is to decide how it will operate and that will call for an intensive survey, after which the possibilities are whether to give priority to attracting unaffiliated Jews or to educating the committed; to stress early childhood or later stages of education; to direct more resources to supplementary schools or to day schools; to create new teacher-training institutions or to improve on-the-job training.

Chairman Mandel launched an effort about 10 years ago to add an educational aspect to the programs of the Jewish Community Centers, which has been only fractionally successful.

The other members of the Commission are: Mona Riklis Ackerman, David Arnow, Jack Bieler, John C. Colman, Rabbi Maurice S. Corson, David Dubin, Rabbi Joshua Elkin, Eli N. Evans, Rabbi Arthur Green, Robert L. Hiller, David Hirschorn, Carol K. Ingall and Henry Koslchitzky.

Also Mark Lainer, Sara S. Lee, Rabbi Haskel Lookstein, Matthew J. Maryles, Florence Melton, Donald R. Mintz,

Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet L. Rosenthal, Alvin I. Schiff, Rabbi Harold M. Schulweis, Daniel S. Shapiro, Margaret W. Tishman, Rabbi Isadore Twersky, Bennett Yanowitz and Rabbi Isaiah Zeldin.

Seymour Fox, an American who has made aliyah and is professor of education at Hebrew University, has been working with the Commission and believes the best approach is to establish "demonstration centers" in several communities which would later be emulated by others.

The National Jewish

Post & Opinion

Waitshefter's - 621-3005

Jeff Arons 3005 Chester

~~change~~ ^{bill} to MAF

1750 Euclid

1/2" + 1" same price

Eddie Katzel

~~65~~
60

Wedgehead Blue

8:30-9 - pads

60 → \$2.30 ea.
5th → 8.58/dog

KENNETH E. TESNY
Store Manager

3005 Chester Avenue • Cleveland, Ohio 44114 • 216/621-3005

0-1/2" blue binders @ 2.30 = \$138

5 dg pads @ 8.58/dg = 42.90



cassettes - 90 min. *4

2 markers

HOTELS FOR NEW YORK MEETINGS
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

1. MAYFLOWER HOTEL - 15 Central Park West (corner W. 61st Street), New York 10023
(212) 265-0060

Room Rate: \$125 per night for single room, with tax exempt status.
Letter of tax exemption is on file under Mandel Associated
Foundations.
Contact: Naomi Freistadt, Sales

2. ROGER SMITH WINTHROP HOTEL - 501 Lexington Avenue at 47th Street, New York 10017
(212) 755-1400

RESERVATION # 1-800-445-0277

Room Rate: \$120 per night for single room, tax exempt.
Letter of tax exemption is on file under MAF.
Contact: Dennis Gilmore, Assistant Manager

3. MADISON TOWERS HOTEL - Madison Avenue at 38th Street, New York
(212) 685-3700

Room Rate: \$125 per night for single room, tax exempt.
Letter of Tax exemption is on file.
Contact: Reservations

MEMO TO: Planning Group
FROM: Arthur J. Naparstek
DATE: November 22, 1988
SUBJECT; Pre-Commission Meeting

A meeting of the planning group is scheduled for Monday, December 12 at 2 p.m. at the UJA/Federation of Jewish Philanthropies, 130 East 59th Street. We will review last minute plans for the Commission meeting at that time.

This memo was sent to: Seymour Fox
Annette Hochstein
Henry L. Zucker
Virginia Levi
Rachel Gubitz
Joseph Reimer

cc: Morton Mandel

MEMO TO: Senior Policy Advisors
FROM: Arthur J. Naparstek
DATE: November 22, 1988
SUBJECT: Post-Commission Meeting

.....

This will confirm plans to hold a meeting of the senior policy advisors in New York on Wednesday, December 14, 8 a.m. to 4 p.m. The meeting will be held at the offices of JWB, 15 East 26th Street.

Please call Joan Wade at my office (216-391-8300) to confirm your plans to attend.

AMERICAN JEWISH
ARCHIVES

This memo was sent to: David Ariel - YES
Seymour Fox
Annette Hochstein
Stephen Hoffman - YES
Arthur Rotman - YES
Carmi Schwartz - YES
Herman Stein - 8 to noon (may get back)
Jonathan Woocher - YES
Henry L. Zucker - YES
Virginia Levi - YES
Rachel Gubitz - YES

cc: Morton Mandel
Joseph Reimer

ASN - YES

HL2

MEMO TO: Senior Policy Advisors
FROM: Arthur J. Naparstek
DATE: November 22, 1988
SUBJECT; Post-Commission Meeting

.....

This will confirm plans to hold a meeting of the senior policy advisors in New York on Wednesday, December 14, 8 a.m. to 4 p.m. The meeting will be held at the offices of JWB, 15 East 26th Street.

Please call Joan Wade at my office (216-391-8300) to confirm your plans to attend.

OK JWB

TO: Arthur J. Naparstek
NAME _____
DEPARTMENT/PLANT LOCATION _____

FROM: Virginia F. Levi
NAME: [Signature]
DEPARTMENT OF AGRICULTURE

DATE: 11/29/88
REPLYING TO
YOUR MEMO OF:

SUBJECT:

Attached are proposed front and back covers and list of tabs for the books which we intend to distribute to commissioners on December 13. In order to have these ready in time, I would appreciate your reactions as soon as possible.

INTER-OFFICE CORRESPONDENCE

COMMUNICATIONS REPORT

AS OF NOV 30 '88 14:20

TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
14:13	-NATIUNp972 2 699951	G3-S	1/19	02	OK





PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

723/9 (REV. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

11/30/88

☐ TELEX NO. _____

☐ MAILGRAM _____

☒ FAX NO. 9722699951

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

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS _____

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER _____

FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT _____

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Perry Davis Associates, Inc.

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

List of NYC hotels -- under \$125 per night

Gorham - 136 W. 55 Street 245-1800 \$85 + tax per night

Wellington - 7 Ave. and 55 Street 247-3900 \$82 + tax per night

Salisbury - 123 W. 57 Street 246-1300 \$99 per night

Windsor Harley - 100 W. 58 Street 265-2100 \$120-130 per night

Wyndham - 42 W. 58 Street 753-3500 \$95-\$105 per night

Shoreham - 33 W. 55 Street 247-6700 \$85-\$100 per night

Wentworth - 59 W. 46 Street 719-2300 \$70 + tax per night

Century Paramount - 46th St. btwn Broadway & 8th Ave. 764-5500
\$95 per night

Madison Towers - 22 E. 38 St. 685-3700 \$115 per night

The Roosevelt - Madison & 45 Street 661-9600 \$105-\$170 per
night

San Carlos - 150 E. 50 Street 755-1800 \$110 per night

Middletowne Harley - 148 E. 48 Street 755-3000 \$120-\$130 per
night

Lexington - 511 Lex (48 St.) 755-4400 \$125 per night

Roger Smith - 501 Lex (47 St) 755-1400 \$115 per night

Pickwick Arms - 230 E. 51 St. 355-0300 \$50 w/ private bath per
night

Tudor Hotel - 304 E. 42 St. 986-8800 \$75 per night

Eastgate - 222 E. 39 St. 687-8000 \$105 studio suite per night

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

BACKGROUND MATERIALS

FOR THE MEETING OF

DECEMBER 13, 1988

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

DIVIDER TABS

0. Table of Contents
1. List of Commissioners
2. Senior Policy Advisors
Consultants & Staff
3. Background Materials
4. Minutes of August 1
Commission Meeting
5. Design Document
6. Agenda

AH:

- 12/9 Appt. w/ Peggy Fishman - cancelled
- 12/9 appt. w/ Ralfe Lamm 12/9 at 8:15 - confirmed
- 1:00 pm 12/9 appt w/Schorch: not possible for earlier 12/9; can meet 12/8 or 12/12 at 4:30, or keep 1:00 pm on 12/9.

SF:

- Gottschalk - 12/2 8:30 a.m. at the Doral Yucany^{Hotel} "Time + Again" Restaurant, 39th St. betw. Park + Lexington.
- ^{deb}Lipset - 12/4 - 10:30^{a.m.} - call^{before 12/4} to pick a mtg. place.
home #: (212) 644-2751
- Ratner - 7 am 12/8 for 1 hr. at Hollenden Coffee Shop
- Jesselson - No way

Madison Towers Hotel

Madison Avenue at Thirty-Eighth Street
New York, N.Y. 10016

212/685-3700 - Sales
Telex: 127692
(800) 225-4340

Perry Davis Associates, Inc.

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

List of NYC hotels -- under \$125 per night

Gorham - 136 W. 55 Street 245-1800 \$85 + tax per night
Wellington - 7 Ave. and 55 Street 247-3900 \$82 + tax per night
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night
Tudor Hotel - 304 E. 42 St. 986-8800 \$75 per night
Eastgate - 222 E. 39 St. 687-8000 \$105 studio suite per night

TO: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 11/29/88

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: COMMISSIONER BIOS

Attached are drafts of biographical summaries for Ronald Appleby and Lionel Schipper, the two additions to our list of commissioners since the earlier set of bios was prepared. Also attached is a proposed new biographical summary for Florence Melton, who was unhappy with what she considered the "brevity and superficiality" of the earlier bio. The attached is an abbreviation of what she asked me to include. She wishes to review it before we finalize it.

I would appreciate your comments and suggestions on all three as soon as possible.

cc: Virginia F. Levi

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 11/29/88
NAME NAME
DEPARTMENT PLANT LOCATION DEPARTMENT PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: FAX FROM SEYMOUR FOX AND ANNETTE HOCHSTEIN
PROPOSED FRONT AND BACK COVERS AND LIST OF TABS FOR BOOKS TO COMMISSIONERS
COMMISSIONER BIOS

Attached is more information regarding the Commission ^W Jewish Education
in North America.

Perhaps we can discuss this during our meeting tomorrow.

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TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/29/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: FAX FROM SEYMOUR FOX AND ANNETTE HOCHSTEIN

Attached is a copy of a fax just received from Seymour Fox and Annette Hochstein with suggested text for the MLM letter to be included with material to commissioners.

Annette's interview with Rabbi Irving Greenberg and Art Rotman's interview with Harriet Rosenthal are also attached.

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

FACSIMILE TRANSMISSION

TO: Dr. Arthur J. Naparstek and Ms. Ginny Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 216-391-8327

DATE: November 29, 1988

NO. OF PAGES: 2

Dear Art and Ginny,

Attached is a suggested text for Mort's letter to accompany the document.

We have left some blanks at the bottom of the page regarding the specific time and place of the meeting. Also, we are not sure of the exact name of the New York Federation.

Best Regards,

Annette and Seymour

Dear sal,

I look forward to seeing you on December 13th at the second meeting of the Commission on Jewish Education in North America. We are all very much encouraged by the time the commissioners have devoted to consulting with us in personal interviews, by telephone and in writing.

In order to proceed with our work we agreed to prepare background materials that could help us take next steps. These materials are enclosed and include:

1. a two-page ~~executive~~ summary which presents an overview of the work that has been done;
2. the ~~core~~ document that describes and outlines the the method and the approach that guided our work;
3. an ~~appendix~~ which presents a brief preliminary assessment of what is involved in undertaking the suggestions that were made by the commissioners.

I am sure that you will recognize how your ideas have shaped these materials.

At our second meeting, I believe we will want to decide on a work-plan. This is necessary so that we will be able to conclude our work some time early in 1985⁹⁰ and fulfill our four-fold mission:

1. To review the field of Jewish education in the context of contemporary Jewish life.
2. To recommend practical policies that will set clear directions for Jewish education.
3. To develop plans and programs for the implementation of these policies.
4. To stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action.

As at our first meeting, we will be graciously hosted by the New York Federation (exact name and address). Our meeting will take place in the ----- room at 10:-- a.m.

Sincerely yours,

November 30, 1988

TOWARDS THE SECOND COMMISSION MEETING

MEMORANDUM

TASK FORCES

It is anticipated that a key mechanism for the work of the Commission, following its second meeting, will be task forces or sub-committees. This memo presents alternative approaches to task forces - in light of the meeting on the 13th and beyond.

A. Possible Approaches:

1. Full task forces: Task forces would essentially operate as mini-commissions. They would have active chairs, would be staffed, and would hold periodic meetings at which reports would be discussed. The task forces would report back to the full Commission.

The main drawbacks to this format seem to be:

a. Commissioners have told us that they would not be able to allocate time for meetings between full Commission meetings.

b. Some Commissioners have expressed the concern that strong task forces would result in a loss of the impact of the interaction of the full Commission.

2. Chair - and - staff task forces: Task forces would have a small active core: an active and powerful chair and co-chair, with a strong, professional staff. Chairs and staff would meet regularly to decide on the staff work, review progress and approve staff reports. Task force membership could be either small or large. If large, the whole task force could be invited to these meetings but full attendance between Commission meetings would not be expected.

Alternatively, task force meetings could be limited to the morning of the full Commission meeting. In such a case, all task forces could meet concurrently on the same morning (e.g., 9:00-12:00 on June 8th).

The main drawback to this format is:

A task force that is essentially led by its chair and staff will limit the sense of ownership and participation of most Commissioners.

3. No task forces: The work would be entirely done by the staff. One or two Commissioners would familiarize themselves with the topic selected and with the staff's work. They would present it for discussion to the entire Commission.

B. Chairs:

Chairs and co-chairs to be discussed on December 8th.

C. Staff:

On the assumption that there will be two or three task forces, the staff, in addition to the director, Art Naparstek, should include:

Joe Reimer
Henry Zucker
Annette Hochstein
Seymour Fox.

Two of the above should lead the work of one task force. Additional staff might include some of the senior policy advisors and additional experts as needed.

In addition to leading the work, we will probably need some research and a fair amount of data-gathering and analytic work. This will determine additional staff needs.

More specific decisions on the staffing of task forces will be easier to deal with following the decisions of December 13th. Therefore, this might be an agenda item for our meeting of December 14th.

D. Task forces at the meeting of December 13th:

The following possibilities arise:

1. The Commission decides to break up into groups to discuss specific task force assignments.

If there is time and it is appropriate, two or three groups may be decided upon. We should prepare the following for these meetings.

a. Appoint chairs (and co-chairs?) for that day -- they should be contacted; their agreement should be secured; an agenda should be prepared.

b. Staff -- Naparstek, Reimer, Zucker, Hochstein, Fox, should be prepared to staff the task forces on an ad hoc basis for that day.

c. Agenda -- The purpose of the task force meeting should be to discuss and begin to define the task force assignments.

The following might be useful:

- Review the option paper relevant to the specific task force.
- Discuss the scope of the assignment and the directions that should be selected. For example, in the case of personnel, the discussion might involve whether one should start with a specific cut into personnel, (e.g. senior personnel, personnel for informal education, etc.) or deal with the general personnel issues.
- Discuss the kinds of data that need to be gathered and the sources of advice on that topic. For example, if the salaries of teachers are being discussed, do we need data on teachers in general education, in Jewish education? Should we define what the implications of the various salary increases might be on a given school or school system?
- Next steps
- Timetable

2. The full Commission carries on its meeting throughout the day and decides that task forces should be appointed and should start work. However, they do not convene on the 13th.

In this case, chairs and co-chairs may or may not be appointed, and membership in task forces may or may not be decided upon on that day. We could discuss this, as well as staffing, at our meeting.

3. A different decision is taken.

E. What task forces?

Our hope is that the Commission will decide sometime during December 13th what topics to select for study and action. We do not know what this decision will be, though from our current conversations and interviews with Commissioners, it appears that personnel and the community are likely to emerge. We should be prepared for different decisions too. Moreover, a third topic might be decided upon, as a number of Commissioners have raised such a possibility.

At our meetings on December 8th and 12th, we may wish to further consider the meanings and implications of task forces on these topics.

Personnel is the easier one to define by virtue of the topic and past experience.

The community will require further definition and clarification -- we will try to have something ready for our meeting on the 8th.

The third task force is right now undefined. A number of suggestions emerged -- we may want to discuss them on December 8th, with a key question being whether we can undertake a third task force, whether we have the needed staff, the time, etc.

We hope this is useful as background for our discussion on December 8th.

November 30, 1988

To: Art Naparstek
Virginia Levi

From: Seymour Fox
Annette Hochstein

Re: Thoughts on the Agenda for 12/13

We've looked through minutes of the meeting of October 12 as well as a draft agenda of that time entitled "possible agenda". Here are our thoughts:

Morning

- 10:45 1. Opening statement - MLM 10:30-10:40
- 20 2. Presentation - MLM or staff 10:40-11:15 [This will have to be
Review of Background materials decided at our meeting.]
MLM 11:15-11:30
- 10 3. Discussion 20 2:30
4. [Two alternatives]
- a. Closure: decision on task forces
decision to reconvene as task forces
[This should of course be
phrased differently - it
should not be mentioned
expressly.]
- b. No closure - interim summary of discussion
5. Lunch

- | I
Task force-alternative | II
No task force alternative |
|--------------------------------------|---------------------------------|
| 6. Task force organizing meetings | 6. Discussion (continued) |
| 7. Commission reconvenes for reports | 7. Decisions on next steps |
| 8. Concluding remarks - MLM | 8. Closure |

In the second alternative - should time permit - we may elect to have brief presentations on the vision and/or case-studies ideas.

INTER-OFFICE CORRESPONDENCE

TO: Morton L. Mandel
NAME
DEPARTMENT PLANT LOCATION

FROM: Arthur J. Naparstek
NAME
DEPARTMENT PLANT LOCATION

DATE: 12/5/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PREPARATIONS FOR THE COMMISSION PLANNING GROUP
MEETING OF DECEMBER 8, 1988

- A. The following is a proposed list of key outcomes or expected results of the December 8 meeting of the Commission planning group. We will work on these issues between 9:00 - 3:00 and then review all with you after 3:00 P.M.
1. Build a tentative agenda for the 12/13 Commission meeting. Here your input is imperative and I expect that this will take much of our time after 3:00 P.M.
 2. Define appropriate roles and assignments for commissioners and staff on 12/13 (including spotters, seating arrangements).
 3. Identify possible expected and unexpected issues that may arise at the 12/13 meeting, such as: strategy required in order to achieve a consensus for the design of the Commission; emergence of two groups to work with enabling conditions; means of dealing with programmatic options; action plan for the next six months.
 4. Build an agenda for the 12/14 senior policy advisors' meeting, including follow up to the Commission meeting, next steps, proposed roles of staff.
- B. The following are expected to attend the planning group meeting of 12/8:
- Seymour Fox, Annette Hochstein, Arthur Naparstek, Henry L. Zucker, Joseph Reimer (until 3:00), Herman Stein, Virginia Levi, Rachel Gubitz, Morton Mandel (after 3:00).
- C. The meeting is scheduled to begin at 9:00 a.m., and we are planning on you joining us at 3:00 p.m. in Conference Room 140A. I suggest that we plan to adjourn at 6:00 p.m., rather than 7:00 p.m. as previously discussed.
- Mort, any other thoughts on the aforementioned would be welcomed. I'll be in Chicago on Tuesday, 12/6, meeting with Steve Nassiter, Susan Crown and Barbara Manilow. Seymour and I are coordinating our meetings in Chicago. In addition, I will be speaking to the Illinois Child Welfare League.

December 9, 1988


Seymour and Annette:

Attached are highlights of yesterday's meeting. I hope they will be helpful to you in preparing the chairman's notes for MLM.

We have to leave our office by 9:00 Mon. AM. If at all possible, Art asks that you fax the chairman's notes to him by 1:00 p.m. on Sunday at the College of Jewish Studies, Fax # 216-464-5827. In order to be sure that we get the notes, please also fax them to Art at Premier. We ask that you call Art at home (261-371-5221) when you send the fax so that he knows to go to the College to pick it up.

We are set for our meeting on Mon. to begin at 12:30 in Conference Room G, UJA Federation, 130 East 59th Street. See you there.

Shabbat Shalom.


Ginny

1 f L

HIGHLIGHTS

Commission on Jewish Education in North America Planning Group

Meeting of 12/8/88

Present: Arthur J. Naparstek (Chairman), Seymour Fox, Rachel Gubitz, Annette Hochstein, Morton L. Mandel (after 3:00), Joseph Reimer (until 3:00), Herman D. Stein, Henry L. Zucker, Virginia F. Levi (Sec'y)

I. Review of meetings with Commissioners

It was reported that face-to-face meetings or in-depth phone conversations will have been held with virtually all Commissioners prior to the 12/13 Commission meeting. Going into the meetings there was support for the concept of focussing on personnel. There was less certainty about community, primarily because the concept was less clear. Commissioners were generally convinced of the importance of the two options by the end. They remain interested in the programmatic options.

II. Issues to consider for the 12/13 meeting

The following issues and concerns were raised in relation to the 12/13 Commission meeting:

- We should remind Commissioners of the underlying goal to consider Jewish education in relation to Jewish continuity.
- It may be necessary to discuss and clarify the concept of community and financing: "leadership, finance and structure."
- We don't want to appear to favor of reinforcing the status quo. We want to encourage experimentation, innovation and vision.
- We want to keep sight of the programmatic options. We might want to look at them in relation to the enabling conditions, through a separate task force, or by encouraging Commissioners to develop their "pet options" independently.
- We must be prepared to keep the group together for the entire day or to break into two or three task forces if this is the wish of the Commissioners. Our preference is that two task forces meet for part of the afternoon, people to be randomly assigned, for the purpose of setting an agenda for further study in the future. We would determine "permanent" membership of task forces following this meeting, would staff them, and would ask them to meet between Commission meetings with as many members as could attend. We would also schedule task force meetings for the first portion of future Commission meeting days so that the entire group could meet prior to submission of a report.

- An alternative to task forces, if Commissioners prefer not to have them at all, would be to have a full Commission meeting devoted to each of the two enabling conditions, possibly chaired by Commissioners, as listed above. There might be a planning committee assigned to each topic which would meet between Commission meetings.
- We should be careful about the use of "we" in the meeting.
- We may wish to "prime" people who are supportive of the approach we propose to share their thoughts.
- Reference should be made to the outcome being a report of the Commission rather than the MAF or any other group.

III. Agenda for 12/13 Commission meeting

Discussion yielded the following agenda for the meeting of 12/13:

A. Welcome and introduction - MLM (5-10 min.)

SF is preparing chairman's notes. This segment will include a review of work leading to this meeting, that a rich array of ideas has emerged, that in its limited time the Commission will have to choose to focus in ways that can lead to results and to setting an agenda for others in the future. This will lead into AH's presentation.

B. Progress Report - AH (20-30 min.)

AH will review the methods used to produce the background materials, explaining how we arrived at the 26+ options and giving the rationale for narrowing our scope preliminarily to the 2 enabling conditions. Her remarks will include a brief definition of personnel and community.

C. Synthesizing remarks [not on formal agenda] - MLM (5 min.)

Reference will be made to interviews with Commissioners and the fact that there is strong support for the approach being recommended.

D. Discussion

The remainder of the morning will be devoted to hearing the remarks of Commissioners. This is where we may wish to have some people "primed" to speak in favor of the proposed approach.

E. Lunch - any time after 12:30 that we're ready

If it appears that we may break into task forces after lunch, this time will be used to invite and brief chairs.

F. Continuation of Discussion

There is a second room available for our use in the afternoon, if we decide to break into task forces. There will also be a tape recorder available in that room. The decision to divide or not will be made by the chair at such time as seems appropriate. We may remain together all afternoon. It is hoped that, at the very least, the afternoon will lead to some consensus on an agenda for handling the enabling conditions prior to the next meeting.

G. Future Plans - MLM

In addition to a summary of the day's proceedings and where they direct us, the date of the next meeting - 6/14/88 - will be announced.

H. Concluding Comment - Rabbi Ismar Schorsch

IV. Next meeting

The planning group will meet on Monday, Dec. 12, 12:30 p.m. to 5:00 p.m. at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York - Conference Room G.

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 12/27/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Letter to Commissioners

Hank Zucker suggested that the attached cover letter be sent to all commissioners along with a copy of the letter from Maurice Corson.

attachment

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Covering letter for distribution
of Corson letter

(a & about pleasure at Dec 13 meeting)

Maurice Corson planned to
attend our Commission meeting
on Dec. 13, but something
intervened to make him cancel.
At our suggestion, he has put
in writing some thoughts he
wished to share with the
Commission, ~~in his absence~~.

Maurice's feelings about
emphasis on college youth in
his letter is enclosed.

I'd be glad for reactions
from Commission members

Sincerely,
H. M. N.

Get this letter out right away!

DRAFT OF LETTER FROM MLM TO COMMISSIONERS

December 27, 1988

Dear :

It was a pleasure to see you at the December 13 meeting of
of the Commission on Jewish Education in North America.
The combined efforts and dedication of all members of the
Commission are certainly rewarding to help us achieve
success in recommending positive ways to improve Jewish
education.

Although Maurice Corson was unable to attend the meeting on
December 13, we asked him to share his thoughts. A copy of
his letter is enclosed. Your reactions to his comments
would be appreciated.

Thanks for your continued support and cooperation.

Sincerely,

Morton L. Mandel

attachment

The Wexner Foundation

Washington, D.C. 20001
Suite 3090

41 North High Street
Columbus, Ohio 43215

614/461-9112

December 9, 1988

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

Dear Mort:

I was delighted to have the opportunity to meet with Hank Zucker recently in order to review the progress of the Commission on Jewish Education in North America, and the preliminary draft of the conclusions to be presented to the members of the Commission by staff. In the report's discussion of major areas in the field of Jewish education, I would like to underscore the importance of educational services to Jewish college students which, to my mind, represents one of the most critical areas to be considered. In response to this concern, Hank invited me to share some thoughts with the members of the Commission, which I am more than pleased to do.

A unique and important role an independent commission may play is the conceptualization of Jewish educational services in broader and potentially more effective terms. Authorities in the provision of Jewish campus services estimate that there are approximately 450,000 Jewish students currently enrolled in hundreds of colleges and universities throughout North America. Moreover, the Jewish community's love affair with higher education has been evidenced by the fact that, over the past three decades, in any given year, from 80-90 percent of all Jews of college age have been enrolled in a college or university.

Mr. Morton Mandel
December 9, 1988
Page 2

The college years for Jews and non-Jews alike are strikingly formative in the development of individual lifestyles and goals. Away from the parental home and community-based institutions for the first time, the college student becomes immersed in the universalist milieu of the campus community, and is afforded the exposure and opportunity to experiment with the widest variety of intellectual, political, social and personal challenges and enticements. In fact, during the college years, many young people consciously distance themselves from the values and traditions of the past in an effort to assert their budding individuality. It is commonly understood that, during the college years, individuals tend to lay the groundwork for, if not make, the most important decisions of their lives with respect to lifestyle, dating and marriage, career, and personal values.

The campus community is critical for another reason as well. In addition to the universalist, "melting pot" milieu referred to above, the campus is also the place in North American society where Israel is most consistently undermined and attacked. The propaganda campaign against Israel and her supporters is centralized on the campus and fueled by highly organized and well funded Arab and Third World organizations. The unsuspecting and ill-prepared Jewish student who arrives on the campus is immediately struck by these activities and is often at a personal loss as a result of them.

The typical Jewish student begins college with an inadequate if not insignificant Jewish education. The statistics shared with our Commission indicate that, in a given year, only 42 percent of all school age (ages 3-17) children are enrolled in formal Jewish education settings, the vast majority being in a congregational or supplementary school. Furthermore, with the widely acknowledged erosion of Jewish practices in the home, many if not most young Jews entering the college years do not arrive with a solid home-based sense of Jewish identification. In sum, the enterprise of Jewish education, both in schools and in the home, tends to affect in some significant way less than a majority of Jews who go on to the university setting.

A grave mistake of the organized Jewish community in defining the parameters and constituencies of Jewish education rests in the almost exclusive concentration on the age grouping spanning pre-Bar/Bat Mitzvah to

Mr. Morton Mandel
December 9, 1988
Page 3

post-confirmation. Invariably, Jewish education is believed to have run its course by the time the young Jew graduates from high school. However, given the demographic and geographical concentration of Jews on the campus, the formative developmental stage the campus represents, and the inherent threats and challenges posed by the campus milieu, the continuation of an attitude relegating campus Judaism to a minor role within the framework of Jewish education is both neglectful and dangerous.

While the leadership of the Jewish community has long been aware of the problems and opportunities associated with Jewish education (congregational schools, day schools, preschools, Jewish camps, youth groups, et.al.), the top leadership of North American Jewish life has never seriously addressed the gross neglect in providing adequate and appropriate funding, staffing, and programming for Jewish college students. In the all too few Hillel Foundations where there are adequate levels of funding and staffing, the results have been very positive (e.g. Harvard, University of Michigan, U.C.L.A., and Washington University). In general, however, most campuses have a ratio of one full time Hillel staff person for every 1,000 - 2,500 Jewish students. As such, Jewish education on the campus, even allowing for the presence of Jewish Studies programs, is woefully underfunded.

From time to time, there have been isolated studies and discussions about Jewish campus constituencies, but in every case they have been aborted by the timidity of national leadership and the political realities of B'nai B'rith's internal agenda and limited funding capacity.

Finally, even given the best efforts of B'nai B'rith Hillel as the national centerpiece for campus services, and local Federations, which often contribute generously to localized Hillel programs, dozens of campuses with thousands of Jewish students have literally no Jewish program as a result of Hillel's inadequate financial resources, or the fact that such campuses happen to be isolated from any Federation's service area.

B'nai B'rith Hillel, in partnership with numerous local Federations, has an immensely important task. It has, to date, been generally viewed as a marginal institution dealing with a marginal constituency, on the periphery of concern to top leadership. Ironically, it is precisely this constituency which holds unparalleled potential in our efforts to upgrade Jewish education.

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Page 4

For these reasons, it is my strong belief that the Commission on Jewish Education in North America must place the campus agenda among the highest Jewish education priorities. We now have an opportunity to take these constituencies seriously, for the sake of Jewish education, and the future of our community. I urge the Commission not to turn it's head away from this challenge.

Sincerely,



Maurice S. Corson, D.D.
President

MSC:sgb

cc: Mr. Henry Zucker

Shrage

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

FACSIMILE TRANSMISSION

TO: Virginia Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 001-216-391-8327

DATE: January 10, 1989

NO. OF PAGES: 6

Dear Ginny,

We suggest that the attached letter be sent, along with the background materials of December 13th, to the people on the attached list. As you can see, there are three versions of the same letter - one mentioning each of our names and one mentioning both of them. We have designated which version should be sent to each individual by initials in parenthesis next to the address.

We anticipate future need of this list so may we suggest that a file of their names and addresses be maintained. More names will probably be added as time progresses.

We hope to speak to you later today.

Best Regards,

P.S. The materials should include

1. list of Commissioners & Advisors
2. Design Document
3. Background materials, Dec. 13.

naplet/1MN-W

(1)

January 10, 1988

Dear _____

Seymour Fox has told me of your interest in the work of the Commission on Jewish Education in North America. I thought you ^{might} be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

The decisions made at that meeting have helped move the Commission steadily toward its goal of developing proposals that could enhance the contribution of Jewish education to Jewish continuity in North America.

I want to thank you for your help and interest in the work of the Commission and will be happy to send you additional materials from time to time.

Sincerely,

~~Dr. Arthur J. Naparstek~~

~~President, Mandel Associated Foundations~~
~~Director, Commission on Jewish Education in North America~~

naplet3/1MN-W

(5)

January 10, 1988

Dear _____

Seymour Fox and Annette Hochstein have told me of your interest in the work of the Commission on Jewish Education in North America. I thought you ~~may~~ ^{might} be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

The decisions made at that meeting have helped move the Commission steadily toward its goal of developing proposals that could enhance the contribution of Jewish education to Jewish continuity in North America.

I want to thank you for your help and interest in the work of the Commission and will be happy to send you additional materials from time to time.

Sincerely,

Dr. Arthur J. Naparstek

~~President, Mandel Associated Foundations~~
~~Director, Commission on Jewish Education in North America~~

napletj/1MN-W

(3)

January 10, 1988

Dear _____

Annette Hochstein has told me of your interest in the work of the Commission on Jewish Education in North America. I thought you ^{might} be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

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Sincerely,

Dr. Arthur J. Naparstek

President, Mandel Associated Foundations
Director, Commission on Jewish Education in North America

X ✓ R. FELIX POSEN (SF) (D)
MARC RICH & COMPANY LIMITED
49 WIGMORE STREET
LONDON W1H 9LE
ENGLAND

✓ PROFESSOR STEVEN M. COHEN (A.H.)
162 CLEVELAND ROAD
NEWHAVEN, CT 06515

X ✓ h s LINDA DARLING-HAMMOND (A.H.)
THE RAND CORPORATION
2100 "M" STREET N.W.
8TH FLOOR
WASHINGTON D.C.

X ✓ DR. JACOB B. UKELES (A.H.)
4555 HENRY HUDSON PARKWAY
APT. 1003
RIVERDALE
NEW YORK, N.Y. 10471

AMERICAN JEWISH
ARCHIVES

X
PROFESSOR ISRAEL SCHEFFLER (SF & AH)
HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION
LARSEN HALL
APPIAN WAY
CAMBRIDGE, MASS 02138

X
PROFESSOR DAVID COHEN (SF) (1)

1772 Okemos Rd.
East Lansing, MI 48854

X
PROFESSOR JAMES COLEMAN (SF & AH)
DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF CHICAGO
1126 EAST 59TH STREET
CHICAGO, ILL 60637

X
LAWRENCE A. CREMIN, PRESIDENT (S.F.) (1)
THE SPENCER FOUNDATION
875 NORTH MICHIGAN AVENUE
CHICAGO, ILL 60611

X
PROFESSOR LEE SHULMAN (SF & AH) (2)
SCHOOL OF EDUCATION
STANFORD UNIVERSITY
STANFORD, CALIFORNIA 94305-2384