



# 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.

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Box  
10

Folder  
9

General brochure. Drafts, 1989.

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

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## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

### Brochure Design (DRAFT 3.14.89)

#### A. DESIGN COMPONENTS

1. Four or Six Panel Design (depending on the amount of text)

2. Self-Mailer

One panel designated for mailing label, return address information, bulk-mail indicia

Approximate size when folded: 4" x 9"  
(making it compatible with a #10 business envelope)

3. Consistent with Commission letterhead in terms of paper stock, ink color, typography

4. Graphic design elements which could be used to break-up the copy and provide visual interest include:

Quotations, appropriate photographs of educational settings (formal and informal), headline treatment (i.e. different typeface, ink color), or design elements (i.e. educational tools or judaic symbols) which represent specific text.

#### B. CONTENTS

1. Present same overview as in the Design Document in an abbreviated form.
2. To the extent possible, describe the Commission's agenda in the broadest sense.
3. Weave into the copy the key points raised at the 2/22/89 Public Relations Committee meeting:
  - a. Serious, well staffed, well directed effort.
  - b. The potential for constructive, far reaching solutions which could positively impact profession.
  - c. Diverse interests are well represented.
  - d. Ideas and suggestions are welcome.
4. Provide a mechanism for reader to respond with ideas or suggestions, i.e. reply card, an address to direct written response.

Brochure Design, page 2  
B. CONTENTS, continued

5. In addition to descriptive text regarding commissioners (and/or quotations from selected commissioners), reserve a panel on which to present the entire roster of commissioners and policy advisors.
6. Use descriptive text headlines to introduce new sections of copy, rather than one word/bullet headlines.
7. Text elements could include:
  - a. Introduction  
Why a Commission? Who are the partners? What does each partner bring to the Commission?
  - b. The Challenge: Jewish Continuity
  - c. The Solution/Key: Education
  - d. The Agenda (in general terms)  
What is the Commission studying/exploring/addressing?  
Who will be effected?  
What is the timeframe?
  - e. The Outcome(s) (in general terms)  
What are the projected benefits?



MEMO TO: Seymour Fox, Annette Hochstein, Joseph Reimer  
FROM: Arthur J. Naparstek *Ant*  
DATE: April 27, 1989

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I am faxing a draft of a general purpose brochure that we have put together. I would appreciate any comments as quickly as possible. Please note that the brochure would be for mass distribution and not focused with any particular group.

I am also faxing Paula Berman Cohen's strategy for printed media. Any thoughts you have on this would also be appreciated.

At my and David Ariel's advice, Paula identified publications which are published by the denominations. On April 17 she contacted UAHC and asked to speak with the publication or public relations office in search of the magazine Reform Judaism. Her call was directed to Rabbi Bogot.

As in all her calls to organizations which produce publications, she identified herself in relation to being a consultant with the Commission. Bogot answered her questions regarding publication in Reform Judaism.

Quite unsolicited, Rabbi Bogot used the opportunity to express his feelings toward the Commission. Paula shared these with me and I would like to pass them on to you. Bogot stated that he has negative and distressful feelings about the Commission. He feels that, according to Paula, Reform leadership are not represented. He went on to indicate that the chair and co-chair of the movement that are responsible for long-range planning and policy development are not part of this Commission. He also indicated that advisory educational boards should be involved. I will be calling Sara Lee to ask her about it on Friday. But, in any event, it's clear that we need to move to deal with the denominational issues related to the Reform movement.



TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

DATE: 4/28/89

REPLYING TO

YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

I am attaching a draft of copy that could be used for our General Brochure. Could you review it and let me know your thinking on the material. This brochure would be for universal distribution and not to any particular group.

I am also attaching Paula Berman Cohen's revised Communication Strategy vis-a-vis News Media. I have passed this on to Seymour and Annette for their review as well, and perhaps we could talk about this at our meeting next week.

Paula informed me that, as she was contacting various organizations for information regarding their publications and how to access their publications, she had a call directed to Rabbi Bogot of UAHC. Paula indicated that when she called UAHC, she asked to speak with the publications or public relations office in search of information on the magazine Reform Judaism. Her call was instead directed to Bogot. As in all her other calls, she identified herself in relation to the role she is playing with the Commission. Rabbi Bogot provided her with the answers to her questions regarding how to submit information for publication in Reformed Judaism.

He then went on, quite unsolicited, to use the opportunity to express his feelings toward the Commission. I thought you should know the essence of what he said. He indicated he has negative, distressful feelings about the Commission as his leadership is not involved. He specifically commented to Paula that his new chair and co-chair responsible for long-range planning and policy development are not part of the Commission. Paula was surprised to have gotten all of this as she identified herself as a minor staff person just interested in seeking out information on publications.

I believe that it's imperative for you to meet with Gottschalk, Lamm and Schorsch so we can develop a policy with regard to the denominations. If at all possible, this meeting should occur before our next Commission meeting. I have also passed this information on to Seymour and Annette.

On a third matter, I have just received a fax from Seymour with regard to the handling of finances for Suzannah Cohen and Nehama Moshieff. Seymour did explain to me that Suzannah Cohen could not receive retroactive pay for January and February from JWB. I do not understand why she cannot be paid through JWB, but Seymour was quite adamant in indicating that it would not work, that it was against regulations. Therefore, if you do not have a problem, I can authorize back pay for Cohen through the Federation.

INTER-OFFICE CORRESPONDENCE

With regard to Nehama Moshieff, I do not know how to respond to his request. We have not received any paper work on her. She is the person that Seymour discussed with you with regard to being a writer for him. I do recall your indicating to Seymour following the MIG meeting in New York, that he should draw her salary out of JWB. In any event, I do not know how to respond to his request for the \$7,000 payment. I would appreciate guidance from you on this matter.





COVER:

HEAD: JEWISH EXPERIENCE  
IS A LIVING THING

IDENTITY: CJENA  
Commission on Jewish Education  
in North America

PANEL 1:

HEAD: A RICH HERITAGE

SUB 1: The challenge of Jewish continuity

TEXT: What binds people to Jewish life, traditions and values?  
Today, the North American Jewish community asks this  
question with increasing urgency. In cities and small  
towns, in schools and homes, we feel the realities of modern  
life pulling us away from the roots of Jewish identity and  
experience.

How much of our heritage will we preserve to pass on to  
future generations? That is the challenge of Jewish  
continuity. It engages the hearts and minds of many Jews,  
as individuals and as participants in communal activity.  
This is an auspicious time to join our separate visions in a  
cohesive commitment to the vitality of Jewish life.

SUB 2: A Commission for action

TEXT: In 1988, the currents of interest in Jewish continuity

gave birth to CJENA, the Commission on Jewish Education in North America. It is an extraordinary group of people, involved locally, nationally and internationally, who share a strong sense of common identity while representing the diverse traditions and perspectives that invigorate Jewish life. Its purpose is to focus the enthusiasm and energy of committed people on the creative potentials of our best resource--Jewish education.

Support for CJENA comes from a partnership among The Mandel Associated Foundations, JWB--the leadership body of JCC's and YM-YWHAs, and The Jewish Education Service of North America (JESNA)--the planning, coordinating and service agency for Jewish education. It is undertaken in cooperation with the Council of Jewish Federations (CJF), representing community federations throughout North America.

PANEL 2:

HEAD: AN ENERGETIC PRESENT

SUB 1: The potential in education

TEXT: Jewish education has always taken place in many settings--schools, homes, camps, community and child care centers, synagogues, encounters with Israel. It touches every aspect and stage of Jewish life, carried by people who make it a vocation or an avocation.

We have, in Jewish education, a tradition of involvement with the why and how of Jewish life. Enhancing its power is the goal of CJENA.



SUB 2: The value of partnership

TEXT: As diverse as the Jewish community itself, CJENA has brought together professional, religious and lay leaders from every tradition to identify the ways and means of educational enrichment. Supported by the expertise of staff, advisors and organizations, members' personal involvements in education, religion, philanthropy and business keep the work of the Commission in touch with the full spectrum of Jewish perspectives.

SUB 3: The Work of the Commission

TEXT: CJENA is guided by the conviction that the heart of education is located in people. One goal is to find new ways to broaden the circle of people attracted into the profession of Jewish education by finding the means to inspire, prepare, encourage, and reward them. An allied goal is to coalesce the community organization, leadership and philanthropy that will be necessary for educational development.

The promise of education is in ideas. They are everywhere--in new technologies, innovative practices, model programs. CJENA is committed to exploring the wealth of ideas that can enhance Jewish education.

✓ These are CJENA's priorities. The Commission pursues them within the context of an ongoing study of current Jewish educational issues in a dynamic environment. Challenges of organization and programs, as well as of human resources and support, must be met if education is to

respond to the realities of contemporary Jewish life. A clear view of the horizon, a clear vision of the mechanisms for informed change--these are the aims toward which the Commission works.

PANEL 3:

HEAD: A PROMISING FUTURE

SUB: The results of communal effort

TEXT: When CJENA makes recommendations in a 1990 report to the Jewish community, they will be recommendations for action. As the Commission is an initiative born from communal involvement, its findings will be initiatives for the activation of communal resources.

*Proactive*

The report will guide the educators, institutions, agencies, foundations and philanthropists whose dedication to Jewish continuity will continue long after CJENA's task is complete. Their success will depend on a strong sense of the strategies necessary to the full development of Jewish educational resources.

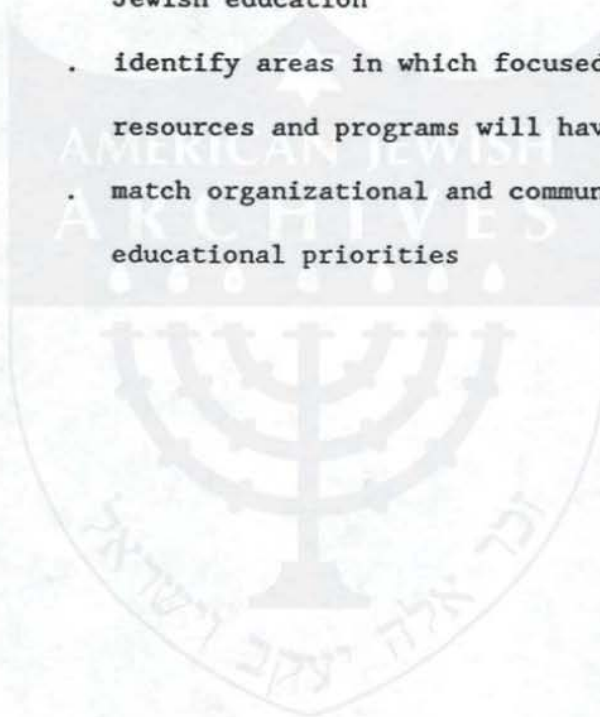
One of these strategies is the coordination of local and national efforts. The community is the locus of education. It must remain the focus on initiatives. A national base of knowledge and support can only increase the effectiveness of community action. Accordingly, the Commission will recommend practical mechanisms to merge these two strengths into a working partnership. A design for a national catalyst can channel ideas, people and resources into local networks created to develop and implement innovative



programs. National coordination can link local endeavors and build their successes into models for systemic change.

By stimulating a new approach to constructive change through local-national joint ventures, CJENA intends to enhance the Jewish community's continuing efforts to

- . make coordinated, purposeful investments in Jewish education
- . identify areas in which focused support for human resources and programs will have significant impact
- . match organizational and communal concerns to educational priorities



PANEL 4

HEAD:

MEMBERS

Commission on Jewish Education in North America

TEXT:

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



SUB: Policy Advisors and Staff

TEXT: David Ariel

Joseph Reimer

Seymour Fox

Arthur Rotman

Annette Hochstein

Carmi Schwartz

Stephen H. Hoffman

Herman Stein

Martin Krar

Jonathan Woocher

Virginia Levi

Henry L. Zucker

Arthur Naparstek



COVER:

HEAD: JEWISH EXPERIENCE  
IS A LIVING THING

IDENTITY: CJENA  
Commission on Jewish Education  
in North America

PANEL 1:

HEAD: A RICH HERITAGE

SUB 1: The challenge of Jewish continuity

TEXT: What binds people to Jewish life, traditions and values? Today, the North American Jewish community asks this question with increasing urgency. In cities and small towns, in schools and homes, we feel the realities of modern life pulling us away from the roots of Jewish identity and experience.

How much of our heritage will we preserve to pass on to future generations? That is the challenge of Jewish continuity. It engages the interest of many Jews, as individuals and as participants in communal activity.

SUB 2: A Commission for action

TEXT: In 1988, the currents of interest in Jewish continuity gave birth to CJENA, the Commission on Jewish Education in North America. It is a diverse group of people, involved locally, nationally and internationally, dedicated to ensuring a meaningful Jewish continuity. Its purpose is to institute systemic change in Jewish education, with an emphasis on implementing concrete plans and programs in a comprehensive manner.



The Commission is supported by the Mandel Associated Foundations in cooperation with JWB --the leadership body of JCCs and YM-YWHAs-- and the Jewish Education Service of North America, and in collaboration with the Council of Jewish Federations, representing community federations throughout North America.

PANEL 2:

HEAD: AN ENERGETIC PRESENT

SUB 1: The potential in education

TEXT: Jewish education takes place in many settings, both formal and informal-- schools, synagogues, homes, camps, community and child care centers, experiences in Israel. It touches every aspect and stage of Jewish life, involving people who make it a vocation or an avocation.

We have, in Jewish education, a tradition of involvement in the transmission of Jewish experience. Giving that tradition the resources to become more effective is the goal of the Commission.

SUB 2: The value of partnership

TEXT: As diverse as the Jewish community itself, the Commission has brought together community and religious leaders, professional educators and scholars from various orientations to identify the ways and means of educational enrichment. Members' personal involvements in education, religion, philanthropy and community keep the work of the Commission in touch with a broad range of Jewish perspectives. It is further supported by the expertise of staff and advisors.

## SUB 3: The work of the Commission

TEXT: The Commission is guided by the conviction that the quality of education depends on the quality of its professionals and lay leaders. One goal is finding new ways to broaden the circle of people committed to the profession of Jewish education by improving recruitment, training, retention and profession-building. An allied goal is to inspire local communities to make Jewish education a high priority and to create the organization, leadership and financial support needed to improve the prospects of Jewish educators and Jewish educational programs.

Another Commission focus is ideas. They are found in many areas-- in model programs, in innovative practices and new technologies. The Commission is committed to exploring the wealth of ideas that can be used to develop new programmatic options in both formal and informal settings.

These are the Commissions's priorities. They are pursued within the context of an ongoing study of current Jewish educational issues. Challenges of organization and programs, as well as of human resources and support, must be met if education is to respond to the realities of contemporary Jewish life. A clear view of essential needs, a clear understanding of the mechanisms for informed change-- these are the aims toward toward which the Commission works.

## PANEL 3:

HEAD: A PROMISING FUTURE

SUB: The results of communal effort

TEXT: The Commission expects to issue a report in 1990. At that time, it will begin implementation of a dual strategy designed to address the



interrelated priorities of personnel and community support.

The report will help educators, congregations, federations and other communal and funding organizations in their efforts to promote Jewish continuity through education. It will address both the enabling conditions for broad-based improvement and programmatic areas that present alternatives for action.

One objective will be the coordination of local and national efforts. The local community is where education takes place. It must remain the focus of initiatives. A national base of knowledge and support will increase the effectiveness of local action. Accordingly, the Commission will recommend practical ways to merge local and national efforts into a working partnership.

Local networks can be created to frame and implement strategies for personnel and community leadership development and to define programmatic innovations for different populations and settings. A catalyst at the national level can channel ideas, people and resources into these local networks. It can also link them to each other and build their successes into models for systemic change.

By identifying personnel development and local community involvement as enabling conditions for broad-based change, the Commission hopes to clarify the priorities. By stimulating a new approach to constructive change through local-national joint ventures, the Commission intends to enhance the Jewish community's continuing efforts to

- . make wise, coordinated, purposeful investments in Jewish education
- . identify areas in which focused support for personnel and programs will have significant impact

- . match organizational and communal concerns to educational priorities





**PANEL 4:****HEAD:****MEMBERS****Commission on Jewish Education in North America****TEXT:**

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

**SUB:****Policy Advisors and Staff****TEXT:**

David Ariel	Arthur J. Naparstek
Seymour Fox	Joseph Reimer
Rachel Gubitz	Arthur Rotman
Annette Hochstein	Carmi Schwartz
Stephen H. Hoffman	Herman Stein
Martin Kraar	Jonathan Woocher
Virginia Levi	Henry L. Zucker

COVER:

HEAD: JEWISH EXPERIENCE  
IS A LIVING THING  
IDENTITY: Commission on Jewish Education  
in North America

PANEL 1:

HEAD: A RICH HERITAGE  
SUB 1: The challenge of Jewish continuity  
TEXT: What binds people to Jewish life, traditions and values? Today, the North American Jewish community asks this question with increasing urgency. In cities and small towns, in schools and homes, we feel the realities of modern life pulling us away from the roots of Jewish identity and experience.

How much of our heritage will we preserve to pass on to future generations? That is the challenge of Jewish continuity. It engages the interest of many Jews, as individuals and as participants in communal activity.

SUB 2: A Commission for action

TEXT: In 1988, the currents of interest in Jewish continuity gave birth to the Commission on Jewish Education in North America. It is a diverse group of people, involved locally, nationally and internationally, dedicated to ensuring a meaningful Jewish continuity. Its purpose is to institute <sup>systemic</sup> systematic change in Jewish education, with an emphasis on implementing concrete plans and programs in a comprehensive manner.



The Commission is supported by the Mandel Associated Foundations in cooperation with JWB --the leadership body of JCCs and YM-YWHAs-- and the Jewish Education Service of North America, and in collaboration with the Council of Jewish Federations, representing community federations throughout North America.

**PANEL 2:**

**HEAD:** AN ENERGETIC PRESENT

**SUB 1:** The potential in education

**TEXT:** Jewish education takes place in many settings, both formal and informal-- schools, synagogues, homes, camps, community and child care centers, experiences in Israel. It touches every aspect and stage of Jewish life, involving people who make it a vocation or an avocation.

We have, in Jewish education, a tradition of involvement in the transmission of Jewish experience. Giving Jewish education the resources to become more effective is the goal of the Commission.

**SUB 2:** The value of partnership

**TEXT:** As diverse as the Jewish community itself, the Commission has brought together community and religious leaders, professional educators and scholars from various orientations to identify the ways and means of educational enrichment. Members' personal involvements in education, religion, philanthropy and community keep the work of the Commission in touch with a broad range of Jewish perspectives. It is further supported by the expertise of staff and advisors.

## SUB 3: The work of the Commission

TEXT: The Commission is guided by the conviction that the quality of education depends on the quality of its professionals and lay leaders. One goal is <sup>to</sup> ~~finding~~ new ways to broaden the circle of people committed to the profession of Jewish education by improving recruitment, training, retention and profession-building. An allied goal is to inspire local communities to make Jewish education a high priority and to create the organization, leadership and financial support needed to improve the prospects of Jewish educators and Jewish educational programs.

Another Commission focus is ideas. They are found in many areas-- in model programs, in innovative practices and new technologies. The Commission is committed to exploring the wealth of ideas that can be used to develop new programs in such areas as early childhood education, day and supplement<sup>a</sup>~~ary~~ schools, colleges, Israel Experience programs, as well as informal programs and the media.

These are the Commission's priorities. They are pursued within the context of an ongoing study of current Jewish educational issues. They are based upon confidence in the ability of Jewish organizations to push beyond established boundaries and realize their potential to give new hope to Jewish educators. A clear view of essential needs, a clear understanding of the means for informed change-- these are the methods and directions toward which the Commission works.



PANEL 3:

HEAD: A PROMISING FUTURE

SUB: The results of communal effort

TEXT: The Commission expects to issue a report in 1990. At that time, it will begin implementation of a ~~dual~~ strategy designed to address the interrelated priorities of personnel and community support.

Implementation will be aimed at helping educators, congregations, federations and other communal and funding organizations in their efforts to promote Jewish continuity through education. It will address broad-based improvements in program areas such as schools and informal education.

One objective will be to recommend practical ways to merge local and national activity into a working partnership. The local community is where education takes place and where initiatives must be effective. The involvement of national organizations and training institutions is essential, however, if local communities are to have the resources they need to help education reach its full potential.

The challenge is to unite local and national organizations in simultaneous endeavors. In order to pursue strategies for personnel, community leadership and program development, local networks need a national base of support to provide expertise and resources. In turn, national organizations can encourage local experiments to test new concepts that may later be implemented on a national scale.

By identifying personnel development and local community involvement as pivotal points for change, the Commission hopes to clarify the priorities of Jewish education. By stimulating a new approach to constructive change through local-national joint ventures, the Commission intends to enhance the Jewish community's continuing efforts to

- make wise, coordinated, purposeful investments in Jewish education
- identify areas in which focused support for personnel and programs will have significant impact
- match organizational goals and constituencies to educational priorities
- provide the community leadership to attract and inspire talented people in the field of Jewish education





## PANEL 4:

## MEMBERS

## HEAD:

Commission on Jewish Education in North America

## TEXT:

Mona Riklis Ackerman	Mark Lainer
Ronald Appleby	Norman Lamm
David Arnov	Sara S. Lee
Mandell L. Berman	Seymour Martin Lipset
Jack Bieler	Haskel Lookstein
Charles R. Bronfman	Robert Loup
John C. Colman	Morton Mandel
Maurice S. Corson	Chairman
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Eli N. Evans	Charles Ratner
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David Hirschhorn	Peggy W. Tishman
Carol K. Ingall	Isadore Twersky
Ludwig Jesselson	Bennett Yanowitz
Henry Koschitzky	Isaiah Zeldin

## SUB:

Policy Advisors and Staff

## TEXT:

David Ariel	Arthur J. Naparstek
Seymour Fox	Joseph Reimer
<del>Rachel Gubitz</del>	Arthur Rotman
Annette Hochstein	Carmi Schwartz
Stephen H. Hoffman	Herman Stein
Martin Kraar	Jonathan Woocher
Virginia Levi	Henry L. Zucker

file HL2  
general brochure

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

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

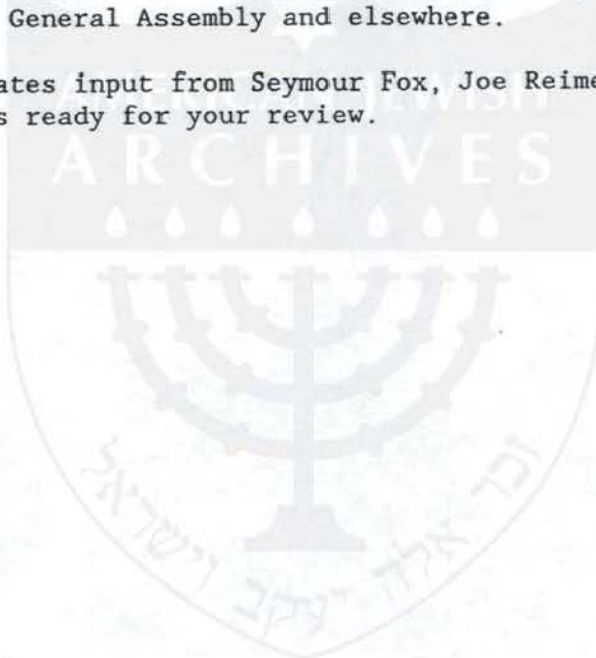
DATE: 8/11/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: GENERAL BROCHURE FOR CJENA

Text for a general brochure describing the Commission on Jewish Education in North America was developed a few months ago. The project was put on hold at the time that Art left.

As part of my recommendations for public relations efforts, I suggest we move forward with developing a brochure. It would have come in very handy to use in tandem with your presentation at CAJE. It could be very useful for future presentation at the General Assembly and elsewhere.

This draft incorporates input from Seymour Fox, Joe Reimer, Art Naparstek, and Ginny Levi, so it is ready for your review.



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6.21.89

JUN 21 1989

Art--

Here is the latest revision of the general brochure for CJENA. It incorporates specific changes suggested by Seymour Fox, Joe Reimer and Ginny Levi.

Best regards —

Cim

