



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 3: General Files, 1980–1993.

Box
7

Folder
7

Coalition for the Advancement of Jewish Education (CAJE).
Meeting, 1989.

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

INTER-OFFICE CORRESPONDENCE

B file-CAJE

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 5/5/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: MEETING WITH ELLIOTT SPACK REGARDING INVOLVEMENT IN CAJE CONFERENCE

My meeting with Elliott Spack went very well. We talked about ways the Commission could become known to its membership. Approximately 1,500-2,000 people attend the annual CAJE conference. Elliott and I developed a plan in which they would set aside two to two-and-a-half hour time slots on either the evening of August 15th or 16th. It would be billed as a major forum with attention given to the Commission on Jewish Education in North America.

The program as we envisioned it would have two parts, one, a series of presentations on sharing Commission early findings with the group and two, the vision for the Commission and various activities. In effect, it would be our opportunity to report to the field. A panel of yourself and other commissioners would be appropriate in making this presentation over a 45-minute to 1-hour period. That would be followed by possibly breaking down the participants into small groups for them to respond, in small groups, to items that they may want the Commission to consider, or challenges in the field that can inform the Commission on our deliberations. I believe it would be an excellent opportunity to get high visibility and known to teachers throughout the country. It would be wonderful if you could attend the meeting as no one can better represent the Commission's vision than yourself.

Another area we may want to consider is an article in the Jewish Education News that is put out by CAJE. We would need to put something together very quickly, perhaps next week as they have an early deadline for the publication which comes out at the same time as the conference in August. Elliott is also very open to helping us do that as well.

IMPORTANT MESSAGE

FOR DIR. NAPERSTAK

DATE 5/10/89 TIME 1:10 A.M.
P.M.

WHILE YOU WERE AWAY

M. JOEL GRISAVAR

OF 800-BE TORAH

PHONE NO. (213) 585-7312

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	RETURNED YOUR CALL	<input type="checkbox"/>

RUSH

MESSAGE RE: KAJ CONFERENCE

IS LEAVING HOME NOW, WILL BE @
OFFICE (ABOVE #) IN ~30 MINUTES.

SIGNED SMG

Joel
4423 Fruitland Ave
S A 90058

1st Class



②
Create an opportunity for MCV to make
a presentation on the Commission - this
breaks a pattern of CASE by giving the
megaphone to one person - With a couple of
people - they don't have to get a policy change.

Jed Stain - lay leader in Seattle -
~~Working lay +~~

Josh Elkins -

Real nuts + bolts education people -

40 minutes for presentation

- Small group meetings have hearings -
40 people in small groups

20 small groups -

How do we classify the groups -
of educators

60-
Set up a planning meeting - 17/17-30-
X =
Jed Crisover - X
213-5857312-

Present Testimony

Two way communication

Have a document come out of evening

CATE

212-7798970

AIT Ronnie

faxed on 5/19

Karen McCannick -
1486 S. don Rd

Chagrin Falls, Ohio
44022

mailed by
Quicksilver
5/19 12:15

Attached you will find an article for the CAJE newsletter/magazine which will be published prior to the August conference in Seattle. Elliott Spack has been extraordinarily helpful in giving us an opportunity to get into this issue. The deadline for the issue was several weeks ago. If you like the article, I recommend that we have it published under your name, but to do so we need to let them know by the end of business on Monday, May 22nd.

I am also preparing, for your approval, articles for the JWB Circle, CJP Trends, and the JESNA Pedagogic Reporter.

I also have a draft of a letter from you to CJP board members. It is the type of targeted mailing we spoke about. The question is whether something like this draft should go out prior to the June 14th meeting, or do we want to send it after the meeting. One thought might be to send a communication before and after the meeting. Do you think that would be overdoing it?



A COMMISSION TO BUILD THE PROFESSION

If there is a single factor that makes it difficult to work in the field of Jewish education, it may be the sense of isolation felt by the educators. Educators sense that their daily work is crucial to the future of Jewish continuity in North America, and yet the powerful organized community often acts as if Jewish education were but one of many items on its crowded agenda. A war in the Middle East, a shift in Soviet emigration policy, an emergency airlift from the Sudan all mobilize immediate community attention, and rightfully so. But how does the non-dramatic, but equally crucial, question of cultural and religious transmission from generation to generation get its due, and how do those whose work is that transmission get the support and recognition they so richly deserve?

Putting Jewish education squarely on the communal agenda is the aim of the Commission on Jewish Education in North America, begun in the summer of 1988 by the Mandel Associated Foundations of Cleveland in cooperation with JWB and JESNA and in collaboration with CJF. Many observers, hearing of the initiation of this commission, have asked if Jewish education needs another commission, if studying the problems further can help us deal with them. Were this commission only another study of the field that would lead to a report with another list of recommendations, these questions would be in place. But its purpose is not to pronounce, but to involve.

At a time when federations, private foundations, JCCs, seminaries and colleges are all beginning to ask what more they can do to help the field of Jewish education, the Commission has brought their chief representatives together around one table and allowed them to discover that they may have a common stake in Jewish education and perhaps to find ways to work together to invest in and help build the field.

But no matter how significant the sponsorship or impressive the membership, what can a commission in its eighteen months of life hope to accomplish? What difference, if any, will its efforts make for the Jewish educator in the field? While at this, its half point, it is too early to know about concrete outcomes, certain directions are already clear.

1. This Commission recognizes that issues of personnel--who works in the field, the conditions of the work, the training for the work, the supports and benefits received, the condition of the profession--are crucial to every aspect of Jewish education. This Commission will not recommend investment in any area of Jewish education--formal or informal--that does not include at its heart support for the educators in the field. Before we fund programs or buildings we have to support people.
2. Issues of personnel cannot be solved in isolation, but have to be worked on in the context of community. Jewish educators cannot

succeed at their mandate as long as they are working in isolation. It is the local Jewish community as a whole that has to come to see itself as primarily responsible for Jewish education and continuity. It is only as prominent lay leaders and then lay and professional leaders in local federations, JCCs, synagogues see themselves as centrally involved in the dynamics of cultural continuity that the educators will receive the moral and financial support they need to do their work.

3. While better training, higher salaries and benefits and greater opportunities for professional development are each crucial to improving the personnel picture, no one step in isolation will improve the overall picture. For example, higher salaries alone will not attract and keep people in the field. Yet higher salaries together with better working conditions and opportunities for continued training and advancement can together begin to make a difference.

Will these directions become evident overnight? Of course not. But the hope of this Commission is to interest numbers of local Jewish communities to get seriously involved in improving their own systems of Jewish education and to find national ways of supporting local self-improvement. Jewish educators need to have a voice in this process, and it is hoped that through CAJE and other educator organizations, the Commission can learn to listen to the educators in the field and help further the ongoing conversation of how the whole community can make Jewish education a priority item.

VFL

CAJE
NEWSLETTER

J. Reimer

MAY 18 1989

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(D)

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(213) 749-3424

June 22, 1989

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

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.

① 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

cc. HKZ

TO: Morton L. Mandel

FROM: Arthur J. Naparstek

DATE: 6/23/89

NAME

NAME

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

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



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

6/29/89

☐ TELEX NO. _____☐ MAILGRAM _____☒ FAX NO. 213 747 6128NO. OF PGS. 1
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME Sara Lee

COMPANY Hebrew Union College

STREET ADDRESS _____

CITY, STATE, ZIP Los Angeles, CA

PHONE NUMBER _____

FROM:

NAME Virginia Levi

COMPANY Premier Industrial Corporation

DEPARTMENT _____

COST CENTER 090

TELEX NO.: 6873015 PREMI UW**FAX NO.: 2163918327****TIME SENT:****MESSAGE:**

Mort Mandel thanks you for your letter of June 22 regarding your meeting about the August meeting with CAJE. He agrees with the content and appreciates the fine job you did. Someone will be in touch in the next few days regarding details.

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

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

DATE: 6/30/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: CAJE PRESENTATION IN AUGUST

This is a reminder that you planned to talk with MLM about Sara Lee's proposals for commissioners to join him in the CAJE presentation. She suggests Josh Elkin and either Esther Leah Ritz or herself (with a note that both Annette and Art think she should be the second panelist).

Art recommended that Joe Reimer do the staff work in preparation for MLM's presentation. You may wish to discuss this with MLM and, of course, with JR.



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July 3, 1989

CAJE -- OPTION PAPERS

Upon reading Sarah Lee's wonderful report on the planning meeting with CAJE we would like

1. to endorse the proposed plan for the 15th of August
2. to suggest the following additional idea:

In order to further engage CAJE and give educators ownership in the work of the Commission we suggest asking their active involvement in the preparation of expanded options papers for the final report - as follows:

a. at the CAJE conference workshops should be set up by topic of option paper. Educators whose field of practice, interest or research is that of the option should be invited to participate in the workshop. Thus a workshop should be convened on the media, another on early childhood, yet another on supplementary schools, on college students, etc...

b. The existing option paper should be presented, critiqued and expanded upon. A CAJE member (staff or participant) should be appointed to draft an expanded version with the help of the workshop members.

c. A Commissioner, Senior Policy Advisor or staff member should staff each workshop to give information and guidance as needed. However the paper should be a product of CAJE - representing the collective wisdom of its members.

d. We will appoint a researcher (a person such as Barry Holtz) to be in charge of the project, co-ordinate it and insure its editorial policy and quality.

e. The new option papers will be appended to the Commission report and sent to all CAJE members as their contribution to the work of the Commission.

CAJE

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3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3789
(800) 708 3184

July 7, 1989

Professor Seymour Fox
The Melton Center for Jewish Education
in the Diaspora
Mount Scopus, Jerusalem 91905

Dear Seymour:

Today, I spoke with Hank Zucker and he suggested that I be in touch with you in regard to the CAJE evening with Mort Mandel. I hope that you have received a copy of the letter which I wrote to Mort after the meeting with the CAJE people. If not, I am sending a copy, since I will make reference to it. Hank told me that you will be preparing the background material for Mort's presentation, and I wanted to point to some of the thinking behind the plan for the evening.

In regard to points 1 and 2 of Part I, it is important that Mort will talk personally about what has brought him to this point in time and this Commission. The expectations for its achievements should give hope to the CAJE conference participants without raising their expectations too high. It will be helpful in regard to point 3 to retrace the thinking of the Commission to this point, including the process, as well as the product. Given the audience, you can readily understand why we think personnel as an issue needs to be emphasized. I think it will be important to share the many points of view on how we can get - and keep - Jewish educators, as well as how we can contribute to their professional growth.

Last, but not least, point 4 should convey to the group that the Commission hopes to learn a great deal from them about their perspectives on the issues that have been raised, particularly the personnel issue. It appears now that Josh Elkin and I will be the two other participants on the panel.

I think that Part II is self-explanatory, and we are hoping to prepare a very helpful questionnaire that will get people to share some important information about themselves, their motivations, their problems, and their needs as Jewish educators.

JUL 11 '89 9:01

972 2 699951

Professor Seymour Fox
Page two
July 7, 1989

This questionnaire will not only introduce the questions listed under Part II, but will provide data that will be very useful to us after the program itself. If you have any questions about the background to Parts I and II, please feel free to be in touch with me.

I have been told that basically Merv is very comfortable with the program as outlined and that I am to meet with the CAJE people to work on the questionnaire and the format for the group discussions and the summary session. If there is any way in which I can be helpful to you as we approach this event, please contact me.

In closing, I believe that this will be an evening that will add to the thinking of the Commission as much as it will enrich the participants in the CAJE conference. I look forward to seeing you at the next meeting.

Sincerely,



Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/rj

Attachment

TO: HLZ
NAME
DEPARTMENT/PLANT LOCATION

FROM: HLZ
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/10/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

On discussion with Sara Lee on July 7, informed Lee that MLM completely endorses her letter and asks that she be his official representative in liaison with CAJE. She knows that Seymour Fox will prepare MLM's remarks. He has Sara Lee's letter to MLM as a guide and she knows that we have asked him to submit his draft to her for suggestions.

Lee believes that the Fox suggestion about CAJE setting up panels along the line of the Commission's options is not practical because the program is already very full.

The panel members who will be on the program with MLM are Sara Lee and Josh Elkin.

Lee suggests that we confirm physical arrangements with MLM such as the time (Tuesday, August 15 at night) and place (University of Washington) and hotel accommodations.

It probably would be a good idea to doublecheck everything including Elkin's and Lee's participation, and to give MLM a written memo on the physical arrangements and any necessary follow up.

It also would be a good idea to talk with Sara Lee about CAJE publicity having to do with the Commission and its participation in the CAJE conference.

INTER-OFFICE
CORRESPONDENCE

file - CAJE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

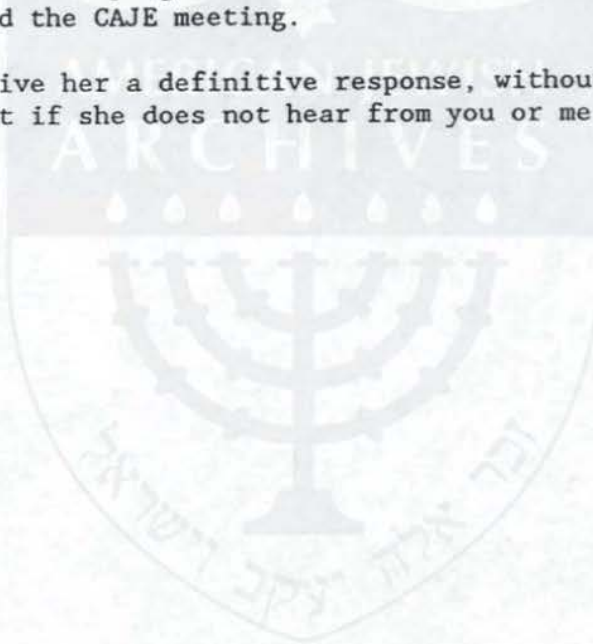
DATE: 7/17/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Esther Leah Ritz called this morning to find out what, if anything, she is expected to do for the August CAJE Conference. Evidently, either Seymour or Annette asked her last month if she would be available to attend the meeting and join MLM in a presentation on the Commission. She had not heard anything and was uncertain of what role, if any, she is being expected to play.

I indicated that I thought Sara Lee would be playing that role and that she was "off the hook." She is hoping to schedule a vacation in August and seemed to prefer not to attend the CAJE meeting.

I did not want to give her a definitive response, without first checking with you. We agreed that if she does not hear from you or me tomorrow, she will plan not to attend.



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Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: July 26, 1989

FROM: Seymour Fox

NO. PAGES: 3

FAX NUMBER: 001-216-361-9962

Dear Ginny,

The people involved in our planned meeting on research
at CAJE who might require housing are:

Hanan Alexander ?

Seymour Fox

Annette Hochstein

~~Joe Reimer~~

Mark Gurvis

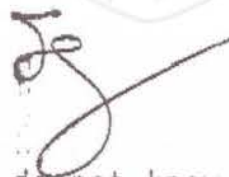
~~Michael Inbar (?)~~

~~Jack Beller (?)~~

Aryeh Davidson (we don't know if he
made his own arrangements) *- Mon. + Tues.*

I assume that you are taking care of Mr. Mandel's
arrangements.

Best Regards,



P.S. (?) means that we do not know if he will be attending
CAJE.

CASE 268-4210

8-10 pm

Paul Lohman

speech 8-9, Then discuss 9-10
synthesizing session

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The Meany Towers - walking distance
rms. reserved for CASE

call direct - ask for referral nearby

Will host their meals - cafeterias in dorms
Needs to know who & for what
days/meals

Call Spack - Give him times
they'll be there. Meals they'll
~~are~~ need.

1 of them come to CASE office to pick up
packets + meal tickets ↗ In Hub Bldg.

Hopes Reimer will be there.

Room 309

CASE

~~212-696-0142~~

~~516-747-3910~~

Conf. Sec. - Thurs.

Public Relations Material

- A. Editors Fact Sheet
- B. News Briefs
- C. Waples memo on Cohen's contact with Bogat
- D. Cohen's recommendations for implementation 5/4/89
- E. Cohen's Comm Strategy 4/24/89
- G. CTENA draft on brochure
- ~~F. Communications Strategy Update 4/24/89~~
- F. CASE brochure



Conference on Alternatives in Jewish Education August 13 - 17, 1989 University of Washington, Seattle, Washington

CAJE National Office: 468 Park Avenue South, Room 904, New York, NY 10016
Tel: (212) 696-0742 Fax: (212) 779-8970

CAJE Seattle Office: 1103 East Boston, Seattle, WA 98102
Tel: (206) 624-1061

Conference Mazkirut

Carol Oseran Starin
Chairperson

Jeremy Alk
Gloria Aronson
Dorothy Becker
Ruth Bovarnick
Debbie Goldberg Butler
Gabe Cohen
Maria Erlitz
Joan Florsheim
Joanne Katz Glosser
Joel Lurie Grishaver
Vicki Hollander
Marsha Houchins
Beth Huppin
Cecily Kaplan
Sally Lonn
Margo MacVicar-Whelan
Cindi Maggied
Julie Mahdavi
Marcia Migdal
Cindy Muscatel
Betty Nitkin
Sunny Romer Oblath
Avi Rostov
Allen Silver
Joel Starin
Dina Tanners
Lucy Varon

CAJE Officers/Staff

Betsy Dolgin Katz
Chairperson

Shirley Barish
Program Chair

Michael Weinberg
Development Chair

Jack F. Gruenberg
Membership Chair

Carolyn Starman Hessel
Treasurer

Ellot G. Spack
Executive Director

Paul A. Lichtman
Conference Coordinator

Julie Greenberg
Conference Assistant

Shalom CAJE 14 Participants!

Now that you are registered for CAJE 14 and are making plans for your trip to Seattle we're sure you have some questions regarding the Conference: What should I wear? Does it really rain everyday? Should I bring my tennis racquet? How do I get to the University? This packet has been designed to facilitate your arrival at the Conference. Below you will find a list of the information included in this packet.

Enclosed you will find:

1. Policies: Payment and Cancellations
2. Registration Information
3. Conference Office/Messages
4. Transportation to and from the airport
5. Land Travel: Maps and Directions
6. Tours
7. Key Deposits and the CAJE Raffle
8. Accommodations
9. Meals
10. What should I bring to CAJE?
11. Pre-Conference
12. Shabbat
13. The CAJE Educational Exchange
The Curriculum Bank
14. CAJE At A Glance
15. Campus Bookstore
16. Recreational Facilities
17. Tikkun Olam - You Can Make a Difference
18. Now that I'm here, what do I do?
19. Luggage Tags

1. POLICIES: PAYMENT AND CANCELLATIONS

To be fully registered for CAJE 14 you must be paid in full by **June 15, 1989**. If you still have an outstanding balance when you receive this letter let it serve as a reminder to clear those balances. Anyone arriving at the Conference with an unpaid balance will be required to clear it before being allowed to participate in the Conference.

All payments must be made in U.S. dollars

Our cancellation policy is as follows:

Our contractual agreement with the University requires the following:

ALL CANCELLATIONS AND REQUESTS MUST BE IN WRITING

If your cancellation is postmarked:

ON OR BY JULY 15, 1989, you will receive a full refund of Conference fees, less the \$50 non-refundable deposit and \$46 membership fee.

AFTER JULY 15, 1989, you will receive that portion of the Conference fees not contractually due less the \$50 non-refundable deposit and \$46 membership fee.

If circumstances force you to cancel at the last minute by phone, you must confirm by letter to the CAJE office in New York.

Only written cancellations received by the Conference Office will be honored. Refunds will be issued after the Conference.

2. REGISTRATION INFORMATION

Pre-Conference, Shabbat and regular Conference registration will take place in the Main Lounge of Terry Hall at these times only:

THURSDAY, AUGUST 10,	2PM - 5 PM
FRIDAY, AUGUST 11,	9AM - 4 PM
SUNDAY, AUGUST 13,	9AM - 6 PM

Note: If you plan to arrive on Friday, August 11, please plan to arrive at the University before 4 PM. The CAJE Registration Desk will not be staffed after that time.

SUNDAY ARRIVALS:

Please plan to schedule your arrival as early as possible (prior to 6 PM) in order for you to have dinner and attend the evening program. If your plans force you to arrive after 6 PM, it is imperative that you advise us so we can make the appropriate arrangements. We can only accommodate those late arrivals who let us know in advance. Thank you

3. CONFERENCE OFFICE/MESSAGES

The CAJE Office in New York will be open during the Conference. The telephone number there is 212-268-4210. The Conference Staff will be relocating to Seattle after Friday, August 4th. Beginning Tuesday, August 8th, you can leave a message for us at the Terry-Lander Dormitory 206-543-0235. The CAJE Office will be located in the HUB Room 309. The telephone number there is 206-543-5964.

Conference Participants can receive messages at the Terry Desk. The number there is (206) 543-0235. If someone must reach you in a case of emergency they should call this number or the CAJE Office.

4. TRANSPORTATION TO AND FROM THE AIRPORT

CAR RENTAL INFORMATION

MacPherson Travel, our official 1989 travel agency, is arranging special car rental rates for CAJE Conference participants. Cars will be provided by both Alamo and Budget rental agencies. For more information call MacPherson Travel at 1-800-235-1223 (in NY state 1-212-563-9050).

BUS TRANSFERS

Bus transfers to and from SeaTac International Airport will be arranged by Shuttle Express. In order to reserve your place, please tear off the attached form and return it to Shuttle Express by July 21, 1989 with the appropriate payment. Bus vouchers will be sent to you upon receipt of your tear-off and check. We urge you to make provisions for your land transportation prior to your departure date. This shuttle is via pre-reservation only.

OTHER TRANSPORTATION

If you are not planning to come in on a MacPherson shuttle or by renting a car, there are several modes of public transportation available to you. We recommend **Shuttle Service** for door-to-door service between SeaTac and the University of Washington Campus, 24 hours a day. Shuttle Express offers a discounted rate of \$12 one-way for CAJE Conference participants. Please identify yourself as a Conference participant when you make your reservations and when you pay your driver. Their toll free number is 1-800-942-0711 and their local number is 206-622-1424. Advance reservations are not required for a transfer from the airport.

TAXIS are always available at the airport and a trip to the University will cost around \$25. From the train station you can take a cab from the main terminal entrance. The cost will be approximately \$10. A cab from the bus depot's main terminal entrance will cost about \$5.

CONFERENCE ON ALTERNATIVES IN JEWISH EDUCATION
BUS TRANSFER RESERVATION FORM

Name _____

Address _____

City _____ State _____

Telephone-(area code) () - _____

OPTION I

I am making bus reservations for _____ people from SEA-TAC INTERNATIONAL AIRPORT TO THE University of Washington.

Arriving Flight Information:

Airline _____ Flight No. _____ Est. Date of arrival _____

Time of Arrival _____

OPTION II

I am making bus reservations for _____ people from the University of Washington to SEA-TAC INTERNATIONAL AIRPORT

Departing Flight Information:

Airline _____ Flight No. _____ Date of Departure _____

Time of Departure _____

Arriving: _____ people x \$10 per person = \$.00

Departing: _____ people x \$10 per person = \$.00

Total: _____ tickets at \$10 per ticket = \$.00

DUE TO THE SUBSTANTIAL SAVINGS OFF OF THE REGULAR COMMERCIAL RATES OF SHUTTLE BUS SERVICE, ALL RESERVATIONS MUST BE PREPAID IN ORDER TO HOLD A SEAT FOR YOU AND YOUR FAMILY. THERE IS NO CHARGE FOR CHILDREN 12 AND UNDER

*Please be advised that there may be a minimum waiting time between Buses in order to fill a bus at least half-full. CAJE is attempting to keep the waiting time to 30 minutes or less

Mail this for with your check made out in the appropriate amount to:

CAJE-BUS TRANSFERS
c/o SHUTTLE EXPRESS
805 Lenora
SEATTLE, WA 98121
(206) 622-1424

5. LAND TRAVEL: MAPS AND DIRECTIONS

Please refer to the enclosed map.

Via I-5: From the Airport, head north on I-5 (about 15 miles). Take exit 169 to NE 45th. Go eastbound (a right on NE 45th) for 6 blocks and turn right at Brooklyn Avenue. Go four stops until NE Campus Parkway. Terry-Lander Hall will be on your right. Entrance is at the northwest side of the building.

Via 405: Take Route 520 westbound over Evergreen Point Floating Bridge. Take the Montlake Exit (2nd exit off bridge). Proceed north on Montlake Blvd and cross the Montlake Bridge. Keep in the left lane and turn left at the first signal after crossing the bridge (NE Pacific St) Head west on NE Pacific until you have passed the University Hospital and the Magnuson Health Sciences Center. Turn right at 15th NE for 1 1/2 blocks and turn left at NE Campus Parkway. Head west and Terry-Lander will be on your left after you cross Brooklyn Avenue.

Try parking on the street until you have registered. At that time you can purchase parking. There is parking under Terry-Lander or quite close. Parking costs \$3 per day.

6. TOURS

Gray Line of Seattle will be sending you information about their day tours separately.

7. KEY DEPOSITS AND THE CAJE RAFFLE

Key Deposit Information

A \$20 key deposit will be collected when you arrive at registration. Please have this ready either as a check, made payable to CAJE, or in cash (U.S.\$).

When you check out and return your key, your deposit can be:

1. Refunded to you

-OR-

2. Used to take a chance in the **CAJE RAFFLE**

THE CAJE RAFFLE

Take a chance! You will be contributing to the **Teacher's Scholarship Fund** for the CAJE 15 Conference in Columbus, Ohio and you will have a chance to win one of the following prizes:

- 1st PRIZE:** Total Columbus Conference fee and full airfare.
(from anywhere in the Continental U.S.)
- 2nd PRIZE:** Total Columbus Conference fee.
- 3rd PRIZE:** 1/2 the Columbus Conference fee.

You do not have to be present to win - just return your key, leave your deposit and you will receive a receipt to complete and place in the CAJE RAFFLE box.

You can also purchase additional raffle tickets during the Conference, at \$20 apiece, to increase your chances of winning.

By leaving your key deposit you will help CAJE to assist teachers and part-time educators who are not usually funded from their employers to attend the CAJE Conference in 1990.

**PERFORM A MITZVAH!
LEAVE YOUR KEY DEPOSIT AND YOU CAN BE A "WINNER"
IN MORE WAYS THAN ONE!**

The drawing will take place after the Conference and winners will be notified.

8. ACCOMMODATIONS

Those of you who will be residents during this year's Conference will be housed in the Terry-Lander Residence Halls. On each floor of Lander Hall there are two bathrooms, a men's and a women's. In Terry Hall there is one bathroom on each floor alternating men's and women's. It therefore, may be necessary to go up or down one floor. The bathrooms contain private showers. The dorms are equipped with elevators. Both of the residence halls have laundry facilities. Complimentary laundry soap will be provided.

If your child is under the age of nine and wishes to sleep on the carpeted floor of your room in a sleeping bag, this is allowed for two children per room. Your child can then be registered at the commuter rate and his/her fees will be adjusted accordingly. If you and your roommate agree that this is something that you would like to take advantage of, please call the New York office at 212-268-4212 and we will change your child's status. In this case you must provide all linen, (sleeping bag or pillow) for your child. **THIS MUST BE ARRANGED BY JULY 25, 1989.**

Each room sleeps only two people in beds. If your child is not sharing your room, we will room him/her in a next door room with another child of the same sex and approximate age.

Depending upon the number of family members attending, you will be housed in neighboring rooms if one room is not sufficient.

There are no phones in the rooms, however, there are pay-phones on each floor.

9. MEALS

The highest standard of Kashrut will be maintained at CAJE under the supervision of Rabbi Aryeh Spero. Except for Friday dinner and Shabbat lunch, all meals will be dairy/pareve. A generous salad bar will be available at lunch and dinner everyday.

Meals for both residents and commuters at the Conference will begin with Sunday dinner and end with Thursday lunch. Commuters will be entitled to all meals served at the Conference. Meals for those attending the Pre-Conference will begin with breakfast on Friday. For those attendees who arrive on Thursday evening, a dinner snack will be available on a cash basis. For those attendees coming for the Shabbat Program, meals will begin with Friday dinner.

10. WHAT SHOULD I BRING TO CAJE?

The following is a suggested list of family clothes and other materials:

Comfortable and casual summer clothing and footwear (sneakers)
Siddur
Kippah, Tallit and Tefillin
Tanach (Bible) for study
Swimsuit, towel, bathing cap
Camera, film, batteries, flash
Extra towels
Your checkbook/credit cards
Tape recorder, tapes, radio
Infant seat for your child for the dining room
Athletic equipment
FIRST AID KIT/medications
extra pair of eyeglasses or contact lenses
Bug repellent
Flashlight
Sewing kit
Stroller
Sunglasses
Curricula to share
Umbrella
Warm jacket
good walking shoes
hangers

11. PRE-CONFERENCE

Begin your CAJE experience by attending one of the special Pre-Conference sessions. These will be held on Friday, August 11 and Sunday August 13. We urge you to arrive early to give yourself a chance to settle in and meet and greet people. Pre-Conference Kallot provide an opportunity for participants with like-interests to share, study and problem-solve. If you have not registered for the Pre-Conference and wish to do so, please contact the New York office as soon as possible. All registrants are encouraged to join in on these wonderful programs being planned by the CAJE Networks.

12. SHABBAT

By coming for Shabbat you will be able to share in the warmth that has become a tradition at CAJE. Shabbat at CAJE is a unique community experience of prayer, study, storytelling and song with minyanim that reflect the full range of Jewish observance. The Shabbat program begins with preparation on Friday and continues through lunch on Sunday. If you have not registered for the Shabbat Program and wish to do so, please contact the New York office as soon as possible.

13. EDUCATIONAL EXCHANGE AND CAJE CURRICULUM BANK

Follow the salmon to the *CAJE Educators Resource Center* - Opening Sunday, August 13th at 1 P.M. Fish for Educational Trees among the hundreds of games and resources on display. Shop at the *Teacher's Store*, browse through the *CAJE Curriculum Bank* and attend workshops. Come in for the catch of the day.

NEW IDEAS ON DISPLAY - GET HOOKED!

14. CAJE AT A GLANCE

Once again, we are including a poster-sized preview of what you can expect to find at this year's Conference. It is organized by day and is designed to give you an overview of the program. This is NOT a final schedule and should not be taken as such. The Program Book and Supplement will not be available until the Conference. Remember to check the Supplement and the CAJE PAGE (the daily newsletter) for any changes, new or cancelled sessions.

15. CAMPUS BOOKSTORE

The Campus Bookstore is located in the entrance of the HUB. The store carries toiletries, books, school supplies, gifts, clothing and University of Washington memorabilia. Store hours are 9-3, Monday-Friday.

16. RECREATIONAL FACILITIES

The Department of Recreational Sports Programs at the University of Washington provides the following facilities:

Intramural Activities Building (IMA), Waterfront Activities Center, Canoe House, Golf Driving Range, Practice Climbing Rock, Tennis Courts, Tennis Practice Wall and Sports Fields.

Conference participants may use the facilities at all times by presenting their name badge and payment of \$3.00 per visit. The number to call regarding the facilities for Aerobics, Archery, Racquet Sports, Weights and Swimming is that of the IMA 543-4590.

17. TIKKUN OLAM

We Jews have a job to do. We have to gather the sparks of God's light and do *tikkun olam* - repair of the world.

CAJE 14 will provide many opportunities for Conference participants to play a small role in repairing the world. Even before the Conference begins, we'd like to ask you to help the homeless and hungry in the Seattle area, throughout North America, and the world. The following options are available:

1. Seattle Jewish Family Service Food Bank: Cans of food will be available for purchase at the Conference to put in a special Jewish Family Service Kosher food bank which services those in need in Seattle. A large majority of those who use this food bank are Jewish; however, all those who come and request food may use this Food Bank.
2. Seattle Infant Corner: In Seattle in 1987 over 2000 children under the age of 5 were reported homeless. Infant articles such as diapers, bottles, formula and baby food will be available for purchase to give to homeless infants in Seattle.
3. Downtown Seattle Shelters: There is a great need in our shelters for items of personal hygiene such as soap, shampoo, toothbrushes, etc. These items will be available for purchase to be distributed to homeless shelters in downtown Seattle.
4. Trevor's Campaign: Trevor Ferrell, the "kid" who started a campaign for the homeless in Philadelphia, will be joining us at CAJE 14. Attendees can donate to his campaign through the purchase of "vouchers".
5. The Jewish Fund for Justice: This organization, which is sending a representative to CAJE 14, believes in Maimonides' highest level of tzedakah: We must help people help themselves. The JFJ gives grants to projects which are designed to break the cycle of poverty by making people self-sufficient. "Vouchers" will be available for purchase through contributions to JFJ.
6. MAZON: MAZON is a Jewish response to hunger. Irving Cramer, Executive Director of MAZON, will be at CAJE 14 through Tuesday. Through MAZON, Jews are encouraged to donate 3% of the cost of their simchas to help those who are hungry. MAZON uses the money collected to give grants to those who are feeding the hungry. "Vouchers" will be available for purchase through contributions to MAZON.

With each donation to one of the above organizations/ projects, the purchaser will be symbolically acting to do TIKKUN OLAM - fixing the world. As a symbol of this act, each purchase will "buy" a piece of a huge Tikkun Olam puzzle which we hope to complete by the end of CAJE 14. The puzzle, upon completion, will be a symbol of our contribution to TIKKUN OLAM and our commitment to teaching this value to our students.

Important: In order for this tzedakah project to work we also encourage all CAJE 14 participants to bring any or all of the following to the Conference:

a. BABY ITEMS: You may have some old baby items in your home or you may wish to purchase them. Examples would be: formula, baby food, baby powder, baby shampoo, bottles, pacifiers, teething rings, Desitin, infant clothes, etc.

b. CANNED FOOD: This will go to a Kosher food bank, so please bring Kosher food.

c. ITEMS OF PERSONAL HYGIENE: Examples would be soap, shampoo, toothbrushes, toothpaste, razors, shaving cream, etc. (Small bars of soap or containers of shampoo, etc are especially needed!)

d. MONEY: As mentioned above, items (a), (b) and (c) will be available for purchase as will "vouchers" to support those organizations which are not in Seattle.

At CAJE 14 we will strive to do what we can to "fix the world". Materials about the organizations that we will support will certainly be available at the Conference.

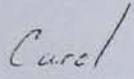
18. NOW THAT I'M HERE, WHAT DO I DO?

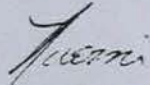
Here is a list of things you might like to do after you have arrived and registered:

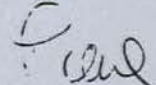
1. Check the Sunday Pre-Conference Schedule and attend a session.
2. Study the Program Book - select sessions for the Conference.
3. Visit the CAJE Teacher Resource Center in the HUB, 200 ABC - open at 1:00 PM. A session on using the CAJE Curriculum Bank, "Don't Reinvent the Wheel," will be offered from 1:30 - 3:00 PM.
4. Visit the Exhibit Area in the HUB Upper Husky Den - over 50 exhibits of Jewish books, texts and handcrafted Judaica - open at 1:00 PM.
5. Tour the University of Washington campus. Guided walking tours will begin hourly, at 1:00, 2:00, 3:00 and 4:00 PM. Meet your CAJE guide on the Lander porch (CAJE guides will be wearing visors.)
6. Find your old friends - make some new ones.
7. Is this your first CAJE Conference? First-timers can meet an old CAJE hand who will answer questions and assign you a "CAJE Buddy." Meeting for first-timers is at 5:00 PM in Lander 131.
8. Play tennis or jog. Jogging maps are available at the Information Booth in Terry Hall.
9. CAJE Orientation sessions are scheduled at 3:00, 4:00, and 5:00 PM in the Terry TV Room.
10. Media Festival in the Lander TV Room. Check viewing schedule on the wall of the TV Room.
11. Look forward to a breathtaking conference!
12. Dinner is from 5:30 to 7:30 PM.


We'll see you in Seattle!

L'Hitraot,


Carol Oseran Starin
Conference Chairperson


Naomi Barell
Conference Assistant


Paul Lichtman
Conference Coordinator


Paula Spack Kessler
Conference Assistant

7/28/89

CAJE

*Seymour Fox-Annette Hochstein preparatory work
with help from Sara Lee.*

The CAJE conference evening of August 15th is dedicated to a conversation between the Commission on Jewish Education in North America and the participants in the conference. There will be a major presentation by MLM (30-40 minutes) on the rationale for convening the Commission, hopes for its achievements, issues and concerns which have been identified to date, with particular emphasis on personnel, and an invitation for CAJE participants to help on the personnel issue.

First draft by Seymour.

Joshua Elkin and Sara Lee would follow MLM with 5-7 minute perspectives on the personnel issue. The conference participants would then be divided into discussion groups (day school teachers, supplementary school principals, early childhood education personnel, etc.). They would fill out a brief questionnaire about their motivations and issues as Jewish educators. These questionnaires would hopefully contribute to the Commission's thinking about personnel.

There would follow a meeting between MLM and the discussion group recorders to discuss the results of the group discussions.

The final step would be an analysis of the discussions and possibly a summary.

Fox/Hochstein have developed a format for small group discussions which hopefully would lead to a CAJE-sponsored analysis of all or several of the Commission's programmatic options.

Seymour to expand

X X X X

Discussion

What arrangements should be made for distribution of the MLM speech, for publicity attendant upon the speech and for the Commission's relationship with CAJE? How should we follow up the CAJE conference? What does CAJE have to contribute to the Commission's thinking? Will CAJE produce useful papers on our programmatic options?



- ① * Seymour Fox
- ② 7/30 mts.
- ③ Mark Gurnis
- ④ RLM

* Agenda for 7/30 in re
CAJE meeting

CONVERSATION WITH BETSY KATZ, PRESIDENT OF CAJE
AND ANNETTE HOCHSTEIN

19.7.89

Following our own discussion on CAJE's contribution to the Commission and the possibility of asking CAJE to undertake the elaboration, completion and written presentation of the options papers to the Commission, I discussed these issues with Betsy Katz today. This followed a preliminary conversation between her and Seymour earlier in the week.

Summary of my conversation with Betsy:

x① 1. B.K. expressed great interest in CAJE undertaking this assignment. She hopes that it will be viewed as CAJE's contribution to the Commission's work and that it can be acknowledged as such.

② 2. We discussed in some detail what the work would involve:

- a. CAJE would appoint a qualified person to be in charge of each topic.
- b. That person would set up a small team, well-versed in the topic under consideration, to respond to the current option paper and elaborate upon it.
- c. Within six months -- by January or February -- the team would produce a revised version of the option paper.

* ③ 3. The Commission would offer organizational/logistical help, as well as professional assistance in the form of an editor and someone qualified to offer guidance if and when needed.

* ④ CAJE would appoint its own person to be responsible for this project.

* ⑤ Budget: Betsy asked whether the costs, particularly of travel for possible meetings of the teams, could be defrayed by the Commission. (In my previous conversation with him, Elliot Spack had raised the issue of payment for the work.)

* ⑥ We all recognize that it might be extremely difficult to launch this project at the upcoming CAJE conference. Betsy pointed out that in addition to the short amount of time available before the conference, there were other difficulties,

such as locating and appointing the appropriate people that could probably not be done by the time of the CAJE conference. CAJE usually asks for volunteers for assignments, but in this case they want to ensure that the people involved in the project are qualified for it.

7. We agreed that the most useful way to proceed would be to have a meeting at CAJE to discuss the project in detail. The following people would participate in the meeting: Betsy Katz, Elliot Spack, a person from CAJE who would be in charge of the project, Seymour Fox, Sara Lee, Annette Hochstein and ~~Joe Reimer~~ Mark Hurris

8. Seymour had mentioned the possibility of Barry Holtz serving as a professional resource. Betsy viewed this favorably. (Barry will not be able to attend the CAJE conference.)

9. Next Steps:

- a. I will call Sara Lee and relate this conversation to her.
- b. Betsy Katz will speak to Elliot Spack on Monday to discuss the whole project. I will call Elliot on Tuesday, following which we may set up the meeting.

Dear Ginny,

Since the conversation with Betsy Katz:

- Prof. Fox has spoken to Sara Lee about general arrangements at CAJE (everything looks fine) and

- A meeting has been arranged for Wednesday morning Aug 16th for SF, AH, Betsy Katz, Elliot Spack, Joe Reimer, Ron Reynolds.

↑
* not there - substitute
Hurris

Debbie

8/3/89

Seymour:

Following is what I have on plans for the CAJE meeting.

Monday, 8/14

Arrive Seattle. Staying at Meany Tower
4507 Brooklyn Ave.
Seattle, WA 98105
(206) 634-2000

Rate: \$68/night (They'll have our tax exempt certificate on file.)

7:00 - 9:30 p.m. - Hochstein & Gurvis to meet with Aron; Fox to meet with Davidson. (I told both to come to hotel and ask for your rooms. No meeting rooms have been reserved for this.)

9:30 p.m. - Fox, Hochstein, & Gurvis to meet

Tuesday, 8/15

8:00 a.m. - Fox, Hochstein, & Gurvis to meet

10:00 a.m. - 2:00 p.m. - Meeting in Dean's Room, lunch to be served next door in President's Room: Fox, Hochstein, Gurvis, Alexander, Ariel, Aron, Davidson, Elkin, Lee (who will not get to campus before 1:15 and doubts she will make this meeting), and Schiff

[See my memo to MLM, attached. Spack would like MLM to spend some time with B. Katz and possibly one other CAJE officer, preferably for dinner.]

5:30 - 6:30 p.m. - Cleveland Fellows Reception
Fishbowl Lounge
Terry Lander Hall

8:00 - 11:15 p.m. - Commission presentation and follow-up
The HUB Ballroom

8 - 9 - Presentation by MLM, Elkin, and Lee

9 - 10 - "job-alike" group deliberations

10 - 11:15 - Selected people will meet with MLM and other Commission representatives for synthesis. Spack expects MLM to make some concluding comments

Wednesday, 8/16

8:00 a.m. - Meeting of Fox, Hochstein, Gurvis, Katz, Lee, Reynolds, Spack
(Location not yet determined.)

cc: Seymour Fox

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

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

DATE: 8/3/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: CAJE CONFERENCE

I spoke with Elliot Spack yesterday and have some details on CAJE arrangements, as well as an invitation to relay to you.

1. Sara Lee expects to arrive at the Seattle airport shortly before you and plans to meet you at your gate and drive into the city with you.
2. You are invited to spend some time on Tuesday afternoon or early evening with Dr. Betsy Katz, President of CAJE, and possibly one other CAJE officer. They would like to show you around the CAJE conference and take you to dinner. They will make themselves available at your convenience, and I am to let Spack know about your availability. (He emphasized the extent to which CAJE has adjusted to our requests and indicated how grateful he would be if you could be available for some time.)
3. The Tuesday evening program is scheduled to take place at the HUB Ballroom on the University campus. The schedule is as follows:
 - 8 - 9 p.m. -- MLM report; Elkin and Lee response
 - 9 - 10 p.m. -- Deliberations among groups of participants
 - 10 - 11:15 p.m. -- Recorders of small group meetings will meet with MLM and other Commission representatives to present a synthesis and debrief.

It is hoped that you will have some concluding comments.

Please let me know if/when you can see Betsy Katz.

INTER-OFFICE CORRESPONDENCE

cc: Seymour Fox

AUG 07 1989

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

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

DATE: 8/3/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: CAJE CONFERENCE

8/7 m

I spoke with Elliot Spack yesterday and have some details on CAJE arrangements, as well as an invitation to relay to you.

1. Sara Lee expects to arrive at the Seattle airport shortly before you and plans to meet you at your gate and drive into the city with you. *OK*
2. You are invited to spend some time on Tuesday afternoon or early evening with Dr. Betsy Katz, President of CAJE, and possibly one other CAJE officer. They would like to show you around the CAJE conference and take you to dinner. They will make themselves available at your convenience, and I am to let Spack know about your availability. (He emphasized the extent to which CAJE has adjusted to our requests and indicated how grateful he would be if you could be available for some time.) *4:00 PM
thru
dinner?*
3. The Tuesday evening program is scheduled to take place at the HUB Ballroom on the University campus. The schedule is as follows:
 - 8 - 9 p.m. -- MLM report; Elkin and Lee response
 - 9 - 10 p.m. -- Deliberations among groups of participants
 - 10 - 11:15 p.m. -- Recorders of small group meetings will meet with MLM and other Commission representatives to present a synthesis and debrief.

It is hoped that you will have some concluding comments.

Please let me know if/when you can see Betsy Katz.

INTER-OFFICE CORRESPONDENCE

HOTEL ARRANGEMENTS

MEANY TOWER
4507 BROOKLYN AVE.
SEATTLE, WA 98105
(206) 634-2000

\$74/night - 8/14, 8/15

CONF. #: 18100 208

AH

SF

MG

MLM

Archie Davidson

Catering
Booked

Call
2:15
Rich
Shaw

Dean's Room - 8/15 10 am - 2 p.m.

President's Room - lunch

contract + menus - pls. for
lunch needs to be selected

1-800-648-6440

this Friday's mail
sent

AUG 04 1989

TO: Virginia F. Levi ✓
Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/4/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Jon Woocher called me on August 4 to indicate that he is not able to attend the CAJE conference but has asked that an assistant, Paul Flexner, sit in on JESNA's behalf. He wants to be sure that there is no problem about having Flexner participate as a representative of JESNA in JESNA's capacity as a co-sponsor of the Commission.

Apparently there is some problem between JESNA and CAJE. That is why he wants me to double check to be sure that Flexner will be able to participate. Please let me know if anything goes off the track. Woocher will also let me know if he hears of any problem.

AMERICAN JEWISH
ARCHIVES

desirable for JWB + JESNA to be there
politic reasons

IN-FO-REC-NO-SE-RO-CE

TO: Hanan Alexander, David Ariel, Isa Aron, Aryeh Davidson, Josh Elkin,
Mark Gurvis, Annette Hochstein, Sara Lee, Alvin Schiff

FROM: Seymour Fox

DATE: August 8, 1989

This will confirm plans for a meeting to discuss research needs of the
Commission on Jewish Education in North America to take place on Tuesday,
August 15, 10 a.m. to 2 p.m. at the Meany Tower Hotel, 4507 Brooklyn Avenue,
Seattle, telephone (206) 634-2000, in the Dean's Room. I look forward to
seeing you there.



8/15/89

ADDRESS BY
MORTON L. MANDEL
TO THE CAJE CONFERENCE
SEATTLE, WASHINGTON

Betsy, I want to thank you for your generous introduction.

I was told that one cannot understand CAJE without participating in a national CAJE conference. I learned today, in a few short hours, that this is, in fact, the case. The power of meeting 1800 people who are deeply involved in and committed to Jewish education at one time and in one place is enormous.

It is also inspiring to see so many Jewish educators and lay people here to share their concerns, their insights and their wisdom. The diversity of backgrounds, of affiliations and respect for pluralism displayed here is impressive.

I truly appreciate your invitation.

I know and am pleased that the Commission on Jewish Education in North America is being recognized by this body.

I understand that the purpose of this evening's session is to consider the opportunities that this commission may offer all of us -- educators, rabbis, scholars and community leaders.

I would like to begin by sharing with you why our family decided to suggest the establishment of the Commission, and why we are investing so much hope in its outcomes.

I have been involved in communal activity for more than 40 years, although I am a relative newcomer to the field of Jewish education. I have had a rich and very rewarding experience within the organized Jewish community. During much of my adult life, the priorities were life-saving, relief and rehabilitation, and the building up of Israel. I did not come to appreciate the vital role Jewish education could play in the future of the Jewish people until I joined the Board of Governors of the Jewish Agency in 1979.

Shortly thereafter, I became involved in Jewish education. It soon became very clear that, throughout the Jewish world, not enough top lay leaders were devoting themselves to the issues and problems of Jewish education. So, in 1984, we decided to call a World Leadership Conference for Jewish Education in Jerusalem. We invited 200 people, and we set a goal of recruiting 50 top lay leaders to this conference who were not involved. Through the conference, we hoped they would be stimulated to at least think about Jewish education. The conference was a great success. One prominent Jewish educator called the conference "a watershed in the process of Jewish education emerging as a top priority for the Jewish community".

When I look back at the World Leadership Conference, one could ask why so many of us began to show an interest in Jewish education at that time. Was it the sudden recognition of the trend lines? The impact of the data about

the many who are not officially affiliated with the Jewish community? Was it the data about assimilation and intermarriage? Was it the concern about the small number of students in day schools, or the anxiety about the effectiveness of the supplementary school where most Jewish children receive their Jewish education? Maybe it was simply a maturing of the world Jewish community to the point that it was ready to seriously consider how it could intervene to insure a meaningful Jewish future through Jewish education.

Whatever the reasons, it was clear then, in 1984, that what we were experiencing was more than a sudden burst of interest and concern. Jewish education was appearing more regularly on the agenda of important Jewish organizations. In communities throughout America, when federation leaders were polled, Jewish education was found to be a primary concern, one of their top three priorities.

About the same time, there was another very important development. Federation endowment funds were growing very fast, and a significant number of affluent Jewish families were establishing large private foundations. Many of these foundations were searching for ways to impact the Jewish future. Several began to show an interest in Jewish education.

Together, these developments pointed to the possibility that we might be witnessing the beginning of a new era for Jewish education.

Our family began to ask how our foundation could help accelerate and intensify this process.

We consulted with educators, scholars and academics in North America and in Israel. They all felt that what was happening was significant. Jews of all persuasions -- Orthodox, Conservative, Reform, Reconstructionist and secular -- were becoming more and more concerned about the future. Along the way, we also discovered that Jewish academics, not only those who were scholars in Judaica, but world-renowned experts in the natural sciences, the social sciences and the humanities, were ready to contribute their time and energy. We recognized an opportunity. Could we bring these forces together -- influential community leaders, talented Jewish educators and outstanding scholars -- to create a vital and meaningful partnership? Could we develop an approach that might lead a more hopeful future for the Jewish community in North America?

We understood from the very beginning that a message, a vision, was important but that it had to be accompanied by concrete plans that would be implemented in the real world - in schools, in community centers, in camps, in educational programs in Israel, in adult and family education.

We knew that private foundations have used commissions as effective tools for achieving their goals.

This led us to invite a group of people to consider whether a commission was timely to look at Jewish education. Could Jewish educators, scholars and community leaders be brought together to think, and could they produce a report that would inspire and energize the field? More importantly, could a report be prepared whose implementation would lead to across-the-board and systemic change?

We consulted with other foundations, with educators and rabbis, with the leaders of the organized Jewish community -- CJF, JESNA and JWB -- and with the heads of the institutions of higher Jewish learning. All of them, without exception, enthusiastically endorsed the idea.

We began to formulate the principles that were to guide the establishment of the Commission. Let me share them with you.

1. Because Jewish education is the key to meaningful Jewish continuity, Jewish education must be defined in the broadest terms. Jewish education must be seen as including not only the formal instruction offered in classrooms, but the informal learning that takes place in many settings -- within the family circle, at Jewish camps and community centers, through Israel-related activities, at community events and so on.
2. The Commission should respect and benefit from the power of the various religious persuasions. Pluralism must be honored.
3. The membership of the Commission should reflect the broad spectrum of Jewish educators, Jewish scholars and community leaders.
4. In order for the Commission to make a lasting contribution, it must be a cooperative effort of the private and communal sector, of the private foundations and philanthropists and the organized Jewish community. No matter how much private sector financial support is provided, implementation will ultimately be the responsibility of the federations, the denominations, the institutions of higher Jewish learning, the schools,

the community centers, the bureaus of Jewish education, and, above all, the educators on the front lines.

5. The Commission's final report must include a plan for implementation of the report's recommendations, as well as the necessary funding for implementation. The Commission should be proactive in implementing its findings and recommendations.

These five principles guided the establishment of the Commission and the selection of the commissioners.

The Commission was launched by the Mandel Associated Foundations, JWB, and JESNA, in collaboration with CJF, in May 1988. Hundreds of names of potential commissioners were considered. We eventually invited 48 people to be commissioners. 46 accepted.

The first meeting was held on the first of August 1988. As you can see from the list of the commissioners, we have involved a very distinguished group, with very diverse backgrounds.

We realized that we could not discuss the "goals" of Jewish education with this group, since many of the commissioners held differing, sometimes even contradictory, conceptions of the educated Jew. They simply disagreed about the goals and the methods of Jewish education. However, we felt enormously challenged by the possibility of so diverse and powerful a group arriving at a consensus, about the kinds of intervention to be undertaken if Jewish education were ever to rise to its full stature and make the required contribution to a meaningful Jewish community.

We adopted a method of operation that involved interviewing every commissioner before and after each meeting of the Commission. Before the first meeting of the Commission, we needed their input in shaping and setting the agenda. In the interviews held before the first meeting and at the first meeting itself, we were flooded with an abundance of wonderful and challenging ideas. It was clear that almost any one of the ideas the commissioners suggested could occupy a commission for several years. For example, one commissioner argued that we should devote our entire agenda to various forms of early childhood education (day care, nursery schools, kindergartens). She claimed that working mothers need an appropriate educational setting for their children, and early childhood is the time for deep and enduring educational experiences. Another commissioner claimed that the media - television, video and the computer - was the way to improve education in the classroom, as well as a way to reach the entire family. There were those who claimed that, if we could only reduce the tuition for the day school, thousands of students would enroll. Others argued that the college campus, where more than 80 percent of all young Jewish people spend several of the most crucial years of their lives, is where we should concentrate our efforts.

In all, at the first meeting, the commissioners suggested 26 ideas - or as we decided to call them, options - for the agenda of the Commission. There were good reasons to undertake most of them. The question was how to decide among them.

After a great deal of deliberation, we realized that we could organize all of these options into two categories: programmatic options and enabling options. Most of the options that were suggested by the commissioners could be characterized as programmatic. They approach Jewish education through a particular cut into the field - either through age groups, institutions or programs, for example, the college-age group, the supplementary school or Israel Experience programs. On the other hand, enabling options approach Jewish education through interventions that are tools or facilitators. They serve many of the other options. They are preconditions for the programmatic options.

We concluded that two of these enabling options were vital to any across-the-board improvements in Jewish education. They are: 1) dealing with the shortage of qualified personnel in all areas of Jewish education, and 2) dealing with the community - its structures, leadership and funding - as major agents for change. The proponents of each programmatic option understood that, in order to succeed, all programs require the recruitment and training of additional talented personnel and a change in the climate of the community so that Jewish education would be recognized as an honored and high-priority pursuit and so that there will be an infusion of substantial new funds to make this possible. Furthermore, in addition to serving as preconditions to all of the other options, the community and personnel options are interrelated, and a strategy involving both would need to be devised.

Clearly, if we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. They will have to believe that they are entering a field where there will

be reasonable salaries, a secure career line, where their ideas will make a difference, and where they will be in a position to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the continental and local levels. In turn, an infusion of more dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the lifestyles of their families. The community, through its leadership, will then be able to more effectively design and take the steps necessary to place Jewish education higher on its list of priorities.

This distinction between programmatic and enabling options made it possible for the Commission, at its second meeting on December 13, 1988, to agree on an agenda. We were going to concentrate on these two areas: personnel and the community. But how? What would we do that would be different? What could we introduce that would change the situation? One commissioner reminded us that educators and community leaders have agreed for a long time that these two areas are in need of improvement. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant enough improvement has not occurred.

As we examined previous efforts to deal with the problem of personnel, we discovered that all of them addressed only a part of the problem. No systematic, sustained, across-the-board, and well-funded approach has ever been undertaken. We were convinced that such a comprehensive approach is required. To deal effectively with the personnel option means that recruitment, training, profession-building and retention must be addressed simultaneously. How can we hope to recruit people to the field of Jewish

education unless they believe that they are entering a fully-recognized profession where they will be empowered to determine policy and practice, where there will be a variety of options for professional advancement, and where their life's work will be appreciated?

We learned that there are fewer than 20 full-time professors of Jewish education in North America, and too small an academic base to prepare enough educators for the tens of thousands of positions that exist -- and to help guide pre- and in-service education.

We discovered that significant numbers of Jewish educators leave the field after a few years. Burn-out appears to be a serious problem that affects some of the most talented teachers, informal educators and administrators. What must be done to retain our very best people?

Thus, we believe that we must try to approach personnel in a comprehensive manner. That if we attack the problem systematically and sustain our efforts over time, if the community leadership can be convinced to make this a top priority and secure the required funding, that our efforts will make a difference.

In all, there now have been three meetings of the Full Commission. The first was last August 1, when we learned of the many opportunities, the many options that the Commission could consider for its agenda. The second meeting last December, when we decided on our agenda: to deal simultaneously and comprehensively with the personnel and community options. And, our third Commission meeting, just last June, when we considered the issues involved in how to proceed and where to begin.

I want to stress that our Commission is committed to more than issuing a report. We want to act on the findings of the report, and convince as many communities as possible to join us. We want to implement the final recommendations in our report, and enlist others in the process of implementation.

When we all established the Commission, it was with the hope that it would cause across-the-board, systemic change for Jewish education throughout North America. But, to convince others to join us after we have started, we feel that some conception of demonstration is called for. Clearly, we knew that we could not address personnel and the community at once, and across-the-board throughout North America. We now believe, however, that it could be feasible to begin such an undertaking on the local level, in communities. There are a number of reasons for beginning on the local level. Here are six of them:

1. Most education takes place on the local level - in schools, synagogues, community centers and camps.
2. There are advantages to building programs "from the bottom up" - with the local community playing a major role in initiating ideas and being leading partners in their implementation - thereby establishing ownership of the initiative.
3. There are already ideas and programs - "best practices" - that, if brought together in one site, integrated and implemented in a complementary way, could have a significantly greater impact than when their application

is fragmented. Frankly, who can understand this point better than you, the members of CAJE? Imagine if a good selection of the many ideas and programs that have impressed you at this conference and at previous conferences were introduced into one community. If they were carefully orchestrated, guided by a comprehensive plan, imagine what the impact could be.

4. Then, in addition to ideas and programs that are now being tried in various communities, new visions of Jewish education which have not yet been tried could be translated into practice and carefully experimented with.

5. The results of such a local undertaking would be tangible and visible - hopefully, within a reasonable amount of time. It could generate interest and reactions that might lead to a public debate on the important issues of Jewish education.

6. A network could be developed among local sites which could increase the impact of each and, hopefully, generate interest among additional communities to replicate and adapt this approach.

As we considered the advantages of working on the local level in communities, we recognized that an indispensable contribution can be made through the broad and sustained efforts of experts working "from the top down". Local projects will not be able to reach their full potential without the full involvement and assistance of the training institutions and national organizations.

Our challenge is to work simultaneously on the local and national levels. We need to combine these two approaches, rather than treat them separately. For these reasons, the Commission has decided to develop a program for communities that wish to participate, and we will call such communities "Community Action Sites".

What exactly do we mean by a Community Action Site? That is what our staff and commissioners are working on at present, and it is one of the main issues to be considered at our next meeting of the Commission on October 23. As of now, we imagine that a Community Action Site could involve an entire community, a network of institutions, or perhaps, just one major institution. As I have mentioned, some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site would be guided by visions of what Jewish education at its best can be.

An assumption implicit in the whole notion of Community Action Sites is that, as we achieve success, other communities would be able to see what a successful approach to the community and personnel issues could be, and would be inspired to apply the lessons learned to their own communities.

The idea of the Community Action Site raises a whole series of questions. How will this be done? How can we insure that the local initiative will be supported? Who will be the broker between the national resources and institutions and the individuals in the communities where projects are undertaken? How can one bring the best practice of Jewish education to

bear on specific programs? Who will be responsible for the effective implementation of local projects? What can insure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused? And more.

It is becoming clear to us that some continuing mechanism will have to be created that will carry on the work of the Commission as we undertake these complex assignments. What kind of mechanism? Will it be a new organization or a new part of an existing organization? How will the mechanism operate so as not to diminish local initiative and planning? Clearly, it must be a cooperative effort of those individuals and organizations now involved in Jewish education, as well as the funders that will help support the entire activity. Local federations will need to play a central role, and the denominations will have to be involved from the very beginning. JWB, JESNA, and CJF will need to continue as full partners in the work of the Commission, as they have from the beginning.

My friends, these are some of the complex problems and exciting challenges that our commission must deal with before we issue our report next year.

CAJE has already had a significant impact on the work of the Commission. Some of our commissioners are among your most active members. Sara Lee and Josh Elkin, who are participating with me in this session, Florence Melton and Alvin Schiff, Yitz Greenberg, Carol Ingall and Jack Beiler. Some of our senior policy advisors and staff members, such as Joe Reimer, Jonathan Woocher and David Ariel also play an important role in the work of CAJE.

Now, we are asking all of you to help us. As we grapple with the problem of defining a Community Action Site, as we begin to consider what the programs and ideas are that should be introduced in Community Action Sites, we hope that we will be able to turn to you for guidance. We want your input to understand how to best approach the issue of personnel for Jewish education.

This evening, you will make an important contribution to our thinking. We look forward to learning from your discussion groups, particularly in relation to the issues of recruitment, training, profession-building and the retention of personnel for Jewish education, in both formal and informal settings, for all age groups.

Tomorrow morning, key members of our staff will be meeting with your leadership to begin to develop the most effective way for us to collaborate, and for the Commission to benefit from your thinking.

We believe that, if we make wise decisions, and implement skillfully, we can gain support for a systematic process of change. If we all work together and stick to it, we can seek no less than to bring about a new age of Jewish education, and a better Jewish life for all our children.

8/8/89

TO: Seymour

FROM: Ginny

RE: Aug. 13 - 16

*See - Mayflower Hotel in NY
60th & C.P.W.*

A. You asked me to remind you that you wish to discuss the following with MLM at your meeting on Sunday, 8/13:

1. You are unavailable for the 10/5 meeting of Sr. Policy Advisors
2. Next steps with Bronfman and Crown
3. What to do about Sara Lee pick-up at airport (may be too tight)
4. Whether Flexner should attend CAJE meeting Wed. AM (HLZ is strongly in favor of including him.)

B. Following is what I have on plans for the CAJE meeting.

Monday, 8/14

Arrive Seattle. Staying at Meany Tower
4507 Brooklyn Ave.
Seattle, WA 98105
(206) 634-2000

Rate: \$68/night (They'll have our tax exempt certificate on file.)

7:00 - 9:30 p.m. - Hochstein & Gurvis to meet with Aron; Fox to meet with Davidson. (I told both to come to hotel and ask for your rooms. No meeting rooms have been reserved for this.)

9:30 p.m. - Fox, Hochstein, & Gurvis to meet

Tuesday, 8/15

8:00 a.m. - Fox, Hochstein, & Gurvis to meet

10:00 a.m. - 2:00 p.m. - Meeting in Dean's Room, lunch to be served next door in President's Room: Fox, Hochstein, Gurvis, Alexander, Ariel, Aron, Davidson, Elkin, Flexner [already left for Seattle - I left a message for him about this meeting), and Schiff

[SF - You will prepare instructions for discussion group responsibilities and discuss with this group.]

5:30 - 6:30 p.m. - Cleveland Fellows Reception
Fishbowl Lounge
Terry Lander Hall

*Add'l mtg on
① ITE + CAS drafts
② also case updates*

Tuesday (cont.)

8:00 - 11:15 p.m. - Commission presentation and follow-up
The HUB Ballroom

- 8 - 9 - Presentation by MLM, Elkin, and Lee
- 9 - 10 - "job-alike" group deliberations
- 10 - 11:15 - Selected people will meet with MLM and other Commission
*** representatives for synthesis. Spack expects MLM to
*** make some concluding comments

Wednesday, 8/16

8:00 a.m. - Meeting of Fox, Hochstein, Gurvis, Katz, Lee, Reynolds, Spack
Flexner? (Location not yet determined.)

Under 104



TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/10/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SCHEDULE FOR CAJE MEETINGS

Eliot Spack has called and suggested the following schedule for the afternoon and evening of Tuesday, August 15:

4:00 p.m. -- Spack to meet MLM at Meany Towers (he will call your room). He plans to talk with you at the hotel, then walk you to the University campus to meet Betsy Katz.

5:15 p.m. -- Betsy Katz will show you around, including a stop at the Cleveland Fellows Reception scheduled for 5:30 to 6:30 p.m.

6:00 p.m. -- Dinner with Katz and four officers of CAJE.

The evening program is scheduled as follows:

8:00 - 11:15 p.m. -- Commission presentation and follow up
The HUB Ballroom

8:00 - 9:00 p.m. -- Presentation by MLM, Elkin, and Lee



9:00 - 10:00 p.m. -- Small group deliberations

10:00 - 11:15 p.m. -- Selected CAJE representatives to meet with MLM and other Commission representatives for synthesis. MLM to make concluding comments. (SF is aware of this and will talk with you on Sunday about it.)

INTER-OFFICE CORRESPONDENCE

14TH ANNUAL CAJE CONFERENCE ON ALTERNATIVES IN JEWISH EDUCATION



University of Washington  Seattle, Washington  August 13-17, 1989
Pre-Conference August 11-13, 1989

Sponsored by The Coalition For The Advancement Of Jewish Education,
Co-Sponsored by The Seattle Jewish Education Council,
Assisted by a Grant from The Jewish Federation of Greater Seattle

The Conference on Alternatives in Jewish Education is one of the most exciting, innovative experiences available for people interested in Jewish education. If you are involved in the transmission of our Jewish heritage as a teacher, student, administrator, principal, rabbi, community leader, youth director, social worker, librarian, parent, cantor, artist or writer, you must take advantage of this unique opportunity to network, share and learn from international and regional scholars as well as from professional and lay leaders.

Pre-Conference Kallot

August 11 - 13, 1989

Begin your CAJE experience by attending one of the special Pre-Conference sessions which begin Friday morning, August 11 at 9:00 am. We urge you to arrive early to give yourself enough time to settle in, adjust to any time change, meet and greet old and new friends and prepare yourselves for an exciting program. The sessions will provide opportunities for study, contemplation, discussions and solutions that we face daily as educators. The Friday Kallot will include three programs focusing on Theater, Music and Adult Education. The Sunday Kallot will continue those programs started on Friday and will also include topics such as Tzedakah, Teacher Resource Center, Holocaust, Yiddish, Small Schools, Early Childhood, Family Life Education, Networking for Supplementary School Principals, Dance Education, Soviet Jewry, Special Needs, Jr. and Sr. High School and pre-Shabbat Storytelling.

Pre-Conference Kallot provide an opportunity for participants with like interests to share, study and problem-solve. All registrants are encouraged to join in on the fine programs being planned by CAJE networks.

Shabbat

August 11 - 13, 1989

Share in the warmth of a CAJE Shabbat, a unique community experience of prayer, study, storytelling and song with an outstanding group of scholars in residence and minyanim reflecting the full range of Jewish observance. The Shabbat program begins with preparation on Friday and continues through lunch on Sunday. In keeping with tradition, the Shabbat experience must be in-residence. Those wishing to participate by reading Torah, leading services, or delivering a d'var Torah should contact Lucy Varon, 6331 Hampton Road South, Seattle, WA 98118, phone (206) 725-2748.

Conference Program

August 13 - 17, 1989

A quality program is the aim of this year's educational sessions. An emphasis will be placed on presenters who encourage and facilitate participant interaction, involvement and networking within a session. There will be opportunities for extended contact with the same teacher, ranging from six to twelve hours. The program will be balanced among **Instructional Settings** (early childhood, non-formal, day school, high school, small school, family and adult education and special education);

Methodologies (creative arts, media, computers, classroom strategies, resource/teacher centers/libraries, administration, curriculum development and research); and **Content Areas** (Israel, history, social studies, community relations, Jewish living, language, texts, spirituality and critical issues).

Sunday Afternoon

Registration and Orientation
Exhibits
Resource Center

MODULES

The Module is the trademark three-hour session which draws expert teachers from an international pool. Sequel courses, and those for entry level educators will be available and designated appropriately. These sessions will cover the breadth of the Jewish educational spectrum.

LEHRHAUS

The ninety-minute lehrhaus session primarily allows Conference participants to share innovative ideas and creative classroom methodologies. Lehrhaus is named in honor of the famous house of study begun by Franz Rosenzweig in the 1920s.

General Conference Information

Residence

The best way to be an integral part of the Conference community, enjoying its full benefits — evening program, informal gatherings and spontaneous midnight events — is to reside at the University. All meals, beginning with Sunday dinner through Thursday lunch, lodging, linens and programs are included in the cost. *The campus is NOT air conditioned.* However, you will be visiting one of the most temperate climates in the United States. In Seattle, August temperatures generally are in the 70-80 degree range with no humidity.

Commuters

Those attending as commuters will be entitled to all meals: dinner on Sunday through lunch Thursday. We urge commuters to come on Sunday and participate fully in as many of the activities as possible. *CAJE does not accept registration for one or two days.*

Kashrut

Food will be prepared under strict Rabbinical supervision. The menu for the Conference will be dairy/pareve except Shabbat dinner and lunch, which will be meat meals. Vegetarian options are available.

Children/Teens

Infant/Toddler Care, Nursery School and Camp will be available beginning on Monday morning. Evening floor babysitting will be available beginning on Thursday evening (August 10) continuing through Wednesday evening (August 16). Daytime group babysitting will be available for children of all ages during pre-Conference and Shabbat study sessions.

Infant/Toddler Care will be available during the Conference for children up to age 3. A nursery school program will be provided for children between the ages of 3-5. Day Camp will be in session daily for children between the ages of 6-12. Some campers may be asked to participate in demonstration classes which are a part of the Conference program.

TORAH LISHMAH

Torah Lishmah refers to the opportunity for studying Judaic content. Sessions will be scheduled for 1, 1 1/2, and 3 hours throughout the conference. Classes will be conducted in either English or in Hebrew. Early morning sessions (8-9:00am) will be devoted exclusively to Torah Lishmah.

RIKUZIM

The six or nine-hour time frame of Rikuzim allows for the integration of theory and practice in a particular area of study. The Rikuz will be given on successive days, three hours per session.

SICHT

Informal discussions/support groups facilitated by educators with expertise in the session topic. This CAJE 14 innovation is designed for group participation and idea sharing.

SYMPOSIUM

During this unique program, three to four respected scholars will focus on a topic of special interest. After a 1 1/2 hour forum-style presentation, each scholar will conduct a smaller group session for the final 1 1/2 hours.

Special Thursday Morning Program

Jewish Educational Artists in Residence

Plan to stay for this exciting program. Participants will study with prominent Jewish scholars and then break off into sessions with outstanding educators to brainstorm implementation in a variety of instructional settings.

The Educational Exchange

The University of Washington's Student Union Building (HUB) will be transformed into CAJE's *Educational Exchange* — a multi-dimensional Jewish Resource Center — featuring teacher-made materials, a teacher's store and much more.

The **Teen/Children** fee covers the cost of food, lodging and attendance in the Conference programs. It does **not** cover the cost of *Teen Experience*, or Child Care/Camp. These are separate fees. In order for CAJE to be able to provide you with these services, your child **must** be pre-registered. Cribs are available **only** by advance registration and pre-payment.

Teens will be offered a work option allowing them to assist with children's programs, babysitting or administrative tasks, in addition to attending Conference sessions. A special program geared to teens is being offered.

High school students (ages 13-17) have the opportunity to join CAJE, at a reduced rate, and receive complete CAJE benefits. If you are a teen interested in joining CAJE, please indicate so on the application form under CAJE membership.

While children of commuters can be enrolled in any of the day time programs, evening babysitting cannot be provided.

Special Alert — Enrollment in the children's program may have to be restricted due to limitations imposed by the availability of adequate university facilities and available staff. Children will be accepted on a first-come, first-served basis. Apply early to avoid problems.

Work-Study Positions

A limited number of work-study positions are available for college students and others with limited funds. If you are interested, please contact the CAJE office in New York for additional information.

Financial Assistance

For CAJE members unable to meet Conference costs, limited scholarships are available. We urge you to contact the CAJE office in New York for more information and application forms. Since many local communities and schools provide grants, you should first check with your local Education Agency, Federation, Synagogue or Education Director, for more information. *A Conference application must be on file prior to your applying for a scholarship.* The deadline for scholarship requests is April 30, 1989.

The Media/Computer Exchange

Located in the University of Washington's HUB, the exchange will showcase the latest developments in computer hardware and programs specifically designed for Jewish education. The exchange will also feature the newest media resources.

Evening Programs

Entertainment, events, programs and activities are planned to reflect both new ideas and some of our favorites from years past. Something for everyone is guaranteed!

Exhibits and Displays

A large area will be devoted to Jewish artists and publishers who will display their materials and creations for review and purchase. If you wish information on exhibiting your products or crafts, please contact the CAJE National Office.

Special Needs

Special program aids and services will be available for seniors needing assistance, the hearing impaired and the handicapped. Some major Conference events will be interpreted for the hearing impaired. If you have specific needs or questions, please contact Carol Oseran Starin, 1103 E. Boston, Seattle, WA 98102.

You Asked For It — You Got It Teen Experience Open for Applications

After two successful pilot years, **Teen Experience** will be a regular part of the CAJE Conference. The program is designed for High School students who are involved/interested in Jewish education and who are currently, or will be serving as, student teachers/teacher assistants and would benefit from the motivational process of CAJE. The special nature of **Teen Experience** re-

Application Deadlines

Enrollment at the CAJE Conference is based on a first-come, first-served basis. As happened several times in the past, all spaces could be filled well before the final payment deadline. Applicants are urged to submit their forms and payments as promptly as possible. **Don't be left out.**

PAYMENT IN FULL IS DUE BY JUNE 15, 1989.

Cancellation Policy

Our contractual agreement with the University requires the establishment of the following policy:

ALL CANCELLATIONS AND REQUESTS FOR REFUNDS MUST BE IN WRITING.

If your written cancellation is postmarked:

By July 15, 1989, you will receive a full refund of Conference fees, less the \$50 non-refundable deposit and \$46 membership fee.

After July 15, 1989, you will receive that portion of the Conference fees not contractually due less the \$50 non-refundable deposit and \$46 membership fee.

Special circumstance cancellations will be reviewed on a case-by-case basis only if communicated to CAJE by phone AND confirmed in writing postmarked **no later** than August 13, 1989.

NO REFUNDS WILL BE ISSUED PRIOR TO THE CONFERENCE EXCEPT FOR THOSE WHO ARE NOT ACCEPTED INTO THE TEEN EXPERIENCE PROGRAM.

Modifications

All requests for modifications to the application **MUST** be in writing. CAJE will make every effort to acknowledge these changes in writing to the applicant.

Processing

Your application will not be processed **unless** CAJE membership is current and accompanied by \$50 non-refundable deposit.

quires participation in the pre-Conference and Shabbat program beginning on Thursday evening August 10th. Through exploration and sharing, the students will be introduced to sound pedagogical techniques in a setting rich in Jewish history and ideas. Sessions will be led by outstanding leaders and teachers in Jewish education. Obtain applications for **Teen Experience** by checking the appropriate sections on the main conference application form.* Due to the limited number of participants permitted, applicants will be informed of their acceptance into the program only after the full application process has been completed.

* The deadline for requests for an application for **Teen Experience** is May 15.

Forum on Educational Policy

A Program for Professional Educators and Educational Lay Leaders

The CAJE 14 Forum on Educational Policy is designed for lay leaders to become rightful participants in the dialogue with professional educators to set policy on major educational issues. The Forum will also expose lay leaders to information about Jewish education and CAJE to enable them to act more effectively on behalf of causes which advance Jewish learning.

Lunch and Learn sessions which explore crucial issues in Jewish education will be a central part of a special educational lay leadership track at CAJE 14. Issues discussed at lunch will become the focus of three evening programs following the format of the popular "Nightline" television series. Admission to the special educational lay leaders track will be limited.

CAJE 14 CONFERENCE APPLICATION

Please submit a separate application for each adult/Teen Experience/teen registrant.

ALL REGISTRANTS 13 AND OVER MUST FILL OUT AND COMPLETE A SEPARATE APPLICATION.

1. Name _____ 2. Sex: ☐ Male ☐ Female
 3. Home Address _____ Phone () _____
 City _____ State _____ Zip _____
 Employer _____ Occupation _____
 Address _____ Phone () _____
 City _____ State _____ Zip _____

4. I prefer to be listed in the CAJE roster at my:

- ☐ Home ☐ Employment (check one) ☐ If this is a new address, please check here.
☐ If you are a first-time CAJE Conference attendee, please check here.
☐ If you wish to register for the Forum on Educational Policy, please check here.
☐ If you wish to register for Teen Experience, please check here.
☐ If you are a new teacher, please check here.

5. Summer address (if different from above)

City _____ Phone () _____
 State _____ Zip _____
 Summer Address Dates: from _____ to _____

6. Who is your preferred roommate? Name: _____

(No triple rooms. We will try to accommodate your request. The likelihood of securing your requested roommate is increased if potential roommates request each other).

7. Children/teens must be pre-registered for our educational programs. If you are applying for **Teen Experience**, do not fill out this section. Go to Pre-Conference Number VI. There is a registration charge of \$25.00 per child/teen (in addition to room and board costs) for this program. Infant/Toddler - T (Ages 0 - 2); Nursery - N (Ages 3 - 5); Day Camp - C (Ages 6 - 12)

Children:

Name: _____ (Please circle choices) T N C Sex: _____ Age: _____
 Name: _____ T N C Sex: _____ Age: _____

Teens: (Ages 13-17) may participate in the following:

1. Attend Conference sessions 3. Babysitting (evenings)
 2. Assist in Camp, Day Care 4. Assist with administrative tasks

Name _____ (please circle choices) 1 2 3 4 Sex: _____ Age: _____
 Name _____ 1 2 3 4 Sex: _____ Age: _____

8. Do you have any special housing/program needs?

- ☐ A. Handicapped
☐ B. Evening floor babysitting (during evening programs)
☐ C. Non-smoking roommate
☐ D. Signing for hearing-impaired adult
☐ E. On-campus transportation for handicapped/those in need
☐ F. Private babysitter (registrant pays fees)
☐ G. Other (Please explain in writing. Submit with application.)

9. If you are coming for Shabbat, do you request:

- ☐ Vegetarian meal ☐ Shomer Shabbat roommate (all will be housed within the eruv)

10. PRE-CONFERENCES (Organized by specific CAJE Networks) If you plan to attend a Pre-Conference program, please check which one:

- I. FRIDAY 9 - 12, 1 - 4
☐ A. **Theater:** Utilization of drama in Jewish education at all levels.
☐ B. **Music in Jewish Education:** Integrating music into the non-music classroom.
 II. FRIDAY 1 - 4, SUNDAY 9 - 12
☐ A. **Adult Education:** Bringing the unaffiliated to resources (Keruv program), family education.
 III. SUNDAY 9 - 12, 1 - 4
☐ A. **Teacher Resource Center:** Share hands-on lessons for teacher center personnel.
☐ B. **Tzedakah:** Bringing the value of tzedakah into our communities.
☐ C. **Holocaust:** Varying approaches to Holocaust teaching.
 IV. SUNDAY 1 - 4 ONLY
☐ A. **Small Schools:** Sharing handouts to compile guidebooks.
☐ B. **Early Childhood:** Networking.
☐ C. **Family Life Education:** Share-Fair — You are the program.
☐ D. **Dance Education:** Dance in the Jewish school to enrich the curriculum from early childhood to high school.
☐ E. **Supplementary School Principals:** Networking.
☐ F. **Soviet Jewry:** Effective ways to present Soviet Jewry material.
☐ G. **Special Needs:** Special Needs update.
☐ H. **Jr. and Sr. High School:** Creative strategies for dealing with this challenging age group.
 V. SUNDAY 9 - 12, 1 - 4
☐ A. **Storytelling:** Workshops focusing on technique and analysis. Also see Shabbat for story-swap and programs.
 VI. TEEN EXPERIENCE
☐ Acceptance is contingent upon review of your follow-up application. If you are not accepted, you will automatically receive a full refund of any deposits you have paid minus the teen rate CAJE dues (\$10/yr).

Please detach along this line.

(over, please) 4.

FEES: Please complete the following. Be certain to mark the appropriate fee schedule for your lodging, meals, children, Shabbat, Pre-Conference, single room and/or crib requests. **Payment of all fees is the responsibility of each Conference participant and not of any sponsoring institution.**

CONFERENCE August 13 - 17, 1989
(Sunday dinner - Thursday lunch)

Adult In-Residence				\$425	_____
Adult Commuter				365	_____
Teen/Children's Fees					
Teen (13-17) In-Residence				200	_____
Teen (13-17) Commuter				140	_____
Child (2-12) In-Residence	_____	child/ren	x	110	_____
Child (2-12) Commuter	_____	child/ren	x	75	_____
Teen Experience (In-Residence ONLY, August 10 - 17)				300	_____

Pre-Conference/Shabbat August 10 - 13, 1989
(Friday breakfast - Sunday lunch; includes Thursday night lodging)
In-Residence, Double-Occupancy Rate

Adult				150	_____
Teen (13-17)				149	_____
Child (2-12)	_____	child/ren	x	85	_____

Shabbat August 11 - 13, 1989
(Friday dinner - Sunday lunch)
In-Residence, Double-Occupancy Rate

Adult				100	_____
Teen (13-17)				99	_____
Child (2-12)	_____	child/ren	x	55	_____

NO SHABBAT/SATURDAY ARRIVALS PERMITTED

EXTRA FEES

Crib Rental (\$2.00/night)	_____	nights	x	12	_____
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Single Room Surcharge: There are a limited number of single rooms and they will be assigned on a first-come, first-served basis.

Infant/Child Care (per participating child)	_____	child/ren	x	25	_____
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Early Bird Bonus—
If application is postmarked on or before April 17, 1989 deduct

-65 _____

Late Fee Surcharge—
If application is postmarked after June 15, 1989, add

+ 50 _____

CAJE MEMBERSHIP

You must have a current CAJE membership at the time of the Conference. Unless your membership has **not** expired, CAJE dues **must** accompany your application together with a non-refundable \$50 deposit to cover the cost of processing.

- ☐ 1 year \$46
 ☐ 2 years \$75
 ☐ 3 years \$95
 ☐ 1 year High School \$10
☐ Life \$500
 ☐ 1 year full-time student \$23
 ☐ Current multi-year member
 \$ _____

Contribution to CAJE

CAJE welcomes your partnership in assisting us in underwriting the attendance of Jewish educators who cannot afford the full cost of the Conference.

TAX DEDUCTIBLE CONTRIBUTION \$ _____
 GRAND TOTAL \$ _____
 AMOUNT ENCLOSED \$ _____
 BALANCE DUE \$ _____

BALANCES MUST BE PAID IN FULL BY JUNE 15, 1989

Payment must be made in U.S. Dollars

PAYMENT BY CREDIT CARD

Only payment **in full** can be applied to a credit card
☐ Mastercard ☐ Visa ☐ American Express
☐ Exp. Date _____
 Card No. _____
 Bank No. (M.Only) _____
 Signature _____

Mail this form and payment to:
CAJE CONFERENCE
 P. O. Box 17799
 Milwaukee, WI 53217

I have read the application thoroughly and understand that registering for the Conference signifies my acceptance of the above.

Signature _____

MTS

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1-800-235-1223 (U.S.)
1-212-563-9050 (NY STATE)

INQUIRE ABOUT OUR PRE AND POST CONFERENCE TOURS BEING OFFERED

Current CAJE members are *now* enjoying all kinds of *dividends* as a result of their *interest* in the



This is a membership benefit for all CAJE members. Join now and receive your special BANK card.

Conference Mazkirut

Carol Oseran Starin
Chairperson

Jeremy Alk
Gloria Aronson
Dorothy Becker
Ruth Bovarnick
Debbie Goldberg Butler
Gabe Cohen
Maria Erlitz
Joan Florsheim
Joanne Katz Glosser
Joel Lurie Grishaver
Vicki Hollander
Marsha Houchins
Beth Huppin

Sally Lonn
Margo MacVicar-Whelan
Cindi Maggied
Julie Mahdavi
Marcia Migdal
Cindy Muscatel
Betty Nitkin
Sunny Romer Oblath
Avi Rostov
Allen Silver
Joel Starin
Dina Tanners
Lucy Varon

Cecily Kaplan

Conference Office

CAJE Conference
468 Park Avenue South
Room 904
New York, New York 10016
212-696-0742

Conference Coordinator
Paul A. Lichtman

The Coalition for the Advancement of Jewish Education

Betsy Dolgin Katz, Chairperson
Shirley Barish, Program Chair
Michael Weinberg, Development Chair
Jack F. Gruenberg, Membership Chair
Carolyn Starman Hessel, Treasurer

Elliot G. Spack, Executive Director
Ronni Strongin Huerta, Executive Assistant

CAJE membership entitles you to:

- all publications of CAJE
- inclusion and access to Mekasher (Human Resources Directory)
- involvement in local and regional activities and support groups
- access to health and life insurance programs
- access to CAJE Curriculum Bank

MEMO TO: Seymour Fox, Annette Hochstein
FROM: Mark Gurvis *MG*
DATE: August 18, 1989
SUBJECT: CJENA Relationship with CAJE

I thought it might be helpful to put down my thoughts coming out of the two days we spent with CAJE at their annual conference. In general, I think we had an excellent interchange with CAJE leadership. This was an important first step in overcoming their frustration at being excluded from the process. Several important things surfaced which I think we should factor into our future planning:

1. Research at CAJE - Participation in the Tuesday evening program was lower than expected and very self-selective. This limits the usability of the data collected, either the questionnaire or the testimony taken in small group sessions. Some of the groups were extremely small, 3-6 people, and testimony from such a small sample can hardly be viewed as representative of anything. However, it may be that a critical threshold was crossed for future research efforts. It may be possible to work with CAJE on ways in which data on personnel might be collected each year. This could build a rich source of data over time.
2. Reactions to MLM Presentation - Two things stand out in my mind from the feedback I heard on Mort's presentation, either from the reports of the small group discussions, or in comments I heard in passing:
 - a. The language of "community" is heard by many at the local level as excluding synagogues. In fact, we do use the term in different ways. When we talk about community in the context of financing, we mean federations. When we speak of community action sites, we have a broader meaning of community that encompasses the whole local system of education, including synagogues. We need to be very careful about making this distinction clear in future presentations, particularly when dealing with denominational groups.
 - b. Particularly striking was the sense I got of the lack of empowerment felt by participants in the discussions. It manifested itself in the challenges made to the makeup of the Commission and the low percentage of women involved, and in the bitterness conveyed about lack of professional status, respect accorded by lay leadership and rabbis. Many, and perhaps most Jewish educators do not feel empowered to shape the direction of their work, the institutions within which they work, or the future of the Jewish education world around them. In a very real

sense this disables them from even engaging in the discussion at any meaningful level. That is probably one reason why so many didn't attend the session Tuesday night or left before the group discussions began.

This issue also surfaced in the meeting with researchers. The focus on building the profession requires attention to the issue of the educator's autonomy, self-confidence, and ability to relate to and work with colleagues and lay leadership in productive and meaningful ways. This may be an issue to probe more deeply in the research.

3. CAJE Project for CJENA - The meeting with CAJE leadership on this was very fruitful. They understood both their opportunity and limitation, and will be coming back to us in September with a specific proposal. I believe they are clear that what they generate will be viewed as their contribution to the Commission's process, to be used or not as determined by the Commission. However, we should focus on what they will need from us, as follows:

- a. A sense of what the Commission's priorities are among the options papers. They would like to know where we think they should best focus their efforts, since they don't anticipate tackling all 26 options. It would be helpful for us to proceed with collapsing the 26 options into a shorter list as soon as possible to facilitate this effort. Since I don't believe the Commission has gone through any process to prioritize the programmatic options, it may be difficult for us to come up with a short list of five or six areas that we think are critical.
- b. Logistical and Financial Support - It is likely that for each option CAJE undertakes they would convene a small group (5-10) of experts in that area for a 2-3 day period, out of which would be generated a refined option paper. We need to consider whether we want to facilitate this by covering out-of-pocket expenses for each group, and by engaging a consultant who might facilitate and coordinate all of the groups. The consultant might also be responsible for writing or editing all of the CAJE-produced papers.

Elliot has also raised the question of whether it might be appropriate to provide stipends to CAJE members who might engage in such an effort on the Commission's behalf. He makes the case that the Commission is engaging researchers for other projects and is paying them for their time and effort. Providing even a small stipend to those who get involved in the CAJE project would go a long way towards modelling a process which treats educators like professionals. I do not see participation in a two to three intensive session as parallel to taking on a research

project of the scope we are commissioning elsewhere.
Therefore, although sympathetic to what Elliot is putting forward, I do not buy it.

Whatever comes of this, we will still need to view this as part of a larger approach on the options papers, since it's clear that CAJE will only take on several of them initially.

In general, I think it was a very productive two days with CAJE. We will need to be very careful to nurture the relationship in a way that is consistent with the outreach we need to do with many groups, and which will be comfortable for CAJE.

cc: Virginia F. Levi
Henry L. Zucker



CAJE QUESTIONNAIRE

Haverim, because time is very short, you will have only five minutes to fill out this very brief questionnaire. It will provide us with data necessary to process this evening's experience. It is important, because of our limited access to data processing, that, in spite of some frustration, you follow directions carefully and provide only one answer to each question. Thank you very much.

1. Professional Role: Non-formal Education
2. How many years have you been in this professional role? _____
3. Please indicate the category below that best describes the highest level of professional education that you have completed in preparation for your professional role.

☐ none (informal study)
☐ non-degree training programs
☐ B.A./B.S. (in professional field)
☐ Teacher's Seminar
☐ M.A./M.S. (in professional field)
☐ Ordination as Rabbi, Investiture as Cantor
☐ Doctorate (in professional field)
4. Please indicate the category below which best describes your motivation for working in Jewish education.

☐ I had a very positive experience as a client/student in Jewish education. (please check the one which was most influential)

☐ camp
☐ religious school
☐ day school
☐ community center
☐ Israel trip or program
☐ Youth group

☐ I had a very negative experience as a client/student in Jewish education.

☐ I wanted to be like a Jewish educator who was significant in my life.

☐ I had an experience working in Jewish education which I found rewarding.

☐ Jewish education offered me the opportunity to earn money I needed.

☐ I was drafted to work in Jewish education.

☐ Working in Jewish education is a family tradition.

☐ Other _____

5. Please check the factor below which is most influential in your remaining in Jewish education: (one answer only)

☐ I find the work rewarding.

☐ I find being part of the community of educators rewarding.

☐ I find the learning I do through working in Jewish education rewarding.

☐ It provides me with important income.

☐ I accept it as a community responsibility.

☐ Given the need for Jewish educators, I would feel guilty leaving the field.

☐ I think that it is an important model for my children.

☐ Other _____

6. Please check the factor below which is the strongest factor influencing you to consider leaving Jewish education: (one answer only)

☐ There are no factors.

☐ Lack of sufficient income.

☐ The way my institution treats me.

☐ The way the community views the job I do.

☐ The way the clients/students/families value what I do.

☐ The job is overwhelming.

☐ The work I do doesn't make a difference.

☐ I do not feel equipped to do my job.

☐ Other _____

7. Five years from now, what do you think your Jewish educational role will be?

☐ the same kind of role.

☐ a role with greater responsibility or scope.

☐ a role with less responsibility or scope.

☐ a role with very different responsibilities.

☐ no role in Jewish education.

8. My greatest reward from working in Jewish education is:

9. The greatest barrier to my effectiveness in Jewish education is:

10. The one thing which could most enhance my effectiveness in Jewish education would be:

~~176~~
file CAJE

MEMO TO: Roberta Goodman, Betsy Katz, Ron Reynolds, Elliot Spack

FROM: Mark Gurvis *MG*

DATE: August 22, 1989

SUBJECT: CJENA Options Papers

Enclosed is the background material that was prepared for the December 1988 meeting of the Commission on Jewish Education in North America. The material includes the drafts of options papers that had been developed by that point. Further work on these has not been done since then, so you will find that there isn't a paper for each of the options noted.

I look forward to hearing from Elliot in a few weeks on the direction CAJE's leadership would like to pursue.

cc: Seymour Fox
Annette Hochstein



file -
Commission -
CASE *HAZEL VFL*

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 7, 1989

Dear Mark:

You asked me for a copy of my talk when we were in Seattle
August 15.

Here it is, and I hope it is helpful.

Sincerely,

MORTON L. MANDEL

Mr. Mark Stolovitsky
Akiva Academy
140 Haddon Road, S.W.
Calgary, Alberta
Canada T2V 2Y3

Enclosure

Bill Aron photography

1227 hi point
los angeles
california 90035
(213) 934-0426

September 11, 1989

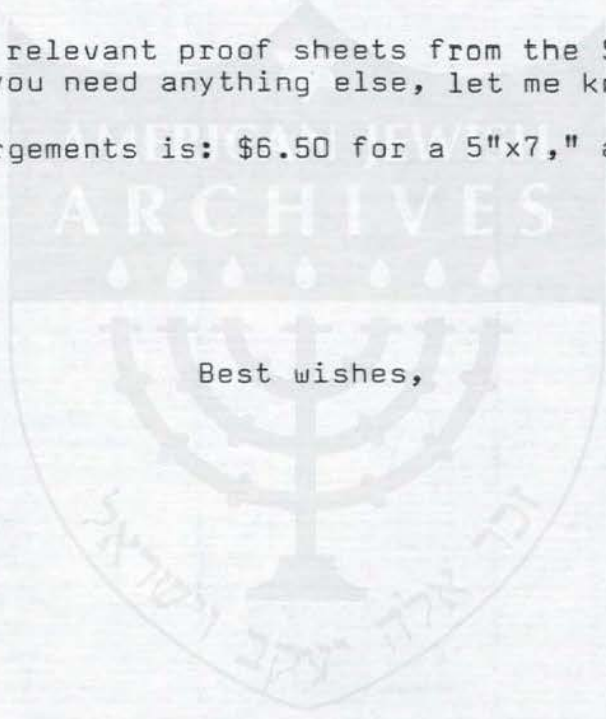
Mark D. Gurvis
Cummmity Relations Associate
THE JEWISH COMMUNITY FEDERATION
1750 Euclid Ave.
Cleveland, OHIO 44115

Dear Mark:

Enclosed are the relevant proof sheets from the Seattle CAJE conference. If you need anything else, let me know.

The cost of enlargements is: \$6.50 for a 5"x7," and \$12.50 for an 8"x10."

Best wishes,





KODAK TX 5063



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-- 8/15/89: Sheet #7 --
CAJE: Seattle

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--8/15/89: Sheet #8--
CAJE: Seattle



The Coalition for the Advancement of Jewish Education

261 West 35th Street, Floor 12A
New York, NY 10001 • 212-268-4210
Fax 212-268-4214

SEP 26 1989

Outreach -
CAJE

September 21, 1989
21 Elul, 5749

Mark Gurvis
Commission on Jewish
Education in North America
4500 Euclid Ave.
Cleveland, OH 44103

Dear Mark:

This letter is a response to our August meeting with you and your colleagues regarding CAJE's involvement in the work of the Commission on Jewish Education. Since we met we have used the opportunity to examine Commission documents and goals, evaluate CAJE's strengths and reflect upon the discussions and presentations at our Seattle Conference. A by-product of that process has emerged as a proposal for CAJE's involvement in the work of the Commission.

It is our feeling that CAJE members can be most effective in examining the following Options (as outlined in the December 13, 1988 paper):

- 1 Option 1: Early Childhood Education
- 2 Option 6 and 17: Family Life Education
- 3 Option 7 and 17: Adult Education
- 4 Option 9: Supplementary and Congregational School
- ~~Option 10: Day School~~
- 5 Option 19: Media and Resource Centers
- ~~Option 20: Shortage of Qualified Personnel and Teacher Training~~
- ~~Option 21: Working Together: Enhancing Community~~
- Option 24 and 25: Innovation and Research in Jewish Education - hold
- Option X: The Small School - hold

ללמוד וללמד

3 pages

- ① SF & JR to develop short list of "experts"
- ② JW & AR - then top people in short list agree
- ③ Starting pt. is orig option paper
- ④ 3 people from each area
- ⑤

Chairperson Betsy Dolgin Katz
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Cherie Koller-Fox
Dan Syme

Executive Director Eliot G. Spack
Director of Development Heidi L. Heft
Conference Coordinator Paul A. Lichtman

We propose bringing together for an intensive 2-3 day think-tank experience five to ten resource people in each Option area. We would attempt to do this in one setting, at the same time, to allow for some cross-overs where it may be warranted. This would also enable us to better control the logistics. We also believe that it would be advisable to convene a summative 1-2 day experience (after the group reports have been recorded) in order to analyze and synthesize the products of the individual groups. This summary session would involve 15-20 individuals (representing each of the Option areas).

We would expect that all resource participants would receive total underwriting of their expenses (lodging, meals and transportation). We also feel that, as the convenor/organizer of this total experience, CAJE requires a 15% overhead charge on the total costs incurred. This will offset the administrative expenses and time allocations incurred in support of this important process.

Our timetable is envisioned to be as follows:

September/October, 1989 - Select/contact resource participants for Option Areas. Determine site of think - tank meeting(s)
November, 1989 - Convene Think - tank meeting(s)
December, 1989 - Convene Synthesis session
Early January, 1990 - Submit report to commission
(It is our fervent hope to meet a date required so that our report can be incorporated in the Commission's first 1990 meeting)

I do feel an obligation to repeat something which was articulated at our August 16 meeting: The "reports" which will be submitted will be regarded as the by-products of individuals who were convened by CAJE for this specific purpose. We fully expect that their reports will reflect thoughtful, creative and stimulating analyses and conclusions. For obvious reasons, however, these reports are not to be regarded as an "official" expression of the CAJE Board or the CAJE Membership. We do not promulgate position papers/resolutions on behalf of our organization - that's not why we exist.

I want to convey our sincere excitement and eagerness at the prospect of working together with the Commission. It has been a long - time coming and we are most anxious to assist the Commission in its important mission.

B'shalom,



Betsy Katz
Chairperson

cc: Roberta Louis Goodman
Ron Reynolds
Gerard Kaye
Eliot G. Spack



The Coalition for the Advancement of Jewish Education

261 West 35th Street, Floor 12A
New York, NY 10001 • 212-268-4210

Fax 212-268-4214

September 21, 1989
21 Elul, 5749

Mort Mandel
Premier Industrial Corporation
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

It's about a month since we were together in Seattle and my delay in writing to you was only a result of my taking some overdue vacation time. The conference is a very intensive experience and I've discovered that I need a certain amount of time to decompress.

We were all thrilled and delighted that you were able to work out your schedule to be present at CAJE 14. Your message were deeply appreciated. I hope that you felt that it was a worthwhile journey to make (albeit for an 18-hour stay) and that the desired "process of dialogue" was adequately launched. Our challenge will be to build from this base to address the issues which the Commission has surfaced. I will be in touch with Mark to discuss how we propose to move ahead in our "consultative" role.

Mort, I was particularly pleased to have had some private time with you to share some of the frustrations we've encountered in dealing with the federations of North America. Our experience in attempting to raise grant support for the 1988 Israel Conference was very disappointing and our recent efforts (with JESNA) to raise funds for a Continental Scholarship Fund came up almost totally empty. Everybody pats us on the back for doing a "super job" but the accolades are rarely accompanied by checks.

ללמוד וללמד

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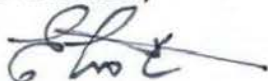
Executive Director Eliot G. Spack
Director of Development Heidi L. Heft
Conference Coordinator Paul A. Lichtman

Many North American Jewish communal leaders don't realize that CAJE is more than a conference. While our annual conference provides us with most of our visibility, we also offer a varied and comprehensive support program for our 3500 members. These include a Curriculum Bank, curriculum publications, a journal, a Mini-Grant program, twenty networks and several Mini-CAJE Conferences. In addition, we are actively engaged in designing several creative approaches to attract high school and college students to the field of Jewish education (an objective which certainly complements a priority of the Commission)

Mort, this letter is not a solicitation - it's just a way of saying thanks and letting you know that CAJE is on record as being an active partner (and voice) in determining the futures of Jewish education. At the same time, we need people in positions of leadership and responsibility to be aware of our role and who could help direct financial resources to us. Thus far the only constraint on our productivity has emerged from not having the necessary finances to underwrite worthwhile programs. For certain we seem to have no shortage of creativity.

Best wishes to you and Barbara for a happy and healthy new year.

B'shalom,



Eliot G. Spack
Executive Director

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

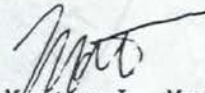
October 6, 1989

Dear Eliot:

Thank you very much for your letter. I was very pleased with my visit to Seattle and felt that the trip was worthwhile. My time with you and your leadership has deepened my understanding of CAJE and its role in the Jewish education world in North America. I am most pleased that we are finding a way to involve CAJE in the Commission process and look forward to seeing how the involvement proceeds.

Thank you again for providing the opportunity at the CAJE conference for me to speak and learn. Best wishes for the New Year.

Sincerely,



Morton L. Mandel

Mr. Eliot G. Spack
Executive Director
Coalition for the Advancement
of Jewish Education
261 West 35th Street, Floor 12A
New York, NY 10001

File # 246
CAJE

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
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Mona Riklis Ackerman
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David Arnow
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Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

October 6, 1989

Dr. Betsy Katz
Coalition for the Advancement
of Jewish Education
261 West 35th Street, Floor 12A
New York, NY 10001

Dear Betsy:

Thank you very much for your letter outlining CAJE's suggestion for involvement in the work of the Commission. We are keenly interested in CAJE's involvement and assistance.

The process outlined raises complex issues of logistics, time, and expense for us. Accordingly, we need a little time on our end to sort out how we should proceed. Our staff, both from Cleveland and Jerusalem, will be meeting together in mid-October and we will have a full opportunity to consider your proposal then. I'll be back in touch with you as quickly as I can so that we don't lose more time than absolutely necessary.

Thanks again for your proposal. I look forward to speaking with you soon. Best wishes for the New Year.

Sincerely,



Mark Gurvis
Commission Staff

cc: Annette Hochstein
Eliot Spack
Morton L. Mandel

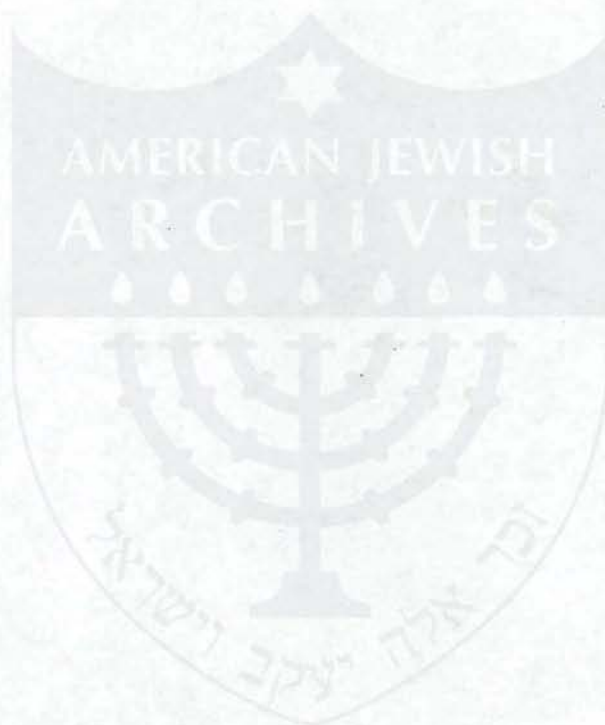
ME
file CASE

MEMO TO: Seymour Fox, Annette Hochstein, Virginia F. Levi,
Morton L. Mandel, Henry L. Zucker

FROM: Mark Gurvis

DATE: November 10, 1989

Jon Woocher shared the enclosed with me and I thought you would appreciate seeing it.



TEMPLE BETH SHALOM

Rabbi Robert P. Tabak

November 1, 1989

3 Cheshvan 5750

Dr. Jonathan Woocher
Jewish Education Service of North America
730 Broadway
New York, NY 10003

Dear Jonathan:

It has been several years since we've seen each other at the AJS. I hope to be in Boston this year. (In addition to my rabbinical work I'm completing my PhD dissertation on Philadelphia Jews from World I through World War II.)

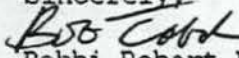
While you have probably heard this, there were a lot of problems with the Mandel commission presentation at the CAJE conference in Seattle, not the least of which was minimal time for discussion. In the discussion group for rabbis which I attended, almost all felt the thrust of Mandel was to strengthen federations and weaken synagogues and their schools. I was almost alone, seeing congregational schools as an historical development. Before World War II most Jewish education was communal, and in a few cities (Minneapolis and St. Paul) it still is, although the synagogues there have not faded away.

The thrust of the Mandel presentation seemed to focus on various central agencies. This left me thinking about the many smaller communities (Spokane, Lansing, Duluth, Wichita) which may have 1,000 or more Jews, at least one synagogue, but no agency for Jewish education and no real local federation (even if the name is used for the local UJA drive and a few local needs.) I've written the enclosed draft proposal for a North American Jewish Teachers Corps which I hope you can pass on to the Mandel commission, as I don't have an address for them.

I'm currently beginning a job search, and trying to look into the Jewish communal sphere more than congregations. While I do not see myself as a principal, I'm interested in roles that could use my teaching, planning, and resource sharing abilities. I have written Paul Flexner, but hope that with your wide contacts in the broader Jewish community you might also hear of some possibilities.

Geographical isolation makes face to face shmoozing with colleagues difficult. I will be stopping in New York in December either before or after AJS. Perhaps we can schedule a conversation at that time.

Sincerely,


Rabbi Robert P. Tabak

RPT:jb
Enclosure



Affiliated with The United Synagogue of America

DRAFT PROPOSAL FOR A NORTH AMERICAN JEWISH TEACHER CORPS

I. THE NEED

- A. One of the greatest needs confronting Jewish education across the ideological spectrum is personnel. The preliminary reports of the Mandel commission at the 1989 CAJE conference in Seattle, for example, stressed this need. For any of the many innovative curricula and programs to work, teachers and other educators are needed.
- B. Most of the ideas for strengthening teacher training and attracting new full and part-time Jewish teachers seem most appropriate for medium-sized and large Jewish communities that have full-time federations and Bureaus of Jewish Education.
- C. How can financial and other improvements benefit our smaller and generally more isolated Jewish communities (such as Spokane, Kalamazoo, or Wichita) where the only real Jewish institution may be one or two synagogues, the only professionals the rabbi and perhaps cantor? If there is a "federation" in these communities, it often is basically a conduit for the national UJA, with at most a few thousand dollars for local uses. Yet clearly there are dozens of such cities, and thousands of children (and teens and adults) in such communities where the presence of one trained teacher might bring a doubling of human resources.

II. A PLAN

- A. To encourage service to the Jewish people, to bring young people into Jewish education, and aid smaller communities, a North American Jewish Teacher Corps would be created for post-college (and older) teachers. In return for one or two years of teaching in a small community, they would receive a significant scholarship (or loan-forgiveness grant) for graduate education--perhaps \$10,000 a year.
- B. To prepare themselves, candidates would need a minimum amount of undergraduate course work or its equivalent in Jewish studies, plus a summer intensive program to prepare them for the classroom. I would recommend that this summer program include attendance at the CAJE conference.
- C. There would need to be provisions for supervision, regional contacts, and a minimum stipend and benefits (medical insurance). I would require some "sweat equity" from the host community, such as providing an apartment, so that although the teacher is subsidized from without he or she is also a local investment.

- D. There would not be a requirement that the teacher permanently enter Jewish education after their period of service. At a minimum they would be more knowledgeable and experienced Jews, whatever their occupation. This experience would, I hope, encourage participants to consider careers in Jewish education, Jewish communal service, or the rabbinate. (Perhaps the scholarship grant should be increased for participants entering a Jewish career.)
- E. Models that might be examined include the former US National Teacher Corps and the American Jewish Joint Distribution Committee's Jewish Service Corps.

III. OUTREACH: A MODEST ADDITION

- A. There are Jewish communities in virtually every state that are even smaller than those I used as an example--they may have a congregation but are too small to have a rabbi or any Jewish professional. They may be totally dependent on lay leaders or untrained college students for both teaching and ideas. A modest outreach program might have the North American Jewish Teacher Corps members, in addition to their work in a host community, go to a nearby smaller community one or two days a month to bring programs for Jewish adults and children. (For example, in Eastern Washington there is a congregation in neighboring towns of Richland and Kennewick with some 65 families, and a 45-family Jewish community with a monthly Sunday school in Pullman, Washington-Moscow, Idaho. Neither group is big enough to employ professional leadership; both are hundreds of miles from the nearest large city, Seattle.)
- B. This outreach is something that rabbis, with a primary commitment to one congregation, have difficulty finding time to do.

The North American Jewish Teacher's Corps is a practical way to strengthen Jewish life in smaller Jewish communities, and potentially attract more teachers to this important field.

~~Hold For~~ ~~SF/AH~~ ^{interest} CAJE

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

FROM: Mark Gurvis *MG*
NAME
DEPARTMENT/PLANT LOCATION

DATE: 10/25/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PROGRAMMATIC OPTIONS

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Following the senior policy advisors meeting on Tuesday, SF, AH, JR and I met briefly to discuss where we go next on the programmatic options. I had come away from the meeting with the understanding that SF and AH had an assignment to refine a collapsed list of programmatic areas, but that we would not convene the kind of small working groups on specific program areas proposed during the meeting. AH felt that there was a mandate to move ahead with that kind of process in order to complete their assignment. We agreed that I would check with you, and that we would be prepared to move ahead as follows:

1. SF and AH will collapse the list of program areas.
2. Of the remaining areas there are five that CAJE could be helpful with (early childhood, family education, adult education, media, and the supplementary and congregational school); several fall within the domain of the overall report and need not be addressed separately (personnel, community, research, etc.); one Annette can handle outright (Israel experience); and others would require some other process of refinement, as yet undetermined.
3. The proposed process with CAJE is that we communicate to CAJE limits of time and expense and focus on only five at this time. We would work with CAJE to identify work groups of three people maximum in each area who would come to Cleveland on December 4th and 5th for a two-day work session. They would complete their refinement within that work period or shortly thereafter. Although CAJE would by and large suggest the participants, we would be free to suggest other names (in consultation with SF, JR, JW, and AR).
4. This would coincide with a meeting of researchers in Cleveland (Aron, Davidson, Reimer, Fox, Hochstein, with an invitation extended to professional members of the Commission and senior policy advisors). Thus, Fox and Hochstein are available to open and close the two-day process with CAJE and otherwise spend the time on that Monday and Tuesday with the researchers. The meeting with researchers will need to take place regardless of whether or not we proceed with CAJE.
5. JR and MG would meet with Eliot Spack and Betsy Katz from CAJE at the General Assembly in Cincinnati to complete the details of the two-day meeting in Cleveland. Prior to this, invitations would have been extended to participants. This means the invitational list would have to be negotiated out with Katz and Spack by the end of next week.

6. Since the researchers and senior policy advisors will have to meet anyway in Cleveland during that time frame, the additional cost of this approach is bringing fifteen to twenty people to Cleveland for two days.

I believe this process will help us produce a good product on the programmatic areas. It will only address five, and we may need to do something similar in another four to seven areas. However, we will need to move quickly to take advantage of Seymour's and Annette's next trip in December.

Please advise.

SL
 * What will JR produce?
 Who will write the introduction to the prog. options?
 Will they be packaged as an appendix to ^{the} report?
 Will there be panels to critique each option before they are revised and approved?

- Role of Barry Holtz
- Role of JR
- involvement of CSENA professionals & sr policy adv.
-

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David Arrow
Mandell L. Berman
Jack Bieler
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John C. Colman
Maurice S. Corson
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Esther Leah Ritz
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Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

November 2, 1989

Dr. Betsy Katz
Mr. Eliot Spack
Coalition for the Advancement
of Jewish Education
261 West 35th Street, Floor 12A
New York, NY 10001

Dear Betsy and Eliot:

Thank you very much for your proposal for CAJE's involvement in the work of the Commission on Jewish Education in North America. Based on discussions of our staff and senior policy advisors, we would like to proceed in the following way:

1. The original list of programmatic areas has been reduced to twelve by combining or redefining some of the areas. Of the remaining twelve, we would appreciate CAJE's assistance with the following five:
 - a. to develop early childhood programs,
 - b. to develop and improve the supplementary and congregational school (elementary and high school),
 - c. to focus efforts on adults,
 - d. to focus efforts on the family,
 - e. to enhance the use of media and technology.
2. Each area would be worked on by a small task force (maximum of three people) charged with developing a draft agenda for action in their area. All five groups would meet concurrently on December 4th and 5th in Cleveland. The goal would be to have final drafts completed by late afternoon on December 5.
3. Commission staff would meet with the whole group of participants on Monday morning, December 4, to provide a general orientation and to help groups focus on their task. After the initial orientation, the groups would work on their

own through December 5th. Given the schedule outline the groups would have at least twelve hours of working group time to focus on their task. We would convene a meeting of Commission staff with group leaders at 4:30 p.m. Tuesday afternoon.

4. CAJE would develop a list of potential group leaders and participants and would extend the invitations to participate in the process. Commission staff may have some suggestions to make for participants based on the initial work on options papers. If so, we would provide these within the next week.
5. The setting will be the Jewish Community Federation on December 4 and the Jewish Community Center on December 5. Each facility has enough meeting space for each group to meet in a separate room. Both facilities serve only kosher meals. All participants would stay at the Bond Court Hotel in downtown Cleveland. We would begin on December 4th at 10:00 a.m., which would enable many to arrive that morning from their home town. If necessary, they may wish to fly in on Sunday.
6. The Commission will cover all air fare, hotel, and airport transfer expenses for all participants. Lunch on December 4th and 5th, and dinner on December 4th will be provided at the work group sites. Breakfasts may be charged to the hotel rooms on December 4th and 5th.
7. Joe Reimer and I are available at the General Assembly to discuss logistical preparations with you. We would need to move quickly to invite participants, send them preparatory materials, work with group leaders, etc. We would be glad to work with you to provide whatever logistical support is necessary to pull this off.

I recognize that you will need to review this plan with your leadership. We hope you will be able to work with us on this effort. I look forward to hearing from you as soon as possible.

Sincerely,



Mark Gurvis
Commission Staff

cc: Seymour Fox
Annette Hochstein
Joseph Reimer
Henry L. Zucker