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Chai Project, 1989.

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MEMO TO: Jon Woocher
FROM: Mark Gurvis *mg*
DATE: December 20, 1989
SUBJECT: Commission Correspondence

Enclosed are copies of some recent correspondence that I have had on behalf of the Commission with Jonathan Snyder, a student at Yale University, and Mark Stolovitsky, a day school administrator from Calgary. I thought I would bring these to your attention since these are potential candidates for long-term development in the field of Jewish education.



MEMO TO: Marty Kraar

FROM: Mark Gurvis *MG*

DATE: December 20, 1989

I thought you might find the enclosed correspondence of interest. Jonathan Snyder is a young man whom I met at the CAJE conference who is finishing his studies at Yale. He is a candidate to enter the new Cleveland Fellows Program, but whether he ends up with us or not, he represents an excellent entry into the field of Jewish education.

I'm not sure when your meeting with Richard Joel is coming but there are some interesting possibilities in building a network of student leadership who might be convened as part of the regular student program at the GA that might be worth pursuing.



Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

December 18, 1989

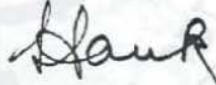
Dear Maurice:

You will be very much interested in the attached correspondence between Jonathan Snyder, a student at Yale, and Mark Gurvis of our staff. The subject, as you can see, is right in line with your strong conviction that a lot more has to be done on the college campus.

Is there a chance that the Wexner Foundation will want to get into this issue and encourage this type of program? Someone surely should.

Trust this finds you in good health and good spirits. Warm regards.

Cordially,



Henry L. Zucker

Rabbi Maurice S. Corson
The Wexner Foundation
Huntington Center
41 S. High St., Suite 3710
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ON JEWISH EDUCATION
IN NORTH AMERICA

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December 15, 1989

Mr. Jonathan Snyder
P. O. Box 46, Yale Station
New Haven, Connecticut 06520

Dear Jonathan:

My apologies for the delay in getting back to you; life here has been very hectic. I have finally had a chance to spend some time looking at your materials and I must say that I am quite impressed. I will be sharing them with other members of the Commission staff, as well as other Jewish communal professionals who I think might find them of interest. I have a number of reactions and suggestions to pass along--some related to your program and some more focused on your interest in Jewish education.

I'll start with the CHAI project. What I find to be most impressive is the extent to which your project involves students in self-education. This is a critical component in adult education programs and can develop within individual students the skills and motivation to continue Jewish learning. Also, I believe you are right on target that the project is a very effective leadership development tool. Whether people ultimately decide to pursue Jewish communal service as a profession, or to pursue volunteer leadership in the Jewish community, making Jewish activity a priority during the college years, when individuals are deciding what to do with their lives, is critically important.

Your efforts to spread the program to other campuses is very important. You have developed a model that is transferable, and the proof is in the fact that other campuses are picking it up. So the critical issues are how you can sustain the effort, and how you can support its diffusion to other campuses further. Here are some suggestions and issues for you to think about:

CONTINUITY AND LEADERSHIP

Obviously, campus leadership faces rapid turnover by definition. Therefore, one of your highest priorities must be to identify, recruit, and train those who will follow your lead after you leave Yale. And they must understand how important it is for them to do the same while they are leading the program. Similarly, you must urge your counterparts from other campuses to do likewise.

AUSPICES

The CHAI program needs a home in the organized Jewish community. For the local campus that should mean the local Hillel Foundation. On a national level, it should mean the national Hillel organization. To the extent that CHAI becomes an institutional priority for Hillel, funding should become somewhat easier over time, either because local Hillel's will spend some of their current funding on this, or because they or the national office might seek alternative sources such as foundation grants.

LEADERSHIP DEVELOPMENT

I think you are right to seek to bring CHAI campus leaders together, and to focus on conferences such as CAJE or the General Assembly. I strongly urge you to use existing forums, even existing Israel experiences, as a foundation to build upon because there is a lot of difficulty involved in launching something totally new. Even if you can do it once, gaining sustained funding can be very difficult. In terms of helping students get to conferences, there are scholarship funds around. Often it is a matter of interested individuals searching aggressively to find the help they need to make it to conferences such as CAJE and the GA. Bureaus of Jewish Education and Federations are usually good places to start. You might think about a one- or two-day institute for CHAI leaders that is organized either right before or after an existing conference, or even built into the schedule of an existing conference. Richard Joel is probably a good person with whom you should discuss this.

Onto a personal agenda. You are obviously a talented and highly motivated person, and I believe you will find a lot of opportunity in the years to come. The whole Jewish education scene is about to open up and go through significant change. You have an opportunity to get in on the ground floor of some very exciting developments.

Don't feel that you have to rush--take the time to see various stages of professional growth and development through. The opportunities are only going to grow for you. In a field facing rapid development there is often real pressure to elevate people very quickly, and that often isn't healthy. I strongly encourage you to take one or two years between Yale and graduate school to gain full-time work experience. The pay may not be great to begin with, but it will more than pay for itself in valuable life experiences that will enhance your graduate education and professional career. You will be a better professional for the investment of time.

It may be that you can mesh a personal agenda with this by exploring the possibility of serving as a national coordinator for CHAI. Obviously a lot would need to be put in place to make such a thing happen, but I would think it's in the realm of the possible.

I would be glad to talk further with you about all of this. Please feel free to call me at the Cleveland Federation (216-566-9200) or at home (216-932-6419).

Best of luck and keep in touch.

Sincerely,



Mark Gurvis
Commission Staff

✓ bcc: HENRY L. ZUCKER



Chai

A Project for Building Jewish Identity and Future Commitment Among Students

Chai

HISTORY

CHAI began in Winter 1988 from two places. At Yale University, a student pioneered a new type of Jewish identity program called *Questions of Judaism*, which was a concentrated period of dynamic lectures, workshops, and discussions on issues of concern to modern students. This blitz of programs and publicity was created by 70 students and reached many who were previously uninvolved - 200 students of diverse Jewish and non-Jewish backgrounds attended. This built a strong sense of Jewish understanding and pride on the campus.

MEANWHILE, a Harvard student was developing an idea for a Jewish pride week. This idea featured an intensive series of Jewish programs which would involve prominent Jewish Americans as role models, build a basic feeling of Jewish identity, and foster cooperation between campuses.

THESE two student leaders first met during the summer of 1989 at the Network Student Leadership Conference. Upon meeting again at the Hillel Leaders Assembly, the two immediately teamed up and combined their ideas, holding an impromptu meeting attended by 40 students from various universities across the US.

SINCE then, many schools have expressed interest and eight are already planning weeks of events for this spring. The leaderships of National Hillel, North American Jewish Students NETWORK, and CAJE have enthusiastically endorsed the projects and expressed hope it could be sparked on many more campuses next year.

Chai

Chinuch Yehudi: Jewish Education for Jewish Life

Purpose:

- To enhance Jewish identity and pride through Jewish education.
- To build Klal Yisrael, Jewish unity, between students of different Jewish backgrounds, students on different campuses, and students and the general Jewish community.
- To encourage students to enter the Jewish professions.

Structure:

- Local: Dynamic, intense, week-long outreach programs build Jewish identity and pride.
- Regional: Sharing of ideas and resources strengthens individuals campus programs, builds local community.
- National: Networking means exchange of creative, successful ideas, building Jewish leadership, adding excitement to get more people involved.

Affiliation:

- Endorsed by: Hillel foundations on the local, regional, and national levels; Network, the North American branch of the World Union of Jewish Students; CAJE, the Coalition for the Advancement of Jewish Education; CLAL, Center for Learning and Leadership.

Chai

STATUS

CURRENT...

Eight schools have approved the project, allocated funds, and have student groups planning the events. Several of the programs are already arranged:

AT PENN, the week of programs will include a night each on themes of "The Whys of Judaism," "Jews in the Secular World," "Jewish Ethics," and "Conflicts for the Jewish Student: Interdating and Stereotyping," plus cultural events and a major entertainer;

AT CALIFORNIA STATE-NORTHRIDGE, the existing Jewish Awareness Week will modify its program to include more student led and educational workshops;

AT HARVARD, over 50 students have attended meetings and given their input, 20 workshops have been formulated, and a mobilization is underway to personally contact over 500 Jewish students;

AT PRINCETON, a forum on Jewish identity, including the President of the Student Council, a leader of the Board of Volunteers Council, and other prominent Jewish students as panelists, was held November 15, 1989. A group of 17 people are planning future events for the Spring;

AT YALE, a four part mini-series on basics of Jewish belief is planned, an interactive theatre group to introduce topics of concern was formed, and prominent Jewish professors will be speaking on the Jewish influence on their lives and work.

Chai

... AND FUTURE

BY WORKING TOGETHER, identity-building programs can reach a level of excellence impossible for schools to achieve alone.

The network of students involved plan to ***publish a newsletter*** to share ideas and updates, ***publish a guidebook*** for schools getting started, and ***print a poster series*** together to emphasize unity and make top quality publicity available to all involved.

LEADERSHIP DEVELOPMENT is essential to building a strong Jewish future, and thus is an essential part of the Chai project.

To do this, Chai hopes to sponsor a ***trip to Israel*** specifically for students involved to strengthen their commitment and skills, and a ***leadership conference*** for students to share ideas on improving these programs and meet with Jewish community leaders to investigate career options.

Example of Chai Programming, Excerpts
Questions of Judaism, Yale, Spring 1989

Questions of Judaism Lecture & Workshop Schedule

Monday March 27

Lecture 7 PM, Rabbi James Ponet, "**Openness and Judaism**"

Workshops 8:30 PM

- Hebrew Hip Yalies Should Know
- Mothers, Martyrs, & Scholars- How Women Have Shaped Jewish Tradition

Wednesday March 29

Lecture 7 PM, Professor Paula Hyman, "**The Jewish Family**"

Workshops 8:30 PM

- Being Jewish at Christmastime
- Interdating and Intermarriage

Tuesday April 4

Workshops 7:30 PM

- Rabbi Nissen Mangel: Jewish Mysticism and Kabbala
- Discussion, "What Makes Me a Jew?"

Lecture 9 PM, Drorah Setel "**Spirituality and Social Justice**"

Thursday April 6

Lecture 7 PM, Itzchak Kirzner, "**Is there a Soul?**"

Workshops 8:30 PM

- Hebrew Songs for Beginners with Abby Bernstein, guitarist and student.
- The Bond between Jew and Jerusalem

Friday April 7th

Feast 6:45 PM Kosher Kitchen, **A Beginner's Sabbath Dinner**

Chai

Together, we must show that Jewish identity on the campus is a priority. At college, life decisions about Jewish involvement and commitment are made.

Together we must impart to the next generation the excitement for Judaism we feel.

FOUNDERS: Federations, individuals, or foundations that contribute \$5,000 or above.

SPONSORS: Federations, individuals, or foundations that contribute \$1,000 or above.

SUPPORTERS: Federations, individuals, or foundations that contribute \$100 or above.

FRIENDS: Federations, individuals, or foundations that contribute Chai or double Chai (\$18 or \$36).

Make checks payable to:
Chai c/o Yale Hillel
PO Box 1904A Yale Station
New Haven, CT 06520

Chai

"This [week of education and outreach programs] is one of the key, vital, creative programs campuses could and should undertake."

**Richard Joel, *International Director
B'nai B'rith Hillel Foundations***

"An exciting innovative approach to reaching a critical population ... should be replicated and supported wherever possible."

**Malcolm Hoenlein, *Executive Director
Conference of Presidents of Major American Jewish Organizations***

"The Chai Project is one of the most exciting and innovative programs to hit the college campus. CLAL commends the organizers and is pleased to lend our assistance. Chai will have a positive impact on the Jewish identity and knowledge of the collegiate, and help build a base for achieving a greater sense of Jewish unity."

**Paul Jeser, *Executive Vice President
CLAL, Center for Learning and Leadership***

For more information, please contact:

**Jonathan Snyder
PO Box 46 Yale Station
Yale University
New Haven, CT 06520
(203) 436-0740**

**Laura Fein
92 Mather House
Harvard University
Cambridge, MA 02138
(617) 493-4572**

Part of "Speaker" mailing.
Sent to 60 student leaders early in year.

Hi! Shalom and Shanah Tovah. I hope your year is off to a great start in every way. So far, I haven't had time to pay much attention to my courses, but otherwise things are going great.

I was really glad to hear you are interested in holding a concentrated period of Jewish events on your campus and want information on what has been and can be done. So far, about five campuses have begun to actively work on holding a Jewish awareness/education/identity/outreach/pride week on their campuses (most like the idea of calling it "Chai week," both for simplicity and ambiguity), and each has decided to hold it early second semester (February-March). Several other campuses have approved the idea or have expressed great interest, but have not yet started. The campuses involved have been sharing ideas and working to bring an inter-collegiate component to their plans. Perhaps if enough schools decide to do it it really can become a national program...

Enclosed are some materials, gathered from the combined wisdom to those who have done such programs (particularly Yale) and those who are working on it now. Included is a description of what Yale did and why they think it worked (they drew about 60 new people to help plan and over 200 to register and attend), a schedule of their events (with descriptions) to spark ideas, and some practical elements: a guide to "Ways That Have Worked," with ideas on getting people involved, and samples of sign-up sheets and publicity.

I hope you find the materials helpful. If you have any suggestions to add to those included here, or if you have a great idea or piece of publicity you think might help students on other campuses, PLEASE share it. If you send it to me I'll include it when I update this packet. Also, if you have any questions on anything, you know where to go. (Both my address and Jonathan Snyder's address are at the bottom of the practical guide--feel free to call anytime.)

Good luck getting started!

!221G 22ed
-Lori Levi

Jonathan Snyder
PO Box 46 Yale Station
New Haven, CT 06520
203-426-0740
November 1, 1989

Mark Gurvis
Mandel Foundation
4500 Euclid Avenue
Cleveland, OHIO 44103

Dear Mr. Gurvis:

Josh Elkin, whom I met at the CAJE Conference, suggested I write you. I am a Senior at Yale College who is intent on entering Jewish education as a profession, and I've been busy scrambling to attempt to involve significant numbers of my peers in the field as well. At the CAJE Conference, I had the luck to meet with Josh and learn of the Commission's efforts, and fate had it that a project friends and I had been evolving fit in perfectly with your goals.

I apologize for not being quicker to write you - I've been incredibly busy between classes, a Senior thesis, and most of all, organizing students. I'm happy to say that the latter has produced significant results; we now have 7 schools doing Chai projects (grassroots Jewish outreach programs such as what I showed you briefly at CAJE), most to occur mid-February. We have student counterparts now at Harvard and other schools, actively networking and building.

Essentially, we're developing exactly the dynamic I discussed with Josh; student programming and active participation leading to the fruition of a new crop of potential Jewish educators and leaders. In particular, we emphasize the questioning process - students asking questions and participating together in creating programs which they feel will begin to answer them.

In addition to the 7 schools currently developing the projects, we have student leaders excited at numerous other campuses and the International Director of Hillel asserting that he'd like to see the Chai project happen at all of the Hillels simultaneously next year. We're also building the finances (CAJE is partially sponsoring 5 schools (\$400 each) and we're developing proposal forms for Federations. In short, we may be able to really launch this next year.

In terms of this year, my goal is to set up an infrastructure to focus the student leadership upon. As people develop more of an interest in Jewish education/leadership by creating these projects, I'd like to offer to send them to Conferences where they can meet with the talent in the professional world. CAJE can serve as a useful catalyst here; their Conference, augmented by special meetings between students and people such as yourself, could provide us with the dynamic we need. We are developing this out now with the CAJE Conference heads in Ohio and New York.

But, as Dean Ettenberg said (I visited JTS recently) when we met, we need to develop even more structures and dynamics for this

to work well. There just needs to be more meeting points between the professional world and college students. This is something I propose you and I begin to mull over. An Israel trip, perhaps a college summer version of the Jerusalem Fellows (Aryeh Davidson suggested) could be in order, and I feel we will need to do even more than that.

I've also enclosed a brochure on the Project, which we distributed at the GA. (1400 of them!) We got extremely favorable reception from the Jewish educational world (Lori and I even got to say a word or two at the meeting!) I also had a productive chat with Jonathan Woocher there.

Once again, I apologize for being so long in getting you an official note. Part of it is due to my nervousness about being too informal and tendency to be somewhat of a perfectionist. Even more importantly, there is something which has been taking up lots of my time. I've been teaching Hebrew School, with 6th graders, and I just love it. I teach two classes in Biblical Jewish History with "The Power to Lead" (Tovvim, Kaye, Hirschberg), a class on Holidays with the Melton curricula, and a Debating class. (Teachers got to offer their own electives) Debating is a blast (they love it) for the kids, and a chance to explore Jewish topics. We've done humorous (which is better, gefilte fish or pizza?), philosophical/religious (which is more important, Simcha-happiness, or mitvot-good deeds?) and current (Which will help Israel more, becoming a citizen or giving lots of money to important Israeli institutions?) I'm very happy I went to that CAJE conference, because there I found the history text, which the kids really enjoy and learn from, as well as meeting up with exciting individuals and developments in the field.

Please write back your ideas, comments, thoughts, suggestions. I would love advice, encouragement, mentorship.

Yours,

Jonath

Jewish Education - A New Dynamic For the Campus and Recruitment

There presently exists an urgent need for a new dynamic to motivate individuals to get involved in the field of Jewish education for Jewish education is facing an extreme shortage of qualified, talented personnel. As in general education, there are two main problems causing this shortage. First there is the condition of the profession itself -- the fact that it pays poorly, does not provide societal status, and seems to limit one's career opportunities. These problems must be dealt with through direct institutional changes in our educational system, such as those proposed by the Commission on Jewish Education in North America, currently under consideration. The second problem confronting Jewish education looms just as large: young people often do not see this field as something to be passionate about, feeling despair rather than hope. Probably due to their own educational experiences, few Jewish students have an excitement about Jewish teaching itself.

Regarding recruitment, graduate and training institutions that specialize in Jewish education generally follow a policy of finding interested people and making it known that they are open to applicants. In short, these schools try to pick the ripened fruit off the trees. Graduate schools do not have a way to systematically motivate people.

The situation on the college campus is problematic because it generally represents a departure from structured Jewish life. Students who were heavily involved in youth groups in high school do not always have such alternatives in college. Jewish day school graduates, or those who were in Hebrew school, often do not phase into structural equivalents on the college. In fact, that structure largely disappears. Participation in Jewish life becomes completely voluntary - even beyond that - something one must seek out. Maintaining one's Jewish identity becomes a challenge for many at college; developing a passion for Jewish education is difficult.

For Jewish education to thrive on the campus, for talented students at various schools to consider the field as a career choice, a new and different dynamic must be created. I think that there are two main components needed to this process. The first is that the students must be involved in Jewish educational programming. They must be creating Jewish education in a challenging, creative manner. The second component in the process is the connection of these developing students with the best educators from the field. If we wish to motivate talent to enter the field, we must show them that it is a fertile field ready to be plowed, that there are willing, able, and capable people ready to help them become involved. Recent developments in Jewish education, such as the Commission, should assist in adding to the challenge of the field, attracting more young people, provided that challenge may be communicated by interactions with professionals!

The Chai Project is a specific approach to solving the above general problem. It employs both components described above, and

adds a third - the inter-collegiate excitement of having events occur during the same time period. I'd like to note that the Chai Project is already in action this year, with 7 schools - Yale, Harvard, U Penn, Cal-State Northridge, Northwestern, Tufts, and MIT participating. Essentially the Chai Project had its first expression in the "Questions of Judaism" program at Yale. This was a grassroots effort to put on an interesting Jewish educational program for the rest of the university. A single Jewish student recruited several other leaders, who then involved 60 or so students in the creation of a program featuring about 32 events on many aspects of Judaism. About 200 students, the majority of whom had been uninvolved Jewishly, registered for the events, which included workshops on Zionism, religiousity, culture, and interfaith events. As a national paradigm, 32 events (3 weeks) was deemed too large and long, so a model of a program of 1 to 1 1/2 weeks in length featuring 10-15 events was developed. The idea is that a fairly large number of students at each school be involved in inputting into and structuring the program, thus giving each school its own unique flair.

The goals of these programs are to appeal to the modern Jewish college student, so a lot of thought will be put into how Judaism may appeal to the modern American. Many students will be involved in this process. This is exactly a main ingredient Jewish education needs to have in the next decade. People will be thus be taking on the greatest of educational challenges while still in college. In addition, sharing and networking between schools would be emphasized. Newsletters will be published as the projects develop, sharing the best ideas. The quality and level of the various programs will be heightened, as people adopt the best ideas of others. In addition, this networking fosters a sense of excitement, cooperation, and even healthy competition between schools. Everybody wants to have the best program! In addition, a shared poster series is in the making, emphasizing Jewish pride and identity, to ensure a high level of publicity at all the schools and to give them commonality.

By sending program heads and developers (hopefully there will be about 10-15 people who are fairly involved at each school) to Conferences with professional educators, where they will brainstorm together about how to improve their projects as well as learn about the larger Jewish educational world, we hope to involve significant numbers of talented students in Jewish education. Perhaps some sort of Mentor program will be in order, with certain professionals linked to certain developing students. These dynamics can be developed. In any event, what we'll have is a crop of excited students, enthusiastic from their recent effort for Jewish education on the campus. These are the most likely to become involved in the field. Instead of just picking ripened fruit off the tree, we'll have established a dynamic capable of growing new trees.

On top of this, the programs themselves will have a positive effect on Judaism on the campus, getting more uninvolved students involved, serving as a bridge to strengthening the community.

Jonathan Snyder
PO Box 46 Yale Station
New Haven, Conn 06520
(203) 436 0790

Jonathan Snyder
Yale Hillel Program Chair
May 2, 1989

Narrative Essay on Questions of Judaism

The Idea

Beginning my job as Program Chair of Hillel, I wished to think of a way to bring high-level Jewish teaching to students. The program began as a concept of presenting six top lecturers to Yale students on foundations of Judaism. Rabbi Ponet and I, brainstorming together, decided the sessions should be pluralistic and should involve a lot of students in planning and execution. The concept of doing workshops occurred to us, as it would give students a creative input.

Building Momentum

First I bought ten boxes of Entenmann's cookies, 4 gallons of milk, and made a list of all the Jewish campus leaders. Second I called all the campus leaders and asked them to come up with 1-5 names of people who potentially could be much more involved Jewishly but were not. I entitled this list, of about 40 people, "Potentials." The next step was to call up the recommended students, inform them that they were recommended by so-and-so, explain to them the exciting new project we were starting. Meetings were set nightly in the Hillel office. If interested, they should brainstorm ideas with me, and come in for a meeting. Most agreed to come to meetings, where additional "Potentials" lists were made, and more and more people brought in. When you put 4 guys and 4 girls together in an office with 4 boxes of Entenmann's chocolate chip cookies and milk, and have them brainstorm together about an innovative, self-explorational program in Judaism, things happen. Within the week we'd generated a lot of excitement and about 60 involved students. Of these, 12 took on delegated leadership jobs. The rest led workshops, drew up posters, did phone calling and got to know lots of new friends. With this level of creative input and interaction (ideas got bounced off a lot of people), the programming began to blossom. The registration drive was planned, and program philosophy was developed. It would be non-partisan, community-inclusive (meaning the largest possible Jewish community would be involved), and open to members of other faiths.

Programming

The programming of "Questions" ran the entire gamut, including cultural events, religious thought, Rap groups, history & politics. Lots of excellent ideas came from students we talked to on the phone. The lectures

and workshops were evenly divided among the various movements. In addition, to foster unity, we requested that speakers and workshop leaders focus on teaching what they had to offer and refrain from criticizing other movements. We scheduled the program from March 27-April 13, the three week period directly following Spring Break. We decided to hold the programming 7-10 PM and to vary the evenings from week to week, so that everyone could attend. Each evening would consist of a main lecture, followed by a choice of 4-5 workshops. Undergraduates, Judaic studies faculty, graduate students, and guests each programmed and led one fourth of the events.

The Registration Drive

The registration drive had to be creative, personal, humorous and challenging to overcome Jewish apathy. It consisted of two major phases, first a "buttering-up" phase, then a formal registration phase.

The first phase began with three approaches. First, the teasers went out. These multi-colored slips of paper were put all over campus- on trees, on billboards, dining halls, even in dorm entryways and bathrooms! Second, the bagel brunch. The Kosher Kitchen had been holding bagel brunches which drew 400+ people. At the brunch we gave out the first flyer, asking people "Questions" about what being Jewish meant. These questions were often challenging and provocative. Seven people registered at the brunch, but its main purpose was to get people thinking. Third, we gave 300 free Homantaschen to students at the student center. This free homantaschen generated a lot of good will among the Yale community.

The second phase consisted of dining hall registrations (Tuesday 2/28, Wednesday 3/1). On Sunday, two posters - one challenging, one upbeat, went up in massive quantities over campus. The newspaper editorial, "Hillel, Not Just Matchmaking and Bagels," was timed to come out in the Tuesday paper. Forty students manned registration tables at the twelve colleges which comprise Yale University. These two days yielded over 160 registrants, and before Spring Break, momentum pushed us over 200 registrants. All registrants received the full schedule and a fascinating essay by Emil Fackenheim on Judaism to read over vacation, and the staffers had a little champagne.

Since registration had yielded over \$1000 (\$5 and \$10 options), we decided to invite certain groups free of charge. We sent 350 schedules to graduate students, inviting them to attend for free. Students from the University of Connecticut were invited. Free invitations were given to the black-Jewish relations group and to several Christian groups. The University Administrators, Masters, and Deans were invited, as was the Christian religious ministry.

The Program

The program began the first day following break; the first evening, Jim Ponet's talk on "Openness in Judaism," was a great success. About 60

people showed, and the talk was terrific (see video). The 26 workshops and 6 main lectures had varying degrees of success, depending upon their popularity. The four most popular were "Interdating and Inter marriage," "Interfaith Discussion," "Hebrew Every Hip Yalie Should Know" and "Mysticism." These drew about 20 people each. Seven workshops, such as "The Skeptics Session," "How Women Have Shaped Jewish Tradition," and "Zionism, Socialism, Faith" drew between 8 to 12 people. Eight workshops, such as "A Little Yiddish" and "Midrash" drew about 6 people. Seven workshops drew few or no students. The Beginner's Sabbath dinner, done in the Kosher Kitchen, was a great success, with all the regulars mixing in with the newcomers. The main lectures varied in popularity, ranging from 20 to 60 students, usually from 30 to 40. One excellent feature of the program was the large number of Christians that participated. About one third of the participants were non-Jews and learned to appreciate Judaism. At the completion of the program a reading list was sent to everyone, and we had an Israeli dance party.

Leadership

One of the important effects of the program was its development of a Jewish leadership. About 10 Jewish students were heavily involved in the leadership of the program. These students had not been active Jewishly before, and are now poised for greater future involvement. The program evolved a cadre of students who had simply not been active before. I very often heard the statement "I can't believe I'm in the Hillel office!" from the involved students. The Hillel space became a comfortable, accepted space to the 60 or so involved students during the program, and a place of fun. A fundamental accomplishment was to coalesce Jewish students on campus who are proud of their Judaism, enabling them to strengthen one another. Much of the leadership which evolved is extremely talented, and will be running the program next year, in addition to other things. We intend to make "Questions" a tradition at Yale, and to do a new, original one each and every year.

Questions of Judaism: Lecture & Workshop Descriptions

Monday March 27

Lecture 7 PM, Rabbi James Ponet, "Openness and Judaism" (LC 102)

An introductory lecture on the diversity of Judaism. A colorful panoply of Judaism's history and culture, of its remarkable transformation and permutations. Is diversity a good thing? At what point do we become multiple communities, and not one?

Workshops 8:30 PM

• Creative Communal Prayer (LC 204)

Does conventional prayer not fulfill your spiritual needs? Have you ever felt intimidated by a traditional Jewish service? There is much room for creativity within the framework of Jewish prayer. We will learn about this framework and the role of prayer in Judaism and then explore various ways of expressing ourselves Jewishly through text, music, poetry.

• Hebrew Every Hip Yalie Should Know (LC 206)

Baruch Ana Ado-what? Learn what those strange sounding syllables really mean in this fun-filled, Hebrew workshop. Everything from prayer to picking up a date in Hebrew. See you "Bekarov!" (soon)

• Mothers, Martyrs, & Scholars- How Women Have Shaped Jewish Tradition (LC 210)

A brief survey of the changing roles of women in Judaism from biblical times to the present.

• Rabbinic Texts on Pursuing Peace: Do they make sense to us today? (LC 105)

The ancient sage Hillel is reputed to have said: "Be of the disciples of Aaron, loving peace and pursuing peace." What does this mean? We shall examine how some later rabbis, in interpreting Hillel's words, created unusual models for conflict resolution. Do these models still make sense, interpersonally and internationally?

Wednesday March 29

Lecture 7 PM, Paula Hyman, "The Jewish Family and the Formation of Jewish Identity" (LC 102)

Exploring the role of the Jewish family in transmitting Jewish identity, both in the past and in our own time.

Workshops 8:30 PM

• Discussion. Being Jewish at Christmastime (LC 206)

HAVE YOU EVER SEEN A HANNUKAH BUSH? 'Twas the night before Christmas ... and you want to go out to dinner but nothing is open! What is it like to be Jewish during the Christmas season? Come and share your thoughts about or experiences with the Hannukah bush, Santa's lap, office Christmas parties, caroling, gift giving, feeling left out, feeling cheated or any other way you feel during the "holiday" season!

• Lecture, Binyamin Harshav, "Secular Jewishness" (LC 317)

Modern societies live not in a religious polysystem (that encompasses everything) but in a secular polytheism (including religion as well). Jewish identity must be perceived as an organic part of that system and not relegated to a marginal religious institutional framework. Jewishness

today is not an essential but an aspectual identity; not exclusive but an overdetermination; not automatic but voluntary. It is not one mode but a galaxy of interrelated possibilities.

- Skeptics Session with Rabbi Deren (LC 105)

Have some tough questions you just gotta ask? We invite the hardest skeptics to come to this good-natured talk with Rabbi Deren, who is ready to take your toughest questions and then some.

- Discussion, Interdating and Intermarriage (LC 210)

A discussion group beginning with textual interpretations of the laws governing marriage and conversions, and moving on toward contemporary issues of problems and sacrifices in dual-religion relationships.

- Interfaith Discussion featuring Rabbi Ponet and Reverend McConnell (LC 314)

Is there a Judaeo-Christian tradition? Are Church and Synagogue just different versions of the same thing? Do Jews have a monopoly on justice? Do Christians have a monopoly on love? What are the Jewish and Christian views on heaven?

Tuesday April 4

Workshops 7:30 PM

- Ethiopian Jewry (LC 205)

We'll discuss the history and culture of the Ethiopian Jews and the politics and problems of their current condition. Also some current anecdotes given me from an Ethiopian Jewish friend I (Sam Feigin) met in Israel.

- Midrash: Colorful, Traditional Jewish Lore: An exploration (LC 206)

An introduction to the midrashic process, the creative interpretation of traditional texts. We'll examine how the rabbinic interpretation of text can instruct us in making text meaningful for ourselves. Where is the meeting place of text and context?

- Rabbi Nissen Mangel: Jewish Mysticism and Kabbala (Street Hall 200)

A challenging introduction to the Jewish mystical tradition.

- Discussion, "What Makes Me a Jew?" (LC 208)

This discussion will try to bring out what each individual thinks makes them a Jew and what that fact may or may not require of them. Does being a "good" Jew require Orthodoxy? Is being a "cultural" Jew enough? What does that entail? Can one be a Jew without actively doing anything to affirm that identity? Come discuss why you feel yourself Jewish, what that means to you, and what to do about it.

Lecture 9 PM, Drorah Setel "Spirituality and Social Justice" (LC 101)

Throughout Jewish history, Jewish beliefs have inspired Jews to seek social justice. What is the connection between Jewish spirituality and social justice? The talk will examine a number of different ways this relationship has been seen from the Bible to Jewish mysticism to contemporary thinkers.

Thursday April 6

Lecture 7 PM, Itzhak Kirzner, "Is there a soul?" (LC 102)

An exploration of the Jewish idea of the soul, and the debate about whether there is one.

Workshops 8:30 PM

- Hebrew Songs for Beginners with Abby Bernstein, guitarist/singer (Dwight Hall Common Room)

Songs that will be familiar to everyone. New songs that no one knows. Discussing the meanings of songs, and singing too!

- Zionism, Socialism, Faith: The Legacy of East European Jewry (LC 105)

The struggle between tradition and modernity in the Jewish communities of Eastern Europe in the 19th and 20th centuries produced many responses to the Jewish Question. What is the significance of these ideas and this struggle for today?

- The Lubavitchers Explain Themselves (LC 107)

The uniqueness of Lubavitch Judaism is that we have to internalize everything. In Lubavitch, the intellect works on grasping as much as it can - and even more - about God, the heart reacting to that perception and motivating us to act. How could we keep this experience to ourselves!? This is what brings us to Yale Station on Friday afternoons. Come and find out where we're coming from.

- The Bond between Jew and Jerusalem (LC 316)

What role has this city played in the life of the Jew, in its splendor and in its desolation? Should we mourn its destruction? What does Jerusalem contribute to Judaism?

- Discussion, Being "Half-Jewish." (LC 210)

Is one of your parents Jewish and the other not? Come discuss special problems facing people who are "half Jewish," such as choosing which heritage is their own, which holidays to follow, and what community to belong to.

Friday April 7th

Feast 6:45 PM, A Beginner's Sabbath Dinner (Kosher Kitchen, 305 Crown Street)

This will be a dynamic, traditional Sabbath dinner for beginners. We will learn about the symbols and special foods of Shabbat, such as the Challah, the wine, the candles, and the special prayers and songs of the Sabbath dinner., as well as develop some fascinating themes. Meal transfers accepted!

Monday April 10

Lecture 7 PM, Meir Schiller, "Modernity and Orthodoxy" (LC 102)

An examination of the unwritten assumptions of the contemporary Western World and the conflicting assumptions of traditional faith.

Workshops 8:30 PM

- Schiller, Is Rock Salvation? (LC 105)

A search for meaning in four decades of rock and roll. Artists including Vincent Cockran, the Rolling Stones, the Who, Velvet Underground, and the Sex Pistols.

- Discussion, The JAP Stereotype (LC 204)

"Daddy'll get it for me...", "Benneton's having a sale...", "Wouldn't you just die...", "Oh my gawd...", "I just broke a nail...", "I'm from Long Island..."

Do these phrases conjure up an image for you? Are JAP jokes harmless or antisemitism? The Jewish American Princess stereotype has become a serious problem facing Jews today. Come

discuss the typical associations, the immediate effects on young Jewish Americans and the overall ramifications for Judaism in American society.

- A Little Yiddish (LC 206)

Want to know what "mensch" means, or "shpilke"? Come learn a little Yiddish!

- Spices, Fire, and Wine: The Havdalah Ceremony (LC 210)

An exploration of the mystical farewell to the Sabbath and the start to each new week.

Thursday April 13

Workshops 7:30 PM

- Understanding Shabbat through Genesis (Cross Campus Library Room S-2)

A look at the first day of creation in the Hebrew Bible, interpreting it through Rabbis' commentary and creating our own commentary on the text. No knowledge of Hebrew is required.

- The Image of the Jew in Contemporary American Literature with Rabbi Lorraine Madway (Cross Campus Library, Room S-3)

The image of the Jew in contemporary American literature. How does contemporary American literature view Jews and their Jewishness? We will look at a number of short stories by such authors as Saul Bellow, Bernard Malamud, Philip Roth, and Delmore Schwartz to see how they treat the issue of Jewish identity in America.

- "Four Questions, a Million Answers": Haggadah Workshop with Joyce Gastel (LC 107)

The *Haggadah* - that wonderful, wine-stained book with matzah crumbs in the creases - is remarkable both for what it includes (games, songs, rituals, scholarly discourses) and what it excludes (Why is Moses hardly mentioned? Where are the answers to the Four Questions?). This brief book, which contains the readings for the Passover *seder* (festive meal), has inspired Jewish illustrators for centuries. Come explore a variety of beautifully illustrated *Haggadahs* as we discuss one of the most familiar and best-loved Jewish texts. (Note: The first Passover *seder* is coming up on Wednesday, April 19!)

- Death and Mourning, the Jewish response- Rabbi Poner (LC 105)

An explanation of Jewish modes of responding to death: Is there a Jewish way of grieving? Everything you wanted to know about death but never asked. Is mourning a permission or an obligation? Is it wrong to be mad at God? We will refer to the classic text on the laws of mourning by Maimonides.

- Jewish Identity, To Build and to Be Built, Experiences in Israel (Street Hall 200)

What does it mean to be Jewish? Michael Gordon, the director of "To Build and to Be Built," quite simply an incredible program (half building, have studying and self-exploring) run in Israel in the city of Sfat, is going to speak on these issues. He'll discuss the questions Jewish students have about their identities and relate some fascinating anecdotes.

Lecture 9 PM, David Gordis, "Text and Commentary: Foundations of Jewish Ethics" (LC 101)
Ideas of revealed law and moral authority as reflected in Jewish tradition will be discussed from a historical point of view and examining their implications for the contemporary Jew.

The Potentials Method

First, I wrote up a list of all active Jewish students leaders, about 30 students. I then asked them the following question: "Do you know any student who is not currently very active but who could be potentially quite active in Jewish life? Who do you feel intuitively that we could be involving more? Who would be responsive to an invitation to get more involved? Please think it over for a week, and recommend up to 5 students."

Next, I compiled the list of 40 recommended people with their recommendors. I called them and informed them that we were putting together a grassroots educational program, asked if they had any ideas or suggestions, and inquired if they'd like to become involved. Most started coming to meetings, and these in turn recommended more people to call. After we'd been through the process two or three times, we had about 60 active people. Following are the active people.

The "Questions of Judaism" Student Group

Person	Phone	Activities and Responsibilities
Jonathan Snyder	624-2606	Program head
Elana Gordis	436-0114	Programming chairwoman, Workshop "Havdalah Ceremony"
David Cohan	436-0677	Registration drive chairman
Jessica Greenfield	60321	General Organizational chairwoman
Anya Sverdlow	60489	Speakers liason, Israeli dance chairwoman
Leonard Jacoby	61073	Liason to Judaic Studies faculty and Jewish student groups
Michael Zernble	61388	Press liason
Steven Dow	787-0664	Law school liason
Marc Agronim	X	Med school liason
Elana Roston	60950	Graphics artist, Shabbat poster
David Toker	60633	Phone calling, Berkeley registrations
Jonathan Cederbaum	X	Grad student liason
Joyce Gastel	432-2876	Grad student liason
Melanie Oxhorn	61969	Posters, Computer person
Jodi Locks	60186	General Helper
Rebecca Steinberg	61440	Workshop leader, "Creative Communal Prayer"
Elad Ziv	60349	Dining hall registrations
Kathy Makeover	62919	Posters, Phone calling
Joe Fleisher	61118	Computer inputter, Dining hall registrations
Sharon Benzel	61582	Sweetheart and motivated, All-around helper
Rachel Greenwald	60369	Leader "JAP stereotype" workshop, Camerawoman, Posters
Michelle Roufa	61440	Yale station registration, Give out homantaschen
Mike Dobbs	60222	Berkeley registrations
Irene Basloe	63161	Phone calling, posters, computers
Marc Lipshitz	61554	Photographer
Jodi Grant	63184	JE registration, publicity
Rena Kaminsky	61334	Phone calling, organization, All-around helper
Dahlia Lithwick	61339	Give out homantaschen. Yale station registration.
Cheryl Shustak	60145	Posters, mailings
Jennifer Feller	61602	Posters, phone calling
David Seiden	60171	Dining hall registrations
Mark Davies	61861	Dining hall registrations
Wylie Cohn	61068	Bagel brunch hand-outs, "teasers," workshop helper
Mike Lewittas	62943	Yale station registration
Gittel Kuniansky	65545	Posters, Yale station registration

Steve Shulman	63249
Melissa Goldman	63232
Jenny Wexler	61211
Karen Rosewater	865-4727
Brenda Bernstein	63148
Joe Fleisher	61118
Richard Gomberg	60699
Diana Fisher	62903
Kara Novick	61621
Laurel Rubin	60717
Ben Lanckton	65545
Vicki Lindenbaum	60688
Jodi Locks	60575
Gregg Glockner	61068
Jeremy Spector	61575
Jodi Wilgoren	60787
Jon Fleishacker	67897
Abby Bernstein	60318
Sam Zalutsky	60329
Steve Montal	63189
Ben Harley	60373
Eric Passoja	60677
Liron Kronzon	61394
David Ranz	60823
Deena Wyner	60703
Joel Abraham	63372
Sam Feigin	61664

Shabbat dinner Chair, Keirov Liason
 Posters, mailings
 Posters Bagel brunch registerer
 "JAP stereotype" workshop, Phone calling
 "Hebrew" workshop, Posters
 Dining hall registrations Computer input
 Dining hall registrations
 Posters, phone calling
 Dining hall registrations, Posters
 Administration liason. Delivered invitations.
 Publicity consultant, Humour genius
 Find article for registrants to read over Break
 JE registration
 Trumbull registration, Publicity drive planner
 TD registration, Workshop consultant
 "Intermarriage" workshop leader, Saybrook registration
 Berkeley registration
 Guitarist "Hebrew Songs" workshop and Israeli dance
 Artist for posters
 VideoMan
 Photographer
 Artist Bagel brunch hand-outs
 Workshop leader, "Hebrew Every Hip Yalie Should Know"
 Workshop leader, "Hebrew..." Branford Registration
 Workshop leader, "Hebrew..." JE registration
 Workshop leader, "Discussion, What Makes Me a Jew?"
 Workshop leader, "Ethiopian Jewry"



February 20, 1989

An Open Letter to the Yale Judaic Studies Faculty and Graduate Students:

"Questions of Judaism" is a 6-part lecture and workshop series which will be occurring during the first three weeks after Spring Break. The purpose of the series is to provide Jewish students at Yale with an exciting, innovative experience, a foundation upon which to build, and to give the non-Jewish community an opportunity to learn about another religion and culture. The project is to be created by the community (Jewish undergrads, grads, faculty, etc.) for the community. We have been encouraging Jewish students through a phone outreach program to become involved in inventing and leading workshops. The approach has been very successful, and has yielded some great ideas, including the following:

- Skeptics workshop, agnostics ask hardest questions to Orthodox rabbi.
- Guitarist teaches a group some basic Hebrew songs (she's a sophomore & very talented)
- A study session on the haggadah.
- An introduction to Midrash.
- A rap group discussion on intermarriage.
- A Beginners Shabbat dinner, with kiddush cup, candles, prayers, songs, stories, etc.

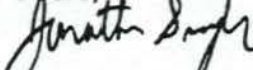
The structure of the program is as follows. It will occur two nights a week for each of the three weeks. (The evenings will vary from week to week). From about 7 to 8:30 PM there will be a lecture (everyone together); from 8:30 PM to 10 PM workshops will occur. About 4 workshops will occur each night, so people will be able to choose which to attend. The total number of workshops to about 24. The lectures the Orthodox, Conservative, Reform and Reconstructionist movements equally. The key thing is that lecturers will be briefed to refrain from attacking other branches of Judaism. The key thing is that they teach positively. This way we will be giving people an interesting, challenging, educational foundation, rather than a divisive one.

The Yale Judaic studies faculty and graduate students are extremely capable and creative people. We would love if you became involved in leading workshops and giving lectures. We would love to talk with you about your ideas.

On an encouraging note, the program is becoming popular. There is a good chance we will be registering large numbers of people for it. The publicity drive is major in its proportions, and thus far, there are over 40 people involved in making it successful. Formal registrations will occur next week (there will be teasers all over campus, everyone gets a funny, informative post card, major phone calling is occurring, table tents, posters, etc.) in the college dining halls, at Yale Station, and in the Hillel office. Informal registrations will occur until Spring Break, with involved people registering friends, and through the phone drive.

We're very excited about this program and hope and invite you to become excited and involved with us.

Yours,



Jonathan Snyder
Hillel Program Chair.

How much do you know about Jewish culture?
CAN YOU TELL A "HORA" FROM HORSERADISH?

Crash Course in Judaism '89. Sign ups at dinner in dining
halls this Tuesday, Wednesday (2/28, 3/1).

Is there really a commandment to "be fruitful and
multiply" on the Sabbath?
ARE THERE ANY EXCEPTIONS?

Crash Course in Judaism '89. Sign ups at dinner in dining
halls this Tuesday, Wednesday (2/28, 3/1).

"My parents would kill me if I didn't marry someone
Jewish." SO WHAT'S ALL THE FUSS ABOUT?

Crash Course in Judaism '89. Sign ups at dinner in dining
halls this Tuesday, Wednesday (2/28, 3/1).

How many Jews does it take to get something done?
THIS IS NOT A KIDDING JOKE.

Crash Course in Judaism '89. Sign ups at dinner in dining
halls this Tuesday, Wednesday (2/28, 3/1).

HI!

The impact of this will be to strengthen the Jewish community at Yale. If we can get together as students to explore our Judaism, it would give us more pride in our heritage. This program is determined by the creativity of Yale students.

If once this year you take some time for your Jewish identity, make this be it. The issues are there.

This is your chance to hear six top speakers from the different movements of Judaism.

This is your chance to ask questions of your religion.

This is your chance to learn about aspects of Jewish life in unintimidating workshops that you choose.

This is your chance to learn more about Judaism even if you are not Jewish.

This is your chance!

Register for this six part lecture and workshop series.

It will meet two nights a week for the last week of March and the first two weeks of April. The first hour and a half will be a lecture by a top Jewish speaker, followed by informal workshops that you will choose from. The cost is \$10 and is bursar billable. There is a \$5 option if you think you can only attend half of the program. This program is a great opportunity to learn about Judaism, whether it is your own heritage or one you are interested in learning about, or both.

REGISTRATION TONIGHT IN COLLEGE DINING HALLS

Questions

If you're Jewish:

- Do you want to feel as if being Jewish is something positively defined ... a heritage and culture to be proud of, rather than just something defined as otherness?
- When someone asks you if you're Jewish, do you say, "My parents are?"
- Are you embarrassed by the Mitzvah Tank?
- If you're "half-Jewish," have you ever wanted to discuss it with a group of similar people?
- "There are two things that Jews are experts on. Guilt and where to get the best Chinese food." Is food your main tie to the Jewish heritage?
- Ever wanted to question a Rabbi about something you didn't understand? Or about something you think he might not understand?

If you're Christian, Muslim, another religion, or atheist:

- Did you ever wonder what the heck "kosher" means, or "mensch," or "clutz"?
- Ever desired some Interfaith discussions?
- Have you any questions about Judaism? About the culture, the tradition, of many of your friends?

The Yale community is invited to come enjoy, learn, debate, & explore at ...

Questions of Judaism, a lecture/workshop series to occur March 27 - April 14.
The program will run most evenings so that everyone will be able to fit it in.

**REGISTRATION TONIGHT
IN COLLEGE DINING HALLS**

trend toward a rejuvenation of Yale social life and second, it hints at a positive role for the YCC in that trend.

Any complaints about our social

are, alone, unable to fill the gap. (Case in point: How many of you attended the University organized "Safety Awareness Week" dance last Thursday night?)

and repeat to bring a concern to campus show that, regardless of the lack of consistent funding or support, the centralized nature of the YCC can get results.

Jason Kaune is a junior in Ezra Stiles. His column appears alternate Tuesdays.

Hillel: Not Just Matchmaking and Bagels

By Jonathan Snyder

Why do I consider myself Jewish? What does Judaism have to offer me in my world? Most Jewish students at Yale continue to ask these questions but no longer search for an answer. The questions have become rhetorical.

We do not have a strong Jewish identity. We often think of our Jewishness in diluted, even negative terms. Not that we resent our Jewishness — we just lack pride. Perhaps we are bored with Judaism. But is this apathy then a conscious decision, based on a deep understanding of Judaism? If so, Jews would then be legitimately making decisions about their futures. However, in the vast majority of cases, indifference to Judaism stems from a poor Jewish education, not from an informed opposition to Judaism itself.

According to Jewish traditions, every person is supposed to give a minimum of ten percent of his/her income to the poor. But we are impoverished Jewishly at Yale today. We need to take ten percent of our energies to rebuild our Jewish spirit. It is indeed ironic that we need to give ourselves charity,

but we are in need of charitable self-esteem. If we refuse to help ourselves, others will not help us. We need to stop assuming our heritage, religion, culture, literature, history, and ethics have little or nothing of timely value to offer us. Jewish forms of thought speak meaningfully to Jews because we were formed by them.

The first two years of college, I was anything but interested in Hillel. I never approached the Hillel office, identifying it with matchmaking and bagels. I much preferred debating and soccer. I remember freshman year being invited to a study break and saying no just because it was a Hillel event. I thought all Hillel people were religious and felt intimidated.

I understand now that Hillel is the major resource for Jewish students at Yale. That is its principal function. If the events it runs are boring, then it's all of our faults. We aren't making more of it. Today Hillel needs to be a more serious, more leadership oriented organization. Jewish Americans have to start rebuilding their Judaism.

Instead of helping to build Hillel, Jewish students tend to stereotype the organization a great deal. By doing this, Jewish students cripple

their own resource. The stereotypes that people ascribe to Hillel — that it's cookies and milk, that it's cliquish, that it's trivial — are not true. A more accurate description of Hillel this year would be a group of individuals attempting to overcome the stereotypes held by fellow Jewish students.

"Questions of Judaism" is an attempt to spontaneously reach out to the Jewish community, in all its diverse aspects, and bring it together to create something unique.

It's a three week event to be held after Spring Break. The lectures will teach foundations of Jewish religion, history and culture, on a high level. The workshops will be as diverse as you can make them, including such topics as "Skeptics debate Orthodox rabbi," "Holidays," "Interfaith discussions," "Judaism and Feminism," and "The Palestinian-Israeli

conflict."

The effort began with my bouncing the idea off as many Jewish Yalies as I could find. This was followed by phone calls, brainstorming, bringing in more people, having them bring in more people, etc. After two or three drives, more than forty people have become actively involved. Most of these people had never set foot in the Hillel office before. Some of the ideas for publicity were revealing to many of us, such as "When someone asks you if you're Jewish, do you say, 'My parents are?'" Often, the people who wrote such questions felt these questions applied to them. For them, it is an opportunity to become positive about their Judaism.

Jonathan Snyder, a junior in Jonathan Edwards, is program chair of the Hillel Council.

To Celebrate Women

TO THE EDITORS:

The Yale Daily News article of Feb. 22 ["Group to Celebrate Women,"] claimed that members of the undergraduate organization

opinions from all sectors of the Yale community on what the past twenty years of co-education means, both to individuals, groups, and to the community as a whole. "Celebrating Women" is

April 28

Dear "Questions" registrant:

We wanted to thank you for expressing interest in "Questions of Judaism" this year and being involved. The program was a big success and we hope to do it again next year. Below are some fascinating, and often unique books. All are highly recommended. We hope this initial reading list will be helpful to you.

If you could take a moment, and fill out the enclosed questionnaire, we would be highly appreciative. We just need some feed-back for next year. Conveniently, there are boxes marked "Questions' Evaluations" on the tables in front of all the college dining halls. Please drop the evaluation in these over the next few days. We need your thoughts and suggestions- New ideas for structure, publicity, content, suggestions, etc!

The Reading List ... Some Amazing Books

The Pentateuch - Trumath Tzvi A translation by Samson Raphael Hirsch with excerpts from his commentary tying in the simple meaning of the verse with its Talmudic and symbolic interpretations.

Love Your Neighbour by Zelig Pliskin. A guide to interpersonal relationships using the weekly Torah portion, with sections on the importance of love to Judaism.

Book of Our Heritage by Eliahu Kitov. Laws, customs and history of the Jewish holidays. 3 volumes.

The Handbook of Jewish Thought by Aryeh Kaplan. A book that lays down the basic principles of the Jewish belief and practice. Amazingly clear and well-written.

Anatomy of a Search by Akivah Tatz. A personal account of a surgeon's return to Judaism. Particularly fascinating as he gets into Jewish mysticism and human psychology.

The Siege by Conner Cruise O'Brien. A fascinating, excellent history of Israel by the former Representative of Ireland to the United Nations.

The Zionist Idea by Arthur Hertzberg. An excellent, varied reader on Zionist thought.

The Nineteen Letters by Samson Raphael Hirsch. The letters begin with all the objections a college student has of Judaism to his teacher, who responds. Jewish philosophy in the form of correspondence. These letters, written in the 1800's, are incredibly applicable today. Very exciting, and highly recommended.

Samson's Struggle - Artscroll. The traditional view of the famous Samson & Delilah story - very interesting reading.

Guard Your Tongue by Zelig Pliskin. Laws of slander, gossip, and falsehood. Ethics of speech.

The Sabbath by A J Heschel. Poetic, beautiful essays on the purpose of the Jewish Sabbath in modernity.

Introduction to Judaism by Emil Fackenheim. A dynamic, exciting, modern introduction which integrates the historical, religious, and political issues.

045 PM. Rachel Kachon, 305 Crown Street.
Meal transfers accepted!



16
Warm
Your
Soul...



All are Welcome

SHABBAT

6:45 PM *Kosher Kitchen, 305 Crown Street*
Meal transfers accepted!

Reviews and Duty

do to have the best
th the least harm,
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ion," but they often
freedom to speak out."
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neglect their research.
d both will corrupt the
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erizing such a break
See NOBEL, page 6

IN THE NEWS

Concrete Jungle

New Haven's lame duck Mayor
Biagio DiLieto forecasted a bleak
future for the city in a speech at a
Dwight Hall luncheon yesterday.

Page 3

Black Power

The black members of New
Haven's Board of Aldermen have
jointly endorsed State Senator John
Daniel's candidacy for mayor.

Page 7

Recycle or Bust

Dr. Paul Connet, a professor of
Chemistry at St. Lawrence Univer-
sity, called for greater efforts to
promote recycling.

Page 6

WEATHER



Today:
High 53, Low 37
Partly cloudy,
increasing clouds.
Tomorrow:
High 50, Low 39
Cloudy, chance
of showers.

Hillel Lectures and Workshops Ponder the 'Questions of Judaism'

By Jason P.W. Halperin
Contributing Reporter

Before taking "Questions of
Judaism," Beth Blaufuss '92, who is
Roman Catholic, "kind of had a
Woody Allenesque idea of the typi-
cal New York Jew." The program,
however, helped her "see the reli-
gion behind the culture."

For the approximately 215 stu-
dents registered for the three week
series of lectures and workshops
which ended yesterday, "Questions
of Judaism" addressed many differ-
ent aspects of an often misunder-
stood religion and culture. The Yale
Hillel-sponsored series provided an
opportunity for Jewish students to
better understand their own religion
while enabling many non-Jewish
students to familiarize themselves
with Jewish issues.

The lecture series began on
March 27 when University Rabbi
James Ponet spoke on "Openness
and Judaism." Other Lectures
included "The Jewish Family" by
Paula Hyman, a professor of Judaic

Studies, and "Is There a Soul?" by
Itzhak Kirzner. The workshops
ranged in topics from an interfaith
discussion with Ponet and the Re-
verend McConnell of the Episcopal
Church at Yale to Ethiopian Jewry
and the JAP stereotype.

Jonathan Snyder '90, coordinator
and creator of the program, said
Jewish students had to be chal-
lenged on a higher level than at
Hebrew school and that Christian
students should have the opportuni-
ty to learn about a different culture.

"There was a strong need for the
program because a lot of people
have some connection with
Judaism, but have never participat-
ed in events here," Hillel program
director Joyce Gastel said. "This is
a good way for people to have an
introduction to Jewish culture."

Hyman said that the large audi-
ences, generated by the program
indicate a perceived need. The main
objectives of the program were to
make Judaism more interesting and
accessible to those who were not
exposed or who had dismissed it at

one time or another, Gastel said.

"Questions" was intended for
two audiences. First, Ponet
explained, it is for Jewish students
who have a "precarious curiosity
about home and childhood" and to
illustrate the profound nature of
Jewish culture and tradition. Sec-
ond, the program sought to explain
some of the Jews' struggles and
challenges to a wider community.

"The problem with any commu-
nity is that from an outsider's point
of view, the question is always
'What does this really mean?' The
program demystified Judaism for
me," Blaufuss said, "[it] cleared the
fog."

For many Jewish students, their
religious education often ends at the
age of twelve or thirteen when they
are Bar or Bat Mitzvah, Ponet said.
The program, Snyder said, let peo-
ple be challenged and exposed to
Judaism, its diversity, its uniqueness
and its value.

Debunking negative stereotypes
was a major goal for program orga-
nizers and many Christians, as well.

Part of "Sparker" mailing.
Sent to 60 student leaders early in year.

Hi! Shalom and Shanah Tovah. I hope your year is off to a great start in every way. So far, I haven't had time to pay much attention to my courses, but otherwise things are going great.

I was really glad to hear you are interested in holding a concentrated period of Jewish events on your campus and want information on what has been and can be done. So far, about five campuses have begun to actively work on holding a Jewish awareness/education/identity/outreach/pride week on their campuses (most like the idea of calling it "Chai week," both for simplicity and ambiguity), and each has decided to hold it early second semester (February-March). Several other campuses have approved the idea or have expressed great interest, but have not yet started. The campuses involved have been sharing ideas and working to bring an inter-collegiate component to their plans. Perhaps if enough schools decide to do it it really can become a national program...

Enclosed are some materials, gathered from the combined wisdom to those who have done such programs (particularly Yale) and those who are working on it now. Included is a description of what Yale did and why they think it worked (they drew about 60 new people to help plan and over 200 to register and attend), a schedule of their events (with descriptions) to spark ideas, and some practical elements: a guide to "Ways That Have Worked," with ideas on getting people involved, and samples of sign-up sheets and publicity.

I hope you find the materials helpful. If you have any suggestions to add to those included here, or if you have a great idea or piece of publicity you think might help students on other campuses, PLEASE share it. If you send it to me I'll include it when I update this packet. Also, if you have any questions on anything, you know where to go. (Both my address and Jonathan Snyder's address are at the bottom of the practical guide--feel free to call anytime.)

Good luck getting started!

!2216 21ed
-Lori Levi

Getting Started: Ways That Have Worked

Narrative Description

A large scale Jewish education/awareness/outreach project (a "Chai" week) is an excellent way of reaching many unaffiliated students and creating a route for them to discover their Jewish identities. For such a project to work, however, it must have the input, ideas, and help of many students, especially of those you are trying to reach. The more students you have working on the program, the more creative and innovative ideas you will come up with and the more people you will be able to reach.

The method described here was used in building the Questions of Judaism program at Yale, to great success, and is now working on several other campuses. At Yale, over sixty new students were involved in planning and implementing the program, more than two hundred registered, and many more attended for free.

To start, the leaders at Yale identified all the people who were already active in Jewish life, and asked them to suggest people they knew had fairly strong Jewish identities but could be more active. Then, these students were called personally and told they had been recommended as students with a lot of potential. The callers described the idea--to hold an exciting, concentrated program on the many aspects of Judaism and modern Jewish life--and listened as the students shared their ideas. Interested students were encouraged to attend meetings to brainstorm with others like themselves.

The initial meetings were held every night of a certain week. The advantages of this were two-fold. First, everyone who was interested could find a time to come and participate. Second, having many meetings kept each one small and social, giving everyone a chance to talk and therefore to build their own interest in the project. There was food and drink, and the discussions generated a lot of enthusiasm and excitement. Soon, these students brought in even more people, and a large group of people were working together to plan the program. Responsibility was delegated, leadership developed.

Once the group was formed and the programming was underway, the publicity drive began. Many methods were used to attract people to register--humor, and challenging questions, free food and flyers. There is no doubt that having many programs together (twenty-six workshops and six lectures in all, plus a brunch, a Shabbat meal, and a dance) increased exponentially the potential to attract. Single programs are limited in appeal, occur only once (so many cannot make it), and receive limited publicity. A period of concentrated programming offers many choices of times and topics, so all can find some of personal interest, and can be billed as an event, meaning greater attention in the media and on the campus in general. At Yale, the Questions program was covered in the newspaper both in editorials and articles, and the publicity storm meant most of the campus knew about it. Because of this, many more were drawn to try out the events.

Crucial to the program's success was a philosophy of inclusion, innovation, and pluralism. The topics of the lectures and workshops were extremely varied, including speakers from the various Jewish movements, discussions of religious and cultural issues relevant to people from all backgrounds, and workshops designed just for the beginner. Many of the programs were student-led, letting committed students share their knowledge and talent with their peers. In addition, the program was open to the entire community, and many non-Jews came to learn about the Jewish heritage. The program built Jewish student leadership, increased the Jewish identities of all who participated, and made a positive impact on the entire community.

Getting Started: Ways That Have Worked

Practical Ideas

I. The "Potentials" List

The purpose of the "potentials" list is to locate all the students who would be interested in planning and/or participating in a Jewish education and outreach program, and to get them to share ideas and generate enthusiasm for the project. These should be students who already have a fairly strong Jewish identity, students who are proud of their Judaism. Their levels of current Jewish involvement, of religious observance, or of Jewish education are not important here.

To create a "potentials" list, 1) Begin by talking to all currently active Hillel students and ask them to think of people they know who care about Judaism. 2) Gather the names they supply and compile them in one list, which includes each student's name, phone number, and class, as well as who recommended them and what their interests might be, if known. These people will then be contacted personally and asked to come to a meeting.

THIS STAGE HAS TWO GOALS: 1) To generate enthusiasm and establish a core group of previously uninvolved students who will become actively involved.
2) To elicit ideas for programs and topics which will attract the unaffiliated or assimilated Jewish student. (Often these will come from people who would attend but do not yet want to become actively involved.)

II. The Phone Call

REMEMBER--The most effective outreach is that which involves a personal touch. Speaking with someone is infinitely more effective than hanging up a poster or even sending a flyer. This can be done through a friendly, upbeat phone call.

THE GOALS HERE ARE: 1) To excite the potentially active student about the idea and encourage him or her to participate in the planning and preparation.
2) To encourage him or her to come to a group meeting.
3) To identify students who are very interested and discuss with them the possibility of taking on leadership roles.
4) To gather ideas offered over the phone (for topics, methods, events, etc.) that may later make good programs.

WHAT TO DO:

- Keep in mind that you are calling students who someone thinks will have interest. Be sure to mention to the people you call where you got their name--say who recommended them, or that they signed a list at registration, etc.

- Begin by introducing yourself and the idea, then asking what the person thinks and whether s/he has any ideas to add. To spark them, you might mention some of the things that have been done. Record any ideas s/he mentions.

- Tell those you call that the project is part of an intercollegiate effort, and that they can get involved as much or as little as they'd like, from helping for a few hours to becoming a leader in the intercollegiate level! Also, stress that since the project is still in the planning stages, they could have a great impact by involving themselves now.

- Invite them to a meeting. Ask them to pick a night/time during the week your meetings are scheduled, and sign them up for a specific meeting. That way, you will have some idea of how many to expect and they will feel like they've made some sort of commitment to come.

• If the people to whom you have talked are excited about the program, set up a time on your calendar to meet with them personally. Try to set up these meetings with several people at the same time. This way, you will begin to create a group atmosphere for the program.

• BE ENCOURAGING AND MELLOW AND FRIENDLY! LISTEN TO THEIR IDEAS.

III. The Initial Meeting

THE GOALS HERE ARE: 1) To generate enthusiasm and excitement for the program
2) To discuss ideas for topics, methods, new people---anything!
3) To determine people's particular interests, and possibly assign responsibilities and leadership roles.
4) To create a core of active workers so programming can begin.

WHAT TO DO:

• Hold a meeting at a certain time and place every night for a week. This will ensure anyone interested can attend one and will keep the meetings small and vibrant. It is best to have them at a time when people will be able to stay for a while should an excited discussion get rolling.

• Have food and drink available. You may also want to have (Israeli?) music playing as people arrive and get settled.

• Have a leader talk briefly about the idea, then open up discussion. It may help to hand out copies of the program at Yale to give an idea of what could possibly be done.

• Be sure to take the names, numbers, and interests of all who attend. It helps to have each person fill out a sheet where they can write what areas of planning they are interested in, either on campus or inter-collegiate, mention their personal talents and connections, and say which times are best for future meetings. (See sample of what was used this fall at Harvard.)

• For those interested in becoming heavily involved, set up a time for a meeting. For others, ask if they would promise a short amount of time each week (perhaps an hour or two) to do whatever work may be necessary. You will need plenty of hands to send mailings, make phone calls, hang posters, etc., and it is a good way for a busy student to get involved.

• BE EXCITED! Nothing can generate enthusiasm better than an excited leader.

IV. Programming and Resources

Every campus group will create its own program. However, there are many resources available for speakers, literature, advice, and (can you believe?)...FUNDING! Several major Jewish organizations have expressed great enthusiasm for the project, and offered their resources to students. Also, parents and friends of students involved have shown great support; when the program idea was described to a group of one person's family friends, several people volunteered to give donations on the spot. There is definitely a perceived need to increase Jewish identity and decrease assimilation, and this kind of programming does just that.

If you would like more information on where to go for various resources, contact Laura Fein or Jonathan Snyder. If you would like additional information on the Yale Questions of Judaism program, such as copies of the articles published about it, a diskette with all the publicity and forms, or a video of the program, contact Jonathan. If you have any suggestions to add to this mailing, please contact Laura. Hope to hear from you soon!

Laura Fein
92 Mather House
Cambridge, MA 02138
(617) 493-4572

Jonathan Snyder
PO Box 46 Yale Station
New Haven, CT 06520
(203) 436-0740

Getting Started: Ways That Have Worked

Sample Sign-Up Sheet

A sign up sheet should have spaces to check off for all the areas for which you are considering having special committees, a place to denote potential time commitment, and a space for new ideas. Below is a copy of the one being used at Harvard.

Name _____
Address _____
Phone _____ Class _____

Special Interests:

Harvard Program:

Leader/Organizer: _____	Educational Programs: _____
Speakers: _____	Inter-ethnic: _____
Dramatics/Music: _____	Social events: _____
Workshop Leader: _____	Helper (Many are Needed!): _____
Topic(s): _____	Other: _____

Inter-Collegiate Connections:

General: _____	Celebrity Speakers: _____
Contacts at Other Schools: _____	Newsletter: _____
School: _____	Other: _____
Publicity/Media: _____	

Time Commitment:

We want to make sure everyone is happy with the amount and quality of time spent working on the project. We also want to get a rough estimate of how much time people will be able to spend, and when would be the best time to hold meetings. If you also feel you could afford to give a short time each week (perhaps an hour or so) just to help out in whatever way needed, please mark that below.

Estimate of hours you'd like to spend: _____
Best times: Days: _____ Hours: _____

Initial Input Ideas:

Your input is what this program is all about. If you have any ideas for programs here or on an inter-collegiate level, any aspirations, goals, comments, please mark them here or on the back....the more the better!

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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December 15, 1989

Mr. Jonathan Snyder
P. O. Box 46, Yale Station
New Haven, Connecticut 06520

Dear Jonathan:

My apologies for the delay in getting back to you; life here has been very hectic. I have finally had a chance to spend some time looking at your materials and I must say that I am quite impressed. I will be sharing them with other members of the Commission staff, as well as other Jewish communal professionals who I think might find them of interest. I have a number of reactions and suggestions to pass along--some related to your program and some more focused on your interest in Jewish education.

I'll start with the CHAI project. What I find to be most impressive is the extent to which your project involves students in self-education. This is a critical component in adult education programs and can develop within individual students the skills and motivation to continue Jewish learning. Also, I believe you are right on target that the project is a very effective leadership development tool. Whether people ultimately decide to pursue Jewish communal service as a profession, or to pursue volunteer leadership in the Jewish community, making Jewish activity a priority during the college years, when individuals are deciding what to do with their lives, is critically important.

Your efforts to spread the program to other campuses is very important. You have developed a model that is transferable, and the proof is in the fact that other campuses are picking it up. So the critical issues are how you can sustain the effort, and how you can support its diffusion to other campuses further. Here are some suggestions and issues for you to think about:

CONTINUITY AND LEADERSHIP

Obviously, campus leadership faces rapid turnover by definition. Therefore, one of your highest priorities must be to identify, recruit, and train those who will follow your lead after you leave Yale. And they must understand how important it is for them to do the same while they are leading the program. Similarly, you must urge your counterparts from other campuses to do likewise.

AUSPICES

The CHAI program needs a home in the organized Jewish community. For the local campus that should mean the local Hillel Foundation. On a national level, it should mean the national Hillel organization. To the extent that CHAI becomes an institutional priority for Hillel, funding should become somewhat easier over time, either because local Hillel's will spend some of their current funding on this, or because they or the national office might seek alternative sources such as foundation grants.

LEADERSHIP DEVELOPMENT

I think you are right to seek to bring CHAI campus leaders together, and to focus on conferences such as CAJE or the General Assembly. I strongly urge you to use existing forums, even existing Israel experiences, as a foundation to build upon because there is a lot of difficulty involved in launching something totally new. Even if you can do it once, gaining sustained funding can be very difficult. In terms of helping students get to conferences, there are scholarship funds around. Often it is a matter of interested individuals searching aggressively to find the help they need to make it to conferences such as CAJE and the GA. Bureaus of Jewish Education and Federations are usually good places to start. You might think about a one- or two-day institute for CHAI leaders that is organized either right before or after an existing conference, or even built into the schedule of an existing conference. Richard Joel is probably a good person with whom you should discuss this.

Onto a personal agenda. You are obviously a talented and highly motivated person, and I believe you will find a lot of opportunity in the years to come. The whole Jewish education scene is about to open up and go through significant change. You have an opportunity to get in on the ground floor of some very exciting developments.

Don't feel that you have to rush--take the time to see various stages of professional growth and development through. The opportunities are only going to grow for you. In a field facing rapid development there is often real pressure to elevate people very quickly, and that often isn't healthy. I strongly encourage you to take one or two years between Yale and graduate school to gain full-time work experience. The pay may not be great to begin with, but it will more than pay for itself in valuable life experiences that will enhance your graduate education and professional career. You will be a better professional for the investment of time.

It may be that you can mesh a personal agenda with this by exploring the possibility of serving as a national coordinator for CHAI. Obviously a lot would need to be put in place to make such a thing happen, but I would think it's in the realm of the possible.

I would be glad to talk further with you about all of this. Please feel free to call me at the Cleveland Federation (216-566-9200) or at home (216-932-6419).

Best of luck and keep in touch.

Sincerely,



Mark Gurvis
Commission Staff

✓ bcc: HENRY L. ZUCKER



Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

December 18, 1989

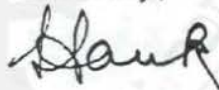
Dear Maurice:

You will be very much interested in the attached correspondence between Jonathan Snyder, a student at Yale, and Mark Gurvis of our staff. The subject, as you can see, is right in line with your strong conviction that a lot more has to be done on the college campus.

Is there a chance that the Wexner Foundation will want to get into this issue and encourage this type of program? Someone surely should.

Trust this finds you in good health and good spirits. Warm regards.

Cordially,



Henry L. Zucker

Rabbi Maurice S. Corson
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