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Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 2: Commissioner and Consultant Biographical Files, 1987–1993.

Box
6

Folder
7

Lee, Sara S., 1987-1989.

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

Commissioner Contact SheetName Sara Lee Assigned to SF

Mailing Address _____ Off. phone _____

Home phone _____

Fax _____ Telex _____

Comments Influential. Leader of reform Jewish education. Influential in US educator's community. Leader in training interested in being involved in planning & implementation

Date	Nature of Contact/Status	Next Steps/Action Needed
7/8/88	SF visit - Pre 8/1 interview	
8/15/88	SF call - follow up on 8/1	
10/14/88	Educators' mtg. in Boston	
10/25/88	DM call - input on options	
10/?/88	ATN call	
12/?/88	SF visit - pre 12/13	
12/?/88	SF call - pre 12/13 interview	
12/?/88	SF call - follow up on 12/13	
2/?/89	SF call	will see 4/89
2/27/89	letter from SL to HLM	will participate in educator meeting 4/5/89
3/?/89	JR call re: denominations	
10/?/89	Participates in educator consultation / Bob	

COMMISSIONER CONTACT SHEET

Name Sara Lee Assigned to SF
Mailing Rhea Hirsch School of Education
Address 3077 University Avenue Off. phone 213-749-3424
Los Angeles, CA 90007-3796 Home phone _____
Fax _____ Telex _____

Comments Influential. Leader of reform Jewish education. Influential in U.S.
educator's community. Leader in training, interested in being involved in planning
and implementation of Commission's work.

Date	Nature of Contact/Status	Next Steps/Action Needed
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2/27/89	Letter from SL to MLM	Will participate in educators meeting 4/5/89
3/ /89	JR Call re. denominations	

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- 7077 SCHWARTZ

- (1) Mr

(1) Mr. H. H.

Office of the Vice-President

November 23, 1987

Mr. Morton Mandel
Premiere Industrial Corporation
4415 Euclid Avenue
Cleveland Heights, Ohio 44103

Dear Mr. Mandel:

We are pleased to inform you that the Association of Institutions of Higher Learning for Jewish Education has been formed. This Association includes regionally accredited institutions of higher education which grant undergraduate and/or graduate degrees whose primary focus is professional education for careers in Jewish education. The institutions which have created this association are: Baltimore Hebrew University, Cleveland College of Jewish Studies, The Fingerhut School of Education of the University of Judaism, Gratz College, Hebrew College of Boston, Hebrew Union College -- Rhea Hirsch School of Education and New York School of Education, The Hornstein Program of Brandeis University, The Jewish Theological Seminary of America Education Program, Spertus College of Judaica and Yeshiva University.

Since the purposes of this association include strengthening the profession of Jewish education and providing academic and professional leadership for the improvement of Jewish education, we are writing to you at this time to request representation on the North American Regional Subcommittee of the Jewish Education Committee of the Jewish Agency. In view of the fact that several of the institutions listed above already have representation on the committee, we are requesting this representation as a distinct collective entity concerned with those issues in our field which transcend institutional and denominational boundaries.

It is because of the excitement and promise which your initiatives have generated that we look forward to making a contribution to the deliberations and future projects of the Committee.

Sincerely,

Sara S. Lee / gm

Alvin Mars

Sara S. Lee

Alvin Mars

Co-chairpersons

Association of Institutions of Higher
Learning for Jewish Education

11/27/87 - Pres such as
- Gary Schiff
- Sam Schickel

MRS. SARA S. LEE

9311 Texhoma Avenue
Northridge, CA 91325
(213) 886-8662

ACADEMIC BACKGROUND:

Master of Science in Education, University of Southern
California, June 1979
Master of Arts in Jewish Education - Rhea Hirsch School
of Education, Hebrew Union College-Jewish Institute
of Religion, 1977
Bachelor of Arts in Social Relations (Cum Laude),
Radcliffe College, Cambridge, Mass., June 1955

PROFESSIONAL EXPERIENCE:

Director, Rhea Hirsch School of Education, Hebrew Union
College-JIR, 1980 -
Visiting Professor of Religious Education, Iliff School
of Theology, Denver, Colorado, Summer 1984
Lecturer in Education, Director of Tartak Learning
Center, Hebrew Union College-JIR, Los Angeles,
1977-1980
Departmental Assistant, Rhea Hirsch School of Education,
Hebrew Union College, JIR, 1976-1977.
Confirmation Department Director, Temple Ramat Zion,
Northridge, CA 1968-1973.
Religious School Teacher, Temple Isaiah, Los Angeles,
CA, 1962-1964
Education Director, Temple Emanuel of Lowell, MA,
1961-1962.
Assistant Director, B'nai B'rith Hillel Foundation at
Boston University, 1955-1957.
Regional Field Worker, Student Zionist Organization,
New England States, 1954-1955.
Director of Counselor Training, Camp Pembroke, Pembroke,
MA 1953-1955

FELLOWSHIPS AND AWARDS:

Distinguished Merit Citation, National Conference of
Christians and Jews, 1988
Lotte Levensohn Award, Southern Pacific Coast Region of
Hadassah, 1982.
Anna Grancell Prize for Scholarship, Hebrew Union
College-JIR, Los Angeles, June 1976.
Samuel Kaminker Award for Scholarship, UAHC College of
Jewish Studies, 1965
Fellow of Institute for Jewish Life, 1975-1976.

Mrs. Sara Lee
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ORGANIZATIONAL AFFILIATIONS:

Association for Jewish Studies
Association of Professors and Researchers in Religious
Education
Association for Supervision and Curriculum Development
Coalition on Alternatives in Jewish Education
Harvard-Radcliffe Club of Southern California
National Association of Temple Educators
National Society for the Study of Education
Religious Education Association, Board Member
1987-89

VOLUNTARY LEADERSHIP POSITIONS

Vice President, Heschel Day School, Los Angeles, CA
1976-1980
Executive Vice President, Temple Ramat Zion, Northridge
CA, 1974-1976
Founder and President, Emek Chapter of Hassah, 1973-1975
Regional Conference Chairman, Southern Pacific Coast
Region of Hadassah, 1974
Regional Youth Activities Chairman, Southern Pacific
Coast Region of Hadassah, 1970-1974

PROFESSIONAL PAPERS AND PUBLICATIONS:

"Leadership by Partnership: Professional and Lay
Leaders in Jewish Education," presented at the
Council of Reform Jewish Day Schools Conference,
Boston, March 1988.
"Defining Israel," Compass Magazine, Vol. 10, No. 2,
Winter 1988.
Symposium on "Jewish Education: What Is Its Vision?"
(On the occasion of the publication of Commandments
and Concerns: Jewish Religious Education in
Secular Society by Michael Rosenak), Conference on
Alternatives in Jewish Education, 1987.
Symposium on "The Jewish Teacher Today and Tomorrow,"
Jewish Education, Vol. 25 No. 1, Spring 1987.
"Meeting the Challenge of Change: Issues in Reform
Jewish Education," presented at the Biennial of the
Southwest Council of the Union of American Hebrew
Congregations, November 1986.
"Educating for Leadership: The Training of Jewish
Educators," presented at the Conference on Careers
in Jewish Education, Brandeis University, June
1986.

- "Teaching Jewish Texts: The Perspectives of Curriculum Theory," presented at the Association of Jewish Studies, Boston, December 1985.
- "The Jewish Educator and the Future: The Challenge of Self Renewal and Community Change," Thirtieth Anniversary Volume of the National Association of Temple Educators, December 1984.
- "Inservice Education: A Priority for All Seasons", The Pedagogic Reporter Vol. 35 No. 2, March 1984.
- "Working With Board and Committees", The Jewish Principals Handbook, Alternatives in Religious Education, Denver, 1983
- "Educating for Identity as a Reform Jew," presented at the Colloquium on Reform Judaism, Hebrew Union College, Los Angeles, January 1983.
- "Jewish Education" in Harper's Dictionary of Religious Education, (co-authored with Isa Aron, William Cutter, and Michael Zeldin) - forthcoming.

INSTITUTES

- "Perspectives on Torah: Reform Jewish Educational Ideology" - Boston Area Reform Temple Educators, October 30-31, 1987.
- "Reform Jewish Education in the Context of Changing Social Realities" - Board of Midwest Council of Union of American Hebrew Congregations, St. Louis, March 27-29, 1987.
- "Jewish Education: Purposes, Priorities and Personnel" - Holy Blossom Temple, Toronto, February 19-22, 1987.
- "Prophets and Prophecy in Reform Jewish Education" - National Association of Temple Educators, Toronto, December 1985 (with Michael Zeldin).
- "Spirituality in Reform Jewish Education" - Boston Area Reform Temple Educators, October 18-19, 1985.
- "A Jewish Community in Three Dimensions: American Jews of the Civil War Period" - National Association of Temple Educators, Clearwater FL, December 1984 (with Michael Zeldin).
- "Facing the Future: Jewish Education and the Changing Jewish Community" - Congregation Beth Am, Palo Alto, March 15-17, 1984.
- "Jerusalem the Metaphor: Jerusalem the Reality" - National Association of Temple Educators, Costa Mesa CA, December 1983 (with Michael Zeldin).
- "Jewish Classroom Teaching: From Content to Instruction" - Congregation Beth Israel, Houston, January 29-31, 1982.

Mrs. Sara Lee
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"Jews Reflected in the Mirror of Their Cultural Milieu"-
Adult Study Institute of the Northern California
Council of the Union of American Hebrew
Congregations, San Francisco, November 6-8, 1981
(with Michael Signer).

CONSULTATIONS (ORGANIZATIONAL DEVELOPMENT)

San Diego Bureau of Jewish Education
San Diego Jewish Community Day School
Congregation Beth El, La Jolla, CA
Temple Beth Tikvah, Fullerton, CA
Congregation B'nai Jehoshua Beth Elohim, Glenview, IL
Southern Pacific Coast Region of Hadassah

INTERVIEW WITH
SARA LEE

SEYMOUR FOX
JULY 8, 1988, LOS ANGELES

We began our discussion with the question of is it important to have rabbis on the Commission and she felt that it certainly was. I discussed the three candidates we had considered, Zeldan, Luchstein and Shulweiss. She agreed with Shulweiss and Luchstein and she thought that an alternative to Zeldan might be Rabbi Shelly Zimmer of Dallas, Texas.

We agree about the Commission and its role. Sara Lee presented her case, which is that as important as teacher salaries and benefits are as a necessary condition, the crucial question as far as she is concerned is a cultural one. The way the Jewish community looks at educators, particularly teachers, the way educators look at themselves, and what would be necessary to change that situation so that teachers could feel that they can make a difference.

She referred to some research being carried on by Ron Reynolds of the Board of Education in Los Angeles, Ysa Aaron and Hanon Alexander. Where the data gathering has been completed, the analysis has not been undertaken as yet. She bemoaned the fact that there was no research and we really don't know anything about what the clients want. That is, the parents or how they feel about teachers or what they would be willing to do about status.

She referred to the synagogues and the fact that they would have to change their culture if Jewish education was to make any impact. Jewish teachers, she kept repeating, feel that they have no impact on policies, that decisions are made someplace else, at best they are technicians of a low level. The lay leaders and the rabbis are the ones that make all the decisions.

In describing the work of the Wexner Foundation, she said Wexner, as important as the contribution they were making, did not consider what happened to this Wexner Fellow once he entered the training institution or what happened to him once he graduated. She claimed that as the Holmes and Carnegie reports had indicated about general education, that Jewish education even more so, the people who are entering the field are not the very best people and unless they are empowered with some possibility of making a difference, she believes they are going to continue to get the wrong people. She, therefore, feels that the task force, if there should be one, on ambience, that is, what it would take to change lay leadership, becomes a very, very important one. I believe she would like to participate in that task force.

In talking about status, she described the fact that we refuse to recognize what our competition is, that our young people can choose law or business administration, and that if we want to get those people into our field, it's going to take the kind of cultural change she talked about.

Then she moved on into what she called "meta issues" of Jewish education. She really asked, and I'm quoting her, "What is the Piadeai of Jewish education?" She suggested that we, once and for all, tell the truth about what we think can happen with formal education, informal education, camping, the Israel experience, etc. Only when everyone knows what is likely to happen in each of these institutions are we likely to introduce serious change.

She gave examples of the limitations of the supplementary school and indicating that the supplementary school at best could probably be only a socializing institution and the people ought to know if that's where they send their children, that's what they're going to get and ought not to pretend that they can get something else.

She argued strongly for, not only clarifying what we think can happen in these institutions, but for demonstration centers where we see what could happen if an institution were carried to its very best. She says she knows of successful schools in North America where a visionary educator created or found a supportive environment and did great things. She spoke about a school in Tulsa and, again she kept emphasizing reports of the school culture.

She introduced the whole question of a whole series of sociological issue and the importance of getting data or research about it. For example, she spoke about what does Jewish education mean for fourth generation Jews, for the large number of inter-married or mixed marriages. She argues that this kind of research is very crucial. She also wanted discussion about what is our concept of success, some kind of interception between the ideal and the real.

She also brought up the great possibility and importance of early childhood education and she agreed with the conception that the change in education would take place from the top down. I had then told her about Gottschalk and what he thought and she repeated her pet formulation, if you send a gifted educators to a supportive community, then great things can take place. In other words, this was a strong argument for senior educators.

She then began to talk about the importance of considering a smaller community. She said that she wants the sociologist to look into this. The Jews are moving away from where they lived before and that its no longer going to be education in the larger communities. This then forces people to understand that, if you're going to live in a small community which may not have a day school or not a good day school, that there are limitations as to what may take place.

As far as the task forces were concerned, she suggested that they meet for longer periods of time, even if they have a two-day meeting with one night in between. This would be the appropriate way for task forces to work. I asked her for staff as well as for members of task forces and she said she'd send some of that information to me.

Additional missing research as far as she was concerned were ethological studies. She bemoaned the fact that we have none of the day school at all. She also said she'd send me a list of research issues.

Then she returned back to early childhood education and connected it to family education as being another area where she felt we have to work at, and that we do not have any research. I think that Sara Lee is going to be an important member of both the Commission as well as of the task forces.



*file
Commission
Correspondence*

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
Cincinnati • New York • Los Angeles • Jerusalem

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796
(213) 748-3424

September 28, 1988

Ms. Virginia Levi
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, OH 44103

Dear Virginia:

Thank you very much for the tapes of the first meeting of the Commission on Jewish Education in North America. It was most helpful to be able to hear the actual discussion.

I would like to point out that the first tape is mislabeled. Side one is really side two and vice versa.

I look forward to meeting you at the December 13th meeting.

Sincerely,

Sara S. Lee

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL:fj

Enclosures

Premier Industrial Foundation

4500 EUCLID AVENUE

CLEVELAND, OHIO 44103

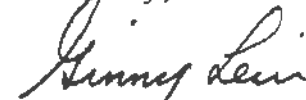
August 31, 1988

Dear Ms. Lee:

I am pleased to send you the enclosed set of three tapes of the first meeting of the Commission on Jewish Education in North America. Don't let the blank spaces throw you off.

When you are finished with them, I would appreciate your returning them to me. I hope you find them useful.

Sincerely,



Virginia F. Levi
Program Officer

Mrs. Sara S. Lee
Rhea Hirsch School of Education
Hebrew Union College
3077 University Avenue
Los Angeles, CA 90007-3796

Enclosures



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3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3708
(213) 740-3424

June 15, 1988

Mr. Morton Mandel
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mr. Mandel:

I am deeply honored by the invitation to participate on the North American Commission on Jewish Education. In accepting this appointment, I look forward to a challenging task of deliberation and inquiry in regard to the status and future of Jewish education. The formation of this body and the goals indicated in the Design Document hold great promise for a thoughtful assessment of the issues in Jewish education, prior to determining policy directions. This is a welcome change on the communal scene.

Unfortunately, I will not be able to attend the meeting on August 1. I will be Israel as of July 22 teaching in a seminar that precedes the CAJE Conference, and then will be responsible for the department on Israel and Zionism within the CAJE Conference. I recognize that conflicts in calendar are inevitable and I will certainly attempt to be at future meetings. There is little doubt that this first meeting will be one of great significance and I regret missing it.

Again, I want to express my excitement about being a part of the Commission and look forward to a stimulating experience.

Sincerely,

Sara S. Lee, Director
Rhea Hirsch School of Education

:fj



DEC 19 1988

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December 15, 1988

Dr. Arthur Naparstek, Director
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Arthur:

It was a pleasure and a privilege to be at the commission meeting on December 13 in New York. I want to congratulate you on the outstanding preparation by the staff for this event. Given the pace of such a meeting, it is very difficult to have a sustained conversation with anybody, and so I am grateful that we had a few moments together. I look forward to future opportunities to engage in the kind of dialogue that was possible when we met in Boston in October.

I am enclosing receipts for expenses incurred in connection with the commission meeting. Fortunately, I was on the East Coast at the invitation of the Baltimore Bureau of Jewish Education and, therefore, my air travel was their fiscal responsibility. The cost of my travel from Baltimore to New York is reflected in the attached receipts.

I look forward to seeing you in the future and again offer my congratulations on the quality of the meeting last Tuesday.

Sincerely,

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

Enclosures

FIN

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 2/28/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: COMMUNICATION WITH SARA LEE

I was asked to check with Sara Lee with regard to developing a plan of outreach to the reform movement. As a background for our discussion, I forwarded to Sara, Syme's letter to you, your response and his response to you.

Sara's assessment of the correspondence is that Syme is asking that UHAC be represented on the Commission through its department of religious education. She believes that they would like Howard Bogot, the director of that department, to serve on the Commission. She also believes that Syme and Rabbi Alex Schindler do not understand the rationale that guided Commission appointments; she feels our criteria for selecting commissioners should be brought to their attention.

She did go on to say that the reform movement should have input from a congregational perspective, and she recommends that you speak with Syme to determine whether Alex Schindler or Alan Goldman, who is the chair of the UHAC, should be invited to serve on the Commission. According to Sara, either would be appropriate.

I followed up that discussion with a conversation with Seymour Fox to seek his input. Seymour felt that, if we did invite Schindler or Goldman to participate in the Commission as members, we would have to offer a similar invitation to the congregational heads of the conservative movement.

My recommendation is that this should be taken up at our policy advisors committee meeting on March 30th to determine how to deal with the congregational movement of each denomination.

INTERNET OFFICE RECORDS SECTION

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

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March 7, 1989

Dear Sara:

Many thanks for your thoughtful letter, sharing your insights and comments about the work of the Commission on Jewish Education in North America.

I will share your comments with key advisors, and know they will find it of interest.

Thanks again for writing, and I take this opportunity to send my warmest personal regards.

Sincerely,

MORTON L. MANDEL

Sara S. Lee, Director
Rhea Hirsch School of Education
Hebrew Union College-Jewish Institute of Religion
3077 University Avenue
Los Angeles, California 90007

cc: Arthur J. Naparstek
Virginia F. Levi

TO: Morton L. Mandel

NAME

DEPARTMENT PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT PLANT LOCATION

DATE: 3/9/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Sara Lee's February 27th letter to you is excellent. I would like to comment on two points.

She suggests convening a special task force to investigate the question of personnel and to report back with recommendations, presumably within six months to a year. I think this is a very good idea, especially if we designated one person to take the lead in preparing a paper on the subject for the consideration of the task force. Unless that is done, we will not be able to get a report back in six months. It is very important to keep on our timetable for the work of the Commission which should conclude its work and make its report by late spring or early summer, 1990.

I like very much her idea about finding communities which would be laboratories for program experiments and for communal leadership development for Jewish education. We have one community in Cleveland clearly on the way to undertaking this already. The idea also relates closely to the Fox/Hochstein "ii" idea with the added advantage of placing the emphasis on local community development rather than on the national component. By combining the Fox/Hochstein thrust with the Sara Lee idea, we may very well be on the road to satisfying the need to deal with the programmatic aspects as well as with personnel and community.

I believe this subject belongs on our agenda for the March 29-30 meetings of the Commission planning group and Commission policy advisory group.

[Handwritten signature]

INTER-OFFICE
CORRESPONDENCE



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(213) 746-3424

February 27, 1989

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

Dear Mort:

In the weeks that have passed since the December meeting of the North American Commission on Jewish Education, I have thought many times of the extraordinary nature of this undertaking and the challenges and possibilities that the Commission will confront. As I have reviewed the discussions of the December meeting some ideas have emerged in terms of processes that might contribute to advancing the agenda of the Commission. I share these ideas with you in the hope that some of them may prove helpful to you and the staff of the Commission.

While there was the consensus about the importance of the personnel issue in Jewish education, widely divergent views about the nature of the problem and its policy implications were expressed. In reality, there is very little systematic research about the nature of the problem beyond the struggle that all Jewish educational institutions face in recruiting and retaining teaching and administrative personnel. In public education the assessment of the personnel problem has involved leading academicians and public officials. Their deliberations and the research they have initiated reveal that the causes for the personnel problems in education are multiple, and that the causes are in many cases systemic. This leads me to conclude that the question of personnel for Jewish education needs in-depth investigation if effective responses to the problem are to be developed. Such deliberations would be difficult to conduct in Commission meetings and through the interviewing process. I do believe, however, that the Commission could convene and support a special task force to investigate the question of personnel and to report back with recommendations. Such a task force should be limited in size, but not perspective, and should be expected to complete its deliberations within six (6) months to a year.

Mr. Morton Mandel
Page two
February 27, 1989

The assignment of the personnel question to a task force of high quality would enable the North American Commission to focus its attention on the other areas of concern that have been raised.

Another conclusion I drew from the December meeting relates to the high level of commitment of many Commission members to programmatic interventions as the path to improving the quality of Jewish education. While the issue of personnel is certainly central to any programmatic initiatives, there is the possibility of moving ahead in areas of program on a limited and experimental basis. I would add that the concern for developing community leadership and advocacy could be addressed within these experimental models. My assumption is that no single programmatic intervention, such as a focus on early childhood, would serve our or a community's interest. Instead, a constellation of several programmatic options could be developed with a number of communities, each constellation reflecting the unique realities and needs of a particular community. In the light of differences among communities based on size, regional location, communal structure, and demography, it would be appropriate to select communities which reflect the range of differences. Support for these communal experiments in Jewish education would depend on both the resources that the North American Commission could develop, as well as the community itself mobilizing resources from within. In that way, the communities in question would be laboratories for program experiments and for communal leadership development for Jewish education. Such experiments would generate important data about the priority and implementation of the programmatic options we have been considering. In addition, these experiments could serve as catalysts for other communities not initially involved in the experimental phase.

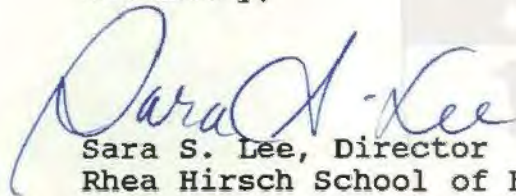
Finally, the documentation and the discussions which the activities of the North American Commission have engendered point to several challenges. First, the quality of Jewish education cannot be addressed without considering institutional and communal realities that impact upon the quality and effectiveness of our educational efforts. Hopefully, the Commission can find a way to facilitate the gathering of those individuals and organizations that need to probe and address these contextual realities. Second, there is a paucity of research of any kind to support our assessment of the problems of Jewish education and to suggest promising remedies.

Mr. Morton Mandel
Page three
February 27, 1989

As a long range goal I would hope that the Commission can be the catalyst for the initiation and funding of key research projects that would enable the Jewish community to plan for the future of Jewish education on a foundation of knowledge.

I want to express my appreciation for the opportunity to be a part of the deliberations of the North American Commission. Your commitment to the future of Jewish education in gathering together this outstanding body of leaders and inspiring them to confront the difficult questions we have been discussing presents us with a unique opportunity. The activities of the Commission have already focused the attention of the North American Jewish community on Jewish education in a way that holds forth great promise. I hope this letter makes a contribution to our ongoing efforts, and I look forward to seeing you at the meeting in June.

Sincerely,



Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

cc: Dr. Arthur Naparstek

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MS. SARA LEE
INTERVIEWER: PROF. SEYMOUR FOX
DATE: APRIL 2, 1989
PLACE: NEW YORK, NEW YORK

Summary:

Annette Hochstein accompanied me at this meeting which began at the Mayflower Hotel and continued with a thoroughly enjoyable brunch. We had a very intense discussion on the work of the Commission.

We did not have to review with Sara Lee the history of the work of the Commission; she is very much involved, has kept herself informed and did not have to be reminded of what was taking place.

Annette and I feel that Sara Lee's suggestion for establishing a task force in the area of personnel, which she suggested in writing to us earlier, is worthy of very careful consideration and that she could play a leading role, possibly even serve as a co-chair for such a task force.

We had previously discussed the concept of demonstration sites so it was easy to move in to the connection between the decisions of the Commission on December 13th and the possibility of establishing some version of a demonstration site.

She quickly understood the significance of the need for an

implementation instrumentality. She offered many suggestions and raised a good number of problems related to the concept of an ii. She strongly urged us to get the educators involved as soon as possible, and thought that many of them would want to help us in the work of building demonstration sites and the ii. She also participated, later in the week, in the meeting of the educators who are on the Commission, which took place at the Board of Jewish Education in New York City.

She is concerned about the role of the denominations in our work. We told her that meetings are being arranged between MLM and the various presidents of institutions of higher learning.

She has the June 14th date on her agenda, and is planning to attend.

I believe that Sara Lee is an important person for the Commission and will be willing to play a key role in our work.

APR 17 1989



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(213) 749-9424

April 13, 1989

Mr. Arthur Naparstek, Director
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Art:


It was a pleasure to be with you at the meeting in New York on April 5, and I hope you were pleased with the insights and ideas which were generated. I would just like to add to the discussion my concern that we should find a structure for establishing the questions and information necessary to articulate the nature of the personnel and community leadership problems. As I stated in my letter to Mort Mandel, this task could be carried out by small and representative task forces or sub-commissions, mandated by the Commission as a whole. These task forces could be given some financial resources to bring in consultants, and should be expected to complete their report in a timely fashion. With this information on hand the structure for initiating community demonstration projects could go forward with greater confidence that the personnel and community leadership issues are clear. As you know, the precise nature of these issues has been debated within the Commission, and thus clarification appears to be a necessity.

I have enclosed a travel expense voucher with supporting receipts. I would like to explain that the airline ticket represents my return from the April 5 meeting and my trip to the June 14 meeting. My return from the June meeting is part of the ticket I used to get to New York for the meeting that preceded our April 5 meeting. By ticketing in this manner I avoided the more expensive fare that would have been necessary for the June meeting since I would not have been able to take advantage of the over Saturday night fares. In addition, the hotel bill is larger than the \$240 on the travel voucher due to phone calls and my having a colleague stay one night when she was stranded in New York. Those extra charges have been deducted as indicated.

Mr. Arthur Naparstek
Page two
April 13, 1989

Thank you for encouraging me to stay on for the meeting last week and I look forward to seeing you in June. Of course, I am prepared to assist in any way I can to carry forward the work of the Commission.

Sincerely,

A handwritten signature in blue ink, reading "Sara S. Lee". The signature is fluid and cursive, with the first name "Sara" being more prominent than the last name "Lee".

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

Encls.



JUN 26 1989

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796

(213) 748-3424

June 22, 1989

Mr. Morton Mandel
Premier Industrial Foundations
4500 Euclid Avenue
Cleveland, OH 44103

HL2 ✓
VFL ✓
AJN ✓

Dear Mort:

This letter is a report of my meeting with the representatives of CAJE held on Monday, June 19. It was an excellent meeting in which all of us worked diligently to develop the best possible structure for your participation in the forthcoming CAJE conference. The proposal which follows is for your consideration, and we hope you will find it both comfortable and challenging.

The evening of Tuesday, August 15 will be dedicated to a conversation between the Commission on Jewish Education in North America and the participants in the 14th annual CAJE conference in Seattle. We propose that the conversation take place in a three-part program over the course of the evening.

Part I - A presentation by you and two other Commission members to a plenum. You would make the major presentation, lasting about 30-40 minutes, covering the following topics:

- 1) A reflection on who you are, your involvement in the Jewish communal world, and your current interest in Jewish education.
- 2) Your rationale for convening this commission and your hopes for its achievements.
- 3) The issues and concerns that the Commission has identified to date, with particular emphasis on the concern with personnel.
- 4) Your hopes for what can be learned from the CAJE conference participants in terms of the personnel issue.

Mr. Morton Mandel
Page two
June 22, 1989

After your presentation two other commissioners would reflect briefly (5-7 minutes) on their perspective on the personnel issue. Our ad hoc committee suggests that Joshua Elkin, a practitioner, be one of the panelists and that a woman be the other. Since so many Jewish educators are women, it is important to have a woman presenter. The committee offers two possibilities for your consideration. The first is to invite Esther Leah Ritz to present on this panel, and her presentation offers another lay perspective. The other suggestion, encouraged by Annette and Art in subsequent telephone conversations, is that I be the other panelist. If that is your wish I will arrange to be present at the conference for the program, since I do not depart for Europe until Friday, August 18.

Part II (1 hour) - The conference participants will be divided into discussion groups according to the roles they occupy in Jewish education (i.e. day school teacher, supplementary school principal, early childhood educator, etc.). In these groups they will fill out a brief questionnaire, to be prepared by the CAJE people, which will start them thinking about their motivations and issues as Jewish educators. Then the discussion will move to a consideration of the following questions:

- 1) What do you believe it would take to recruit people into roles in Jewish education?
- 2) What keeps you in the field, and what additional forces would reinforce your staying? What might lead you to leave the field of Jewish education? What could change that situation?
- 3) What do you need for your task as a Jewish educator, especially in the area of continuing education, professional growth, etc? What support would be necessary for you to take advantage of such opportunities?
- 4) What do you believe would be the most significant factor in making a difference in the personnel issue in Jewish education?

Part III (45 minutes) - The recorders of the discussion groups will meet with you and the other commissioners to discuss the results of the group discussion. In particular, it will be important to identify recurring themes in many of the groups and the responses to question four.

Mr. Morton Mandel
Page three
June 22, 1989

This final step in the process will afford you and the commissioners an opportunity to analyze the suggestions put forth by Jewish education practitioners at the conference. We would conclude with an attempt at summary.

This is the program we are suggesting and I would like to endorse the proposal enthusiastically. In addition, the CAJE representatives hope that you will personally invite all the commissioners to attend the CAJE conference and this important evening. Not only will the discussions be rich and fruitful, but the format of the discussion groups will enable us to generate an important data base. If the proposal meets with your approval, I would suggest that you communicate your agreement to: Mr. Joel Grishaver, Torah Aurah Productions, 4423 Fruitland Avenue, Los Angeles, CA 90058, who represents CAJE for this program. I would also appreciate your notifying him and me about your decision about the other two panelists.

It has been a pleasure representing you in these deliberations, and I am thrilled that this conversation between CAJE and the Commission will take place.

Cordially,

Sara S. Lee
Director
Rhea Hirsch School of Education

SSL/fj

cc: Arthur Naparstek

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

DATE: 6/23/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: TELEPHONE BRIEFING BY SARA LEE ON JUNE 19
CAJE PLANNING MEETING IN LOS ANGELES

The following is an interim report as Sara Lee will be providing you with a full report on the meeting of June 19. She reported to me that she met with Joe Grishaver, Stewart Kellman, past chair of CAJE, and a third person whose name she could not recall but whose wife will be the conference chair in Seattle. Mark Lainer was unable to attend the meeting because of an illness in his family.

The planning group would like you to speak to the plenary, with your remarks organized so as to give the conferees a view of how you came to regard Jewish education as important, why you formed the Commission, what are some of your expectations and concerns for the Commission, and how you see the Commission focusing its work. The planning group also felt that you could make a real "mitzva" by letting the educators know how much you value them and their work.

Following your presentation, the group suggests having two practitioners on a panel. The names suggested are Josh Elkins and Sara Lee. Sara made the point that it's important to have a woman on the panel as an overwhelming number of practitioners in Jewish education are women.

After the panel presentations, the large group will be divided into 15-20 small groups. They suggest the groups be divided homogeneously so that supplemental school teachers will meet together, principals will meet together, day school people will meet together, etc.

A questionnaire will be developed which will focus on issues of personnel. Each individual in the small groups will be asked questions such as, why did I become a Jewish educator; why have I stayed in Jewish education; why do I do it on an avocational basis, etc.?

A discussion guide will also be prepared and that will focus on the aspects of personnel with which the Commission is dealing such as recruitment--how did I get into the field; what needs to change in order to bring more people in; retention; why should I stay in; what are some of our needs that need to be met in order for me to stay in; what do you think will really make a difference?

Recorders will be assigned to each of the 15 groups. Following the group meetings, each recorder will then meet with you and the other commissioners who are at the meeting to discuss the dominant themes and the implications that evolve from these themes. The entire focus will be on personnel and with specific foci on what are the interventions which will make a difference.

Finally, Sara indicated that the planning committee would like you to write a letter to the commissioners telling them that this is in the works and inviting them to participate in the meeting in Seattle. I hope this is helpful and serves as a backgrounder for the full report which I expect you will receive from Sara Lee in the next few days. It sounds like Sara did a great job at the meeting.

INTER-OFFICE CORRESPONDENCE

MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Henry L. Zucker
FROM: Mark Gurvis *MG*
DATE: October 11, 1989

Last winter I had an opportunity to participate in a focus experience for a collaborative project of the Hebrew Union College and University of Judaism in Los Angeles. The project, funded by the Milken Foundation, focused on how the two institutions could best prepare Jewish professionals for a changing Jewish community.

I recently received the enclosed summary of the project report from Sara Lee, and asked her if I might share it with a number of people. There may be some value in looking at the full report, particularly its conclusions, to see if there are ideas of interest to the Commission.

Feel free to contact Sara directly for any further information related to this project.



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RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798
(213) 748-3424

September 14, 1989

Mr. Mark Gurvis
The Jewish Federation
1750 Euclid Avenue
Cleveland, OH 44115

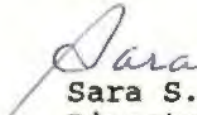
Dear Mark:

On behalf of my co-chairman, Dr. Alvin Mars, and myself, I want to thank you for your participation in our deliberations about preparing Jewish professionals for a changing Jewish community. The process is now over and the findings have been collected in a document of over 300 pages, including minutes of all committee meetings and transcripts of the two focus experiences. This document has been delivered to the Milken Foundation, which funded the planning grant, and to the Hebrew Union College and University of Judaism. The findings will provide a basis for future programs that the two institutions might wish to implement to address the issues raised in our deliberations.

I have enclosed the introduction to the document which summarizes the process and the ideas which were generated. By providing you with this introduction we hope to share with you a reminder of the process and a summary of the major ideas which we generated. It is our way of expressing our gratitude for the time and effort which you contributed to the project. We hope that the many wonderful insights and suggestions will enrich our efforts to prepare the outstanding professional leadership which can guide the Jewish community into the next century.

As we approach Rosh Hashanah I extend our sincerest best wishes for a year of health, fulfillment, and peace.

Sincerely,


Sara S. Lee
Director
Rhea Hirsch School of Education

SSL/fj

Encl.

OCT 10 1989

TO: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

FROM: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

DATE: 10/10/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

This will summarize a conversation I had with Dr. Fred Gottschalk in New York on September 29. We met for lunch, and were together from about 12:30 to 2:30. During that time, I brought Dr. Gottschalk up to speed on the activities of the Commission, and he was quite interested. Regrettably, he will not be able to attend our meeting on October 23, because that is the same day as an all-day meeting of his Board.

The general thrust of our discussion was how we best could interface the Rabbis in the movement, particularly with regard to those who are interested in the Jewish educational aspect.

At the outset of our discussion, Fred felt that we were doing pretty well working with him, but as the conversation progressed, he agreed that it might make a lot of sense to convene a group of about ten, who would represent the various aspects of the reform educational apparatus, as well as the appropriate members of the rabbinate. This work group would, of course, include Rabbi Dan Syme. We agreed that such a meeting would be held most appropriately in December, January or February, and that he and I will coordinate as to when we would do this.

Essentially, this meeting would be an opportunity to bring this group up to date with regard to the Commission, and also give them the opportunity to input their ideas to the Commission. It was hoped that, by this connection, we will at least get them feeling that we are concerned with their reactions, and want to enlist their assistance.

As a further idea, we thought it might make sense for me to contact Rabbi Alex Schindler directly, in view of his leadership position with the Union of American Hebrew Congregations.

Fred was extremely supportive of the Commission work, and wants to do everything he possibly can to facilitate our objectives. He is solidly behind all that we are doing.

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INTRODUCTION

Over the past year the Milken Foundation has fostered a unique interchange between faculty and students and alumni of the University of Judaism and Hebrew Union College as the leadership and alumni of both institutions have joined hands to deliberate the issues confronting us as we prepare professionals to contend with a changing Jewish community.

JOINT FACULTY PLANNING COMMITTEE

A joint faculty planning committee was impaneled by the two institutions. Dr. Alvin Mars, Vice President for Academic Affairs, University of Judaism, and Ms. Sara Lee, Director of The Rhea Hirsch School of Education, Hebrew Union College, co-chaired the committee with the assistance of project coordinator, Rabbi Naomi Levy. The committee consisted of three faculty members from each institution, representing the rabbinic programs, the schools of education, communal service and administration:

- Dr. Isa Aron, HUC
- Dr. William Cutter, HUC
- Ms. Gail Dorph, UJ
- Dr. Elliot Dorff, UJ
- Dr. Leslie Koltai, UJ
- Dr. Bruce Phillips, HUC

The committee met regularly throughout the year attempting to refine the goals before us. The committee's tasks fell into three areas: a) identifying questions to be addressed by the project; b) helping in the planning of the focus experience; and c) evaluating the outcome of those experiences.

INVITED EXPERTS

In order to properly explore the issues of a changing Jewish community, experts were called upon to take part in our deliberations from the following fields of expertise:

- a) ministerial education; b) sociology; c) institutional change; d) professional education; and e) Jewish thought.

THE FOCUS EXPERIENCE

The medium selected for the collection of data was the focus experience. Two focus experiences, the first in January and the second in April, were conducted over a 24-hour time period at the University of Judaism's Conference Center in Ojai, California. The focus experience brought the faculty planning committee together with expert consultants, alumni of both institutions

(rabbis, educators, communal service workers, and administrators), and students training for these professions.

THE EVOLUTION OF OUR THINKING

Initially, our project's goal was to deliberate how Jewish professionals might be better prepared to deal with disenfranchised, non-normative populations (i.e. the single parent, the blended family, the intermarried, substance abusers, battered wives, etc). However, when the planning committee was convened it quickly became clear that we could not address the particular concerns of any group, however large, however pressing, without examining the subtle and quite obvious shifts in the larger structures of the Jewish community. Basic assumptions had to be unearthed and reassessed. Ultimately, our project arrived at the following statement of purpose:

This Project Seeks to Address the Questions of Change And:

1. The professional's ability to identify change.
Such change may include: demographics, technology, morality, political and economic factors, patterns of leisure, social, and conceptual transformations.
2. Its impact upon professionals and the institutions which they serve.
How does change effect the professional's self perception, role and function.
3. How the professional develops a capacity to evaluate change and respond to it, or initiate it.
We seek to examine the skills, knowledge, and attitudes that professional must possess in order to evaluate change and respond to it, recognizing that the maintenance of the status quo is an appropriate response.
4. How the professional as an individual responds and reacts to change.
How the individual chooses to set personal priorities.
5. The Jewish tradition.
How does Jewish tradition plays a critical role in all facets of this process.

FOCUS EXPERIENCE #1

Our first focus experience brought together the following experts:

Dr. Ian Mitroff, Distinguished Professor of Business Policy, The University of Southern California; Co-Director of the Center for Crisis Management.

Dr. Arnold Eisen, Associate Professor of Religious Studies, Stanford University.

Dr. Seymour Lipset, Caroline Munroe Professor of Political Science, Professor of Sociology, and Senior Fellow at the Hoover institute.

The January focus experience was aimed at defining the types of changes that are taking place within the Jewish community, and at examining the magnitude of those changes. Only then could we begin to assess how communal change might be leading to a redefinition of the role of the professional in the Jewish community. The following issues emerged from the conference (as excerpted from conference transcripts):

1. The ethos of American culture is hostile to the very notion of tradition. Jews are among the least religious groups within this country, tending to identify with secular high culture.
2. Our community's sense of ethnicity is closely tied to belief in two folk myths: anti-semitism and Israel. Each of these folk myths is quickly declining as current events challenge them. Given that these myths may be central to Jewish identification, we are facing a crisis of great proportion in the coming generation.
3. The institutional structures--the Federation, the synagogue--which emerged in their current forms in the 1950's, no longer correspond to the current realities of the Jewish community. This lack of correspondence may threaten the basis of the institutionalized Jewish community in the near future, yet our institutions are quite unresponsive to this problem.
4. Judaism itself has shifted from an all-encompassing life system to a part-time recreation. Our community has evolved from a people who adhere to structures of community to a population of consumers of things religious. They are less adherents to community than consumers within the community.

5. The rate of intermarriage is steadily rising, while the rate of synagogue affiliation stands at 50%.
6. The concept of "problem solving" may be an inappropriate term for discussing organizational crisis containment. In reality, organizations "manage" crises at best. Thus an ideal design is not a flawless model; rather, it is a paradigm in which one set of problems is exchanged for another. Ultimately we must ask the following question: Which set of problems are we willing to live with?

Given the overwhelming force of the changes mentioned, the following points were made: First, we cannot afford to deny the realities taking place in our midst. We cannot return to old patterns or to old solutions. How do these changes affect the role of the Jewish professional? At what point must professionals refuse to yield to contemporary realities? At what point must they begin to radically reevaluate their most basic assumptions? Obviously, if the community has changed, so must the Jewish professional. For example, we can no longer work under the assumption that we possess a commodity that is inherently meaningful. Thus we must begin to take a hard look at the institutions we serve. Should professionals be working to sustain these institutions, or should they be attempting to serve as catalysts for change within the community? Given the types of changes that have emerged, the education of Jewish professionals must be assessed and reassessed. The implications of these shifts in Jewish communal life may have profound effects upon the training of Jewish professionals.

Thus our first Focus experience led to a recognition of the need for the reassessment of professional education in light of the changes that have taken place in our community. The committee soon began to set the stage for the April focus experience, whose purpose was to examine the implications of change for the education of Jewish professionals.

FOCUS EXPERIENCE #2

The April focus experience attempted to address the more practical implications for the education of Jewish professionals of the changes we had identified in the course of our deliberations. Our first focus experience opened our eyes to those changes. Our second conference explored the ways in which the education of professionals must be enhanced so that we can train professionals who will be both able and knowledgeable to contend with this transformed community.

The April focus experience brought together the following scholars:

Dr. Joseph Hough, Professor of Christian Social Ethics,
Professor of Religion, Professor of Ethics and Public Policy,
Claremont College

Dr. Egon Mayer, Professor of Sociology, Brooklyn College;
President of the Association for the Sociological Study of
Jewry

The following issues emerged from the conference (as excerpted from
conference transcripts):

1. The role of the Jewish professional must encompass much more than the particular tasks at hand. The professional is both a professional, and a representative of a religious system. Thus, for example, the rabbi must be able to respond to the perceived needs of the congregation while advocating for greater understanding of and involvement in Jewish life.
2. The focus should not be merely on what Jewish values and tradition must be transmitted, but rather, on how that information is communicated and distributed.
3. The sharp separation between theory and practice which exists in our respective institutions creates a great strain for the professional. The two realms must be brought into relation by exploring alternative means of education. Perhaps some subjects are best taught in the classroom, while others are best learned in the field.
4. Academic institutions are essentially conserving institutions, focusing more or less on ideals, whether in terms of the ideal professional, or world, or community. Communities, on the other hand, are more in flux by definition, because their conditions are rapidly changing. Therefore their focus is not on the ideal but on the practical way to develop responses and solutions to the day-to-day problems that they encounter. Thus the professional education program needs to take this strain into account as it prepares Jewish professional to enter into Jewish communal life.
5. There are multiple self-definitions involved in the institutions that train Jewish professionals. They include:
 - a) Defining oneself as the academy or university where the preeminent value is research and the main purpose is conducting research;

b) Defining oneself as a seminary, where the purpose is to purvey the religious tradition and prepare others to do the same;

c) Defining oneself as a professional school where the purpose is to prepare professionals for a given field.

Common to all three models is that each has a definition of community service; however, each defines it differently. Most of our institutions see themselves as comprising all three of the above and are never sure at any given moment which they embody. But this attempt to balance these various self-definitions often leads to confusion over what our core values are.

6. Alumni may be the most important bridge between the community and the academic institution, for they represent the nexus point between theory and practice.

What might that mean in terms of the ongoing relationship between academic institutions and their alumni? What responsibilities might ensue from that relationship? Should we institute advanced study for our graduates after they have been out in the field? How do we take the knowledge that they have acquired in the community, as it is informed by theoretical understanding, and bring it back into our system as a means for evaluating what is taking place in the academy? How do we help alumni to serve as agents of change in the community? Are they the most important conduit for such impact? Clearly, the potential impact of recent alumni on the communities they serve is enormous. And so, the challenge we face in the preparation of future professionals cannot be emphasized enough.

CONCLUSION

The project enabled both institutions to create a deliberative model for the investigation of their programs of professional education. In the process of examining these issues, the project became a model for bringing institutions possessing divergent ideologies to transcend their differences in order to address larger issues confronting them both. Thus the process was extremely valuable in itself, and served as a catalyst for internal institutional change and introspection, for it forced us not only to look outward but to turn inward in evaluating change and its impact upon the role of professional education.