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**AMERICAN JEWISH ARCHIVES**

**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**  
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.  
Subseries 1: Commission Meetings, 1988–1990.

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Box  
3

Folder  
8

14 February 1990 Meeting. Planning, June 1989-March 1990.

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

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cc: Henry L. Zucker

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 9/1/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: DATE FOR FIFTH COMMISSION MEETING

We have tentatively set Wednesday, February 14, for the fifth meeting of the Commission. When we originally set the date, Gloria Rocke at CJF mentioned that the Board of Governors of the Jewish Agency would be meeting some time in February, but that that date had not yet been set. We have now learned that the meeting is scheduled for February 15 to 22 in Israel. Is this likely to conflict with the schedules of our commissioners?

Other possible conflicts include the CJF Board Institute scheduled February 4 to 6 in Miami and a JESNA Lay Leadership Conference in San Francisco February 25 to 27.

The UJA/Federation space is reserved for our use on February 14. It could be available to us on the following dates, if we need to make a change:

Wednesday, January 24  
Thursday, January 25  
Monday, January 29  
Wednesday, January 31  
Thursday, February 8  
Tuesday, February 13  
Wednesday, February 28  
Thursday, March 1

I suggest that we discuss this at our meeting on September 5. If you feel that a change is necessary, I will get as many open dates from you as possible and proceed immediately to check with our group of critical commissioners.

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Commission Meeting 2/14/90  
Calls made 9/11/89

Mandell Berman 313 - 353 - 8390

at this point the date is fine

OK

Charles Bronfman 514 - 878 - 5201

Date is marked on his calendar.

OK

He is not going to Israel

Lester Crown 312 - 372 - 3600

Definitely cannot make it on the 14th. Secretary said previously date looked okay.

NO

Max Fisher 313 - 871 - 8000

Date too far ahead. Would not commit

Donald Mintz 504 - 586 - 1200

Candidate for mayor may be tied up with election



Bennett Yanowitz

676 - 3311

He is out of town until 9/13. Secretary

will call back.

(NO)

vacation 11-28

David Hirschhorn

301 - 347 - 7200

Date

(OK)

AMERICAN JEWISH  
ARCHIVES





Art Rotman 212 - 532 - 4949

Date is on his calendar.

OK

Jon Woocher 212 - 529 - 2000

Honey Rose will call back. He thinks he knows about it. He will be there

OK

Martini Kraar 313 - 965 - 3939

~~Secretary will call back~~

OK

Joe Reimer 617 - 736 - 2996

OK

Herman Stein

-OK

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TO: Henry L. Zucker  
Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi  
VFL  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 9/19/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: SCHEDULING COMMISSION MEETING NO. FIVE

Following are the results of our re-checking Wednesday, February 14, 1990, as a possible date for the fifth Commission meeting.

Bill Berman	OK
Charles Bronfman	OK
Lester Crown	Not available
Max Fisher	Cannot commit this far ahead
Donald Mintz	May be tied up with mayoral election
Bennett Yanowitz	Not available
David Hirschhorn	OK
Art Rotman	OK
Jon Woocher	OK
Marty Kraar	OK
Herman Stein	OK
David Ariel	OK
Steve Hoffman	OK

I suggest that we proceed with plans for February 14.

If you prefer, I will check other dates. As of September 1, the following dates were available at the UJA/Federation. If you prefer that I search for an alternate date, please indicate which of the following will work on your calendar:

Wednesday, January 24

Thursday, January 25

Monday, January 29

Wednesday, January 31

Thursday, February 8

Tuesday, February 13

Wednesday, February 28

Thursday, March 1

The dates at Federation are not being held for us (with the exception of February 14, which is on hold), so the sooner I can follow up on this, the better.



TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 9/20/89

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

I agree that we should proceed with February 14th as the date for the fifth Commission meeting. This date should be announced at the October 23rd meeting.



*B. Weiler + Rosenwald  
Reception area*

INTERNET-FOFFICE-CONFERENCE

Proposed Group Assignments for Meeting #4

	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
Chair:	Bronfman	Crown	Ritz
Co-Chair:	Yanowitz	Pollack	Colman
Staff #1:	Fox	Zucker	Hochstein
Staff #2:	<u>Reimer</u>	<u>Woosher</u>	<u>Rotman</u>
	Evans	S. Crown	Corson
	Lamm	Schorsch	Melton
	Arnold	Hirschhorn	Green
	Loup	Hiller	Ratner
	Lipset	Lookstein	Schiff
	Rosenthal	Twersky	Maryles
	Tishman	Lee	Elkin
	Bieler	Ingall	Koschitzky
	Hat	Dubin	Gruss
	Hoffman	Solender	Stein
	Schwartz	Gurvis	Kraar



1. BRONFMAN

YANOWITZ

FOX

HOFFMAN

REIMER (r)

EVANS

LAMM

ARNOW

LOUP

ROSENTHAL

TISHMAN

EIELER

Schwartz  
Schorsch

2. CROWN

POLLACK

ZUCKER

ROTMAN (r)

SUCAN CROWN

HIRSHHOEN

HILLER

~~LOCHSTEIN~~

TWERSKY

LEE

INGALL

GURVIS

SOLENDER

Dubin

3. RICE

COLMAN

HUCHSTEIN

WOOLHER, Jr

PERSON

MELTON

GREEN

MARYLEE

SCHIFF

ELWIN

HAT

STEIN

FRAAR

GRUBB; FOSHITCH



[illegible]

LIST OF PERSONS ATTENDING MEETING OF  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
ON FEBRUARY 14, 1990

Robert Abramson	Mark Lainer
David Ariel	Norman Lamm
David Arnow	Sara Lee
Jack Bieler	Virginia Levi
Charles Bronfman	Haskel Lookstein
John Colman	Morton Mandel
Maurice Corson	Matthew Maryles
Susan Crown	Lester Pollack
Joshua Elkin	Charles Ratner
Anita Epstein	
Eli Evans	Joseph Reimer
David Finn	Esther Leah Ritz
Seymour Fox	Harriet Rosenthal
Alfred Gottschalk	Arthur Rotman
Arthur Green	Alvin Schiff
Irving Greenberg	Ismar Schorsch
Mark Gurvis	Daniel Shapiro
Kathleen Hat	Stephen Solender
Robert Hiller	Herman Stein
David Hirschhorn	Paul Steinberg
Robert Hirt	Isadore Twersky
Annette Hochstein	Jonathan Woocher
Stephen Hoffman	Bennett Yanowitz
Carol Ingall	Henry Zucker
Bea Katcher	
Martin Kraar	



LIST OF PERSONS ATTENDING MEETING OF  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
ON FEBRUARY 14, 1990

Robert Abramson

David Ariel

David Arnow

Jack Bieler

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Joshua Elkin

Eli Evans

David Finn

Seymour Fox

Alfred Gottschalk

Arthur Green

Irving Greenberg

Mark Gurvis

Kathleen Hat

Robert Hiller

David Hirschhorn

Robert Hirt

Annette Hochstein

Stephen Hoffman

Carol Ingall

Martin Kraar

Mark Lainer

Norman Lamm

Sara Lee

Virginia Levi

Haskel Lookstein

Morton Mandel

Matthew Maryles

Lester Pollack

Charles Ratner

Joseph Reimer

Esther Leah Ritz

Harriet Rosenthal

Arthur Rotman

Alvin Schiff

Ismar Schorsch

Daniel Shapiro

Stephen Solender

Herman Stein

Paul Steinberg

Isadore Twersky

Jonathan Woocher

Bennett Yanowitz

Henry Zucker

BEA KATCHER  
ANITA EPSTEIN

✓ - YES 35  
✓ - NO

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
List of Commissioners as of  
September 20, 1989

✓ KATHLEEN HAT

✓ Mona Ackerman  
New York, New York

✓ Ronald Appleby  
Toronto, Canada

✓ David Arnow  
New York, New York

✓ Mandell Berman  
Southfield, Michigan

✓ Jack Bieler  
New York, New York

✓ Charles Bronfman  
Montreal, Quebec

✓ John Colman  
Glencoe, Illinois

✓ Maurice S. Corson  
Columbus, Ohio

✓ Lester Crown  
Chicago, Illinois

✓ SUSAN CROWN

✓ David Dubin  
Tenafly, New Jersey

✓ Stuart Eizenstat  
Chevy Chase, Maryland

✓ Joshua Elkin  
Newton, Massachusetts

✓ Eli Evans  
New York, New York

✓ Irwin S. Field  
Norwalk, California

✓ Max Fisher  
Detroit, Michigan

✓ Alfred Gottschalk  
Cincinnati, Ohio

✓ DAVID FINN

✓ BENNETT AARON

✓ Arthur Green  
Wyncote, Pennsylvania

after 2 p.m. ✓ Irving Greenberg  
New York, New York

✓ Joseph Gruss  
New York, New York

✓ Robert Hiller  
Baltimore, Maryland

✓ David Hirschhorn  
Baltimore, Maryland

✓ Carol Ingall  
Providence, Rhode Island

✓ Ludwig Jesselson  
New York, New York

✓ Henry Koschitzky  
Ontario, Canada

✓ Mark Lainer  
Encino, California

✓ Norman Lamm  
New York, New York

✓ Sara Lee  
Los Angeles, California

✓ Seymour Martin Lipset  
Stanford, California

✓ Haskel Lookstein  
New York, New York

✓ Robert Loup  
Denver, Colorado

✓ Morton Mandel  
Cleveland, Ohio

✓ Matthew Maryles  
New York, New York

✓ ROBERT HIRT

✓ ROBERT ABRAMSON

✓ PAUL STEINBERG

✓ Florence Melton  
Columbus, Ohio

✓ Donald Mintz  
New Orleans, Louisiana

✓ Lester Pollack  
New York, New York

✓ Charles Ratner  
Cleveland, Ohio

✓ Esther Leah Ritz  
Milwaukee, Wisconsin

✓ Harriet Rosenthal  
South Orange, New Jersey

✓ Alvin Schiff  
New York, New York

✓ Lionel Schipper  
Toronto, Canada

✓ Ismar Schorsch  
New York, New York

✓ Harold M. Schulweis  
Encino, California

✓ Daniel Shapiro  
New York, New York

✓ Peggy Tishman  
New York, New York

✓ Isadore Twersky  
Cambridge, Massachusetts

✓ Bennett Yanowitz  
Cleveland, Ohio

✓ Isaiah Zeldin  
Los Angeles, California

✓ STEPHEN SOLENDER

✓ BARBI WEINBERG

✓ PHILLIP WASSERSTADT

No per  
phone  
call

out of  
country

✓ - YES  
✓ - NO

COMMISSION ON JEWISH EDUCATION  
IN NORTH AMERICA

Morton L. Mandel, Chairman

Senior Policy Advisors

- ✓ David S. Ariel - President, Cleveland College of Jewish Studies  
26500 Shaker Boulevard, Beachwood, Ohio 44122  
(216) 464-4050
- ✓ Seymour Fox - Professor of Education, Hebrew University  
The Jerusalem Fellows, 22A Hatzfira Street, Jerusalem 93152  
02-668728
- ✓ Annette Hochstein - Consultant, Nativ Policy & Planning Consultants  
P. O. Box 4497, Jerusalem, Israel 91044  
02-662296
- ✓ Stephen H. Hoffman - Executive Vice President, Jewish Community Federation  
of Cleveland  
1750 Euclid Avenue, Cleveland, Ohio 44115  
(216) 566-9200
- ✓ Martin S. Kraar - Executive Vice President, Council of Jewish Federations  
730 Broadway, New York, New York 10003  
(212) 475-5000
- NOT 2/13 ✓ Arthur Rotman - Executive Vice President, JWB  
15 East 26th Street, New York, New York 10010  
(212) 532-4949
- ✓ Herman D. Stein - University Professor, Case Western Reserve University  
3211 Van Aken Blvd., Shaker Hts., Ohio 44120  
(216) 368-4380
- ✓ Jonathan Woocher - Executive Vice President, JESNA  
730 Broadway, New York, New York 10003-9540  
(212) 529-2000
- ✓ Henry L. Zucker - Consultant, Premier Industrial Foundation  
Executive Vice President Emeritus,  
Jewish Community Federation of Cleveland  
4500 Euclid Avenue, Cleveland, Ohio 44103  
(216) 391-8300



Consultants

Seymour Fox

Annette Hochstein

- ✓ Joseph Reimer - Assistant Professor, Benjamin S. Hornstein Program in  
Jewish Communal Service, Brandeis University  
Waltham, Massachusetts 02254  
(617) 736-2996

Herman D. Stein

Henry L. Zucker

Staff

- ✓ Mark Gurvis - Assistant Director of Social Planning,  
Jewish Community Federation of Cleveland  
1750 Euclid Avenue, Cleveland, Ohio 44115  
(216) 566-9200

- ✓ Virginia F. Levi - Program Director, Premier Industrial Foundation  
4500 Euclid Avenue, Cleveland, Ohio 44103  
(216) 391-8300

- Debbie Meline - Research Assistant,  
Nativ - Policy and Planning Consultants  
P. O. Box 4497, Jerusalem 91044  
02-662296

1/5/90



LIST OF PERSONS ATTENDING MEETING OF  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
ON FEBRUARY 14, 1990

✓Robert Abramson ✓  
✓David Ariel ✓  
✓David Arnow ✓  
✓Jack Bieler ✓  
~~Charles Bronfman~~  
✓John Colman ✓  
✓Maurice Corson ✓  
✓Susan Crown ✓  
✓Joshua Elkin ✓  
✓Eli Evans ✓  
✓David Finn ✓  
✓Seymour Fox ✓  
✓Alfred Gottschalk ✓  
✓Arthur Green ✓  
✓Irving Greenberg  
✓Mark Gurvis ✓  
✓Kathleen Hat ✓  
✓Robert Hiller ✓  
✓David Hirschhorn ✓  
✓Robert Hirt ✓  
✓Annette Hochstein ✓  
✓Stephen Hoffman ✓  
✓Carol Ingall ✓  
✓Martin Kraar ✓

✓Mark Lainer ✓  
✓Norman Lamm ✓  
✓Sara Lee ✓  
✓Virginia Levi ✓  
✓Haskel Lookstein ✓  
✓Morton Mandel ✓  
✓Matthew Maryles ✓  
✓Lester Pollack ✓  
✓Charles Ratner ✓  
✓Joseph Reimer ✓  
✓Esther Leah Ritz ✓  
✓Harriet Rosenthal ✓  
✓Arthur Rotman ✓  
✓Alvin Schiff ✓  
✓Ismar Schorsch ✓  
✓Daniel Shapiro ✓  
~~Stephen Solender~~  
✓Herman Stein ✓  
~~Paul Steinberg~~  
✓Isadore Twersky ✓  
✓Jonathan Woocher ✓  
✓Bennett Yanowitz ✓  
✓Henry Zucker ✓

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

List of People Attending Meeting of  
February 14, 1990 in New York City

Name	Present	Need ride to airport?	Airport	Time
Robert Abramson				
David Ariel				
David Arnow				
Jack Bieler				
Charles Bronfman				
John Colman				
Maurice Corson				
Susan Crown				
Joshua Elkin				
Eli Evans				
David Finn				
Seymour Fox				
Alfred Gottschalk				
Arthur Green				
Irving Greenberg				
Mark Gurvis				
Kathleen Hat				
Robert Hiller				
David Hirschhorn				
Robert Hirt				
Annette Hochstein				
Stephen Hoffman				
Carol Ingall				

Name	Present	Need ride to airport?	Airport	Time
Martin Kraar				
Mark Lainer				
Norman Lamm				
Sara Lee				
Virginia Levi				
Haskel Lookstein				
Morton Mandel				
Matthew Maryles				
Lester Pollack				
Charles Ratner				
Joseph Reimer				
Esther Leah Ritz				
Harriet Rosenthal				
Arthur Rotman				
Alvin Schiff				
Ismar Schorsch				
Daniel Shapiro				
Stephen Solender				
Herman Stein				
Paul Steinberg				
Isadore Twersky				
Jonathan Woocher				
Bennett Yanowitz				
Henry Zucker				

SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

COMMUNITY/FINANCE

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

Charles Bronfman  
Susan Crown  
Robert Hiller  
Mark Lainer  
Matthew Maryles  
Lester Pollack  
Charles Ratner  
Daniel Shapiro  
Steve Solender

RESEARCH AND PROGRAMMATICS

(Eli Evans, chair, A. Hochstein,  
V. Levi, J. Reimer, \*J. Woocher)

Robert Abramson  
David Arnow  
John Colman  
Joshua Elkin  
Fred Gottschalk  
Arthur Green  
Yitz Greenberg  
Kathleen Hat  
David Hirschhorn  
Carol Ingall  
Alvin Schiff  
Bennett Yanowitz

PERSONNEL

(S. Lee, chair, D. Ariel,  
S. Fox, A. Rotman, \*H. Stein)

Jack Bieler  
Maurice Corson  
Robert Hirt  
Norman Lamm  
Haskel Lookstein  
Esther Leah Ritz  
Harriet Rosenthal  
Ismar Schorsch  
Paul Steinberg  
Isadore Twersky

\* Recorder

SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

C - COMMUNITY/FINANCE

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

~~Charles Bronfman~~ -  
Susan Crown  
Robert Hiller  
Mark Lainer  
Matthew Maryles  
Lester Pollack  
Charles Ratner  
Daniel Shapiro  
Steve Solender

A - RESEARCH AND PROGRAMMATICS

(Eli Evans, chair, A. Hochstein,  
V. Levi, J. Reimer, \*J. Woocher)

Robert Abramson  
David Arnow  
John Colman  
Joshua Elkin  
Fred Gottschalk  
Arthur Green  
Yitz Greenberg  
Kathleen Hat  
David Hirschhorn  
Carol Ingall  
Alvin Schiff  
Bennett Yanowitz

B - PERSONNEL

(S. Lee, chair, D. Ariel,  
S. Fox, A. Rotman, \*H. Stein)

Jack Bieler  
Maurice Corson  
Robert Hirt  
Norman Lamm  
Haskel Lookstein  
Esther Leah Ritz  
Harriet Rosenthal  
Ismar Schorsch  
~~Paul Steinberg~~  
Isadore Twersky

\* Recorder



SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

Redo

COMMUNITY/FINANCE

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

- ✓ Ron Appleby
- ✓ Charles Bronfman
- ✓ Susan Crown
- ✓ Fred Gottschalk
- ✓ Vitz Greenberg
- ✓ Robert Hiller
- ✓ Haskel Lookstein
- ✓ Matthew Maryles
- ✓ Daniel Shapiro
- ✓ Isadore Twersky
- ✓ Stephen Solender

✓ C. Ratner  
L. Pollack

MARK LAINER

PERSONNEL

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

- Maurice Corson
- Joshua Elkin
- Arthur Green
- ✓ Henry Koschitzky
- Robert Hirt
- Sara Lee
- ✓ Florence Melton
- ✓ Charles Ratner
- HASKELL LOOKSTEIN
- FRED GOTTSCHALK
- HARRIET ROSENTHAL

PROGRAMMATIC ARENAS

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

- ✓ Kathleen Hat
- ✓ Eli Evans
- ✓ Carol Ingall
- ✓ Mark Lainer
- ✓ Lester Pollack
- ✓ Harriet Rosenthal
- ✓ Ismar Schorsch
- ✓ ISADORE TWERSKY
- ✓ VITZ GREENBERG

RESEARCH

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

- ✓ David Arnow
- ✓ Jack Bieler
- ✓ David Hirschhorn
- ✓ Norman Lamm
- ✓ Alvin Schiff

HLZ suggests that we  
combine the Research + Programmatic  
groups.

good idea

add

ROBT LOWE

Paul STEINBERG

Bob ABRAHAMSON  
WASSERSTROM  
EIN

SUGGESTED BREAKDOWN FOR PANELS

ON 2/14/90

COMMUNITY/FINANCE

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

Charles Bronfman  
Susan Crown  
Robert Hiller  
Mark Lainer  
Matthew Maryles  
Lester Pollack  
Charles Ratner  
Daniel Shapiro  
Steve Solender

PERSONNEL

(E. Ritz, chair, D. Ariel,  
S. Fox, A. Rotman, H. Stein)

*Bieler* ✓  
Maurice Corson ✓  
~~Joshua Elkin~~  
~~Fred Gottschalk~~  
~~Arthur Green~~  
Robert Hirt ✓  
Sara Lee  
Haskel Lookstein ✓  
Harriet Rosenthal ✓

Add

Robert Abramson  
David Finn - *float*  
~~Robert Loup~~  
Paul Steinberg

RESEARCH AND PROGRAMMATICS

(B. Yanowitz, chair, A. Hochstein,  
V. Levi, J. Reimer, J. Woocher)

David Arnow ✓  
~~Jack Bieler~~  
John Colman ✓ *Elkin*  
Eli Evans

Yitz Greenberg ✓  
Kathleen Hat ✓  
David Hirschhorn ✓  
Carol Ingall ✓  
~~Norman Lamm~~  
Alvin Schiff  
~~Ismar Schorsch~~  
~~Isadore Twersky~~

*Gottschalk* ✓  
*Green* ✓  
*Abramson* ✓  
*Loup*

\* *recorders*

# Seating Arrangement - 10/23/89

side A	Pallack	side C -	Hat
	Bronfman		Hoffman
	Hirschhorn +		Corson
	Fax		Woocher
	Mandel		Dugall
	Zucker		Schwartz -
	Ganowitz		Reimer
	Crown		Dubin
	Lamm		Solender -
	Ritz		Guss -
side B	Schorsch	side D	Gurwits
	S. Crown		Levi
	Elkin		Myers
	Colman		Lee
	Schiff		Tweedy -
	Milton		Arnold
	Hochstein		Kraus
	Rosenthal +		Biller
	Rotman		Stein
	Koschitzky -		Mayles +
	Heller		Evans +
			Green



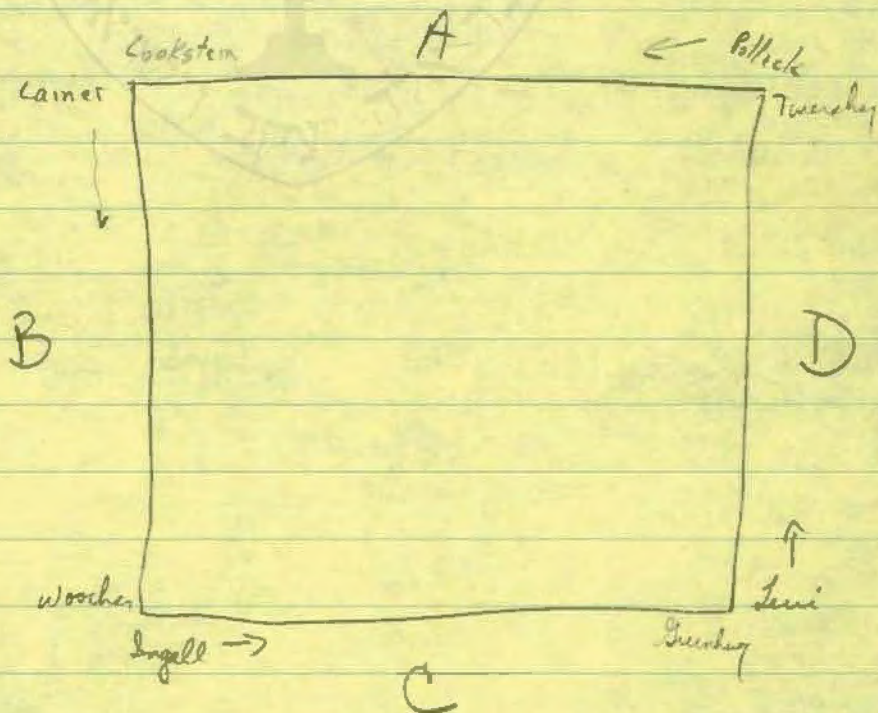
# Seating at Mtg. # 5

A  
 Pollock  
 Evans  
 Hirschhorn  
 Fox  
 Mandel  
 Zucker  
 Yanowitz  
 De  
 Lookstein

C  
 Ingall  
 Reimer  
 Green  
 Stein  
 Kraas  
 Colman  
 Kottschalk  
 Schiff  
 Fain - 1:00  
 Ariel  
 Salender  
 Greenberg - 2:00


D  
 Levi  
 Hurvis  
 Ahramson  
 Hat  
 Elkin  
 Tamm  
 Ratner  
 Schorsch  
 Rosenthal  
 Corcor  
 Hoffman  
 Twersky

B  
 Laine  
 Biele  
 Mayles  
 Hochstein  
 Shapiro  
 S. Crow  
 Arrow  
 Ritz  
 Haller  
 Rotman  
 Hixt  
 Woosher





TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton L. Mandel,  
Joseph Reimer, Art Rotman, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi 

DATE: 12/18/89

SUBJECT: Suggested Interview Schedule

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Enclosed is the interview schedule proposed by Annette Hochstein for use in the current round of commissioner interviews. In order for the interviews to have an impact on the next draft of recommendations, it is important that they be conducted and reports be submitted to me as soon as possible.

Also enclosed is a list of current interview assignments.

I will be in touch in early January to follow-up on any interviews for which I have not yet received reports.

Enclosures

TOWARDS THE FIFTH COMMISSION MEETING

INTERVIEW OF COMMISSIONERS  
SUGGESTED SCHEDULE

I. Purpose of the Interview

This interview is perhaps the most critical to date, as we are seeking the commissioners' response and input, for the suggested recommendations.

The interview should be aimed at ensuring that the commissioner has an understanding of the overall direction in which the Commission is moving:

Personnel and the community will be dealt with across-the-board, within the context of a number of communities. The process will be facilitated by a mechanism for implementation and will be adequately funded.

Individual commissioners may be particularly interested in specific areas (continental strategies; programmatic agendas; research).

II. Elements of the Interview

A. Briefly review the meeting of October 23.

You may want to remind the commissioner that the Commission is committed to two outcomes: a final report and a plan for implementation. At the fourth meeting the plan of action was endorsed (see page 3) and at the fifth meeting we will be presenting a draft of the recommendations for the final report.

B. The recommendations

Beyond the general thrust of the work, it may not be necessary to discuss every recommendation with each commissioner; you may choose to focus on those recommendations in which a commissioner has a special interest.

We are interested in the specific reactions of commissioners - questions that need clarification, suggestions for the recommendations, comments which may be incorporated (directly or implied) into the final report. Accounts of such comments in your interview report might be useful for quoting in the report.

Attached is a summary of the recommendations which can be used for reference (see pages 4, 6). However, it is suggested that you take along the complete document ("A Decade for Renewal") which contains elaborations of each of the recommendations.

Please Note:

The most significant divergence from the current list of recommendations and the full report is in the section on community. HLZ will draft a new recommendation on the community which will emphasize the importance of creating a climate conducive to change in Jewish education and discuss funding in more detail. The idea of a fund for Jewish education will not be included in the recommendation. Rather, the importance of federation funding (through their endowment funds and annual campaigns) and the potential contribution of family foundations will be stressed.

III. Check attendance for February 14th; remind commissioners of the longer hours.

10/29/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Mona Ackerman  
Charles Bronfman  
Lester Crown  
Alfred Gottschalk  
David Hirschhorn  
Sara Lee  
Seymour Martin Lipset  
Charles Ratner  
Isadore Twersky

Annette Hochstein

David Arnow  
Norman Lamm  
Robert Loup  
Morton Mandel  
Matthew Maryles  
Florence Melton  
Esther Leah Ritz  
Ismar Schorsch  
Peggy Tishman

Stephen Hoffman

Ronald Appleby  
Robert Hiller

Morton Mandel

Max Fisher  
Joseph Gruss  
Ludwig Jesselson

Joseph Reimer

Jack Bieler  
Josh Elkin  
Irwin Field  
Arthur Green  
Carol Ingall  
Henry Koschitzky  
Mark Lainer  
Haskell Lookstein  
Alvin Schiff  
Lionel Schipper  
Harold Schulweis  
Isaiah Zeldin



Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Stuart Eizenstat  
Eli Evans  
Donald Mintz  
Daniel Shapiro

Jonathan Woocher

Mandell Berman  
Maurice Corson  
David Dubin  
Irving Greenberg  
Lester Pollack  
Harriet Rosenthal  
Bennett Yanowitz

Henry Zucker

John Colman

TO: Henry L. Zucker FROM: Mark Gurvis DATE: 12/20/89  
 NAME NAME  
 DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
 REPLYING TO  
 YOUR MEMO OF:

SUBJECT: INITIAL  
SUGGESTIONS FOR THE CLOSING MEETING

### GOALS

1. Provide opportunity for Commission to formally adopt the final report; *and determine how it is to be presented to the public + to special*
2. provide opportunity for Commission members to give guidance and blessing to *public* implementation efforts;
3. focus public attention on the work of the Commission, its recommendations, funding, and start of the implementation entity;
4. *Determine future of the Commission*
5. thank commissioners and other involved in the process for their efforts.

### Suggested schedule of events for June 12:

9:00 a.m.-noon -- Senior policy advisors meeting

noon-1:00 p.m. -- Lunch break

1:00-4:00 p.m. -- Commission meeting with following agenda:

- a. opportunity for Commission comments on final draft, *and on future of Commission*
- b. presentation on IJE and commissioner response,
- c. opportunity for Commission comments on overall process.

4:00 p.m. -- Press conference with Commission leaders

6:30 p.m. -- Celebratory event--open to commissioners, policy advisors, staff, researchers, outreach contacts, community leaders, etc.

Public relations component -- The press conference should provide an opportunity to present the final report to the public. The key elements should be:

- a. completion of study,
- b. development of implementation entities,
- c. securing of initial funding for five-year period,
- d. statements of support by key commissioners.

While the press conference should catch the daily news opportunities, June 12 should also be the focus of feature stories on the Commission in the New York Times, Wall Street Journal, ~~and~~ major Jewish periodicals, *and local Jewish papers.*

*Issue:* Should celebratory event await the ~~final~~ printing of the final report, presumably some weeks after June 12?

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## INITIAL SUGGESTIONS FOR THE CLOSING MEETING

### GOALS

1. Provide opportunity for Commission to formally adopt the final report and determine how it is to be presented to the public and to special publics;
2. provide opportunity for Commission members to give guidance and blessing to implementation efforts;
3. focus public attention on the work of the Commission, its recommendations, funding, and start of the implementation entity;
4. determine future of the Commission;
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Issue -- Should celebratory event await the printing of the final report, presumably some weeks after June 12?

cc: Virginia F. Levi

TO: Henry L. Zucker FROM: Mark Gurvis *WJ* DATE: 12/28/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: REVIEW OF DISCUSSION WITH ANNETTE HOCHSTEIN

I spoke with Annette Hochstein on December 27 and reviewed the research program and other elements of the Commission's work. She is planning to call you Tuesday morning, January 2, to review a number of items with you, some of which Annette and I talked about.

1. Bernie Reisman is well under way on his work on a paper on informal education. He and Annette have spoken several times, and he had meetings this week with Art Rotman and other Center leadership. He is also going to be meeting with denominational youth leadership at a meeting convened by Paul Friedman from United Synagogue. Annette and I recommend a budget of \$6,000 for this project, broken down as follows: fee -- \$4,500; travel expenses -- \$1,000; miscellaneous (telephone, postage, etc.) -- \$500.

Bernie would like to have part of the fee paid now, with the balance paid when he completes his work. Annette expects a first draft of the paper to be ready around mid-February.

2. Based on input and guidance on the meeting of researchers, Isa Aron is undertaking a major restructuring of her paper on professionalism. She expects to have the next draft of this paper ready in mid-January. However, this means that completion of the data collection piece will be delayed.
3. Aryeh Davidson should have the draft of his paper ready by January 15, and a first draft of Joe Reimer's paper is expected in the first few days of January.
4. As papers are approved by Seymour and Annette, they should be shared by express mail with senior policy advisors. After they have had several days to respond to the authors, the papers would then be shared with panels to include the researchers who met in December and others. The timing should work out such that Isa Aron's paper on professionalism and Aryeh Davidson's paper will be ready to share with commissioners before or at the February meeting. The balance of the papers would be ready to share with commissioners in later February or March. We will have to think about how this affects the planning for the structure of the February meeting.
5. Seymour and Annette have talked several times with David Finn and have shared those discussions with MLM while he was in Israel. They are optimistic about being able to work with him as the editor. Annette will talk this through with you on Tuesday.

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6. They are organizing for the January 23 teleconference, and she will review this with you as well on Tuesday. We should get a date from her on when we can expect to see the next draft of background materials for the February 14 meeting.



TO: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Mark Curvis  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 12/28/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Following is a draft of a letter to commissioners which would be the first of several to go between now and February 14. If it looks okay to you, we should run it by MLM, SF, and AH and get it out as soon as possible.

INTER-OFFICE CORRESPONDENCE

Draft - 1/3/90

Dear :

As we move towards the next Commission meeting on February 14, I thought it would be appropriate to bring you up to date on recent developments. Work is proceeding at a rapid pace in order to bring together all the ideas we have been discussing.

Discussions at our February 14 meeting will focus on the recommendations our Commission might make. The background materials you will receive in about a month will organize suggested recommendations into several broad categories along the structure of the action plan we discussed in October. As usual, you will be contacted by one of our staff members or senior policy advisors for an interview in the next few weeks. Please help us by scheduling ample time to talk through the critical issues we are now considering. This will be a very important opportunity for you to pre-screen the ideas before they are reviewed at the Commission meeting.

Another facet of our work has been a series of research papers commissioned to provide valuable knowledge and ideas. A review of the research program undertaken is enclosed. Several of the papers should be ready within the next four to eight weeks, and each will be shared with you as soon as it is ready.

We had a very successful meeting with representatives of communities at the CJF General Assembly in Cincinnati. Over 50 communities were represented, and the response to the work of the Commission and the opportunity it represents is

very positive. I am optimistic that many communities will be interested in responding to the report and working to implement its recommendations.

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

Sincerely,

Morton L. Mandel, Chair

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 1/3/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: COMMISSION ASSIGNMENTS

Attached is a copy of the most current Commission assignment sheet listing your assignments. I have marked the four with due dates within the next month and would appreciate your comments on their status.

I am also to remind you to call Mona Ackerman to encourage her to attend the February 14 Commission meeting herself, rather than send her assistant. I suggest that this be done within the next week, if possible. Her office telephone number is (212) 888-2035.

Attachment

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**SUBJECT:** COMMISSION ASSIGNMENTS

Attachment

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





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

73890 (REV. 10/85) PRINTED IN U.S.A.

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL

DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	QUE DATE	COMPLE OR REMO DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	10/24/89	2/1/90	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	ongoing	
3.	Work with M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
5.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	
6.	Invite Ackerman, Arnow, Evans, Fisher, Gruss, Jesselson, Koschitzky, Lainer, Melton, and Ratner to a group meeting of potential funders with MLM, Bronfman Crown, and Hirschhorn.		HLZ	12/6/89	1/31/90	
7.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		HLZ	12/6/89	1/5/90	
8.	Draft section on community for final report.		HLZ	12/6/89	1/15/90	
9.	Contact assigned commissioners to encourage attendance at February meeting.  - Lester Crown (also Susan) - Eli Evans - Mark Lainer - Daniel Shapiro  Let VFL know outcome as soon as possible.		HLZ	12/6/89	1/3/90	
10.	Review results of phone calls and recommend further action.		HLZ	12/6/89	1/5/90	

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia E. Levi  
Joseph Reimer

January 8, 1990

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

Dear Blanche:

This will confirm plans for the Commission on Jewish Education in North America to hold its meetings at the UJA/Federation of Jewish Philanthropies of New York on Wednesday, February 14, 1990. You are holding Conference Rooms A, B, and C and the Weiler Room for our use on that date.

1. Commission staff will plan to arrive at 8:00 a.m. to set up. We will need a registration table in the lobby area. I will bring a list of participants for the guard.
2. The room which will be used for our plenary sessions should be set up with an open square, covered with table cloths, to seat approximately 60, as before. (I will get you an exact count closer to the date of the meeting.) We may want to show slides, so should probably plan to hold the plenaries in Conference Room B.
3. We would like coffee, tea, and miniature danish available as people arrive, beginning at 9:00 a.m. The initial plenary session is scheduled to begin at 9:30 a.m. (Please note the change from previous meetings. We plan to meet until 5:00 p.m.)
4. We would like pitchers of water readily accessible on all of the tables throughout the day and request that someone be instructed to check periodically and refill the pitchers, as necessary.
5. We have not yet decided when we will break into small groups or whether lunch will be all together or in groups. I will let you know when that is clear.

6. We would like to repeat the same luncheon menu we have had in the past: cold fish plate of lox, whitefish, smoked fish, potato salad, cole slaw, dessert and beverage plus cottage cheese and fresh fruit. Adjacent to the buffet table please arrange to have a set-up for ritual handwashing. Also, as in the past, we would like to have soft drinks available in the afternoon.
7. We will want all of the sessions taped. I will discuss this with Alan Treitman closer to the event. I will also let him know whether or not we will need a podium and microphones and will work with him on duplicating the tapes at the conclusion of the meetings.

As always, I appreciate your help in arranging all of these details. Please feel free to call me at (216) 391-8300 to discuss this. I will be in touch with you later to discuss details.


We are working on scheduling our next meeting for mid-June. We are seeking another location, since your rooms are in use then. You may be holding space for us in late May or June. That can be released.

Sincerely,



Virginia F. Levi  
Commission Staff

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

FROM: Henry L. Zucker 

DATE: January 11, 1990

SUBJECT: February Meetings

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

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

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

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
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Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
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Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

January 10, 1990

Dear

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

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

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

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

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

Sincerely,

Morton L. Mandel  
Chair



## Work in Progress: Research Design

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

### I. Introduction

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

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

### II. Key Questions

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

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

We will deal with the following topics:

1. The Link Between Jewish Continuity and Jewish Education
2. The State of the Field
3. The Community
4. The Relationship Between the Community and the Denominations
5. The Shortage of Qualified Personnel
6. Training Needs
7. Jewish Education as a Profession
8. Recruitment and Retention
9. The Cost of Change
10. Best Practice
11. An Agenda for Programmatic Options

### III. The Questions Detailed

#### 1. THE LINK BETWEEN JEWISH CONTINUITY AND JEWISH EDUCATION

*The Question:* The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

*Research needed:* Optimally, the following should be undertaken in order to deal with this question:

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.
2. Empirical studies that deal with the link between Jewish education and meaningful Jewish continuity should be undertaken or, if they already exist, reported on.

*Feasibility:* A philosophical approach to the issue is highly feasible. However, given the paucity of data and the time constraints, an empirical study should be held for a longer term research agenda.

*Recommendation:*

- R\*            Ask a philosopher-educator to write a preliminary essay on this topic.

## 2. THE STATE OF THE FIELD

*The Question:* What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What are the opportunities for improvement and change?

*Research Needed:* A general statement (with data) should be offered, substantiating or disproving the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; etc.

At the same time, the statement should illustrate positive trends that have been identified. For example: increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more.

The quantitative data could include: 1) enrollment figures for various types of Jewish education; 2) the number of institutions for the various forms of education; 3) general data on personnel, including the number of educators in various settings, salaries and benefits. Qualitative data should be included where available. Optimally, empirical research about the effectiveness of various programs should be undertaken.

*Feasibility:* It is possible to offer at this time a general summary picture — mostly quantitative — about the state of the field. The preliminary data report prepared for the first Commission meeting could serve as a basis. Very little qualitative data exists. A literature review including studies such as W. Ackerman's many assessments of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, and the Miami Central Agency for Jewish Education's study on the Jewish educator should be undertaken.

*Recommendations*

- R            Draft a descriptive essay using existing data to offer an overview of the state of the field. Data from commissioned papers should be incorporated when relevant and analyzed in a way that will highlight both the problems and the opportunities.

\*R = Recommendation

### 3. THE COMMUNITY

*The Question:* What can be done to improve the climate in the community regarding Jewish education, and in turn, bring more outstanding leaders to work in Jewish education, develop adequate communal structures, and increase funding for Jewish education?

The climate in the community is often skeptical about the quality and potential of Jewish education. Many outstanding leaders do not choose to become involved with education. The organizational structures — local and national — are often fragmented and divided; some are obsolete. There are, however, clear signs of change, as expressed by the establishment of this Commission, as well as the local commissions on Jewish continuity.

There is a shortage of funding for both the personnel and programs of Jewish education. This shortage affects existing programs and deters the establishment of new programs.

*Research needed:* The following research would be helpful:

1. Organizational/institutional analysis: Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations, JCCs, BJE's, Judaica departments at universities, etc.). Who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, their financial resources and patterns of resource allocation. Point out conflicts and problems as well as trends and opportunities.
2. Resource analysis: Commission a paper on the financing of Jewish education (communal and private resources). Point out trends and major changes.
3. Market study: Possibly commission a survey on attitudes and opinions of the Jewish population concerning Jewish education, including questions such as how people perceive what exists; what their own Jewish educational experience was; how they perceive the needs; what programs and developments they would want. This survey could be undertaken with one or more of three populations: communal leaders, educators, the Jewish population at large.

*Feasibility:* It is possible at this time to present a preliminary view of the attitudes of leadership toward Jewish education. Some data is available from demographic studies conducted in recent years in several communities and analysis could yield significant knowledge. The large-scale studies belong on the long-term research agenda.

*Recommendations:*

- R In addition to the papers prepared by H.L. Zucker and J. Fox for the third Commission meeting, we recommend commissioning a paper on the organizational structures of Jewish education in North America. The paper should include an historical overview pointing to major changes and evolutions along with a map of the current situation.
- R A preliminary paper on the finances of Jewish education should be considered. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc.
- R Consider commissioning a survey of communal leadership's attitudes and opinions. If successfully carried out, such a survey could yield important data on the leaders of the community, their Jewish educational backgrounds, their opinions and suggestions regarding Jewish education, their view of the field, their assessment of quality and needs.
- R Use existing data from demographic studies of individual communities to assess the market for Jewish education.

#### 4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

*The Question:* Who in the Jewish community should be responsible for setting policy and allocating resources for Jewish education? Who could convene the many actors and forces now contributing to Jewish education so that they would complement each other?

*Research needed:* Analysis of the respective roles of denominations, congregations, and federations as regards Jewish education. The analysis would focus on opportunities for cooperative efforts, potential changes and emerging structures.

*Feasibility:* Case studies of federations, congregations and current cooperative ventures could be prepared in time for the Commission report. The larger analysis belongs in the longer-term agenda.

*Recommendations:*

In addition to the papers on "the community" (p. 13 above) the following would be useful:

- R           Case studies of federations that are increasingly involved in Jewish education — as conveners and as funders/policy-setters.
  
- R           Case studies of congregations as context for Jewish education. The case studies would involve questions such as: How is educational policy set within congregations? Who decides? What is the potential for change, for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policy setting and resource allocation)?
  
- R           Analysis of the conditions that would allow federations to take on greater responsibility while enabling the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with the decision-makers and the actors.

## 5. THE SHORTAGE OF QUALIFIED PERSONNEL

*The Question:* What is the gap between the personnel currently available for Jewish education in North America and the needs for qualified personnel? What are the elements of the problem? What is its scope? These questions are based on the assumption that there is a significant shortage of qualified personnel in North America in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, train, retain, and offer satisfying jobs and work conditions.

*Research needed:*

1. A paper outlining the elements involved in dealing with personnel (recruitment, training, retention, building the profession), how they are inter-related and why they should be dealt with simultaneously.



2. An analytic paper indicating the scope of need for personnel versus the current situation in the following terms: shortage of personnel by categories; profiles of educators as a first step toward defining the qualitative gap; what educators know (Hebrew, Jewish studies, education, administration); data on recruitment, training, retention, career ladders, etc.; data on needs from the employers' perspective. Positive trends should also be cited, such as the emergence of a pool of qualified senior personnel, positive signs in enrollment in training programs, etc.

*Feasibility:* Most available data is in research form. Some surveys of teachers have been undertaken and a number of such studies are now in progress (Los Angeles, Philadelphia). Analysis of these data can provide an initial look at the personnel shortage and help define areas for further research and potential intervention.

*Recommendations:*

- R        Gather available data from existing studies and through some direct primary data collection (e.g., a limited telephone survey to a carefully constituted sample of school principals to gather data on teachers' salaries, shortages, etc.). Use data from the options papers and from the other commissioned papers.
- R        Draft an analytic essay summarizing existing and specially collected data, to offer an analysis of the shortage of qualified personnel.

## 6. TRAINING NEEDS

*The Question:* What is the gap, qualitative and quantitative, between the training currently available for personnel in Jewish education and what is needed?

*Research needed:*

1. What training is currently available? In what types of programs? How many students actually graduate? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, yeshivot, training programs in Israel? What pre-service and in-service training is available for educators in the various formal and informal settings?

2. How much and what kinds of training are needed? What norms and standards should guide the training of educators?
3. What is the gap between existing training opportunities and the demand for teachers and other educators? Can existing programs grow to meet the need? What new programs need to be created? Is faculty available and, if not, what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

*Feasibility:* Research papers on existing training opportunities and on the shortage can be prepared in time for the final report. Data concerning the training history of current good educators in the field would have to be collected. It is not clear to what extent this could be done in time for the report.

The issue of norms and standards for training Jewish educators has not yet been addressed systematically or extensively. This major question should be placed on the long-term research agenda.

*Recommendations:*

- R            Prepare an inventory of current training opportunities.
- R            Conduct a literature survey on current approaches to training in general education and compare with existing practice in Jewish education.
- R            Gather data concerning the background and training history of good educators currently in the field.
- R            Draft a summary paper on training needs.

## 7. JEWISH EDUCATION AS A PROFESSION

*The Question:* Some commissioners and professionals claim that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. Is this indeed the case? If so, what interventions are required?

*Research needed:*

1. A comparative analysis of general education as a profession and Jewish education as a profession should be done. Some of the elements to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, status, professional networking.

*Feasibility:* A literature survey is a feasible assignment. However, little hard data on the profession of Jewish education is available. For example, there is no systematic data available on salaries and benefits. Limited data can probably be obtained from existing teacher surveys (Miami, Los Angeles, Philadelphia, Boston, Houston) or can be gathered through a limited survey.

*Recommendation:*

- R                      Commission a paper to assess Jewish education as a profession as compared to general education.

## 8. RECRUITMENT AND RETENTION

*The Question:* Are there pools of potential candidates who could be trained to work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained?

*Research needed:*

1. Undertake a survey aimed at identifying and assessing potential pools of candidates from among likely populations, e.g., Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.
2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g., financial incentives during training, salaries and benefits, job development and the possibility of advancement, better marketing and advertising of training and scholarship opportunities.
3. Examine the recruitment methods used by the training programs. How do the methods used to recruit Jewish educators differ from methods used by other programs (colleges, etc.)?

*Feasibility:* Market research would make it possible for us to identify and test potential pools of candidates. It will not be possible to do this in time for the Commission report, nor will it be possible to accurately identify the conditions for recruitment and retention. On the other hand, much could be learned from experimenting with existing hypotheses (e.g., directing systematic recruitment efforts at certain groups) and from the current experience of training programs in North America and Israel.

*Recommendation:*

- R            Collect data on recruitment and retention from existing studies, literature, surveys, studies from general education, and extensive interviews with knowledgeable informants in training programs and educational institutions in North America and Israel. Summarize this knowledge for the report.

## 9. THE COST OF CHANGE

There is virtually no information on the economics of Jewish education. Such information will be of great importance as the Commission considers how to intervene to effect across-the-board change. We have not dealt with this topic at present. We will relate to it following the next round of consultations.

## 10. BEST PRACTICE

*The Questions:*

What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement, and to replicate?

What vision of Jewish education will inform and inspire the report and its recommendations?

*Research needed:* In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

- Determine criteria for selecting outstanding programs;
- Define a method for canvassing the field and identifying possible candidate programs;
- Select a method of assessment;
- Assess and describe the program.

*Feasibility:* It may be possible to use one of many short-cut methodologies to offer a selection of best practice in the field of Jewish education. A systematic approach to this project should be on the long-term research agenda.

*Recommendation:*

- R            We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method of offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, but they do not offer the comprehensiveness or the depth of insight that a complete project would.

## 11. AN AGENDA FOR PROGRAMMATIC OPTIONS

*The Question:* How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

*Research needed:* Expand the data gathering and analyses on the the various programmatic options.

*Recommendations:*

- R            Develop a narrower list of programmatic options by combining topics that belong together. Outline a broad agenda for each, pointing to opportunities, needs, scope, and feasible targets for each.
- R            Consider the strengths and weaknesses of an umbrella organization for dealing with programmatic options.

#### IV. Papers to be Commissioned

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



\_\_\_\_\_ I plan to attend the Senior Policy Advisors planning meeting at 1:30 p.m. on Feb. 13 at JWB.

\_\_\_\_\_ I plan to attend the Commission meeting at 9:00 a.m. on Feb. 14 at the UJA/Federation.

\_\_\_\_\_ I plan to attend the Senior Policy Advisors debriefing meeting at 8:30 a.m. on Feb. 15 at JWB.

\_\_\_\_\_ Sorry, I will be unable to attend the meeting(s) on:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone

Please respond by February 2, 1990.

Ms. Virginia F. Levi  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Revised January 15, 1990

*M. Mandel*

**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

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

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

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

## Summary and Recommendations

### 1. The Action Plan and Its Implementation

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

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

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

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

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

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

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



## 2. How Will We Begin Implementation?

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

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

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

*ALL OF THIS WILL LEAD TO CHANGES OF*

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

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

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

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

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

*SAME*

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

## Programmatic Arenas

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

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

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

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

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

## Research

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

## Community Action Sites

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

## The Facilitating Mechanism

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



## Introduction

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

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

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

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

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

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

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



## 2. Personnel

### L. Background

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

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

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

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

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

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

This will involve:

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

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

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

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

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

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

## II. Recommendation

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

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

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

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



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

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

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

Help



## 4. Research

### I. Background

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

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

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

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

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

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

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

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

## II. Recommendations

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

M.H.



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

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

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

## 3. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

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

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

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

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

## 6. The Facilitating Mechanism

### I. Background

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

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

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

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

### II. Recommendations

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

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

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

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

### III. Governance and Relationship to the Commission

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

#### A. GOVERNANCE

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

## B. CONTINUATION OF THE WORK OF THE COMMISSION

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

A second possibility would have the full Commission convene once a year—possibly in an enlarged format, becoming a major communal forum on Jewish education. This forum would review progress on implementation and <sup>receive</sup> review reports on the state of the field of Jewish education in North America. ~~The mechanism might be accomplished by it.~~ *no!*

## IV. Tasks & Functions

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

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



5. To prepare progress reports for public discussion of the central issues of Jewish education.
  6. To facilitate the development and enhance the effectiveness of a network of existing commissions on Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites and other relevant organizations, for the promotion of change and the diffusion of innovation.
- B. In order to meet these complex tasks, the mechanism will insure that the following functions are performed.

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

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

The research function will:

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

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

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

HLZ

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

## Summary and Recommendations

### 1. The Action Plan and Its Implementation

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

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

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

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

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

*not a pool*

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

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



Draft Draft Draft

## 2. How Will We Begin Implementation?

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

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

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

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

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

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

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

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

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

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

## A Ten-Year Plan

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

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

## The Community / Financing

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

## Personnel

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

## Programmatic Arenas

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

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

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

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

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

## Research

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

## Community Action Sites

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

## The Facilitating Mechanism <sup>Implementation</sup>

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

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

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

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

### III. Governance and Relationship to the Commission

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

#### A. GOVERNANCE

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

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

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

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

The community interface function may deal with:

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

## 3. *Funding facilitation*

This function may include the following:

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

25  
Mr Henry L. Zucker  
Director  
The Commission on Jewish Education  
in North America  
Mandel Associated Foundations

January 16, 1990

Dear Hank,

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

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

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


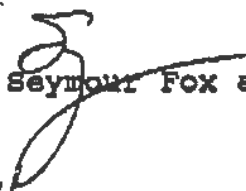
We have not included a suggested title for the report as we now believe that this will be part of the assignment of the writer of the Commission report.

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

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

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

Sincerely,

  
Seymour Fox and Annette Hochstein

TO: David S. Ariel, Stephen H. Hoffman, Martin S. Kraar, Joseph Reimer,  
Arthur Rotman, Herman D. Stein, Jonathan Woocher

FROM: Virginia F. Levi

DATE: January 16, 1990

SUBJECT: BACKGROUND MATERIALS FOR THE FEBRUARY 14 COMMISSION MEETING

-----

We have just received the enclosed materials from Israel and are sending them immediately on to you. The section on community is still to come--we hope by Thursday. This document will be a major topic of discussion on January 23.



TO: Morton L. Mandel

NAME

DEPARTMENT PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT PLANT LOCATION

DATE: 1/22/90

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

We're having a hard time arranging a meeting of the foundation principals.

Charles Bronfman is not available on February 16 and April 3 and probably not on March 5. He might be able to attend a meeting before or after the February 14 Commission meeting.

I have not checked Lester Crown or David Hirschhorn for dates in light of Bronfman's unavailability.

I am now suggesting the possibility of a meeting about the time of the Commission meeting, specifically February 13 dinner, or February 14 or 15 breakfast. (Bronfman's secretary suggested the possibility of a meeting on February 15 but had not cleared this with Bronfman.) A February 14 meeting would need to be squeezed in before the Commission meeting. A February 15 breakfast meeting would need to be squeezed in before the senior policy advisors meeting, which means that the senior policy advisors should probably start at 9 or 9:30 instead of 8:30.

The following persons plan to attend the Commission meeting on February 14: Arnow, Bronfman, Corson, Evans, Hirschhorn, Lainer, Maryles, Melton, Ratner and possibly Koschitzky. We have not yet heard from Fisher, Hiller, or Jesselson. Susan Crown plans to attend and presumably could tell us about the Crown projected financing plan. These persons would be invited to the foundation principals' meeting if it is held in connection with the Commission meeting date.

We probably also would invite Sanford Bernstein and/or Avraham HaCohen, and possibly one or two other New York-based foundation principals who have an interest in Jewish education.

If we try to get together on February 13, 14 or 15, I would telephone each of the invitees, and confirm the invitation by mail. Going ahead with the meeting would depend on who responds positively. It might not be a bad idea to meet with as many as we can get and then possibly project another meeting in April or May.

INTER-OFFICE  
CORRESPONDENCE

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ginny Levi  
FROM: Jill Berinson  
FAX NUMBER: 216 361 9962

DATE: 25 January, 1990  
NO. PAGES: 1

JW - Please note  
# 2 + 3

*[Handwritten signature]*

Hi Ginny,

A few pre-trip requests:

1. Could you please try to set up an appointment for Annette with Jesselson on Monday, February 5 - any time after 10:00am.

2. Can you please send two copies of all research papers to the Mayflower for Annette before her arrival. She needs them for meetings with Finn and others. Isa (both documents) anyah, Joe, CAFE, Field Notes.

3. When the Commission materials are printed could you please send a box of 100 to the Mayflower for Annette to carry back home.

Thanks,

*Jill Berinson*

\* mailed 1 set to David Finn - 1/29

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi  
NAME *VFL*  
DEPARTMENT/PLANT LOCATION

DATE: 1/29/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

This is a reminder that you are to ask Haskel Lookstein to make concluding comments at the Commission meeting of February 14. He can be reached at (212) 427-1000. Please let me know when you have a response from him.

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TO: Virginia F. Levi  
NAME  
DEPARTMENT-PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT-PLANT LOCATION

DATE: 1/29/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

*HLZ*

SUBJECT:

If David Finn attends the Commission meeting, the agenda will have to include an introduction of him and his responsibility with the Commission.

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TO: Virginia F. Levi  
NAME  
DEPARTMENT PLANT LOCATION

FROM: Mark Gurvis *MG*  
NAME  
DEPARTMENT PLANT LOCATION

DATE: 1/30/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

In my conversation with Annette today she requested that slide projectors be available for several of our upcoming meetings. In particular, she would like a projector for the Commission staff meeting on February 7, the senior policy advisors meeting on February 13, and two projectors at the Federation for February 14. We should confirm with her that we are able to supply the projectors.

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COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

January 31, 1990

Mr. Alan Treitman  
UJA/Federation of Jewish  
Philanthropies of New York  
130 East 59 Street  
New York, New York 10022

Dear Alan:

As you suggested, I am sending you a schedule of our Commission meetings for February 14, 1990, with audio/visual needs indicated.

9:30 - 11:00 a.m.--Plenary Session--Conference Room B

The room will be set up in an open square to seat 50. Please plan to tape the session. We also need two screens and two slide projectors (either in the room or from your projection booth, whichever will work best) to be used for approximately 20 minutes during this opening session. One will be set on the same slide for the entire presentation while the other will change. We would also like a free-standing podium with microphone in a corner at the "front" of the room.

11:00 a.m. - noon--Group Discussions--F. G. Rosenwald. and Weiler Rooms

We will need tape recorders in each of these rooms. They will be operated by a participant in each group. (If you can come up with four recorders, I would happily not bring mine to New York.)

12 noon--Lunch--Conference Room A and Borg Room

No audio/visual equipment required.

1:00 - 3:00 p.m.--Group Discussions as described above

We will need the tape recorders for these meetings.

3:00 - 5:00 p.m.--Plenary Session--Conference Room B

Please tape, same as the morning session.

At the conclusion of the day, I will need a duplicate set of the tapes which will have been made throughout the day. As we discussed, I will try to get you tapes for duplication as the day proceeds. To the extent that this is not possible, I will bring them to you at 5:00 p.m. and ask that you make the copies while I wait.

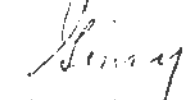
Mr. Alan Treitman  
January 31, 1990

Page 2

There is a chance that the four discussion groups will become three, in which case I will let you know. I will also notify you of any changes in the schedule, although I believe that it is fairly well set.

Thank you very much for your help in all of this. Please feel free to call if you have any questions. I look forward to seeing you on the 14th.

Sincerely,

A handwritten signature in cursive script, appearing to read "Virginia", written in dark ink.

Virginia F. Levi  
Commission Staff



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurevis  
Virginia F. Levi  
Joseph Reimer

January 31, 1990

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

Dear Blanche:

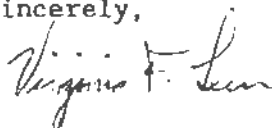
Following are details for meetings of the Commission on Jewish Education in North America scheduled for Wednesday, February 14, 1990. These are an elaboration of our telephone conversation of January 26 and supplement my letter to you of January 8.

1. Please set up Conference Room B for plenary sessions to seat 50. The meeting will open with a plenary session from 9:30 - 11:00 a.m. and close with another from 3:00 - 5:00 p.m.
2. We are planning to break into four smaller groups of approximately 12 each at 11:00 a.m. for 1 hour and again at 1:00 p.m. for 2 hours. I understand that Rooms F, G, Rosenwald, and Weiler will be set up for this purpose. Please have water, coffee, and soft drinks set up in these rooms.
3. We will break for lunch at 12 noon. It appears that we will have 12 people for lunch in the Borg Room, with the remaining 38 to eat in Conference Room A. You indicated that you would have a separate set-up in the Borg Room so that that group could go directly there at noon and have everything including food, beverages, and a set-up for ritual handwashing. The same would be set up for the larger group in Conference Room A.

I have been in touch with Alan Triteman about audio/visual needs and will confirm these to him in a separate letter.


As always, I appreciate your help and encourage you to call if you have any questions.

Sincerely,



Virginia F. Levi  
Commission Staff

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

FROM: Henry L. Zucker 

DATE: February 1, 1990

SUBJECT: COMMISSION RESEARCH PAPERS

---

Enclosed is a revised version of section four of Isa Aron's paper on professionalization which was distributed to you earlier. Please replace the original section with the enclosed. Please let me know by February 8 whether you would like to suggest changes in the paper. The reactions of the senior policy advisors will determine how much time to set aside at a senior policy advisors' meeting to discuss this paper. If comments are generally favorable, we will distribute this paper to commissioners at the February 14 meeting.

Also enclosed for your review is a draft of Aryeh Davidson's paper on "The Preparation of Jewish Educators in North America: A Research Study." This is a first draft and may be revised somewhat before your feedback is requested.

Other papers are in progress and will be distributed to you as they are ready.

Also enclosed is the cover letter and background materials sent to commissioners.

VFL

MEMO TO: Seymour Fox, Annette Hochstein  
FROM: Mark Gurvis *mg*  
DATE: February 9, 1990  
SUBJECT: Suggested Questions for the Discussion Groups

-----

Based on my conversation with Annette, I've restructured some of the questions, particularly on the first page. I understand you will be working on them this weekend. You can reach me at home if you like (216-932-6419).

COMMUNITY/FINANCING (Pages 7-10)

1. What is needed from a national perspective to help nourish local committees and commissions on Jewish education?
2. How can we foster the partnership between the communal and congregational worlds?
3. Is it realistic to expect significant federation movement in the next five years given the expected demands of Soviet Jewish resettlement? How can the Commission help communities transcend the exigencies of the moment?
4. Is there more we should be recommending on increasing the level of top community leadership support and involvement in Jewish education?

PERSONNEL (Pages 11-14)

1. Given the scope of the work in personnel, how can we frame the recommendations so that the report will focus attention and galvanize resources rather than overwhelm and discourage? Does the concept of a ten year plan help in this way?
2. How should we work with institutions and communities to foster cooperative approaches to these issues?
3. Should we have national standards for salaries and benefits?
4. How can we move communities and institutions towards considering professional positions in Jewish education as cross-institutional (e.g. can an early childhood specialist be considered the community's expert, and hold joint appointments between the local bureau and JCC)?

+ - AREAS FOR PROGRAMMATIC INTERVENTION (Pages 15-17)

1. How feasible is it for the facilitating mechanism to serve as a broker for development of these different areas?
2. Is it appropriate for the mechanism to set priorities among the areas?
3. How can we ensure that efforts in these areas are linked to the efforts of the community action sites, so that demonstrations have the best chance of success?
4. In simultaneously working to establish community action sites and offering assistance in developing programmatic areas, should the implementation mechanism focus remain on the selected community action sites, or might it facilitate work on programmatic areas both in community action sites and elsewhere?

E.L.S. COMMUNITY ACTION SITES (Pages 18-24)

1. In working with local sites, what is the right balance between facilitating local efforts and serving as the driving force behind those efforts? How autonomous should local sites be?
2. How can the resources of national and international Jewish institutions best be brought to bear on the work of local sites?
3. Should the scope of community action sites be an entire community, or should it be organized around different cuts into Jewish education?
4. What kind of local buy-in or investment is appropriate for community action sites? What kind of local structure, funding commitments, etc. are necessary?
5. What kind of monitoring structure/process will be helpful?

P - 1 RESEARCH (Pages 25-26)

1. Should the facilitating mechanism focus largely on ensuring evaluation of its own efforts or should it pursue a broader research agenda?
2. How might evaluation of community action sites be facilitated? How much should be a local responsibility?
3. Should the facilitating mechanism encourage standard data-gathering in local communities to facilitate comparative assessment?

3)

FACILITATING MECHANISM (Pages 27-32)

1. The key concept behind the facilitating mechanism is its role as a small staff serving as a catalyst and broker. Is this realistic? What relationships are necessary?
2. How can the facilitating mechanism most productively work with existing agencies such as JESNA, JWB, CJF, the seminaries, the denominations, others?
3. What are the unique functions of the facilitating mechanism and what might be shared or delegated/contracted to others?
4. How can we define objectives and tasks so as to not overwhelm the facilitating mechanism or create too many constituencies to which it must respond?
5. How can such a mechanism best be governed?
6. What strategies during the next six months to a year to get the facilitating mechanism off to the right start?

TO: Anita Epstein  
Bea Katcher  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Ginny Levi  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 2/12/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

I really appreciate your being here, again. You're the ones who keep this whole thing on track. I've tried to list below all the areas that I know now will need your attention. For things that come up during the day, I know that you'll punt.

1. Attached is a checklist for your use in registering people and checking on transportation needs to an airport. I've put a light check mark to the left of the names of people most likely to need rides. [Remember, the meeting is scheduled to end at 5:00, so unless people specify otherwise, that's when we'll need the cars to the airport.]
2. Name tags will be on the registration table, as in the past.
3. Attached are two copies of the agenda for the day. I've marked on them the rooms in which meetings will take place. Please be sure you know where each of these rooms is so that you can direct people. The group letter of each person's discussion group is on the name tag.

Would one of you keep an eye on the set-up of the rooms for the discussion groups to be sure they have enough room (size of groups listed on agenda) and that all extraneous furniture has been removed? [MLM said that one of the rooms had extra chairs piled in a corner last time...not ok.]

4. A small group of potential funders (<sup>11</sup>12) will be meeting for lunch in the Borg Room. Please be sure that you know where that is and can direct anyone who asks about it. This is by invitation, only, so don't bring it up with anyone who doesn't specifically mention it.
5. If possible, I'll give you a chart indicating where people are seated so that you can direct anyone who is late to his/her place.

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VIRGINIA LEVI

ITINERARY FOR THE WEEK OF FEBRUARY 12, 1990

TUESDAY, FEBRUARY 13

Depart Cleveland @ 8:30 A.M. - Arrive NYC, LaGuardia @ 10:00 A.M.  
Continental #614

Check in at the hotel: Roger Smith Winthrop Hotel  
501 Lexington Avenue at 47 Street  
New York, NY 10017  
(212) 755-1400

Senior Policy Advisors Meeting - 1:30 - 5:00 P.M.

JWB  
15 East 26 Street  
New York, NY 10010  
(212) 532-4949

Return to the Winthrop Hotel

WEDNESDAY, FEBRUARY 14

Commission Meeting - 9:00 A.M. - 5:00 P.M.

UJA/Federation  
130 East 59 Street  
New York, NY 10022  
(212) 980-1000

Return to the Winthrop Hotel

THURSDAY, FEBRUARY 15

Senior Policy Advisors Follow-Up Meeting - 8:30 A.M. - 12 Noon

JWB  
15 East 26 Street  
New York, NY 10010  
(212) 532-4949

Depart New York @ 4:00 P.M. - Arrive Cleveland @ 5:33 P.M.  
USAir #195

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15 East 26 Street  
New York, NY 10010  
(212) 532-4949

- pads, pencils,  
folders.

Commission books

- boxes to UJA  
- group letters on name tags  
- discussion guides

- agendas in books

Return to the Winthrop Hotel

- seating chart for 2/14 (see AH+SF)

WEDNESDAY, FEBRUARY 14

Commission Meeting - 9:00 A.M. - 5:00 P.M.

UJA/Federation  
130 East 59 Street  
New York, NY 10022  
(212) 980-1000

Need: books, pencils, place cards, pads  
Nametags, list to doorman, registration list,  
memos to Bea + Anita, tapes, my pad

Return to the Winthrop Hotel

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JWB  
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folders, pads, pencils

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USAir #195

2/13 - SPA's

MLM, HLZ, SF, AH, SH, MK, MG, JW, DA, JR, HDS

## I. Min. & Assignments

MLM - The process we've undertaken is useful  
Assignments - HLZ #2 - for mechanism

MK re Hillel - It's 1 significant org. for college kids

## II. Desired outcomes of meeting

- Where do we want to be at 5:00 Wed.?

JR - To feel they've had a chance to go over issues in depth -  
To feel involved.

HLZ - Feel that our issues are accepted. Measure by tone.

SF - Let people comment on style as well as substance.

MLM - How can we get people to be more participative?

MK - Pro talking more than lay people

~~SE~~ MLM will be more aggressive in calling on people.

★ Will create list of people to call on re specific subjects.

JR - How do we want to "handle" people who are negative?

Issues to worry about:

SF - ISE & its location (organization)

- Evans re programming

- Greenberg - taking on too much

JW - some may be concerned it's not groundbreaking enough:

① How will this get done? ② What about all the other communities?



MLM - There's not a lot new. "We're going to get it done."

Re communities: How would you like other communities to be affected?

SF - We'll be studying how to involve other cities.

HLZ - Greenberg - How can you do this w/out a big staff? ISE as catalyst.

Cleveland Tomorrow - model for ISE. Power - in people on board.

Delivers \$, influence, power - ideas are implemented

DA - Acknowledge that changes are already taking place fr. inspiration of Commission. Initiatives galvanized by com.

JR - Concern re "flat campaign" + needs for Soviets - MLM - There's a lot of \$ avail. for exceptional causes.

~~We can't~~ SHH - Have to have a long view. Soviet crisis will pass, or we'll adjust to it. We're giving a reason to raise more \$.

MR - Don't accept that campaigns are flat + resources strained. → Self-fulfilling prophecy. Communities can do more if they get behind.

HLZ - The money is there when the cause is there. Set aside.

SF - Role of ISE = honest broker.

HDS - Commission - investment for future.

### III. Review of 2/14 mtg. - HLZ

MLM intro - what we want to achieve

HDS - If we're going to wait for disc. until end of 3 reports, chair shd. list a couple of main pts fr. each report.

MB-alt. - Report on subject rather than by grp.

JW - Can refer for disc. to ea. of the 6 basic topics -

MLM - Ash scribes for a couple of bullet pts. on ea.



\* Update on Gallup poll

SF - ~~the~~ Review Eli Evans media report - Funding video library.

#### IV Groups

Discussion Guides

- distribute to staff + chairs

Scribes - Have chair summarize w/ major pts.

- bullet pts for chairs

#### Report on Gallup Poll

28% under 40 intermarried

11% married to converts

Age 40 - 59 ~~intermarried~~ 16% intermarried, 3% <sup>married to</sup> convert

Over 60 - 11% intermarried, 2% married to converts

What happens to children of intermarried couples  
 $\frac{1}{3}$  the g. ed. happening

Pre-school 62% where both g. 31% int. etc.

Preschool - children of intermarrieds don't participate as much



We have returns that indicate . . . Trends

## V. Arrangements w/ Finn

Question - what will be ready in May - a draft to present to Commission? Report could be ready for June 12. Celebration later.

Lock in June 12. Probably public event later.

## VI. Update on denominations

\* \* \* MCM report - People took seriously. They want in.  
\* \* \* Distribute summaries of mtg w/ denominations to SPTs.  
\* Book Haven't gotten to pulpit rabbis. Need to discuss.

IR - invited to New England UAH C mtg in Oct.

## VII. Status of Research Papers

1. Fox & Scheffler - rel. bet. J. Ed & J. cont. - Draft coming soon
2. Acherman - Org. structure of J. Ed in NA - just in will be distributed soon
3. HLZ - Community Org. - may revise
4. J. Fox - may update



5. Reimer - Phase I done Phase II now underway.
6. Davidson paper - Ready to go out when SPT's ready
7. I. Aron - ready when SPT's approve
8. Data gathering & analysis - in
9. Reiman - working
10. Gallup poll
11. CASE - ready to circ. to SPT.
12. Analysis of surveys - being finished.

Now what?

\* We could begin program of release every 2-3 wks.  
2 papers have been circulated. Can they have responses by Thurs?

MLM - Set a response date for each paper.

MB - Forum for ea. one?

HDS - Where there are serious problems, call people tog.

MK - Suggest 2 - MB + AH set timetable. They decide degree of problems.

1. Nothing controversial
2. Telephone conference
3. People come tog.



When respondent thinks ~~as~~ a problem/issue is major, he'll call to AH's attention.

Mb will contact people.

Request written response to ea. paper by a date Mb set.

He'll call anyone he hasn't heard from.

---

Fillers in JM - Research paper status  
Recorders - take 5<sup>th</sup> min. to get tog. ideas

~~ST~~ HDS - When research papers published, there shd be an overview of how this fits in.



## II. Plenary

MLM -

Intro of guests - Ahronson + Hirt

- We've retained Puder Finn to edit final report
- Have scheduled 6th mtg for 6/12
- We have an answer to the question - Was this a good time in NA to put tog. this commission. Could we put tog a high powered com. representing pluralistic Jewish world + come to agreement?  
Yes

## Review agenda

We need to succeed "big" in personnel + comm/fin.  
Where we'll make a dif is how we cause things ~~to~~ to happen.  
Today - need best thinking on these topics.

By adjournment - we'll have spns to recommendations to factor into final draft.

## Announcements

1. We have a systematic approach to reaching out to public. - Have met w/ Fed leadership at CTF assembly, met w/ Jewish press - denominations > Lamm + Schorsch - doing Gotteschalk later this wk > talking w/ Green
- going to LA + SF in April - Doing NY later this wk



- Research papers underway - will be sent as they're completed.
- Raw data from Gallup Poll - we were able to add a few questions → Intermarriage is rising fast - participation of children of these couples in J. ed. activity = sharply lower. An extension of those trendlines would suggest that future generations will have much less commitment to Judaism.  
→ We must intervene + make a difference.
- MLM - "Bullish" about J. ed.

## AH Presentation

### ① 10-yr. plan - 4 components

#### Content elements

1. Community / Financing
2. Build Prof. of J. ed
3. Intervene in <sup>existing</sup> Programmatic Areas
4. Establish research capability - Serious need to increase knowledge of what works

### ② Plan contains concrete recommendations:

#### A way to begin

1. Establish Facilitating Mech. - in place before com. completes its work - Purpose: bring about zero.
2. Step 1 - identify + establish CAS -  
Communities + assist them to study their needs re personnel, etc. - so they can begin to address problems + impact on quality of J. life



- ③ Community / Financing
- Involve top leadership
  - Encourage private funding

- ④ Build the Profession of J. Ed.
- develop training opportunities
  - recruit approp. cand.
  - increase salaries + benefits
  - improve status of profession

Need for 5,000 new people. - Only 101 will graduate this yr.  
18 pros

400 grads. per yr. is feasible w/ nat'l recruitment effort + improve benefits

- ⑤ Intervene in Promising Prog. Areas
- Target pops
  - Settings + frameworks
  - Content, resources + methods

CASE assembled people to study 5 prog. areas. Will turn to others to help on others.

Successor mech - will continue to develop.

- ⑥ Establish Research Capability
- Develop knowledge base
  - Monitoring
  - Evaluation

We've seen how little exists now. Suggest that we increase that capacity.

Report shd include expression that time to act is now.

Call on entire J. community to back + participate



## DISCUSSION

### 1 - Butler -

Take issue w/ major thrust as focus on Jewish survival.  
J. ed. endeavor Shd reflect need for excellence  
in J. ed, not just survival. esp. 6 + 7.

One key is to involving top leadership. Must also address  
issues for educators.

> Not convinced that local commissions will meet these goals.  
Are they representative of pro as well as lay leadership?

### 2 - Colman

Report shd. capture the importance of involving total  
community.

### 3 - Lookstein

Unless we substantially increase salaries & benefits, won't  
be able to bring qualified ~~young~~ people into the field.

> concerned that training & recruitment come before improving  
conditions (p. 14)

### 4 - Hiller

#### Priorities / Focus

We can only succeed if we establish personnel as a priority.

- Part of initial funding shd be directed specifically toward personnel
- Part of job of unipl. mech. = urgency of educating local leadership  
~~so~~ re nat'l recruitment effort
- Financing - shd be put into creating nat'l standard &  
creating standard for pay of personnel



## Ratner on Cleveland -

- built coalitions
- determined personnel + profession bldg. was the key
- not sure that \$ alone will do it
- put series of programs in place - elevate salaries + build profession
  - > start w/ raising salaries in day schools to at least match public schools
- \* > program to elevate field: coalition of BJE, College, synagogues - incentives for participation - doubled # of teachers in training
  - > Cleveland Fellows - to convince people that contribution, status, stature from J. ed.
- most exciting = coalition building - Key player = congregations

## Gottschalk

22 yrs ago HUC started school of Jewish communal service. Since then, 7 comparable schools have been started.

Average of communal worker ends up in debt to undergrad + grad school of \$50-60,000 - Starting w/ salary of \$18-22,000

Average Jt school educator - similar problem.

Need to develop fellowship, scholarship support; debt forgiveness - Must be part of a coalition of institutions. This is a universal problem of the J community.

## Ritz

Chicken/egg situation - Community leadership or personnel. This body can't legislate improved salaries + benefits. Must involve lay leadership to get this to happen. This body must send message to every community - Local leadership must be behind this.



## Schiff

We have to return the focus to personnel.

Overarching enabling option = Community support.

• Have to focus on highlighting personnel.

Salaries + fringe benefits

Cond of employment

Recognition of excellence

Create ~~some~~ more full time positions

- most are in day schools - must create f/t slots in supplementary schools

Professionalization - Can't have f/t people w/out it.

Have surveyed 210 schools in NYC - 25% of best people leave in 1st 5 yrs. In gr. NY - 3,000 people teaching in public schools - To attract, have to do the above.

Procedurally - Divide 10 yr. program into steps -

Guidelines for communities - 2 yr sections - milestones

## Mangler

Problem is too big for any 1 grp. Divide (parse) into pieces

① shortage of personnel for those in J ed

② how do we get kids into the system who aren't in at all

Say we upgrade salaries of current 5,000 teachers by \$10,000 educators

→ \$50,000,000 -

Need to create an atmosphere that says J ed is a high priority.

→ partnerships of empowered lay & pros, & w/ philanthropists, recognize dif forms of J ed - Convince teachers that they're empowered partners - Get to grass roots & convince people that we've missed on J ed - Recognize J ed as priority



Tversky

avoid concept, phil. extremes: ① w/out us J continuity is in danger — not true. Our task is to increase #s committed to J cont. ② We'll achieve messianic goal of J ed for everyone. Unrealistic goal.

What was our mandate?

No one gave us a mandate. Report shd begin w/description of genesis of Commission — How we selected commissioners — Why people accepted. Then list accomplishments:

- ① Fund to enable us to begin on personnel & community
- ② Impl. mechanism
- ③ smaller projects accomplished

At end — generalize — issue clarion call to NA J community to join us.

Not our mandate to describe J ed. or to highlight needs.

Don't focus on change, but on improvement or enhancement.

Doesn't recall ever discussing or approving research papers —

— Rel. bet. J ed & J cont. > doesn't need research or proof — it's axiomatic  
Redundant

— Has comments on other proposed papers, too.



## Elkin

Everyone here accepts Jed at center of J cont.

- > Report shd relate to literature on gen'l ed that salaries themselves aren't the answer.
- > Among enabling options, each enables the other - symbiotic relationship bet. personnel + community.

Re community leadership - be sure it's defined to include scholars, educators, rabbis (as on p. 1)

Encourage mechanism for continuing linkages w/in community beyond study process.

Think about - Report will hit community as a whole set of issues re Soviet Jews hits. Milieu

## Corson

### Inclusiveness

- We need to be realistic re expectations + potential for change
- Needs marketing plan to excite community.
- (- Hillel shd be involved here)

### Implementation

Don't want another bureaucracy - Shd fit w/in JESNA, CJF, JWB

Suggests it fit w/in JESNA - increase its status + personnel

### Personnel

Werner involved in this area. No nat'l recruiting mechanism to Jed. There is one for communal service.

- Need to fund recruiting mechanism.
  - Need scholarships + fellowships. Fringe benefits + salaries.
- Address problems of retention. Continuing ed.



## Lee

Voluntary system.

A next step in facilitation - educative process

Need to bring together people likely to be involved in implementation  
to bring these issues to fore in their minds.

Context has to change for J ed to change.

An important next step.

## Lainer

Rewrite to give high focus on personnel

Equally important to focus on consciousness-raising

Are we giving the message we want to give?

## Evans

1- We're writing an advocacy document. It would be useful to put a priority on the process  
> what would it cost to accomplish a, b, or c?

2- Not all fringe benefit issues need be local. Health + insurance benefits could/should be handled nationally.  
[could we join TIAA/CREF?] A philanthropist might be willing to do this.

3- Must address new technologies in report.

## Arnold

1. Be more realistic (modest) re role of J ed.

2. J ed is a value in itself + we want to enhance that value for itself

3. There's a danger in focussing on continuity.

4. Beware of sounding the trumpet at the wrong time (Soviet issue)



## Schorsch

Report is + shd be balanced.

1. Delivery at local level
  2. Training of teachers
  3. Research + training profs. of J ed
- } interrelated

Enormous tension re personnel. Beware of panic.

Formulate issues of personnel positively. Don't come to community in desperation.

- > Many positive things happening in J ed now. Creation of dynamic areas of J ed "begging" for personnel.
- Concentrate on creating personnel that these institutions merit.
- > Devote local effort to in service training + recruitment at local level. - We don't have infrastructure to train 400 teachers / yr.
- > Raise the status of the field if you create a university base for J. ed. (# 3 above)

## Hirschhorn

- > cost of report is advocacy role of Commission
- > questions use of 10 year time frame w/o clear expectation of what measurable things are expected to be accomplished in that time
- > Timing - need to be concerned about whether this is the time to launch another major Jewish effort
- > Jewish survival - birthrate is another factor, very real problem



## Yenowithy

- > Needs report from perspective of various hats his worn over time. Existing Joint edue complex is very large / complicated. Moving into + impact upon lg. established area.
- > All come down to finances + personnel
  - increasing salaries by 5% wd be more than entire Passage for Freedom
  - JESNA couldn't have convened this grp.
- > Need visionary document. Raise consciousness.  
Have to be careful to define our goals re systemic change in J ed.

## Lamyn

Getting nervous. We have to succeed.

- > Timing issue. Soviets. Wall St. Real Estate. It never was the best time for J ed. Have to deal w/ this now.

## Gen'l principles

- 1 - mobilize community leadership
  - 2 - have to recommend choices - don't put all eggs in 1 basket, but move into better baskets
    - > go for educating those w/ some commitment to J ed
    - > give help on basis of value judgements
- Commission - continue as advocacy grp - lobby grp

## Ritz

- > Report must say what we mean by J ed. (Maximizing def)
  - not looking only at the classroom



MLM

Reaction - extraordinary statements - impressed  
Mechanics -

## Discussion Groups

### Closing Plenary

MLM - Intro to afternoon

A - Eli Evans - Programmaticis & Research

> We haven't discussed programmaticis because there's such a dif. of opinion

- grp - focus on pre-school + bar mitzvah time ~~to~~ + involve family

- look at teenage yrs. as an area of neglect

> suggest total immersion - camping + Israel experience

> list might include Jewish orgs.

This section shd be rich, varied, detailed - Engage local levels.

Best practice as basis for treating

Research - Tough to know how to assess & evaluate.

Growth of Jewish museums - as a way of engaging the family

Jewish heritage video collection - a library of videos & films on various topics



Develop curriculum to send to JCC's to serve as leading library  
> Urge Commission to strengthen & support these other ideas.  
Shd be richest, most varied, most interesting section

\* Input fr. others - Schiff - we must address the family  
- need personnel to handle.

Lee - Personnel

Looked at 4 assumptions - need to be put in larger context

(a) Urgency - in context of data → why this problem is so critical

(b) Put in context of goals to be achieved

> When you talk about the dif contexts (day sch, supp sch, camp, etc)

- dif configurations in dif contexts

- greater salaries (e.g.) → dif emphasis in day school vs. JCC.

1. In-service ed/training = high priority  
population already on hand - needs enhancement

2. Comprehensive intervention

creative, experiential, spiritual, individual investment

Need to consider more comprehensive paradigms - what kind of prof. ed. do current teachers need.

3. Salary, benefits - incentives shd be attached to continuing commitment (increase w/ more service)

4. Need to address dif realities . . .



## Pre-service ed. (training)

Where should it take place? At a range of institutions.  
(like colleges of J. studies, seminaries, secular colleges)  
for personnel

The need is critical, central, etc.

Can a cooperative effort be developed among the dif.  
institutions? Worth further discussion.

Recruitment - Needs to be addressed immediately - in  
comprehensive way

Profession Building - Essential for recruitment

Personnel can't be regarded as A, B & C - This must all  
happen simultaneously & in concert.

## Re CAS

1. Raises challenge of working w/ existing institutions that already  
have differences, competition, etc. → challenge
2. Important to make clear what commission hopes to do &  
what communities should do.
3. Questions about use of 10 yrs. Whose goals?

## Facilitating Mech.

Not another free-standing agency.

Bieler - Community section talks about leadership Include the  
consumers.

Lookstein - Specific suggestion - Anyone giving his/her life to J. ed should be  
guaranteed J. ed for their kids.



## Mandel - Community Finance

A lot more planning is needed. Completion of com. work → beginning. Successor mechanism to deal specifically w/ how to get where we're going.

Brought into all 3 subjects - basically.

### A. Community support

- Have to make every effort to be inclusive.
- Role of Federation - Not exclusive. (congregations)

Report shd urge feds. to see that proper elements covered in community.

### B. CAS

- Make clear critical role of lay leadership in community. (Must be supportive + committed.)
- We shd spread ourselves around geographically + demographically.
- A CAS could be a "cut" into a community. ex: Just supp. school, etc.

### C. Facilitating Mechanism

- Agreed to small staff - no duplicative bureaucracy
- Shd get the work done by + thru other institutions, not be a service provider - Work thru JWB, JESWA, CTF, denominations, etc.
- ~~Be an~~ Play an advocacy role
- Ensure that evaluation system is in place



- Mechanism shd help energize the system
- Do all it can to see that it's more than funder

Group input

is there a problem w/ timing common. Fed

#### D. Funding

We're on the way to figuring this out. Trying to generate add'l sums.

Short range

Long range - Fed + community endowment funds - most likely source

→ importance of commitment of community leadership  
Process has started. Priorities are changing. Commission as booster.

> only since WWII have large family fnds emerged in NA  
can identify 40 that are now or will soon be over \$100 m.

→ opportunity to take advantage of ↑ to further our goals  
MLM has been in touch w/ a few to set aside large sums  
to support implementation. 3 have agreed to \$5 m ea.  
Looking for \$25 m. Thinks we'll get it. over 5 yrs

> Has been asking for help in underwriting mechanism.  
There's been agreement. General interest expressed for  
working thru + w/ mechanism. Agreed to convene a  
larger grp. to discuss funding further.

> C. Bronfman is 1 who's agreed to do this - special interest in Israel exp.  
Hopeful that efforts will be high quality



## Disc

Shapiro - Important that we hear details on what people think mech. shd be. FM  
Shd work closely w/ existing orgs.

Lookstein - We don't want another bureaucracy, but we do need someone to see that we get where we're going.

Colman - grp to push this in communities

Margles - The more we can get local communities involved, the more likely it is to continue.

Lee - Mech. has advantage of being able to step back from turf issues.

Twersky - We must agree to what Com. is going to do. Not now clear on what the mandate of the mechanism.

Report shd differentiate bet. what we're purporting to do + what's for communities to do. Resource

Rosenthal - Consider the At some pt. the resource may be ready to be folded into an existing org.

Schorch - We're approaching mech. negatively - defining what it's not. It'll need to be powerful to be catalytic. Vital. Not large or bureaucratic.

Maybe JESNA. Need to be committed to proactive facilitator.

Herschhorn - Need to resolve issue. Not clear what the role of ISE will be.

MLM - His grp. considered which grp. org. could take this on + serve entire range of J. ed. w/ no bias. None worked.

This wd. have its own board. Wd. start w/ Com. report, fine tune - pt. of departure. Model: To make something happen is our goal. The new phenomenon here is causing needs to be filled.



Org. w/out institutional bias that has Commission's interests at heart.

Create small, very able, very independent entity whose sole concern is improving J. ed in NA.

Greenberg - Mech - active - identify C&S - involve people - generate funding - Very specific role.

> concern - unrealistic capacity - wide range of talent & time.

- suggest creating mechanism to go in & act.

shd have some \$ of its own.

> thinks this entity will be larger than we think

- shd be some tie to JESNA from beginning

Gottschalk

There's a clear argument for independence for existing orgs.

Need for integrating into communities Maintain independence.

Objectivity. Shd be ongoing consultation w/ leaders of J. ed life in NA.

Abramson

Implementing body shd be new & independent - signal fresh start

Elkin

Be Maintain independence by keeping board as broad-based as possible.

~~Schiff~~ Maugley

The term "mechanism" is too neutral. This shd be a force.

A force to disseminate the message. Impact.

Yanosvitz

Vehicle to facilitate change. Enhance existing institutions.

Re continuing work of Commission - any discussion? ~~Re~~



MLM - Members of Commission will be invited to serve on board.  
Commission shd. be convened annually to stay w/it.

Schiff - Re Tone

Be concerned w/ 2 messages - To potential users & supporters.  
For both - describe composition of commission.

Give evidence that tachlis is coming.

We shd set our goals as high as possible, but be realistic  
in what we promise.

State clearly what we think ~~is~~ shd. be, but couch  
in terms that don't dev. unreachable expectations.

→ Consider rxn to Sputnik → changed view of Amer.  
secular education to an investment in the future.

Hirschhorn

Role of the body. Functions national in nature —  
advocacy, standard setting, research & eval. stds,  
nat'l insurance. To implement, contract w/ other  
nat'l bodies.

MLM - We don't have unanimity. Lots of questions still  
be answered.

Twersky

What will we say in final report that we have done?

(MLM - 7 or 8 recommendations, including stage 2 - follow up)  
org. that will make these happen.

Report shd say we are initiating a, b, c... & asking others  
to join us.

Mangles - Indicate that we're prepared to put it into  
move forward w/ communities.



Lee -

We need to take some concrete steps to lead community

Schorch

We have to be concrete about the mechanism, \$ avail., timetable on where we're headed

Woocher

Don't couch all in terms of recommendations

Actions = establishing facilitating mech.  
" " CTS

Colman -

Models of advocacy orgs. - become forces - identify places for action - Hardhitting, independent force to match communities w/ services to bring about results.

MLM - Broker bet. funding sources + communities

HLZ

We're beginning to implement now.

Margha

MLM - We've illuminated a lot of issues. Will consider further.

1. On assumption that there would be a mechanism/force  
→ interim director - help define - begin to answer questions - part-time interim dir. - to dev. governance process, develop board

2. Firm will ~~be~~ head up writing process.

Challenge - translate all this into document

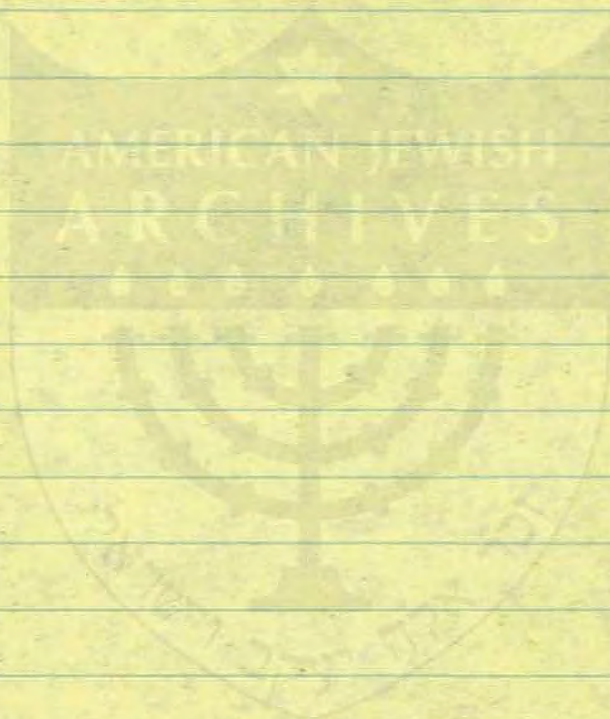
- The creation of ongoing entity is impressive.



Report must be memorable, historic. Will do their best to  
rise to the challenge.

Next mtg 6/12.

Lookstein





2/15 - SPT

MLM, HLZ, AR, JR, DA, JW, SH, HDS, MB, VFL,  
AH, SF

## I. Reactions

SH - Impressed by degree of investment of commissioners in process. - Reiteration of focus on community & personnel - over programmatic.

2 big concerns - Too vague, general - want specific recs to for change, not just to change - concern for use of \$ CAS - partnership of local + nat'l money. Nat'l \$ to leverage local \$

People walked out agitated about where things are going.

Twersky - not sure he's going to put his name to this.

HLZ - Worth talking about \$. Not clear to all that nat'l \$ will go for local initiatives.

AR - Hirschhorn concerned w/ timing - Some needs - w/ local communities (esp. Fed.) asked for \$, This isn't the time. Can't be business as usual

HLZ - We have to show that we understand the issue ("tip our hat to it")



## JR

### 1. Re report - 2 tensions

- (a) Evans - an advocacy document - layout based agenda w/ #s, goals
- (b) Twersky - concrete, clearly delineated, focussed on history of Commission

The place of programmatic in report is problematic. It's just a list. Either leave out altogether, or flesh it out.

### 2. Successor mechanism

- (a) independence vs. connectedness of mech.  
(JR - They'll be interdependent)
- (b) Force vs. implementation

## DA

- Discussion in AM started w/ iteration re support for personnel + com.
- Broad agreement w/ gen'l elements of report
  - Twersky represents ~~the~~ concern re strategy for moving elements ahead.

> Should next step be CAS or becoming more specific in reco. on personnel?

> Subscribe to enabling option approach. How does CAS concept get at broad, systemic issues?

Statement that specifics will be worked out by mechanism - not satisfying.

- Report gen'l enough to suggest we're heading in the right direction. Not specific enough to reassure.

There's a need for more detail + refinement in report.



MLM - we have to make a strategic decision re level of detail needed.

JW

Substantively rich discussion.

Comm seeking 3 products: Report, Action, Resources.

The issue - how we want ea. of these developed in report.

Can be done by differentiating bet. agenda + specifics.

- > Outcome of sum. grp. - Agreed that programmatic can't be prioritized.
- > Resolution on place of mechanism = good - Independent body
- > Report shd. clarify how we proceed on specifics.

HDS

Morning spectacular.

P.M. - lack of sense of completion

- bare bones of where we're going - mechanism is vague - size, board, rel. of board to Com + mech.
- rationale - need to restate logic - argument for why - work out + make explicit

Driving force vs. catalyst - very dif.

Commission is driving force - ~~Base~~ Mechanism is catalyst - generates, energizes

Some people satisfied w/ concept of successor mechanism

Those concerned → how's it going to work? what will it do? This shd. be resolved for report.

Thinks autonomy issue shd. be a non-issue.

Evans doesn't see his interest as a programmatic, but as a central theme in category as an enabling theme.



AR - Drop off of lay people. It's time for us to resolve these issues.

MG

Excellent disc. in grp. on community.

- Mechanism provides direct services only in evaluation. Otherwise serve as a facilitator.

Greenberg - concern re size & scope of mech. vs. its functions

✓ The # of mechanism will be enrichment #.

We shd. differentiate bet. notion of "development pool" & total needs.  
Investment capital

~~HLZ~~ HLZ

- ~~Show~~ Don't emphasize the negatives. Don't talk about "systemic change" but about building on the positive.

Ex: We can say personnel is terrible or we can say great opportunities exist for which we need more qualified pers.

- Re mechanism & funding: We've started to find solutions. May have raised unrealistic expectations.

MLM

SPT's have met ~~at~~ ~ 4x as much as commission. We have ensured other commissioners don't.

AR - Ritz raised concern that document still talks of schools & children - gives impression that it's referring to day & supp. schools. Too focused on schools. Suggests definition.



MLM - Agenda for next steps

Timing

Advocacy issues

Prog areas

More detail

\$

Too focused on schools

SF

How shd report focus on these issues.

- What Twersky wants can be done easily. The Commission will do a, b & c. Can be done.

Need vision of what we think can happen. Then need to list some specific steps & accomplishment.

- Technology: fair example in Evans head & an unproven idea in ours

- Is it better to put \$s of personnel (+ quality) on table or just talk in positive terms?

> Maybe we shd find out what's the most the training institutions could do - & put in report.

MLM

Have to make some strategic decisions.

1 - We're finished w/ phase 1 in June.

2 - Life of Commission will continue thru March.

Can't write report w/ all answers by June. Our job is to identify the questions.



Finn

Communicator

Put report in concrete terms

Assignment - Translate what's been done into an important report.

Get next draft approved 6/12 - final version later.

Finn - maybe by 6/12 - Outline + opening statement.  
Issue finished, actual report ~~to~~ in Sept.

HLZ - process

① Finn draft to SPA's - Then redraft - to Com. before its next mtg.

Finn - 1st draft for appr. by HLZ, SF, AH, SHH

2nd draft - SPA's

3rd draft - Commission

Will have a document on 6/12. Won't know for a month what that will be.

AH

Thought we'd go to commissioners w/ a draft for next mtg.

Consider attendance concerns. Mistake to have mtg to discuss draft + another to issue report.

MLM - If we have 1 more mtg. - to present the Finn draft for feedback - then print + invite Com. to press conference / celebration - (HLZ - an event at the GA in Nov.)

or: SHH - The press conference → 1st mtg. of mechanism.



\*

HDS - Is there a problem if w/ last mtg. in June + no press conf. until later?

OR - Does the grp. need another mtg. before last event? Maybe go individually + have press conf.

JW - Need to see expansions on sections

\* June 12 - last deliberative mtg. - Final document comes out later.

SF - How about a 2 part mtg.

AH - Next time we go to commissioners, it's w/ Finn draft w/ more concreteness, etc.

- Spells out the substance

Finn - can't write on deadline - can come up w/ a preliminary draft for the 6/12 mtg.

JW - Have to consider how to use research papers.

- Sending out papers will respond to wish for substance.

- Will have more on programming.

~~RF~~

MLM - Summ - mtg. on 6/12

\* By then we'll have supplemented doc w/ papers

Will have a Finn document to com. by 6/1  
where Finn is at that pt. - we'll have a document.

ALZ - What do we have to do bet now + 6/12

\* ① SHH + SF go to see Turetsky, Evans, ~~Hall~~

~~MLM - Set timetable~~

MLM - Re specificity of mechanism - ?



- ② SH interview 6-8 prospective trustees of mechanism to help figure out mechanism  
also talk w/potential users of mech.

Break

Re 10 yr. plan - Let Firm decide.

HCZ - useful to use some dates - like 5 yrs. to let fed. gear up

3W - Heard some skepticism re fed. ability to take this on

- How do we get endowment funds + priv. families?

HCZ - most of funding for g.ed is coming from tuition / users + will continue

↳ New money has to be identified

↳ Fedo. - we expect will build upon the yrs.

↳ Private families as sources

HDS - This represents an approach, not a plan. Recommend against a time frame. We're not ready to say 10 yr. plan.

DA - This funding approach is new to many. Important to incorporate this ~~is~~ approach in report.

MG - This discussion relates to issue of timing. This is the right time to get started. It'll take time for local communities to be ready. Best to start now.

Agreed

AR - Are we saying funds raised nationally will be used to fund mechanism? Partly.

SHH - When CTS identifies projects, mech will help to bring \$ in to help. Will mech. have discretionary funds?



MCM - ① Have asked funders to set aside \$1M/yr. for 5 yrs for our agenda - their interest

② pro-rata share for functioning of ISE - low budget

③ contribute add'l funds for discretionary use of ISE

ISE will serve as go-between - to match ideas to donors

- Research -

S & A 1st screening

MB circulates to SPA's & receives responses

- ~~6/12 meeting~~

- consensus OK

- weak disagreement dealt w/

- strong disagreement - go back to author

SHH - Are there outside people to review papers? MB & AH will decide

## V. Outreach & PR

MB - Are there other publics we shd. try to reach, or wait until after 6/12?

MCM - Let's stay inside

[ Other communities? ~~to~~ Respond to those that pressure.  
No more.

(Phil. - JW - Finishing up task force on personnel. Not clear they can raise #.)

HLZ - suggests mtg w/ Chgo & Phil

\* HLZ to consult w/ J. Colman on this.

Boston, Toronto, W.N.J. getting started.



## VI. Intro of Mandel Institute for the Advancement & Development of J. Ed.

For last 2-3 yrs., have wondered how to influence J. ed issues worldwide. Has been talking w/ people fr. around the world about issues of J. ed.

- An idea under consideration:

Look into a computer network system - increase telecommunication

- like Bitnet - Develop a way to exchange ideas - conferencing

JW - Consult w/ him. Already involved in this.

MLM - We have a methodology that may have application beyond NA.  
Another possible <sup>subject</sup> of Mandel Institute might be ~~as~~ commissions in other countries.

## VII. Next Mtg.

Sun, April 22 - In Cleveland

10:30 - Airport  
- 3:30



- Gen'l approval of res
  - agree to proceed w/ impl. mech
  - start on funding - expect announcement by June
- 2/7

\* Suggest MLM call Minty re attendance

## F. Min. & Assig.

Re Assoc. of Dist of Higher Learning - Davidson is reporting on his paper

Ariel will share substance of beyond material

## Outreach

\* NY mtg - HLZ has handout - SF wd like a copy

Re mtg w/ planners - they have mtg. in April -

SF - Sara Lee may suggest that MLM + HLZ meet w/ ~~top~~ pres. of top Feds. HLZ - mtg. in LA, SF + NY will be w/ those people

## Funding

HLZ - bulk of \$ comes fr. people getting the ed. This is intended to supplement, not replace

photographers - either 1st thing in AM or during PM

## Date of final mtg.

## Attendance

HLZ - suggests calling a larger mtg. of funders - under 100

SF - MLM + HLZ talk to Maugher - ask advice on getting to know



Funders mtg - Heller, Hirschhorn, <sup>S.</sup> Croitor, Beaufman, Laine, Patner,  
Evans, Carson, Hoffman, Mandel, Fox, Zucker

## II. Mtg of 2/14

### A. Desired outcomes

- sense of excitement
- approval of recs. & gen'l thrust of report
- beginning prep. for final mtg.
- get people to think in terms of implementation

### B. Agenda

#### 1. MCM remarks

SF - Com. established an assumption that now is time to focus on DC/DE

- pluralistic grp.
- could such a high-powered grp. agree? - Have - moving further today
- could we act on plan? - purpose of today
- take action on impl. - from now on

### AH presentation

\* Lunch 12:30

Talk to 10:15

Plenary to 11:45

Lunch 12

Groups 1

Plenary 3-5

Plenary 9:30-12

Lunch 12-1

Disc Steps 1-3

Plenary 3-5

Draw up some talking pts.  
for MCM's use in AM

Is it realistic to ask Feds. to  
do this while Soviet Germany is central?

Who will be responsible for lunch? SPA's - split up -  
ask key people to encourage disc.



Noon - who's responsible

Assign S&H's to sep tables + keep conv. going

Photographers - 2:30 - pm - gps - pose during break - 3:00 ~~gfp~~ plenary

## The groups

Chairs - Evans (SF will call)  
- Lee (AH will call)  
- Mendel (HLZ will prepare)

# VFL Task

Recorders - Hoffman,  
Worches, Stein

Ea grp will discuss Implementation/CAS + topic

\* MG will prepare 1st draft of questions for discussion

## IV. - Research Update

A. Isa's paper -

HDS concerns - SF will call

MO - Distribute research papers to commissioners - otherwise people shd. write in

Reimer paper - not ready for dist. - def. of "good enough school"  
- doesn't define what makes them successful - what does it take?



Ken's approach - after SPA's agree, share w/ commissioners?

Yes, even if they won't read.

> Make available to other audiences -

Persman - 2/22

Scheffler - early Mar.

} send a paper every 3 wks  
stagger

Time frame - Next draft for Finin - Outline of final rept. - to SPA's  
for approval.

What he produces will need to be reviewed by SPA's



2/8

MLM, HLZ, MG, VFL

1. Piss taken '190 - MAF Hdqtrs - Jones.
2. Report from Schiff - Read
3. Letters - MLM will answer Davidson, HLZ - others

### I. Min.

- MLM spoke w/ Green. We shd decide what to do about Peronstructionists. In our notes - From strategic pt. of view, shd we help?
  - > Still need to set mtg. in Phila. w/ his key leaders.
  - Maybe combine w/ mtg. w/ Phila. "commission"
  - ~~Consider going 6/13. Leave open.~~
- Final mtg. - something festive - Thrus disc. Maybe public, celebratory mtg. after printing.
  - June 12 - mtg. to approve report.
  - Need calendar ~~for~~ w/ Finn.
  - Steps - Need Slt approval 1st.
- Cleve Fellows -

Draft budget - to be issued monthly



FEREP - We shd get credit for this. Find out who  
(HLZ) scholars are. Talk w/ Kraar.

> How do we help D. Kleinman do his best?

JCC can do a lot more than it now is.

- same w/ Ariel - Cleve. Community responsibility.

step ① diagnose situation - HLZ suggests administrative counterpart  
to Ariel.

MLM + HLZ will talk about processing/announcing of  
JWF.

~~II~~ Assign.

Re teleconf. - ~~is~~ I checked Sally - is there an  
amplifier?

## II. Commission

A. Agenda for 2/14

B. ~~II~~ Disc. gpa. -

I shd be sure rms are "spiffy" -



## C. MCM Remarks

- We shd work out MCM concl. remarks

Under ~~that~~<sup>to</sup> - Points for MCM to make - What shd be in their heads when they leave.

## D. Guide for grp. leaders

M6 reports it's being put tog. & To be pass

## E. Agendas

Tues. + Thurs.

## III. Foundation

A. Jewish Art Museum - MCM will visit

B. WCPN - Premier

C. PIF-3

Approved - fill in

non-approved -

Revise - fill out dummy - get MCM approval

Next mtg. - ~~Mar. 6~~ Mar. 6 - 4:30 - Phil Operations

Update on Organizational Contacts

<u>Organization</u>	<u>Contact</u>	<u>Proposed Contacts</u>
1. JESNA	Jon Woocher	Presentation by MLM scheduled for April board meeting.
2. JWB	Art Rotman	Presentation by MLM scheduled for April annual meeting.
3. Federation Planners	Norbert Freuhaft	Consider distributing fifth meeting materials to key planners for comment and reaction. Follow up with meeting at April CJF quarterly.
4. Federation Executives and Presidents	Marty Kraar/ Steve Hoffman	Meeting at April quarterly with executives. Meetings scheduled with individual communities (Los Angeles, San Francisco, New York).
5. Bureau Directors Fellowship	Jon Woocher	Consider distributing fifth meeting materials to key BJE directors for comment and reaction.
6. CAJE	Elliott Spack	No further action suggested at this time.



7. AIHLJE	Sara Lee/ David Ariel	Briefing provided at February meeting.
8. COJEO	Jack Sparks/ Alvin Schiff	No further action suggested.
9. Reform Movement	Alfred Gottschalk/ Art Rotman	Gottschalk convening meetings with Reform Jewish educators.
10. Conservative Movement	Ismar Schorsch/ Jon Woocher	No further action suggested.
11. Orthodox Movement	Norman Lamm/ Art Rotman	No further action suggested.
12. Reconstructionist Movement	Arthur Green	MLM to meet with Green.

Update on Organizational ContactsOrganizationContactProposed Contacts

1. JESNA

Jon Woocher

*Presentation by MLM scheduled for April*  
~~Updates at each JESNA board meeting this year.~~

2. JWB

Art Rotman

~~Potential update at January JWB board meeting.~~  
~~Presentation at Center executives meeting in February.~~  
*MLM scheduled for April annual meeting*

3. Federation Planners

Norbert Freuhaft

~~Meetings at CJF Quarterly and GA to provide opportunity for input on Community Action Site and IJE concepts.~~  
*Consider distributing the fifth meeting materials to key planners for comment and reaction. Follow up with meeting at April Quarterly CJF*

4. Federation Executives and Presidents

Marty Kraar/  
Steve Hoffman

~~Informal meeting at Quarterly with small group of executives. Meeting at GA with presidents and executives on community/financing ideas.~~  
*No action suggested at this time.*

5. Bureau Directors Fellowship

Jon Woocher

~~Meeting scheduled with individual community leaders (Los Angeles, San Francisco, New York)~~  
~~Provide update at BDF meeting on 11/14 in Cincinnati.~~  
*Meeting at April Quarterly with executives. Consider distributing fifth meeting materials to key BJE directors for comment and reaction.*

6. CAJE

Elliott Spack

~~Major presentation at August CAJE Conference. Provide opportunity for CAJE to suggest participants in process on options papers.~~

*Further No action suggested at this time.*



- |                                |                                     |  |
|--------------------------------|-------------------------------------|--|
| 7. AIHLJE                      | Sara Lee/<br>David Ariel            | <del>Provide update at next meeting in January.</del> <i>Briefing provided at February meeting.</i>  |
| 8. COJEO                       | Jack Sparks/<br>Alvin Schiff        | <del>Provide update at upcoming meeting.</del> <i>Further. No action suggested.</i>  |
| 9. Reform Movement             | Alfred<br>Gottschalk/<br>Art Rotman | <del>Gottschalk to convene meetings in Jan./Feb. with UAHC leadership and UAHC Commission on Education. Consult on research for Reimer paper on synagogues.</del> <i>With Reform Jewish educators.</i>                                 |
| 10. Conservative Movement      | Ismar Schorsch/<br>Jon Woocher      | <del>Schorsch to convene meeting on Jan. 26 with "education cabinet." Meeting with rabbinic leadership undetermined. Consult on research for Reimer paper on synagogues.</del> <i>No further action suggested.</i>                     |
| 11. Orthodox Movement          | Norman Lamm/<br>Art Rotman          | <del>Lamm willing to convene meeting(s) of Orthodox leadership. Several meetings may be necessary to cover various segments of the Orthodox community. Consult on Reimer paper on synagogues.</del> <i>No further action suggested</i> |
| 12. Reconstructionist Movement | Arthur Green                        | <i>MLM to meet with Green.</i>   |

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

FIFTH MEETING OF THE COMMISSION

FEBRUARY 14, 1990

DISCUSSION GUIDE -- PERSONNEL

1. The main purpose of the meeting is to invite detailed discussion of the recommendations on personnel (see p.12-14). These discussions should relate to content - and not to style or form, since the report will be re-written for style.

2. The recommendations are presented in three successively more detailed levels. It may be useful to invite discussion on each:

a. A general recommendation for a ten-year plan to build the profession of Jewish Education.

b. Three sub-recommendations:

A. Training: To prepare and implement a program to increase and improve training opportunities and quadruple the number of graduates within a few years.

B. Recruitment: To undertake a nationally coordinated recruitment plan to increase candidates for training and for jobs

C. Status, remuneration, empowerment: Develop policies to address each of these areas.

c. The sub-recommendations are further broken down into more specific points.

3. Following discussion, is there anything basic that should be added or changed in these recommendations?

4. Implementation: review and discuss the suggested frameworks for implementation:

It is recommended to begin implementation at two levels:

a. in community action sites -- where the local personnel needs will be studied and a plan prepared and implemented to provide qualified personnel for the community's needs

b. at the continental level where the facilitating mechanism will be proactive in bringing about the preparation of development plans for training opportunities (pre- service and in-service) and for recruitment. It will also take the steps necessary to lead to the development of policies in the areas of salaries and benefits.



5. If time permits and if this has not been covered in the preceding plenary, it may be useful to discuss the recommendation on community action sites and on the mechanism for implementation.

6. Community Action Sites (see p.18)

a. what criteria should guide the selection of sites?

b. In working with the local sites what is the right balance between facilitating local efforts and serving as catalyst for change?

c. Should there be Community Action Sites of different scope and type? For example an entire community; a programmatic area; a setting?

d. What kind of local structures, funding commitments, etc. are necessary?

7. The Facilitating Mechanism (see p.28)

a. The role of the mechanism is to facilitate the implementation of the Commission's decision. It will be governed by a lay board and a small professional staff. The suggested functions of the mechanism include providing necessary knowledge (e.g. criteria for the selection of Community Action Sites); working with communities and helping them develop and implement their plans; funding facilitation; monitoring, evaluation and feedback; the diffusion of innovation (p.31-32). Of these functions which should be unique to the mechanism and which should be delegated or contracted to others?

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

FIFTH MEETING OF THE COMMISSION

FEBRUARY 14, 1990

DISCUSSION GUIDE -- ARENAS FOR PROGRAMMATIC INTERVENTION;  
— RESEARCH

1. The main purpose of the meeting is to invite detailed discussion of the recommendations on arenas for programmatic intervention (see p.16/17) and on research (p.26). These discussions should relate to content - and not to style or form, since the report will be re-written for style.

2. Programmatic arenas: recommendations do not at this time include an agenda for each arena - however they focus on a process for creating the agenda and for development and implementation. The facilitating mechanism is to serve as a broker for the development of these different areas.

3. Following discussion: is there anything basic that should be added or changed in these recommendations?

4. How can we ensure that efforts in these areas are linked to the efforts of the community action sites, so that demonstrations have the best chance of success?

5. Research (p.26): the section devoted to research recommends the establishment of research facilities at existing institutions and organizations as well as the establishment of new specialized research facilities. What should the research agenda be? What are the priorities? What research should be carried out at the facilitating mechanism, what at institutions of higher Jewish learning? What new institutions should be created?

6. Community Action Sites (see p.18)

a. what criteria should guide the selection of sites?

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c. Should there be Community Action Sites of different scope and type? For example an entire community; a programmatic area; a setting?

d. What kind of local structures, funding commitments, etc. are necessary?



## 7. The Facilitating Mechanism (see p.28)

a. The role of the mechanism is to facilitate the implementation of the Commission's decision. It will be governed by a lay board and a small professional staff. The suggested functions of the mechanism include providing necessary knowledge (e.g. criteria for the selection of Community Action Sites); working with communities and helping them develop and implement their plans; funding facilitation; monitoring, evaluation and feedback; the diffusion of innovation (p.31-32). Of these functions which should be unique to the mechanism and which should be delegated or contracted to others?

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

FIFTH MEETING OF THE COMMISSION

FEBRUARY 14, 1990

DISCUSSION GUIDE -- COMMUNITY-FINANCE

1. The main purpose of the meeting is to invite detailed discussion of the recommendations on community financing (see p.10). These discussions should relate to content - and not to style or form, since the report will be re-written for style.

2. The recommendations are presented in two successively more detailed levels. It may be useful to invite discussion on each:

a. A general recommendation leading to the involvement of more key community leaders, the establishment of local planning committees, the development of additional funding sources for education

b. Six sub-recommendations detailing the above (p.10)

3. Following discussion: is there anything basic that should be added or changed in these recommendations?

4. Implementation: review and discuss the suggested frameworks for implementation:

It is recommended to begin implementation at two levels:

a. In community action sites -- where local planning committees need to be set up to study needs, prepare plans and bring about implementation. Top leadership must be recruited to lead this effort and to generate additional local funding for education.

b. At the continental level where the facilitating mechanism will be proactive in brokering between local needs local commissions and national sources of funding, and in facilitating the implementation of the detailed recommendations.

5. If time permits and if this has not been covered in the preceding plenary, it may be useful to discuss the recommendation on community action sites and the mechanism for implementation *now*



6. Community Action Sites (see p.18)

- a. what criteria should guide the selection of sites?
- b. In working with the local sites what is the right balance between facilitating local efforts and serving as catalyst for change?
- c. Should there be Community Action Sites of different scope and type? For example an entire community; a programmatic area; a setting?
- d. What kind of local structures, funding commitments, etc. are necessary?

7. The Facilitating Mechanism (see p.28)

- a. The role of the mechanism is to facilitate the implementation of the Commission's decision. It will be governed by a lay board and a small professional staff. The suggested functions of the mechanism include providing necessary knowledge (e.g. criteria for the selection of Community Action Sites); working with communities and helping them develop and implement their plans; funding facilitation; monitoring, evaluation and feedback; the diffusion of innovation (p.31-32). Of these functions which should be unique to the mechanism and which should be delegated or contracted to others?

2/5/90

Proposed Agenda  
Commission Staff  
Wednesday, February 7, 1990

I. Minutes and assignments of 1/23

VFL

II. Commission meeting of 2/14 - Review the day

A. Desired outcomes

B. Agenda

1. Plenary 1 (9:30 - 10:50)

a. MLM opening remarks - critique

b. AH presentation

c. Full group discussion

2. Group discussion (11:00 - noon)

a. assignment to groups (3 or 4?)

b. group leaders

c. leader preparation - discussion guide

d. assignment of recorders

3. Lunch (12 - 1:00)

4. Funders luncheon (12 - 1:00)

HLZ

a. desired outcomes

b. agenda

c. staffing

d. attendance

e. impact on remainder of program

5. Group discussions resume (1 - 2:50)



6. Plenary 2 (3:00 - 5:00)

- a. reports of panels (30 min.)
- b. ~~report on funders meeting~~
- c. discussion
- d. review process for now to June 12
- e. announcement re interim director for implementation

- 1. Personnel
- 2. Research & Prog.
- 3. Comm/Fin.

← ②. D'var Torah - Lookstein

C. Logistics

VFL

III. Arrangements with David Finn

- A. How will we work with him?
- B. Calendar for production
  - timing of first draft, review process, second draft - quick review, then to commissioners in time for written reaction before 6/12
- C. Photographer for 2/14

IV. Research update

- A. status report
- B. procedures for review and publication
- C. suggested format

V. Agendas for Senior Policy Advisors - 2/13 and 2/15

IV. Set next staff meeting

## Public Relations Efforts

### I. Recent

- A. Articles appeared in co-sponsor publications (JWB Circle, JESNA's Trends, and CJF Newsbriefs).
- B. Feature articles appeared within last month in several local Jewish community newspapers (Cleveland, New York, Washington, D.C.).

### II. Between Now and June

- A. Continue effort to spark local feature stories.
- B. Contact JTA about series on developments in Jewish education.
- C. Major publications -- begin contacts with New York Times and Wall Street Journal.
- D. Jewish publications -- begin contacts for features in Moment, Hadassah Magazine, Present Tense, BBI's Jewish Monthly, Reform Judaism, etc.
- E. Develop series of news releases as various pieces of Commission's work fall into place. Possible ideas include:
  - 1. Ruder and Finn to produce final report.
  - 2. Stephen Hoffman named interim director of facilitating mechanism.
  - 3. Individual research pieces announced and available as approved.
  - 4. Expectation of funding support for implementation of recommendations.

### III. June Meeting and After

- A. Work with Ruder and Finn and with CJF to set press conference for June 12.
- B. Consider CJF satellite broadcast after report is issued.

Outreach Schedule

14 copies GW  
share draft w/ H22 &  
VFL  
for copy to me  
at JCF

## Public Relations Efforts

### I. Recent ~~MM/WW~~

- A. Articles appeared in co-sponsor publications (GWB  
Cycle, JEPNA's Trends, and CTF Newsbriefs).
- B. Feature articles appeared within last month in several  
local Jewish community newspapers (Included, New  
York, Washington D.C.).

### II Between now and June

- A. Continue effort to spark local feature stories.
- B. Contact JTA about series on developments in Jewish  
education
- C. Major publications - begin contacts with New York  
Times and Wall Street Journal.
- D. Jewish publications - begin contacts for features  
in Comment, Hadassah Magazine, Present Tense,  
BBJ's Jewish Monthly, Return Judaism, etc....

mat  
C →

### III June Meeting & after



A. Work with Ruder & Finn and with CSF to set press conference for June 12

B. Consider CSF satellite broadcast after report is issued

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C. Develop series of news releases as various pieces of Commission's work fall into place. Possible ideas include:

1. Ruder and Finn to produce final report
2. Stephen Hoffman named interim director of facilitating mechanism
3. Individual research pieces announced and available as approved.
4. Expectation of finding support for implementation of recommendations.

Commission on Jewish Education in North America

Meeting of February 14, 1990

Guide for Discussion

Group A

Research, Programmatic Areas, Facilitating Mechanism, Community Action Sites

RESEARCH (Pages 25-26)

1. Should the facilitating mechanism focus largely on ensuring evaluation of its own efforts or should it pursue a broader research agenda?
2. How might evaluation of community action sites be facilitated? How much should be a local responsibility?
3. Should the facilitating mechanism encourage standard data-gathering in local communities to facilitate comparative assessment?

AREAS FOR PROGRAMMATIC INTERVENTION (Pages 15-17)

1. How feasible is it for the facilitating mechanism to serve as a broker for development of these different areas?
2. Is it appropriate for the mechanism to set priorities among the areas?
3. How can we ensure that efforts in these areas are linked to the efforts of the community action sites, so that demonstrations have the best chance of success?
4. In simultaneously working to establish community action sites and offering assistance in developing programmatic areas, should the implementation mechanism focus remain on the selected community action sites, or might it facilitate work on programmatic areas both in community action sites and elsewhere?

FACILITATING MECHANISM (Pages 27-32)

1. The key concept behind the facilitating mechanism is its role as a small staff serving as a catalyst and broker. Is this realistic? What relationships are necessary?
2. How can the facilitating mechanism most productively work with existing agencies such as JESNA, JWB, CJF, the seminaries, the denominations, others?

3. What are the unique functions of the facilitating mechanism and what might be shared or delegated/contracted to others?
4. How can we define objectives and tasks so as to not overwhelm the facilitating mechanism or create too many constituencies to which it must respond?
5. How can such a mechanism best be governed?
6. What strategies during the next six months to a year to get the facilitating mechanism off to the right start?

COMMUNITY ACTION SITES (Pages 18-24)

1. In working with local sites, what is the right balance between facilitating local efforts and serving as the driving force behind those efforts? How autonomous should local sites be?
2. How can the resources of national and international Jewish institutions best be brought to bear on the work of local sites?
3. Should the scope of community action sites be an entire community, or should it be organized around different cuts into Jewish education?
4. What kind of local buy-in or investment is appropriate for community action sites? What kind of local structure, funding commitments, etc. are necessary?
5. What kind of monitoring structure/process will be helpful?



Commission on Jewish Education in North America

Meeting of February 14, 1990

Guide for Discussion

Group B

Personnel, Facilitating Mechanism, Community Action Sites

PERSONNEL (Pages 11-14)

1. Given the scope of the work in personnel, how can we frame the recommendations so that the report will focus attention and galvanize resources rather than overwhelm and discourage? Does the concept of a ten year plan help in this way?
2. How should we work with institutions and communities to foster cooperative approaches to these issues?
3. Should we have national standards for salaries and benefits?
4. How can we move communities and institutions towards considering professional positions in Jewish education as cross-institutional (e.g. can an early childhood specialist be considered the community's expert, and hold joint appointments between the local bureau and JCC)?

FACILITATING MECHANISM (Pages 27-32)

1. The key concept behind the facilitating mechanism is its role as a small staff serving as a catalyst and broker. Is this realistic? What relationships are necessary?
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Commission on Jewish Education in North America

Meeting of February 14, 1990

Guide for Discussion

Group C

Community/Financing, Facilitating Mechanism, Community Action Sites

COMMUNITY/FINANCING (Pages 7-10)

1. What is needed from a national perspective to help nourish local committees and commissions on Jewish education?
2. How can we foster the partnership between the communal and congregational worlds?
3. Is it realistic to expect significant federation movement in the next five years given the expected demands of Soviet Jewish resettlement? How can the Commission help communities transcend the exigencies of the moment?
4. Is there more we should be recommending on increasing the level of top community leadership support and involvement in Jewish education?

FACILITATING MECHANISM (Pages 27-32)

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2. How can the facilitating mechanism most productively work with existing agencies such as JESNA, JWB, CJF, the seminaries, the denominations, others?
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2/12/90

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mona Ackerman	SF	X	X			SF	Hat
Ronald Appleby	SHH	*	X				No
David Arnow	AH		X	X	X		Yes
Mandell Berman	JW	X	X	X		JW	No
Jack Bieler	JR	X	X	X	X		Yes
Charles Bronfman	SF	X	X	X	X	SF	Yes
John Colman	HLZ	X	X	X	X		Yes
Maurice Conson	JW	X		X	X		Yes
Lester Crown	HLZ	X			X	HLZ	S. Crown
David Dubin	JW	X	X		X		No
Stuart Eizenstat	AR		X				No
Joshua Elkin	JR	X	X	X	X		Yes
Eli Evans	AR	X	X	X	X	HLZ	Yes
Irwin Field	JR						No
Max Fisher	MLM	X	X				No
Alfred Gottschalk	SF		X	X		SF	Yes+Steinberg
Arthur Green	JR		X	X	X		Yes
Irving Greenberg	JW		X				After 2:00
Joseph Gruss	MLM	*					No
Robert Hiller	SHH	X	X	X	X		Yes
David Hirschhorn	SF	X	X	X	X	SF	Yes
Carol Ingall	JR		X	X	X		Yes
Ludwig Jesselson	MLM	X					No
Henry Koschitzky	AH	X	X			SF	No

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

2/12/90

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mark Lainer	JR	X	X	X		HLZ	Yes
Norman Lamm	AH	X	X	X	X		Yes + Hirt
Sara Lee	SF		X	X	X		Yes
Seymour Martin Lipset	SF	X	X	X			No
Haskel Lookstein	AH	X	X	X			Yes
Robert Loup	AH	X	X				No
Morton Mandel	AH	X	X	X	X		Yes
Matthew Maryles	AK		X	X	X	AH	Yes
Florence Melton	AH	X	X	X	X	AR	No
Donald Mintz	AR	X	X	X			No
Lester Pollack	JW	X			X	AR	Yes
Charles Ratner	SF	X	X	X		SH	Yes
Esther Leah Ritz	AH	X		X	X		Yes
Harriet Rosenthal	JW	X	X	X	X		Yes
Alvin Schiff	JR	X	X	X	X		Yes
Ismar Schorsch	AH	X	X	X	X	AH	Yes+Abramson
Harold Schulweis	JR						No
Lionel Schipper	JR	*					No
Daniel Shapiro	AR	X		X		HLZ	Yes
Peggy Tishman	AH	X	X	X			No
Isadore Twersky	SF	X	X	X			Yes
Bennett Yanowitz	JW	X	X	X	X	SH	Yes
Isaiah Zeldin	JR						No

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance



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

FROM: Virginia F. Levi *VFL*

DATE: March 6, 1990

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Enclosed are (1) the minutes of the Commission meeting of February 14, (2) the cover letter that accompanied the minutes, and (3) the minutes of the senior policy advisors meeting of February 15. A copy of the updated assignments will be sent to you shortly.