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AMERICAN JEWISH ARCHIVES

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

Box
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Folder
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Mandel Initiative-North America. Planning Group correspondence
and notes, 1987-1988.

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TO: HLZ FROM: HLZ DATE: 10/24/86
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

MLM's suggestion for a major project, "Training personnel for Jewish continuity." What do we want to do? Who will help us to define what we want to do and how to get at it? Will we be limited to training senior people? Should we bring together the chief players in this field to get their advice? Should we model this after the Jerusalem Fellows program of Seymour Fox.

Of course, content should include Jewish education content, community organization, and management skills.

Should we get David Ariel (or someone else) as a consultant to work up ~~the~~ the project? See HLZ memo to Mr. M. R. Person Fellows in NYC (complementary program).

INTER-OFFICE CORRESPONDENCE

CKW

TO: HLZ FROM: HLZ DATE: 11/20/86
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Seymour Fox will submit a request for a professorship at the Hebrew University with a connection for training senior personnel in the field of Jewish education and Jewish continuity. Fox's chair is in the field of Jewish education in the diaspora.

Fox will take the leadership in preparing a position paper on the training of senior personnel as the crucial element in tackling the problem of Jewish education and Jewish continuity. The paper should cover the following subjects:

1. A philosophical position. Why do we need to have Jewish education and who needs to support it?
2. The macro picture. General demographic picture and special application to the field of Jewish education should show how far short we are from any reasonable goal.
3. A listing of the critical needs.
4. Recommendations on how to correct these needs.
5. (What are the priorities here. We would establish the first priority being the training of senior personnel to fill key positions all over the United States.

There is a consensus that there are funds available to match (newly generated funds) (The funds available are through the Jewish Agency and the Israel government.) (The newly generated funds should come from the Mandel Foundations and foundations and individual sources around the country.)

We need the best professional brains available in the field and in related fields. We also need a concerned and literate lay leadership to put Jewish education on the top priority list of committal activities.

(See CKW's notes on the November 20 meeting of Seymour Fox, MLM, CKW, HLZ, SHH, and Barry Shrage.)

SUBJECT: NEW INITIATIVE: SENIOR PERSONNEL IN THE FIELD OF
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: November 20, 1986 - 4 p.m. - Premier Corporate Headquarters

PRESENT: Professor Seymour Fox, Steve Hoffman, Morton Mandel,
Barry Shrage, Henry Zucker, Carol Willen, (Sec'y)

KEY POINTS OF MEETING

1. Studies have identified two critical problems in the field of Jewish education/Jewish continuity:
 - a. A shortage of well-prepared teachers.
 - b. A shortage of competent senior personnel.

Because of the enormity of the teacher shortage problem, the practical place to begin is with the senior personnel issue.
2. It has been estimated that there are 4,000 to 5,000 senior people worldwide, and that only half of them are well qualified. Less than 150 students are currently enrolled in undergraduate and graduate training programs in the field of Jewish education. There are probably 1,000 professors of "Jewish studies" in North America, but possibly fewer than ten full-time professors of Jewish education.
3. A major Mandel initiative could help to convince lay leadership of the need for trained, high quality senior personnel, and could be the first step towards systemic change.
4. We should consider doing our own "Flexner study" in order to (a) describe the vision, and (b) identify with some specificity the steps that would lead to the desired result. This might include recommendations on where dollars should be strategically placed.
5. Annette Hochstein is currently studying the senior personnel situation. First, she will gather data that is descriptive of the macro picture. Second, she will assemble information on training institutions worldwide. The Hochstein report will form the basis of our "case."
6. The dearth of training facilities is the deep-seated problem underlying the shortage of competent senior personnel.
7. The Jerusalem Fellows program, which has been highly successful, trains ten students per year. Its graduates are very much in demand. We need to multiply our capacity to produce leaders of this type in order to build the kind of critical mass that can change the education system as a whole.

8. To achieve change, we must build an awareness, particularly among Jewish lay leaders, of the shortage of senior personnel and the need to establish and/or up-grade training facilities.
9. There is a good possibility that a grant from the Mandel Associated Foundations could leverage other funds. Potential partners have been identified.
10. Seymour Fox has good relations with academicians who could provide advice and direction. Among those mentioned were David Cohen, Lee Shulman, Israel Scheffler, Ernest Boyer, Ralph Tyler, and John Coleman.
11. The following is the proposed plan of action:
 - a. Seymour Fox will confer privately with several of these experts.
 - b. An informal "inside group" consisting of the following individuals will meet in New York on January 22, 1987: Art Rotman-JWB; Jonathan Woocher-JESNA; Carmi Schwartz-Council of Jewish Federations; Chuck Ratner-Commission on Jewish Continuity, Jewish Community Federation of Cleveland; Morton Mandel-Chairman; Henry Zucker and Carol Willen-Staff; Seymour Fox, Consultant. (This group is comprised of persons representing institutions that are not potential recipients of funds.) The purpose of the meeting will be to examine a brief document that Seymour Fox will prepare, and to "up-train our own internal team."
 - c. The third step will be a meeting of the informal inside group and the experts, to be held in February or early March 1987.
 - d. The fourth step will be the appointment of a Commission, possibly in May. The Commission, which will consist of outstanding lay and professional leaders, will approve the design for our "Flexner study."
 - e. The study will then be conducted by a blue-ribbon staff.
 - f. After the Commission has approved the report submitted by the professional team, the Mandel Associated Foundations will help to introduce the findings to lay and professional leaders of the Jewish community.
12. HLZ proposed an outline for the Commission's report. First, the rationale: Jewish education is the focus of our attention because it is the principal tool for insuring Jewish continuity. The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions on how to develop the needed cadre of senior professionals.
13. Seymour Fox is willing to participate in any way that he can be helpful. It was noted, however, that there may be some advantage to placing an American scholar in the forefront.

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TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/16/86
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

HLZ

Our "Flexner study" on Jewish education/Jewish continuity should become known as the "Mandel study." It should not take the title from the chief professional investigator. Also, it would make Seymour Fox eligible for consideration as the chief investigator.

Added argument: you are the person who dreamed up the idea and will provide the muscle to carry it out.



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The William Bingham Foundation
Expense Reimbursement Policy
May 4, 1984

	<u>Board of Trustees Meetings</u>			<u>Program Committee Meetings</u>			<u>Grant Investigation And Administration</u>	
	<u>Staff</u>	<u>Trustees</u>	<u>Foundation Expense</u>	<u>Staff</u>	<u>Trustees</u>	<u>Foundation Expense</u>	<u>Staff</u>	<u>Trustees</u>
Per Diems - set at meetings	No	Yes		No	Yes		N/A	N/A
Airfare - first class, round trip airfare from Trustees' and staff's mailing address to the meeting location. (Not guaranteed for PC activities due to budget limitations.)	Yes	Yes		Yes	Yes		Yes	Yes
Hotel	Yes	Yes		Yes	Yes		Yes	Yes
Personal Phone Calls	Yes	No		Yes	No		Yes	No
Out-of-Pocket Expenses (Away from Resident City) (ground transportation, mileage, parking, meals, tips, etc.)	Yes	No		Yes	No		Yes	Yes
Meeting Accommodations/ Board Luncheons	N/A	N/A	Yes	N/A	N/A	Yes	N/A	N/A
Group Dinners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Registration fees for conferences, workshops, luncheons, etc.	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes

50.00

foundation pays up front

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 1/12/87
REPLYING TO
YOUR MEMO OF:

SUBJECT:

The attached letter and outline from Seymour Fox arrived this morning. I believe it should be circulated within the next day or two to the participants at our January 22 meeting.

Note that Seymour plans to telephone me on January 13 or 14. I am going to encourage his suggestion that he send us "a list of questions that might be helpful for the discussion on the 22nd."

Unless you have a different idea, I'll move ahead with the distribution of the paper and ask him to submit a list of questions for discussion.

AMERICAN JEWISH
ARCHIVES

Agenda

- ① ~~Fox~~ Intro (M.L.M.) re purpose of the meeting
- ② Fox presentation (circulated paper in advance)
- ③ Questions (to be submitted by Fox)
- ④ Discussion + plans for follow-up

OK
Sounds good

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1/13/87

MEMO TO: Seymour Fox, Stephen H. Hoffman, Morton L. Mandel,
Charles Ratner, Arthur Rotman, Carmi Schwartz,
Barry Shrage, Carol Willen, Jonathan Woocher

FROM: Henry L. Zucker

HLZ

This is to confirm our meeting with Seymour Fox in New York City
on Thursday, January 22 from 2:00 to 4:30 p.m. at the office of
the Council of Jewish Federations, 730 Broadway.

Dr. Fox has submitted the attached paper which you should read
in advance of the meeting.

We expect perfect attendance and look forward to your participation.



File in
Mandel Assoc.
Foundations

1/14/87

MLM copy

MEMO TO: Trustees, Mandel Associated Foundations

FROM: Henry L. Zucker

HLZ

At last night's meeting, it was suggested that we send you the attached paper which was prepared by Professor Seymour Fox for presentation to a meeting on January 22nd.



Distribution: Jack N. Mandel
Joseph C. Mandel
Henry J. Goodman
Bennett Yanowitz
Howard R. Berger
David Freiman
Philip Sims

A copy was sent earlier to each of the following:

Morton L. Mandel
Stephen H. Hoffman
Charles Ratner
Carol Willen

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FOR THE ATTENTION OF MR. HENRY ZUCKER



הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

Mr. Henry Zucker
Premier Industrial Corp.
4500 Euclid Avenue,
Cleveland, Ohio 44103
U.S.A.

January 12, 1987

Dear Mr. Zucker,

I am enclosing a draft of a paper that could serve as the basis for our discussion on January 22nd. If you think it is useful, you might want to distribute it to the participants before the meeting.

I will be calling you on either Tuesday or Wednesday to discuss next steps, and whether I should send to you a list of questions that might be helpful for the discussion on the 22nd.

With best regards and looking forward to our phone conversation.

Sincerely,


Seymour Fox

חברת הסוכנות ללא ירושלים 93102 תל אביב 02-668728
22a Hatzlira Street, 93102 Jerusalem Israel. Telephone 02-668728

SENIOR PERSONNEL IN THE FIELD OF
JEWISH EDUCATION/JEWISH CONTINUITY
A PROGRAM FOR THE MANDEL ASSOCIATED FOUNDATIONS

INTRODUCTION

Personnel is the key to any improvement in Jewish education. There is wide agreement both in the field of general and Jewish education, that the educator is the determining factor in the success or failure of any educational endeavour. This holds whether we are dealing with a classroom, a school, a community center, a summer camp or an entire educational system. The teacher, the principal, the informal educator, the educational leader or policy-maker, play a determining role in terms of school achievement, education for character, commitment of teachers and the involvement of parents. These conclusions are supported by research and by reports of the people working in the field.

In Jewish education it is clear that there is a severe shortage of qualified, trained personnel to perform the necessary tasks:

-- There are almost no teacher-trainers or scholars of education (this in contrast to the hundreds of scholars that have been trained and are working in the field of Jewish studies).

-- There are very few trained and capable developers of curriculum and educational materials.

-- There is a serious shortage -- throughout the world -- of headmasters and school principals.

-- Teachers in many communities are poorly trained, unable to interpret the great ideas of the Jewish tradition or lead a discussion in the Hebrew language. In many cases teachers are college students, yordim or Israelis temporarily abroad, who were neither trained as teachers nor are they currently preparing themselves for work in the field of education.

-- The status of the Jewish educator -- particularly of the teacher, is extremely low. This situation is compounded by very low salaries.

As for Jewish education in informal settings:

-- The recent report on "Maximizing Jewish Educational Effectiveness of Jewish Community Centers" places a very high priority on the education and re-education of personnel, if the Community Center in the United States is to fulfill its potential as an institution for Jewish education.

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Though this shortage of Jewish educators is a global one and exists on all levels -- from early childhood education through the university -- and for all educational settings, formal and informal, the following arguments support a first effort in the area of senior personnel (for description of senior personnel see appendix 1):

1. Inspired and well trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.
3. The numbers involved as compared to the need for teachers and youth leaders make this assignment a feasible one.

The Jewish Education Committee of the Jewish Agency decided to undertake a project to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

As part of this project the following data has been gathered (see appendix 2):

1. There are approximately 4,000 people holding senior Jewish educational positions in the world. Three quarters of them in North America -- as follows:

Day schools -- 800 positions
Supplementary schools -- 1,300
Community centers and youth movements -- 600
Central communal organizations -- 400
University teaching and research -- 100

It is estimated by experts and by knowledgeable community and educational leaders that a significant proportion of these positions -- probably one third to one half of the total number -- do not meet criteria of qualification in Jewish studies, educational theory and practice and/or leadership and administration.

Furthermore, we have discovered that only a very small number of students participate in and graduate from existing programs for the training of senior educators (see Appendix 3). There are no more than 100 graduates annually throughout the world from all the institutions that train senior educators. No more than sixty in North America.

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To respond to immediate needs for North America alone we would need minimally 300 graduates per year for a period of ten years. This estimate assumes that educators hold senior positions for 30 years and that there is no attrition due to burnout. //

THE OPPORTUNITY

Though the challenge is immense, some may even believe overwhelming, there are opportunities available today that have never been available before:

1. Jewish education is moving closer and closer to the top of the agenda of the organized Jewish community.
2. Some of the most outstanding community leaders in North America and throughout the world are prepared to assume leadership in developing the field of Jewish education.
3. There may be funding available for creative and well-planned programs of intervention.

SOME OF THE ISSUES:

Though training is clearly a key issue in meeting the problem of senior personnel it cannot be considered without dealing with the broader issues of the need to build the profession of Jewish education, and the problems of recruitment and retention of qualified people. A comprehensive treatment of our problem will require careful study and may include the following elements :

1. THE PROFESSION

In order for an occupation to evolve into a profession it is necessary to develop and formalize forms of collegiality, agreed upon standards of knowledge, training and expertise and a code of ethics. These elements must be intensified and expanded for the field of Jewish education.

2. RECRUITMENT AND RETENTION

At present there is a very small pool of people from which to recruit candidates for training programs or for senior positions in Jewish education. In addition, the rate of attrition of qualified personnel is high. Issues such as status, salary, ladder of advancement and low morale deter talented people from considering a career in Jewish education or for remaining in it for a significant amount of time. The feeder system (youth movements, summer camps) is not effective. Any solution will have to consider these problems and locate and develop new sources for manpower such as students in programs of Jewish studies, general education, women, etc.

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3. TRAINING

There are very few training institutions for senior personnel in North America (see appendix 3). No more than sixty people graduate annually from training programs in North America. People must be trained for existing positions, for the needs of an emerging profession (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.) The variety of needs requires multiple solutions. Strategies for development should be outlined and plans should be considered and could include proposals for :

- ** the expansion of existing full-time training programs
- ** the development of new training programs
- ** the design of systematic comprehensive approaches to in-service training

4. THE COMMUNITY

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. To achieve change we will have to involve Jewish lay-leaders, educate them so that they understand the shortages in the area of senior personnel and the need to establish and/or upgrade training facilities.

A RESPONSE FOR NORTH AMERICA

In 1910 the Carnegie Foundation for the Study of Teaching commissioned a study of American medical education.

The result of that study was the now-famous "Flexner Report" which revolutionized American medical education and has served as the guide for medical education to this day. It is proposed that a commission be established that might after careful and systematic study issue a report that would set guidelines for the kind of interventions that could dramatically change the condition of the Jewish educator in North America.

The Commission would consist of outstanding lay and professional leaders and scholars, and should enjoy the support of institutions of higher Jewish learning, teacher training institutions and the appropriate Jewish organizations.

The report of the Commission might consist of a list of objectives, opportunities and interventions. The Mandel Associated Foundations could conceivably undertake to sponsor and fund one or more of these opportunities or interventions. No less significant is the fact that it might serve as the leverage to involve other foundations to join in this enterprise.

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We must remember that as a result of the Flexner Report the Rockefeller Foundation invested \$50 million in 1910 and convinced other sources to invest \$500 million in American medical education.

At our last meeting Mr. Zucker proposed a possible agenda for the work of the Commission: First, the rationale: Jewish education is the focus of our attention because it is the principal tool for insuring Jewish continuity. The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions on how to develop the needed cadre of senior professionals.



DEFINITION OF SENIOR JEWISH EDUCATORS, BY SETTING AND LEVEL

SETTINGS	SCHOOLS	COMMUNAL ORGANIZATIONS IN JEWISH EDUCATION	MISCELLANEOUS COMMUNAL ORGANIZATIONS*	UNIVERSITY, R & D CENTERS AND TRAINING INSTITUTIONS	INFORMAL EDUCATION; COMMUNITY CENTERS, YOUTH MOVEMENTS, CAMPS
LEVEL 6	SUPERINTENDANT (SYSTEM OF SCHOOLS)	DIRECTOR OF INTERNATIONAL/ NATIONAL ORGANIZATION IN JEWISH EDUCATION		DEAN, PROFESSOR OF JEWISH EDUCATION	DIRECTOR, NATIONAL COMMUNITY CENTER ORGANIZATION DIRECTOR, NETWORK OF CENTER NATIONAL DIRECTOR, JEWISH CAMPS NETWORK NATIONAL DIRECTOR, YOUTH MOVEMENT
LEVEL 5	HEADMASTER/PRINCIPAL (LARGE SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN LARGE CITY	NATIONAL DIRECTOR -- EDUCATION DEPARTMENT	DIRECTOR, JEWISH EDUCATION INSTITUTE, TRAINING INSTITUTE	EXECUTIVE DIRECTOR, LARGE COMMUNITY CENTER DIRECTOR, LARGE CAMP
LEVEL 4	HEADMASTER/PRINCIPAL (SMALL SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN SMALL CITIES	REGIONAL DIRECTOR EDUCATIONAL DIRECTOR, LOCAL CENTER	ASSOCIATE, ASSISTANT DIRECTOR	EXECUTIVE DIRECTOR, SMALL COMMUNITY CENTER ASSISTANT EXECUTIVE DIRECTOR, LARGE CENTER BRANCH DIRECTORS PROGRAM DIRECTOR
LEVEL 3	ASSOCIATE, DEPUTY/VICE PRINCIPAL II SCHOOL; SUPPLEMENTAL ROLE)	DEPUTY DIRECTOR			EDUCATION DIRECTOR, LARGE COMMUNITY CENTER
LEVEL 2	ASSISTANT PRINCIPAL (PART OF SCHOOL)	ASSISTANT DIRECTOR		TEACHER TRAINING SPECIALISTS	EDUCATION DIRECTOR, SMALL COMMUNITY CENTER
LEVEL 1	DEPARTMENT HEAD; BASIC SPECIALISTS (BIBLE, HEBREW, EARLY CHILDHOOD, ETC.) SUPPORT SPECIALISTS: (SPECIAL EDUCATION; PARENT EDUCATION; ADULT EDUCATION; ARTS EDUCATION; COMPUTER INNOVATION, ETC.)	STAFF PERSON, PLANNER, CONSULTANT		CURRICULUM DEVELOPERS, RESEARCHERS	EDUCATION SPECIALIST IN COMMUNITY CENTER

*Synagogues, Hillel Centers, Madaasah Organizations' Adult Education Programs, National Council of Jewish Women, CAJE, Havurot, etc.

Appendix 1

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01/12/87

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Appendix 2

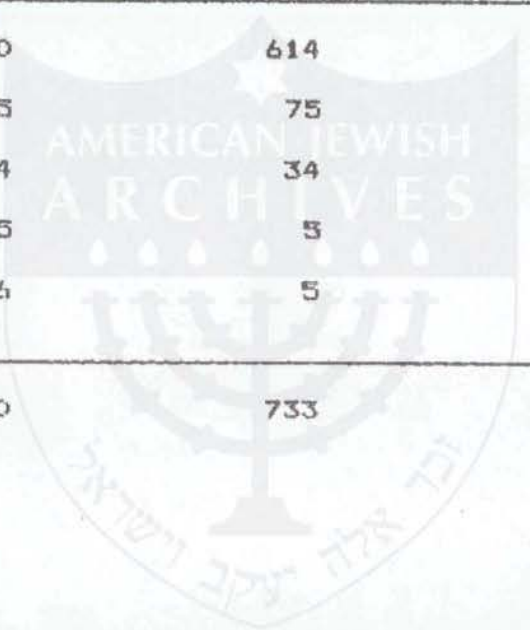
TABLE 1

NUMBER OF SENIOR PERSONNEL IN JEWISH EDUCATION BY CONTINENT

AND AREA OF ACTIVITY

	Day Schools	Supplementary Schools	Community Centers Youth Movements Youth Centers	Central Communal Organization	University Teaching & Research	TOTALS
NORTH AMERICA	800	1300	614	400	100	3214
LATIN AMERICA	270	25	75	38	25	433
WESTERN EUROPE	136	34	34	31	12	247
SOUTH AFRICA	64	5	5	9	11	94
NEAR & FAR EAST	19	6	5	19	-	49
TOTALS	1289	1370	733	497	148	4037

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01/12/87

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APPENDIX 3

TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE*

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1983	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
<u>ISRAEL</u>							
Senior Educators (World Zionist Organization & Melton Center for Jewish Education in the Diaspora of the Hebrew University)	A 1 year program of intensive study in Israel, to upgrade the ranks of Jewish educators for the Diaspora	Certificate of participation (can be done in conjunction with a degree at Hebrew University)	1979	18	11	11	3 years experience in field; letter of employ- ment; acceptance to institution for study (usually B.A.)
Melton Center for Jewish Education in the Diaspora (Hebrew University)	Full academic program in the graduate school	M.A. Ed./Jewish Ed. or M.A. Contemporary Jewry/Jewish Ed; Ph.D.	Early 70s		3 (approx. 12 writing theses)	(5)	B.A., plus academic background in education -- or pre-requisites
Jerusalem Fellows (World Zionist Organization & Bank Leumi)	A 1-3 year program of intensive study in Israel, to develop leadership for Jewish education in the Diaspora	Non-degree (can be done in conjunction with a degree at Hebrew University)	1982	8	16	14	M.A.; 3 years experience in field; rigorous interview
Beit Midrash for Judaic Studies (Mesorati Movement in Israel)	A 4-year course of study, in conjunction with an academic institution, for the training of personnel in Jewish Studies in Israel	Certification of "Educator"	1983	0	0	5	B.A. (can be done simultaneously), for Israeli citizens only
<u>REST OF WORLD</u>							
Rhea Hirsch School of Education (Hebrew Union College)	A full-time, 3 year course of study. The 1st year must be done in Israel.	M.A. Jewish Ed. Ph.D. -- (new program) (4 students, no graduates)	1970	9	5	(8)	B.A., interview

*Does not include in-service or on-the-job training opportunities.

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Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
School of Education (Hebrew Union College)	Similar to above -- study in Israel not mandatory	M.A. specialization in religious ed.			(4)		
Block Program (Yeshiva University)	A course of study over 3 summers, 1 in Israel, plus supervised work & study during the 2 intervening years	(Most students write 1980 a thesis for M.A. or Ph.D. level)		17 (most students are still writing a thesis)	13	N.A.	Has shown promise in the field; generally invited to apply
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A full-time course of study leading to academic degree. Is also 1 option available to rabbinical students who must choose a "minor" course of study	M.A., M.S. in Jewish Ed. & Administration	1983	10	13		B.A. There is a higher number of graduates, but not all assume roles as senior personnel.
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A graduate program to prepare teachers for administrative & supervisory roles	Ph.D.		2	1		M.A., 2 years teaching experience, Hebrew fluency
Principals' Program (Jewish Theological Seminary of America)	Course of study to be done in 2 summers plus study during year, to prepare for administrative, supervisory & other leadership roles in Jewish Ed.	Principal's Certification (can be done in conjunction with M.A.)	Early 1980s		9	(10)	Acceptance to Graduate School; experience in field. (N.A. must be completed for completion of program)
The Graduate School of the Jewish Theological Seminary of America	A full-time course of study leading to an academic degree.	M.A.; D.H.L.; Ph.D. in Jewish Ed.	1968		12 (Includes some from Principals' Program)	(11)	B.A. or equivalent in Jewish Studies or pre- requisite courses)

11 of 12

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
University of Judaism (affiliate of the Jewish Theological Seminary of America)	A 2-year academic program leading to an academic degree	M.A. in Jewish Education		7	10	8	B.A., no part-time students permitted
Hornstein Program (Brandeis University)	This is an educational track of the Jewish Communal Service Program. Its emphasis is on communal service. A 2 year course includ- ing a 4 week seminar in Israel during the summer.	M.A. in Jewish Communal Service with a speciali- zation in Jewish Education	Resumed in 1980	4	3	3	B.A.; no part-time studies permitted
Gratz College	A supervised program of M.A. credits including courses in supervision & administration	M.A. in Jewish Education	1983	1	0	(3)	B.A.; interview
Boston Hebrew College	Individually designed program including 30 credits in graduate studies	M.A. in Jewish Education		2	4	(2-3)	B.A.
Baltimore Hebrew College	This is a joint program leading to a degree	M.A. in Jewish Studies and M.A. in Jewish Education	1984	0	0	(2)	B.A.
New York University (part of Judaic Studies Department)		B.A.; M.A.; D.Ed.; Ph.D.		10 (Includes B.A. students)	12	-	The program has been suspended.

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Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
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In addition, some
senior personnel
receive training at
graduate schools of
secular universities
such as Harvard or
Stanford Universities

Students train
for & write
dissertations on
Jewish Ed.

M.A.; Ph.D.

Figures in parentheses are estimates.



#122

January 28, 1987

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NY. meeting 3/5. ① minutes of
plans for
② Corson on 3/5

MEMO TO: Seymour Fox, Stephen H. Hoffman, Morton L. Mandel, Charles Ratner,
Arthur Rotman, Carmi Schwartz, Barry Shrage, Carol Willen,
Jonathan Woocher

FROM: Henry L. Zucker

This is to confirm our meeting with Seymour Fox on Thursday, March 5, 1987
from 2:00 to 4:30 p.m. at the Premier Industrial Corporation office,
4500 Euclid Avenue. This meeting is to bring the Clevelanders up-to-date
on plans to develop a Commission on Jewish Continuity. Jonathan Woocher
will join us. Art Rotman will be in Israel on March 5, and Carmi Schwartz
has a conflicting engagement.

Unless we hear to the contrary, we shall assume that all the Cleveland invitees
will be in attendance.

Commission on Mandel Initiative (the correct title)
Select the chief (American) consultant

3/5 meeting of above group to hear
Seymour Fox's ideas + review NYC mtg. which
Cleveland group could not attend
Seymour Fox, Barry Shrage, HZ2 on 3/5

~~* Barry Shrage~~
as part of
staff transmission

- ① Name our Commission
- ② Spell out its function - specifics
- detail

③

TO: Morton L. Mandel
NAME _____
DEPARTMENT/PLANT LOCATION _____

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/13/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Barry Shrage has agreed to join with Seymour Fox and me to be a triumvirate in staffing the Mandel Initiative. Barry will talk with Seymour next week in Jerusalem to arrange a date for Barry, Seymour, and me to get together on March 5, immediately after the meeting of the Cleveland group with Seymour which begins at 2 p.m.

*MLM

TO: HLZ FROM: HLZ DATE: 2/16/87
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT:

Seymour Fox has indicated that the Charles Bronfman Foundation may wish to join with MLM in funding the Mandel initiative in Jewish education and Jewish continuity. Steve Cohen mentions also that Leslie Wexner may be interested in supporting the training of professionals in Jewish service activities. Perhaps, also, Revson, Riklis, and others will be interested.

MLM is going to invite Charles Bronfman and Leslie Wexner to talk about this after we are further along, possibly very soon after our March 5th meetings.



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(FILE ON
→ SEYMOUR FOX
PROJECT)

BUILDING JEWISH EDUCATIONAL LEADERSHIP: THE CURRENT CHALLENGE

Dr. Jonathan Woocher

The Current Situation

Any effort to increase the number and quality of Jewish educational leaders in North America must be initiated against a generally somber backdrop: what is almost universally acknowledged to be a personnel crisis in Jewish education of massive proportions, one which is both quantitative and qualitative, worldwide, cross-denominational, and which affects every level of educators. One can debate whether all educational personnel (i.e., teachers and line staff, in addition to administrators and policy-makers) should be categorized as "Jewish leaders." Regardless of where one stands on this question, no serious attempt to strengthen Jewish educational leadership can be contemplated which does not begin with an awareness of the overall personnel crisis and its ramifications.

Today's personnel crisis is not new. Indeed, conferences and publications pointing to such a crisis have been a fixture on the North American Jewish educational scene for three decades or more. Its current dimensions can be characterized in terms of several clearly visible phenomena:

1. There is a shortage of qualified personnel for all types of positions within the educational system -- teachers for both day and supplementary schools, specialists of various kinds, school and agency administrators. At the beginning of each academic year, some positions are unfilled and others are

filled by individuals without the requisite qualifications.

2. The persistent shortage of personnel reflects the increasing difficulty of recruiting talented individuals to enter Jewish education as a career. Only about 150 individuals are currently enrolled in bachelors and masters level programs in Jewish education in the United States. The communally sponsored teacher training institutions (Hebrew teachers colleges) have all virtually abandoned teacher training for lack of candidates. Jewish education is perceived as a career of relatively low status and low remuneration.
3. The reluctance of talented individuals to seek careers in Jewish education reflects the working conditions they are likely to encounter. Within the supplementary school system (where three-fourths of all Jewish young people receive their Jewish education) full-time teaching positions are virtually non-existent. Only 8% of supplementary school teachers teach twelve hours or more per week. Hence, there is no point in training for such positions. Nearly all Jewish teachers -- even those who do teach full-time in day schools -- are poorly paid (average salary for a day school teacher is around \$20,000 a year -- not enough to support a family). Benefits which are routine in most positions (e.g., pension and health insurance) are often unavailable; materials and resources are frequently less than first-rate; the atmosphere in schools is poor; relationships with administrators are often tense. If teaching is the backbone

of education as a profession, and if it is from the ranks of teachers that educational leaders should emerge, the Jewish educational system is so constituted as to cut off the supply of potential leadership from the outset.

4. Because quality people are reluctant to enter and often do not stay in the field, professional standards are difficult to maintain. The vast majority of Jewish teachers have no Jewish teacher certification of any sort. In supplementary schools, 42% of teachers have five or fewer years experience and more than half have no formal Judaic training beyond the high school level. Incentives for professional growth and for maintaining standards are minimal. Those professional development programs which do exist are generally unsystematic and haphazard (occasional seminars and workshops).
5. Perhaps most damaging is the low esteem in which Jewish education, and especially teaching, appears to be held by the Jewish community. Despite its protestations of priority status for Jewish education, the community has not come to grips with the personnel crisis in any substantial way. This failure sends a message which is reinforced in numerous other ways: "Jewish education is not a valued career." Most Jewish educators are not seen or treated as leaders in their communities.
6. This overall situation affects the level of senior educational personnel in several, somewhat paradoxical ways: . Because of the acute shortage of talented and committed

personnel, ascent to upper level positions in Jewish education can be quite rapid and remuneration fairly decent. However, many observers contend that this has brought individuals into administrative and supervisory positions without adequate training and experience. Hence, the quality of senior level personnel is not assured, and incentives for their professional growth are not strong. The fact that senior personnel are relatively well paid compared with teachers widens the psychological distance between the two groups and encourages the best teachers to seek administrative positions, even when their real talent lies in teaching.

Within this generally gloomy picture there are a number of bright spots which should also be noted. Where sufficient resources have been invested, recruitment and training programs have been successful in attracting quality candidates, albeit in limited numbers. A number of local institutional and communal initiatives have uncovered new pools from which to draw personnel, pioneered new training models, and sought to address fundamental issues such as salaries and benefits. Several communities have succeeded in upgrading standards by providing incentives for professional development and/or tying funding to teacher certification.

→ A new factor in the current equation is the increasing interest and investment in informal Jewish education, especially by Jewish community centers. This opens up new possibilities for, funding, for broadening the base of support for Jewish education,

and for creating full-time positions in settings other than day schools. However, the new emphasis on informal education has also spotlighted the lack of adequate numbers of qualified individuals to assume these types of positions, alongside more traditional ones.

Above all, events like the annual CAJE (Coalition for Alternatives in Jewish Education) conference and the Jewish Education Expo at the CJF General Assembly have shown that there is substantial energy, creativity, and enthusiasm in Jewish education among both professionals and lay leaders, and that appropriate ways must be found to harness these for substantive change.

The Roots of the Crisis

Before considering strategies of response to this situation, we should examine why it has developed. At least four factors appear to be involved.

1. The structural configuration of Jewish education undermines the development of a profession. Jewish education is highly fragmented in sponsorship. Schools are generally ideologically linked and often part of synagogues. Too many schools are small and poorly funded. Available personnel may not match up with the ideological sponsorship of the institution, causing tensions between faculty, administration, students, and parents. Communal support for synagogue-based education has been slow and meagre. It has often been difficult to create full-time positions which would necessitate crossing institutional lines.

2. Education and teaching in general have become highly problematic professions in American society. Most of the problems besetting general education beset Jewish education in heightened form. Neither in the general nor the Jewish spheres is education treated as a highly regarded (and hence rewarded) profession.
3. The Jewish community has displayed a deep-seated ambivalence about its educational system. Although more than four out of five Jewish parents want their children to receive some type of Jewish education, many are unwilling to invest the time, energy, and resources to make that education substantive and meaningful. The suspicion exists that some American Jews have feared that Jewish education which is "too good" might threaten the successful adjustment of themselves and their children to American society. As a result, neither parents nor the community have been prepared to make the sustained investment in Jewish education which would be required really to come to grips with the personnel crisis.
4. Finally, educators themselves bear part of the blame. Generally, they have lacked and often derided the skills in marketing and community organization which are necessary to create a reservoir of support within the community. Their own tendencies to elitism and deprecation of the less knowledgeable have sometimes "turned off" potential allies. Hence, a body of effective lay and professional advocates for Jewish education has been slow to develop.

Strategies of Response

It is clear that the development of a cadre of Jewish educational leaders in North America is one element in an overall strategy to address the crisis of personnel in Jewish education.

The problem which confronts all strategists in this arena is that the types of changes which would be required to alter dramatically the current situation are systemic, i.e., both cultural and structural, and cannot be achieved merely by focusing on individual practitioners. Yet such change is

exceedingly difficult, some would say impossible, to engineer.

Further, any strategy must embrace short, medium, and long range elements. As Prof. Barry Chazan has noted: There are immediate fires to be put out (i.e., places to be filled); there are individuals currently at work whose knowledge and skills can be upgraded; and there is a need to plan for how the next generation of educational personnel will be recruited and trained.

Most strategies being suggested today embrace two main thrusts: 1) enlarging and strengthening the cadre of professional educators, and 2) recruiting and better utilizing "avocationals," i.e., individuals for whom Jewish education is not their primary profession, but who are prepared to commit some time and energy to working in educational settings. Although the second is an important element in dealing with the overall crisis of Jewish educational personnel, it is less likely to produce the educational leadership of the Jewish community. Thus, though developments and proposals in this area are interesting and important for the system, they are less significant for this

★ paper than ideas about enhancing, both quantitatively and qualitatively, the professional cadre of Jewish educators.

Several such proposals are being discussed (and occasionally implemented on a small scale) today:

- ① creating more full-time positions -- This is a sine qua non if larger numbers of talented individuals are to enter and remain in the field, because only full-time positions offer the prospect of earning a reasonable livelihood from Jewish education. Proposals have been circulated to develop positions for "community educators," individuals working in schools, centers, and other settings with both children and adults, and "family educators," individuals assigned to a number of families as both an informal educator and group worker. Other types of "blended" positions have been created in isolated instances between, e.g., a day school and a central agency of Jewish education. School mergers or the development of magnet schools have also been suggested as means of increasing the number of full-time positions.
- ② developing career ladders for teachers -- A second related proposal focuses on the need to create possibilities for advancement (in terms of both professional growth and remuneration) for individuals who do not wish to become administrators in the conventional sense. One suggestion is the development of master teacher programs, or other ways of differentiating status, responsibility, and reward within the teaching ranks. Another proposal involves using teachers outside the classroom for specialized tasks --

curriculum development, creation of media resources, supervision of para-professionals -- which are now often neglected or impossible. In general, this approach seeks to link professional development to substantive advancement of one's career, while (like the strategy of creating new types of full-time positions) at the same time meeting needs within the Jewish educational system for types of personnel who currently do not or barely exist.

3. improving working conditions -- There are a number of substantive improvements which could make Jewish education more attractive as a career: higher salaries; better benefits (including educational benefits); sabbatical programs and other professional development opportunities; participation in decision-making; access to top quality educational materials and resources. However cultural or structural barriers may impede systemic change, these are improvements which can make the lives of practicing Jewish educators better in the here-and-now.

4. utilizing educators as community leaders -- The isolation of Jewish educators from community leadership has been debilitating for both the profession and the community. The status and stature of educators cannot be raised unless they are given a role to play in community life commensurate with the traditional valuation of education in Judaism.

Educators must be prepared to carry their weight in the community, but they must also be given the opportunity to enter the counsels of decision-making and to receive visible

5.

recognition as part of the communal leadership cadre.

intensifying recruitment and upgrading training of Jewish

educators -- In the long run, the quality of educational

leadership is determined by the quality of the individuals

entering the field and the calibre of the pre- and in-

service training they receive. Recruitment for Jewish

education can be strengthened by providing significantly

greater scholarship and fellowship aid (the national FIJEL

[Fellowships in Jewish Educational Leadership] program,

e.g., has virtually collapsed because of lack of funding).

More aggressive recruitment of potential candidates in high

school and college, combined with innovative training

programs utilizing prestige universities as well as Jewish

academic institutions, could tap the market of Jewishly

committed young people, few of whom think seriously about

Jewish education as a career. Programs for "lateral entry"

for public school teachers, returnees to the work force, and

individuals in other Jewish professions have also been

suggested.

★

The greatest need in the area of training is for sustained,

high quality, prestigious in-service education to upgrade

the quality and enhance the motivation (and hence retention)

of those individuals already in the field. Year-long

advanced fellowships, summer institutes, programs utilizing

Israel and university settings, cross-professional academies

for Jewish leaders working in a variety of institutions, all

can help to create a system of incentives for professional

growth and (attract public recognition of Jewish education as a significant career endeavor.)

No one of these approaches, or even all together, will be sufficient to "solve" the personnel crisis in Jewish education. Nevertheless, the careful investment of resources in these five areas can produce a quantitative and qualitative improvement in Jewish educational leadership. The ideal strategy should be sufficiently comprehensive (i.e., embracing structural, recruitment, and training components) to have a reasonable chance of sustaining its own momentum over time, yet sufficiently targeted (through the use, perhaps, of pilot and model programs) to be capable of being monitored and evaluated for effectiveness. The challenge is real and monumental, but it can be met, and both Jewish education and the Jewish community may depend on our willingness to take up that challenge.

cc: H. L. Zucker

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Carol K. Willen

NAME

DEPARTMENT/PLANT LOCATION

DATE: 3/6/87

REPLYING TO
YOUR MEMO OF:

SUBJECT: NEXT STEPS IN MANDEL INITIATIVE

After yesterday's meeting on the Mandel Initiative in Jewish Education/Jewish Continuity, Seymour Fox and Hank Zucker worked out the following schedule:

1. Seymour Fox will draft the first version of the "design" document. He will see that Barry Shrage and Henry Zucker receive it sometime between March 20 and March 25, 1987.
2. Fox will plan to meet with Zucker and Shrage around April 1st or 2nd, either in Florida or in Cleveland. *ask H.L.Z. send it for* *available*
3. After the three of them have discussed the first draft, Fox will seek input from other "critics" (Jon Woocher, Carmi Schwartz, Art Rotman, etc.). *+ others*
4. The revised document will then be sent to the "inner circle" (those who met in Cleveland on 3/5/87, plus Art Rotman and Carmi Schwartz). These people will submit their comments to Seymour Fox, who will refine the document further.
5. A final draft of the "design" paper will be sent to the entire group by May 15th.
6. The group will meet again in Cleveland on May 29, 1987.

If this timetable sounds reasonable to you, I will issue a notice to those who were present yesterday, as well as to Carmi Schwartz and Art Rotman, to confirm the May 29th date. Do you prefer to start at 11:00 a.m. or noon on May 29th? (The meeting will run until about 4:00 p.m.)

Another question: When the group meets again on May 29th, shall we include your brothers and John Colman?

Why not meet at the JCF? Clear this with Steve Hoffman a Barry Shrage.

12-14

**APPENDIX B:
PAPERS COMMISSIONED FOR THE
CARNEGIE FORUM'S TASK FORCE ON TEACHING AS A PROFESSION**

Black Participation in the Teacher Pool

Joan C. Baratz, Director, Division of Education Policy Research and Services, Educational Testing Service

The Gains From Education Reform

Stephen M. Barro, President, SMB Economic Research

Current Approaches to Teacher Assessment

Tom Bird, Project Director, Far West Laboratory

School Resource Allocations: Potential for Change

Frederick Dembowski, Associate Professor, Frances Kemmerer, Research Associate, and Alan P. Wagner, Research Associate, Center for Educational Research and Policy Studies, School of Education, State University of New York at Albany

Teacher Choice: Does it Have a Future?

Denis P. Doyle, Director, Education Policy Studies, American Enterprise Institute for Public Policy Research

Students as Teachers: A Tool for Improving School Climate and Productivity

Diane Hedin, Associate Professor and Assistant Director, Center for Youth Development and Research, University of Minnesota

Teacher Mobility and Pension Portability

Bernard Jump Jr., Professor and Chairman, Department of Public Administration, and Associate Dean, Maxwell School, Syracuse University

Financing Education Reform

James A. Kelly, President, Center for Creative Studies

Increasing the Number and Quality of Minority Science and Mathematics Teachers

Shirley M. McBay, Dean for Student Affairs, Massachusetts Institute of Technology

A National Board for Teaching? In Search of a Bold Standard

Lee S. Shulman, Professor of Education, and Gary Sykes, Research Associate, Stanford University

The Knowledge Base for Teaching

Lee S. Shulman, Professor of Education, Stanford University

Professional Examinations: A Cross Occupational Analysis

Gary Sykes, Research Associate, Stanford University

**APPENDIX C:
WORKSHOP PARTICIPANTS**

***Education Finance Workshop
December 18-19, 1985***

Charles Benson
School of Education
University of California
Berkeley, California

Lewis M. Branscomb
Vice President and Chief Scientist
IBM Corporation
Armonk, New York

Anthony P. Carnevale
Vice President,
Governmental Affairs
American Society for Training and
Development
Alexandria, Virginia

E. Alden Dunham
Program Chair
Carnegie Corporation of New York
New York, New York

Margaret Goertz
Senior Research Scientist
Education Policy Research and Services
Educational Testing Service
Princeton, New Jersey

Steven D. Gold
Program Director, Fiscal Affairs
National Conference of State Legislators
Denver, Colorado

James A. Kelly
President
Center for Creative Studies
Detroit, Michigan

Helen Ladd
Department of City and Regional Planning
Harvard University
Cambridge, Massachusetts

Will Myers
Manager, School Finance
National Education Association
Washington, D.C.

Allan Odden
Department of Education Policy
University of Southern California
Los Angeles, California

William Spring
Vice President
District Community Affairs
Federal Reserve Bank of Boston
Boston, Massachusetts

Robert Reischauer
Vice President
The Urban Institute
Washington, D.C.

3/10/87

TO: Seymour Fox
FROM: Carol K. Willen

SUBJECT: Meeting to Discuss First Draft of "Design" Document

- This is to confirm that we will meet from 10:00 a.m. - 2:30 p.m. on Wednesday, April 1, 1987 to discuss the first draft of the "design" document for a proposed Mandel initiative in the field of Jewish educational personnel.

The meeting will take place in Cleveland at Hank Zucker's Premier office.

- When you have your first draft of the "design" document done, please mail a copy to me, as well as to Barry Shrage and Hank Zucker.
- Hank Zucker shares my impression that the May 29th meeting in Cleveland is for the same group that assembled on March 5 (plus Carmi Schwartz and Art Rotman)--not for the Commission per se. (I'm trying to confirm this with Mort Mandel.)

3/10/87

TO: Seymour Fox, Barry Shrage, Henry L. Zucker

FROM: Carol K. Willen

SUBJECT: Meeting to Discuss First Draft of "Design" Document

This is to confirm that we will meet from 10:00 a.m. - 2:30 p.m. on Wednesday, April 1, 1987 to discuss the first draft of the "design" document for a proposed Mandel initiative in the field of Jewish educational personnel.

The meeting will take place in Cleveland at Hank Zucker's Premier office.



Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

March 12, 1987

TO: John Colman, Seymour Fox, Stephen H. Hoffman, Ann G. Klein,
Jack N. Mandel, Joseph C. Mandel, Morton L. Mandel,
Charles Ratner, Arthur Rotman, Carmi Schwartz, Barry Shrage,
Jonathan Woocher, Henry L. Zucker

FROM: Carol K. Willen, Program Officer

SUBJECT: Proposed Mandel Initiative -
Jewish Education/Jewish Continuity

At our meeting on March 5, we selected Friday, May 29, 1987 as the date of our next meeting to discuss a proposed Mandel initiative in the field of Jewish education/Jewish continuity. The meeting, which will take place at the Jewish Community Federation of Cleveland, will begin with luncheon at 12:00 noon, and is expected to run until about 4:00 p.m.

Please mark your calendars. If you are unable to attend, I would ask that you notify me as soon as possible at (216) 391-8300, Ext. 2339.

Attached is a copy of the minutes of our March 5 meeting. By mid-May you will receive a draft outlining a possible design and work plan for the proposed Commission. This document will serve as the basis for our discussion on May 29th.

We will keep you advised on the progress we are making. I look forward to seeing you in May.

Attachment

2339

*File
Mandel Initiative*

1 of 6

Attention: Carol Willen

Please find material for meeting with Henry Zucker and Barry Shrage on Wednesday, April 1. Sorry for the delay.

Sincerely,

Seymour Fox



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MARCH 25, 1987

THE MANDEL INITIATIVE FOR THE FIELD OF JEWISH EDUCATION
DESIGN DOCUMENT - DRAFT #1

INTRODUCTION

The Mandel Associated Foundations decided to set up a Commission and to undertake a study that will establish the link between the meaningful continuity of Jewish life and Jewish education.

✓ The study will suggest policies to guide the development, of a Jewish education that can respond to this challenge. It will begin to detail the steps and interventions necessary to bring about the environment that leads us to elect to remain Jewish.

PURPOSE OF THE STUDY

Resume It is assumed that personnel is the key to any improvement in Jewish education. There is wide agreement, both in the field of general and Jewish education that the educator is the determining factor in the success or failure of any educational endeavor. In Jewish education it is clear that there is a severe shortage of qualified, inspired and trained personnel.

Therefore the first target of an effort to improve Jewish education should be the recruitment, training and retention of the outstanding personnel required to respond to the challenge.

This target will only be realized if we can establish the problem of Jewish education as a priority in the minds of the people who set the agenda of the organized Jewish community and convince them that personnel is the key issue for the improvement of Jewish education.

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OUTCOME OF THE STUDY

The Commission will issue a report which will consist of suggested policies and interventions and indicate present opportunities. This report could have significant impact. The Mandel Associated Foundations could conceivably undertake to sponsor and fund one or more of these opportunities and interventions. No less important is the fact that it might serve as the leverage to involve other foundations to join in this enterprise. Through the active involvement of members of the Commission it could motivate institutions and organizations to initiate and implement the policies and interventions agreed upon by the Commission.

SCOPE OF THE STUDY

If this study is undertaken now, we can hope to significantly change the reality of Jewish education by the year 2000. We could develop plans for recruiting appropriate candidates for the profession of Jewish education. We could encourage the development and establishment of suitable training institutions, create an exciting profession of Jewish education and introduce a system of upgrading and retraining of practicing educators.

The Commission that will undertake this study will decide the appropriate point of entry for this assignment. Should they focus on the personnel for Jewish education, or on a strategic segment only - such as Senior Personnel.

456

The shortage of Jewish educators is a global one and exists on all levels - from early childhood education through the university - and for all educational settings, formal and informal. It could be argued that a first effort should be undertaken in the area of Senior Personnel because:

1. Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.

2. Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the field of Jewish education.

① 3. The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

A counter-argument could be developed and would claim :

1. The teacher and youth-leader are the front-line educators.

2. The improvement to date in status and salary have been made only in the area of senior personnel.

3. The impact of the work of this Commission might bring about major developments and changes in the whole field of Jewish Education that would include the teacher.

METHOD OF OPERATION

The Commission will meet either four or six times over a period of one year. The staff will prepare the appropriate papers and will conduct individual and small group meetings among members of

5526
the Commission between the full Commission meetings.

The staff will visit training institutions and gather and organize the necessary data and existing research that is relevant to the work of the Commission. It will invite and initiate position papers and studies as required by the agenda and the decisions of the Commission.

The staff will undertake a series of consultations among appropriate individuals and groups of scholars, educators and policymakers, and report on these consultations to the Commission.

MAKEUP OF THE COMMISSION

The Commission will consist of outstanding community and professional leaders and scholars, representatives of institutions of higher learning, teacher-training institutions and the appropriate Jewish organizations. It might include representatives from:

1. CJF
2. JWB
3. JESNA
4. JDC
- etc.

The Commission should include 30 members, all chosen ad personam, whose influence, institutional and organizational connections would be clear.

Specifies
name of the professional leader of the study
Names of Commission members - lay + professional
Calendar
Budget
Structure for Mandel Intervention.
What will Mandel do? Who will prepare cogent material
" " " organize the Commission +
" " " get its recommendations.

Foundations (H2Z)

Mosh Mandel, Ch.
Foundation rep
Chas. Frankman
Eli Ezer
Max Finkel

1. Perfrom-Don
Hebrew College
2. practicing educators
3-5. outstanding scholars
Rosenzweig
(will list 20)

ALC
Yeshiva
JTS
Reemstr.
Grandeis

606

STAFFING

The staff of the Commission should include a coordinator, a limited administrative staff and consultants.

BUDGET1. ~~Coordinator~~ Study Director

2. Administrative and research staff asst.

3. ~~Secretary~~ (part time) + commissioned papers4. ~~Infrastructure~~ (Office, mailing etc.)5. ~~Consultations~~ Seminars6. ~~Commissioned papers~~

7. Meetings of the Commission

8. Publications and communication

9. Travel, ~~airfare~~, phone, postage, etc.

10. Incidental Expenses

COMMUNICATIONS

The staff of the Commission should prepare a list of the appropriate publics in North America. These publics should be informed of the establishment of the commission and its progress. The list should include the appropriate organizations and institutions, the community of lay-leaders, scholars and Jewish educators, a selected list of Foundations and international constituencies in Israel and in other Jewish communities.

An appropriate program of communication will have to be undertaken for these various publics. A proper setting and framework will have to be decided upon for the release of the Commission's report.

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for H12
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weds)

Hebrew schools abroad -- like and not like our own

Europeans facing terrorism, tension each day at school

By JOSEPH AARON

When you think of Hebrew school, you think of Hebrew school, American style, conducted in English.

But is Hebrew school still Hebrew school as we know it, if it's conducted in Dutch or Swedish or French or Italian?

Yes and no.

So say several teachers who make their homes, and their classrooms, in several countries of Europe. Yes, says Lyonel Ifrah of Saint Cloud, France, in that "curriculum, methods and goals are pretty much the same all over." No, says Ifrah, in that "each country has different cultural conditions."

And no in that Europe as a whole has different cultural conditions than the United States. Both past and present.

The present is different because students going to Hebrew school in Europe face dangers unknown to American students. "There are the constant terrorist threats on all schools," said Ifrah. "We have the police and the cameras watching."

Dealing with danger

What European Hebrew schools have that American Hebrew schools don't, adds Albertina Geiman of Amsterdam, Holland, is "a lot of tension. The kids are very aware of the danger. The schools are heavily guarded; we receive many threatening calls. Students feel the tension all around. We don't have to tell them about the danger."

Dealing with the danger is only one of the special challenges Hebrew school teachers in Europe face, said Seymour Epstein, consultant on Jewish education for the Joint Distribution Committee.

Perhaps the biggest challenge, though, has to do not with the present but with the past. With the fact that European Hebrew teachers find themselves teaching in countries where the Holocaust is not just part of the textbooks, but was part of reality, of everyday life and everyday death.

There is no escaping that reality, said Epstein, noting that the building now housing one of the largest Jewish schools in Europe served, in World War II, as a collection depot for kids about to be sent to the concentration camps.

Holocaust everywhere

There is no way to avoid dealing with the Holocaust, says Aviva Fanton of Lyon, France, although for a long time Hebrew school teachers in Europe tried to do just that. "For years, we hardly talked about it at all. So many suffered so much, it was too hard. But as time has passed, it's become more a part of the curriculum."

One reason for the turnaround is the way the Holocaust was being taught in public schools. "In the state schools, Jewish history is distorted or missing altogether," said Ifrah. "You can't approach victims the way you approach others," added Geiman. "We can't use what the Ministry of Education puts out because they say things like 'Did the Jews bring it on themselves? and describe the steps from the camps to the gas chambers. You can't do that with Jewish students.'"

Thus, the Hebrew schools have to do what they can to help the Jewish students of Europe understand what happened on the soil of Europe.

"Students will ask questions like 'Why does my grandmother have a number on her arm? Is that her phone number?' It's hard to deal with that, but we have to."

How to teach Holocaust

Knowing how to teach the Holocaust is a problem all European educators face. Then there are the problems unique to each country. Of help in the solving of those problems, said Epstein, is the fact that the teachers dealing with the problems of a country are almost always from that country.

"America has not really produced a generation of its own teachers," Epstein said. "Most Hebrew school teachers in the U.S. are Israelis. In European countries, it's the natives who are the teachers, a great thing considering the losses suffered there. They've bounced back with strength, vigor, vitality. And the level of quality of European Hebrew schools is as good as anything you'd find in the United States."

But you find things in Europe you don't in the United States. In France, for instance, there are the problems that

Having to deal with the European present and the European past explains why, in all countries, heavy emphasis is put on Israel as the place for the Jewish future.

come with the fact that of a Jewish population of 600,000, half are immigrants from North Africa. Immigrants, said Fanton, "who came with very deep roots and who are not willing to give up their traditional ways or give up the folklore of their African heritage." Thus, French schools have had to adapt to maintain that heritage while integrating North African students with other French students.

One good thing about the flood of immigrants, said Ifrah, is that by increasing French Jewry's population, it is big enough that "we are not afraid to teach students to assert themselves as Jews in the society."

Balancing their comments

Teachers in Sweden, said Erica Josefson of Stockholm, can't say that, or do that. That's because one

of Sweden's problems is that it doesn't have very many Jews.

"We only have one school and so all students are together," said Josefson. "So we have to be very careful to balance what we say so that we don't offend the religious and don't hurt the non-religious."

Smaller countries also, said Geiman, have to be aware about how Jewish their students can be outside the classroom. "In our country, we're tolerated as a religion but not as a nationality. All agree that religion is okay, but



they don't like it if you identify as part of another culture. In Holland, we're all Dutch. Some may be of the Jewish faith, some of the Catholic faith, but nobody is part of an ethnic group. A Jew is not a person who belongs to the Jewish people, only to the Jewish church community."

Heavy emphasis on Israel

Having to deal with that European present and with the European past, explains why, in all the countries, heavy emphasis is put on Israel as the place for the Jewish future.

"It's important for kids to see that there is a country in the world where there are a lot of Jewish children, where they can feel secure and that there is somewhere our children can turn," says Josefson.

Making sure the kids of Europe know about Israel and about things Jewish is, all the teachers agree, why they got into teaching in the first place.

Josefson herself was a young child when she came to Sweden as a refugee from Nazi Germany. "I became a teacher because I wanted to make sure Jewish kids have the possibility to learn about their religion and to be with other Jews in school. Something not possible when I was a little girl."

"We do it because we all have to do whatever we can to make Judaism flourish," said Geiman. "And to do that you have to catch the youth. They are our life; they are the future."

Celebrations

KWAIT—COHEN

Mr. and Mrs. Robert Kwait of Pepper Pike announce the engagement of their daughter, Darcee Bence, to Randall Todd Cohen, son of Mr. and Mrs. Richard Cohen of Beachwood.

Miss Kwait is a graduate of Ohio State University with a degree in speech and hearing. She is a master's degree candidate at Cleveland State University in speech pathology.

Mr. Cohen earned a bachelor's degree from Bradley University. He is employed at Lou Cohen Auto, Inc.

A March, 1988 wedding is planned.

ADELSTEIN—COCHAND

Mr. and Mrs. Samuel J. Adelstein of Shaker Heights announce the engagement of their daughter, Nancy, to Joseph Cochand of Chicago.

Mr. Cochand, a graduate of the University of Wisconsin, is a sculptor and a graphic artist in Chicago where the couple will reside. Ms. Adelstein, also a graduate of the University of Wisconsin, is employed as a legal assistant with Rosenberg & Associates in Chicago.

A July wedding is planned.

MILLSTEIN—RUBENSTEIN

Mr. and Mrs. Bernard Millstein of South Euclid announce the engagement of their daughter, Debra Rose, to Gerald Harvey Rubenstein, son of Mr. and Mrs. Ronald Rubenstein of Pepper Pike.

Ms. Millstein is a summa cum laude graduate of Edenboro University of Pennsylvania with a B.F.A. degree in communication graphics. She is employed at American Greetings Corp.

Mr. Rubenstein earned a B.B.A. degree in accounting and finance from the University of Cincinnati. He is employed at Forchheimer and Einstein CPA's.

A November wedding is planned.



Mr. and Mrs. Terry Gold

GOLD—NOVEMBER

Laurel Eileen November, daughter of Mr. and Mrs. Raymond R. November of Beachwood, and Terry Scott Gold, son of Gloria Gold of Beachwood and the late Marvin (Mutt) Gold were married recently at The Park Synagogue. Rabbi Kenneth Stern officiated.

After a honeymoon in Hawaii, the couple are residing in Scottsdale, Ariz.

PEARL—FRUM

Mr. and Mrs. Alex Pearl of Beachwood announce the engagement of their daughter, Sherie Elaine, to Howard N. Frum, son of Mr. and Mrs. Mike Frum of Beachwood.

A summer 1987 wedding is planned.

KRAUS—GREENBERG

Mr. and Mrs. Arnold S. Greenberg of Beachwood announce the marriage of their daughter, Nancy Ann, to Keith Robert Kraus, son of William J. Kraus of Shaker Heights and the late Alyce Kraus. The ceremony was held on March 22 at Fairmount Temple with Rabbi David Straus officiating. A reception followed at Michelle's at Landerhaven.

Mrs. Kraus graduated from Endicott College in Boston and is in the retailing field. Mr. Kraus graduated from Emory College and Case Western Reserve Law School. He is an attorney.

After a honeymoon in Las Vegas and Tahiti, the couple will reside in Cleveland.

Bar/Bat Mitzvahs

Julie Hermelin, daughter of Mr. and Mrs. Leslie Hermelin of Mayfield Heights, tomorrow morning at Congregation Bethaynu. Julie will be twinned with a Soviet youth, Irina Stanislavskay, daughter of Efrim and Maya Stanislavskay of Kishinev.

Suzanne Rachel Provder, daughter of Theodore and Roberta Provder of Olmsted Falls, tomorrow morning at Beth Israel—The West Temple.

Michael Leeson, son of Mr. and Mrs. Robert Leeson of South Euclid, tomorrow morning at B'nai Jeshurun Congregation—The Temple on the Heights.

Julie Danzinger, daughter of Mr. and Mrs. Jeffrey Danzinger of Beachwood tomorrow morning at Fairmount Temple.

Rachel Lindsey Kades, daughter of Denise Kades of Shaker Heights and Kenneth Kades, tomorrow morning at Fairmount Temple.

Renee Sabrina Schwenger, daughter of Mr. and Mrs. Richard Schwenger of Lyndhurst, tomorrow morning at The Temple Chapel.

Curt Rosenthal, son of Mr. and Mrs. Ralph Rosenthal of Pepper Pike, tomorrow morning at Temple Emanuel.

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Insight

Hebrew Schools

Enrollment holds steady; student interest wanes

By ARLENE FINE



My teachers have no idea how to control the class and earn the kids' respect. It is mass chaos in my class for two hours every Monday and Wednesday.

Religious School student

A recent article in the New York Times indicated that afternoon Hebrew School enrollment in the New York metropolitan area was steadily declining because, "young Reform and Conservative Jews were turning away from religion." What is happening in New York, apparently does not mirror conditions here in Cleveland, at least in terms of numbers. What they share in common is the problem of "turning the kids on" to Jewish studies when they do attend school.

According to Dr. Gavriel Goldman, Director of Instruction and Planning at the Bureau of Jewish Education, "In Cleveland during the mid-70's there was a decline in enrollment in after-school Hebrew programs which was attributed to demographics more than anything else. Quite simply, families had fewer children of Hebrew school age. However, since 1979 we have noticed a steady increase in the number of children attending after-school Hebrew programs."

Goldman did note, however, that there is a dramatic decrease in the number of children who continue to attend religious classes once they are either bar/bat mitzva or confirmed. "The challenge now is to design programs for these kids that are useful, rewarding and can keep them interested in Jewish studies."

Dr. David Salczer, Director of Education of Beth Torah, is keenly aware of his students' negative attitudes towards afternoon Hebrew School. Beth Torah is a religious school comprised of students from Park Synagogue, Beth Am and B'nai Jeshurun. Salczer notes, "Our biggest problem is not declining enrollment, but motivating and disciplining the kids once they are here. We realize after a whole day of secular school, it is hard for these kids to settle down for another two hours of instruction."

"Also, there is much competition for a child's time," adds Salczer. "Kids want to participate in activities such as sports, dance, music and drama classes." Sometimes, parents even support those choices over religious school education. "I once had a parent ask for a six-week sabbatical for her child so he could take break dance lessons," he said.

Low status

Salczer adds, "Our other problem is the shortage of trained Hebrew teachers willing to work eight hours a week. Let's face it, the job of being a Hebrew teacher is not held in high esteem. Parents don't say, 'Some day I hope my child grows up to be a Hebrew teacher.' It just doesn't carry the status of large salary positions."

Mona Senkfor, Director of Temple Emanu El's Religious Department, notes that like other schools, her Hebrew school program has been forced to bend to the schedules of her Hebrew school students so as to keep them motivated. These include a midweek four-hour Hebrew program; Saturday or Sunday one-hour program; and, in special circumstances, individual tutorial as different options for bar or bat mitzva preparation.



Judy Lichtig, Religious School Director of Fairmount Temple, is all too familiar with the critical shortage of well-trained Hebrew teachers. "We are working on a program to attract students at Case Western Reserve University who have a solid Hebrew foundation, to come to Fairmount Temple and teach classes for us," she says. Also, "We have hired babysitters for teachers with young children so that they will be able to teach Hebrew and religious classes."

In terms of numbers, afternoon Hebrew school enrollment in Cleveland seems to be holding its own. The trick, however, is to make the most of the opportunity of having these kids for two to four hours a week and encouraging them to develop a healthy respect and interest in the Hebrew language.

Dr. Goldman says, "I feel there is an unlimited potential in the afternoon Hebrew schools to motivate and reach these kids. It is up to educators to remember that if you can turn them off in one session, you can also turn them on in one session."

Judging from the angry reactions of many kids currently enrolled in Hebrew schools, however, educators seem to have their work cut out for them. Something is very wrong when students freely admit, "My teachers have no idea how to control the class and earn the kids' respect. It is mass chaos in my class for two hours every Monday and Wednesday. Some of the kids actually try to make the teacher cry—and she does." Others say, simply, "I hate it (Hebrew School). It's a complete waste of time."

Parents don't say, 'Some day I hope my child grows up to be a Hebrew teacher...'

Dr. David Salczer
Director of Education,
Beth Torah



What helps? Parents who care, Jewish camps, travel to Israel

By ARLENE FINE

With 20% of its local budget allocated for Jewish day schools and supplemental Hebrew instruction, the Jewish Community Federation has a financial as well as philosophical stake in Jewish education.

In 1981, an intensive study on Jewish education was conducted, suggesting ways to strengthen supplemental (after school) Hebrew instruction. The report stressed the importance of improving teacher training techniques and of enhancing supplemental Hebrew school through "beyond the classroom" programming. This included getting parents involved in family education programs and encouraging students to participate in religious retreat experiences, Jewish camp opportunities, youth groups and the Israel Incentive Savings Plan.

Parental involvement in supplemental Hebrew school activities once meant driving in the Hebrew school carpool and making the appropriate bar/bat mitzva arrangements. But, over the past few years, that pattern has begun to change and parents have become more involved. Temple Emanu El, for example, has special classes designed for parents to study Hebrew along with

their children. Also, parents are encouraged to go on class field trips, to attend family services and award programs, and to participate in class seders.

Barry Shrage, associate director of Federation says, "We know how crucial it is to bring parents on board early and make them full partners in their children's Hebrew education. It does no good, for example, for kids to learn about Shabbat and study holiday rituals when these events are ignored at home. By educating parents in seminars and workshops and getting them directly involved in their kid's Jewish education, the situation can improve dramatically."

The Jewish camp experience is also seen as a vital link between what is taught in supplemental Hebrew school and a child's attitude towards that material. Shrage explains that instead of parents opting to send their children to summer camp in Maine, it would be better for them to consider a Jewish camp experience. Camp Wise, Camp Ramah, Camp Stone and Yabi Camps, to name a few, actively involve youngsters in a total Jewish setting that is part of the fun.

"When a child is an active participant in a traditional

Shabbat experience at a Jewish camp, he comes away with a very special feeling about Shabbat and Judaism that can stay with him for a very long time," says Charles Ratner, who, together with James Reich, is co-chairman of the Joint Federation Congregational Plenum.

The ultimate educational enrichment experience for most kids attending supplemental Hebrew schools is a trip to Israel, and, for that purpose, the Israel Incentive Savings Plan was initiated in 1980. The plan is a Federation/family/school partnership to save money toward an Israel learning experience for youngsters.

The numbers, indicate, however, that the "incentive" is not exactly widespread.

Currently, there are 563 out of a possible 4,909 children, enrolled in the Israel Incentive Savings Plan here. This comes to barely 12% of the eligible school population. 45% of those enrolled are members of Reform synagogues; the other 65% are from Orthodox, Conservative and communal schools. Of the teens in the Israel Incentive Savings Plan age group, "less than 22% belong to youth groups (here) and only half of these are actively involved," according to a report of the Youth Commission made to the Federation in 1986.

CJN WORLD NEWSLINE

Victory for Orthodox in far-off communities

HONG KONG (JTA)—Orthodox Judaism achieved a minor victory in this unlikely venue here Sunday when rabbis from around the Pacific region resolved to subordinate themselves halachically to the (Orthodox) Melbourne and Sydney Batei Din (religious courts).

The rabbis, from such far-off communities as Singapore and Tokyo, decided to submit all their conversions and divorces to these ecclesiastical courts for halachic endorsement.

The rabbis, meeting under the auspices of the Asia Pacific Jewish Association (APJA), founded their own rabbinic fraternity and said it would be open to all members agreeing to accept the Australian Batei Din's authority.

Rabbi Michael Schudrich of Tokyo, a graduate of the (Conservative) Jewish Theological Seminary of America, said: "I care about my converts. I want them to be recognized internationally." He expressed confidence that his own teaching program for would-be converts would meet the Australian Batei Din's requirements.

Campaign to combat drug abuse

JERUSALEM (JTA)—The At-Sam Association which combats drug abuse has launched a national campaign to educate the public to the problem. This follows a survey by the group which showed that between 10,000 to 20,000 adults in Israel use drugs regularly and about 10% of youths, between ages 14-18, use drugs at least once.

The Tel Aviv municipality's youth division recently conducted its own survey among 800 young residents of impoverished neighborhoods. It found 21% used drugs or come from families of drug addicts.

Public alarm was aroused last week when customs

inspectors at Ben Gurion Airport caught a person smuggling crack, a cheap derivative of cocaine, into the country for the first time.

Israeli gas mask firm may sue

TEL AVIV (JTA)—An Israeli firm said Tuesday it would sue the U.S. Army for suddenly cancelling an \$8 million order for gas masks after the first consignment was delivered. According to Menahem Kalir, general manager of Rabintex Industries in Bet Shean, the cancellation was a reprisal for Jonathan Pollard's spy activities in the U.S.

Kalir denied as "baseless" the Army's claim that the contract was terminated because of late deliveries. He said the cancellation order was received immediately after the first batch of masks was received in the U.S. early in March.

Kalir said his firm invested \$2 million to produce the masks. Cancellation of the contract may force the plant to close down, adding mass unemployment to the troubles of Bet Shean, a development town, he said.

Eban declines envoy offer

TEL AVIV (JTA)—Abba Eban has politely declined a proposal that he become Israel's next Ambassador to the United States, a post he held with distinction from 1950 to 1959.

The suggestion was made by Likud MK Eliahu Ben-Elissar last week that one of the three former envoys to Washington now in the Knesset be named to succeed the current Ambassador Meir Rosenne, inasmuch as Labor and Likud have been unable to agree on a successor. In addition to Eban, they are Simcha Dinitz and Moshe Arens.

Asked by an Israel Radio reporter if he would take the job, Eban replied, "No, thanks." The same response is expected from Dinitz and Arens.

IDF planes hit terrorist targets

TEL AVIV (JTA)—Israel Air Force planes attacked terrorist targets south of Sidon Monday morning and returned safely to their bases, a military spokesman announced. The attack was the second since Friday and the ninth in Lebanon since the beginning of the year.

It followed the firing of Katyusha rockets into Upper Galilee Sunday and several hostile acts against IDF units in the South Lebanon security zone over the weekend.

The targets were described as buildings which served as terrorist headquarters for planning attacks on Israel and as an arms storage depot.

Canada provided Nazis safe haven

TORONTO (JTA)—Evidence of Canadian participation in efforts to provide safe haven for certain Nazis right after World War II is contained in an unpublished section of the Deschenes Commission's report on Nazi war criminals in Canada, presented to the House of Commons last week.

A study done for the Deschenes Commission by researcher Ati Rodel could be embarrassing for Ottawa on several counts. It outlines Canada's willing participation in a British-U.S. plan to settle German scientists, many of them active Nazis, in Canada, the U.S. and Britain to keep them out of Soviet hands.

Rodel is said to have found evidence, though not conclusive, that British and American intelligence may have spirited known Nazi collaborators out of Eastern Europe into Canada, without the government's knowledge, in order to establish anti-Soviet spy networks.

Survivors protest Herzog's visit

JERUSALEM (JTA)—Avinadav Lippa and Gabi Weissman, Holocaust survivors, demonstrated here Monday against President Chaim Herzog's state visit to West Germany next month.

Wearing the striped garb of concentration camp inmates, they picketed outside the Binyanei Haooon convention hall where a Jerusalem district court is convened for the trial of alleged war criminal John Demjanjuk.

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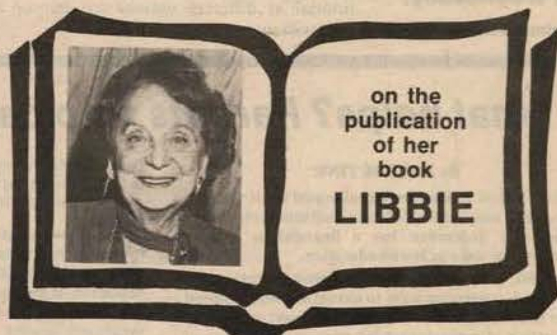
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April 27, 1987

Memo to: Planners of Proposed Mandel Initiative -
Jewish Education/Jewish Continuity

From: Carol K. Willen, Program Officer

Subject: Meeting on May 29, 1987

This is to confirm that we will meet at the Jewish Community Federation of Cleveland on Friday, May 29, 1987, to continue our discussions regarding a proposed Mandel Initiative in the field of Jewish education/Jewish continuity.

The meeting is scheduled to begin at 10:30 a.m. Please note that this represents a change; the meeting had originally been called for 12:00 noon. Under the new arrangement, we expect to adjourn by 2:30 p.m.

I look forward to seeing you at the meeting. If you are unable to attend, please notify me as soon as possible at (216) 391-8300, Ext. 2339.

Distribution: John Colman
Seymour Fox
Stephen Hoffman
Ann Klein
Jack Mandel
Joseph Mandel
Morton Mandel
Charles Ratner
Arthur Rotman
Carmi Schwartz
Barry Shrage
Jonathan Woocher
Henry L. Zucker

*Fox is bringing
Annette
Hochstein*

4/29/87

H -

FyI -

Please return (when
you're ^{through})
for our file on the
proposed Mandel
Initiative. -C.

Barry Shrage

April 28, 1987

Dear Carol,

These are the articles I mentioned. I think you will find them interesting. I am also enclosing an updated copy of the paper you already received (Pages 15-18 are most relevant to the personnel issue).

Sincerely,

Barry

The Effective School Research Literature

By David Shluker

Jewish education can benefit greatly by utilizing the data from research in general education about effectiveness and school improvement.

Introduction

Success is usually equated with effectiveness. For that reason, the ever-growing body of effective school research literature emerging in the field of general education over the past decade or so has important implications for Jewish educators interested in making their schools more successful.

To be sure, effectiveness has long been a "hot topic" in Jewish education. The Fall 1986 issue of JESNA's *Trends*, "Alternative Models and Strategies for Jewish Supplementary Schools," for example, noted that while supplementary schools are the predominant form of Jewish education in the United States today, the most critical problem they face is the lack of effectiveness.

Day school effectiveness, too, while certainly not a critical problem — with day schools seen as a bright spot on the horizon — is, nonetheless, an important issue. While it is generally acknowledged by Jewish educators and community leaders that day schools provide an intensive program of Jewish studies and the overall quality of the Jewish (not to mention general) education in these schools is usually high, it is also apparent that there is great variation in quality. Indeed many community leaders voice concern about quality control in their local day schools. They expect the schools to provide effective and efficient educational programs of high quality which meet the needs of all students. Articulation of this concern has been increasing steadily, especially in Federation circles. This is, in part, a result of the accountability movement and evaluation trends in general education, and, without doubt, motivated in view of increased allocations to day schools by an interest in achieving stronger quality/funding linkage.

The effective school research literature, therefore, may have much to contribute to Jewish education. As we shall see, it identifies specific criteria/factors whose presence or absence make some schools more, or less effective. In my estimation, Jewish educators interested in improving their schools will find the literature of great benefit in helping them identify the areas to look at when evaluating their schools and implementing improvement programs.

For those interested in an in-depth study of the movement, which some have already called a "religion," there is a wealth of information. In addition to the effective school research studies themselves, there are a number of excellent comprehensive historical summaries with full bibliographies

and critical analyses. Moreover, there are monographs, entire issues of major educational journals, as well as books devoted to the research. There is even a periodical, *The Effective School Report*.

Since the literature is voluminous and the issues dealt with complex, this article will provide a preliminary overview. It includes a brief history, comments about the research designs, a listing of different criteria formulations and an enumeration of the strengths and weaknesses for those who have not been exposed as yet to the research. While serving as an introduction for the other articles in this issue, it is hoped that it will also stimulate an interest in exploring the research more fully. The authors of the articles which follow will have the task of relating the effective school literature to Jewish education.

Definitions and Background

A word or two about *effectiveness* and its close cousin *efficiency*. In the simplest terms, *effectiveness* is "doing the right things" and *efficiency* is "doing those things right." Since there may be some confusion between these two often confused terms which are interrelated opposite sides of the same coin, Michael Scriven's comments are helpful. He notes that *effectiveness* usually refers to goal achievement and success, while *efficiency*, which is more of a micro-notion than *effectiveness*, implies the absence of wastage for a given output.¹ *Efficiency* can be increased by increasing the output for a given input.

It is difficult to say exactly when the effective school research movement began, although historians of the movement suggest it began with the work of Edmonds and Brookover in the 1970's.

Until the mid-1960's educators felt that they were capable of teaching children from all backgrounds if they had adequate resources. Up until that time most school improvement efforts focused either on upgrading the quality of educational resources or on improving the organization of schools, with little effort devoted to studying the best use for the resources. A number of studies, particularly the *Coleman Report* (1966), concluded, among other things, that the major factors in achievement came from family background as measured by socioeconomic levels and race. Input factors (teacher salaries, library volumes, per pupil expenditures, size of science labs, years of faculty experience etc.) had virtually no relation to achievement, and schools had little effect on achievement after these two other findings were controlled. While many concluded, based on Coleman, that schools did not make a

Rabbi Shluker is Director, Department of Community Consultation and Planning, JESNA.

difference, other researchers were unconvinced that his results or that the culture of poverty thesis were valid.²

In response, researchers moved in several directions, using student achievement as a significant outcome measure and analyzing alterable variables and school processes towards new efforts to show that schools really do make a difference.

Research

Several aspects of the research are relevant.

First, the research methods varied — the two most significant designs involved *case* and *outlier* studies:

- ... *Case* studies were of disadvantaged schools identified as particularly successful. Weber's study, *Inner-City Children Can Be Taught To Read — Four Successful Schools* (1971), is considered to be the prototype of the effective school study;
- ... *Outlier* studies, Austin (1978), were of high-achieving low income schools and low-achieving high income schools. ("Outlier" is a statistical term which, in our case, indicates certain schools that score much higher or lower than would typically be expected.) The effective schools are positive outliers.

Second, the overall direction of the research is evolving:

- The thrust of the research in the first stages was to show that some schools have overcome the effects of low social class. The implication was that others could do so if they adopted practices consistent with the characteristics of the effective schools.
- The current research in assessing and in building on the first stage focuses on a number of areas, among them the problems of defining an effective school³, deciding on the appropriate goals and objectives, measuring objectives other than basic achievement, improving the quality of empirical studies, understanding processes of educational and organizational change, establishing causal relationships among variables, and refining the models used to explain the nature of school effectiveness.

The Effective School Factors

Now let us turn to our main interest. The research literature has identified a long list of factors associated with the effective schools studied. Here are a few short versions where factors are similar but ordered differently.

Long ago Edmonds (1976), for example, listed the criteria of effective schools emerging from his research:

- ... strong administrative leadership;
- ... high expectations for children's achievement;
- ... orderly atmosphere conducive to learning;
- ... emphasis on basic skill acquisition;
- ... frequent monitoring of pupil progress.

Another more recent short version by Bossert (1985):

- ... a school climate conducive to learning;
- ... the expectation among teachers that all students can achieve;
- ... an emphasis on basic skills instruction and high levels of student time-on-task;
- ... a system of clear instructional objectives for monitoring and assessing students' performances;
- ... a school principal who is a strong programmatic leader

and who sets goals, maintains student discipline, frequently observes classrooms and creates incentives for learning.

And yet another, the widely distributed recent government publication *What Works* (1986):

- ... vigorous instructional leadership;
- ... a principal who makes clear, consistent and fair decisions;
- ... an emphasis on discipline and a safe, orderly environment;
- ... instructional practices that focus on basic skills and academic achievement;
- ... collegiality among teachers, in support of student achievement;
- ... teachers with high expectations that all their students can and will learn;
- ... frequent review of student progress.

Purkey and Smith (1983) warn us to be aware in advance that the literature has "captured educators and the public's fancy by reducing disparate literature to simple recipes for school improvement." They note that while summary lists have appeared, researchers do not always find the same features to be characteristic of effective schools, even when considering basically the same literature.

Austin (1979) whose list is quite long, also warns us that dealing with the factors may be complicated. He notes that the major finding is that there is *no* one factor that accounts for a school being classified as exceptional. Instead, there is a critical mass of positive factors which, when put together, make the difference. All factors are not found in each school, but are characteristic of the group as a whole:

- ... strong principal leadership;
- ... strong principal participation in the classroom instructional practice and in actual teaching;
- ... higher expectations of the principal for student and teacher performance advancement;
- ... more control by the principal over the functioning of the school, curriculum, program and staff;
- ... greater experience and more pertinent education in the roles of principals, teachers and teacher aides;
- ... teachers were rated as warmer, more responsive and showing more emphasis on cognitive development in classes that did not involve direct reading instruction as well as in reading classes;
- ... teachers expected more children to graduate from high school, to go to college, to become good readers and good citizens;
- ... teachers were more satisfied with opportunities to try new things, they were free to choose teaching techniques in response to individual pupil needs;
- ... more satisfactory parent-teacher relationships;
- ... job responsibilities for the teacher aides included working across all grade levels with primarily small, low ability groups;
- ... close involvement of teachers and para-professionals with pupils;
- ... schools had a longer instruction day;
- ... in evaluation, the teacher relied almost completely on teacher-developed tests and teacher judgments of student achievement;

... more positive self-concept and a feeling of controlling their own destiny observable as early as grade three on part of children.

The multiplicity of factors and lists leads to comparisons and underscores some of the problems in utilizing the research. For example, Tomlinson (1980) agrees with Edmonds (1979) that a common purpose and clear goals together with instructional leadership from the principal contribute to school effectiveness. He differs, however, in adding, among other factors, efficient use of classroom time and using parents or aides to help keep children on task. Austin's (1979, 1981) factors include some that are similar to Edmonds', but Austin also includes principals who had been elementary school teachers and who recruit their own staffs, experienced, tenured teachers, and schools that encourage direct instruction (Purkey and Smith, 1983).

Scholarly efforts are being made to analyze and consolidate the research data. Murphy et al (1985) not only provides a comprehensive review of the movement, including analyses of strengths and weakness and suggestions for utilization by state and federal officials, but provides several overall classification systems for the seemingly endless list of factors. He points out that during the first era of the movement efforts were devoted to uncovering the characteristics of effective schools. The primary thrust of the second era of school effectiveness was in organizing these functions and factors into local groupings for policy and program development.

One researcher, for example, Hersch, uses fourteen major effectiveness factors under two headings as follows:

school

- clear academic and social behavioral goals,
- order and discipline,
- high expectations,
- teacher efficacy,
- pervasive caring,
- public rewards and incentives,
- administrative leadership,
- community support;

classroom

- high academic learning time,
- frequent and monitored homework,
- frequent monitoring of student progress,
- tightly coupled curriculum,
- variety of teaching strategies,
- opportunities for student responsibilities.

Purkey and Smith (1985) list thirteen major effectiveness factors under two categories — *structure* and *process*. Murphy (1985) and his colleagues list fourteen major factors under three headings — *technology*, *environment* and *climate*.

Strength and Weakness

While the movement has received widespread acceptance, careful analysts identify a number of methodological problems — some of which are being addressed by the second stage of research — which include, but are not limited, to the following:

- ... research has been confined almost exclusively to elementary schools;
- ... the research base is small;
- ... very few longitudinal studies;

- ... effectiveness factors and components of each factor need to be specified more clearly;
- ... a lack of connection between effective school factors and established theoretical frameworks;
- ... a lack of knowledge as to both the content of specific courses and the overall educational package received by students in effective schools;
- ... problems in blending related research findings;
- ... most effective school studies have been conducted in urban schools;
- ... studies of effective schools have primarily used academic achievement in reading and mathematics as the criterion for success;
- ... almost all effective schools use standardized tests to measure achievement;
- ... a lack of clarity in terminology with terms such as instructional leadership, and learning climate;
- ... a premature application of findings and an over-expansion of the school effectiveness rubric;
- ... lack of clarification relating to the strong instructional leadership role of the principal;
- ... preoccupation with internal school factors to the exclusion of political and environmental variables that can often affect leadership and organizational outcomes.

Notwithstanding these weaknesses, two of the prime analysts, Purkey and Smith (1983), had this to say:

Having expressed our reservations about the available research and writing on school effectiveness, we nevertheless find a substantive case emerging from the literature. There is a good deal of common sense to the notion that a school is more likely to have relatively high reading or math scores if the staff agreed to emphasize those subjects, are serious and purposeful about the task of teaching, expect students to learn, and create a safe and comfortable environment in which students accurately perceive the school's expectations for academic success and come to share them. Such a mixture of characteristics creates a climate that would encourage, if not guarantee, success in any endeavour, from teaching dance to building a winning football team to improving children's knowledge of American history...thus, we are not arguing that the current research on effective schools is useless or irrelevant. However, adoption of the characteristics suggested by this review or by others is unlikely to work in all schools, may not work as expected in many schools, and may in fact be counterproductive in some schools.

This is what they wrote in 1985:

...we have expressed reservations about the research on which the effective school movement is based. Our criticisms and those raised by others which suggest that educators should approach school effectiveness prescriptions cautiously, have failed to dampen state and local education agencies' enthusiasm for the effective school movement. Yet, that enthusiasm is not inappropriate. Although much basic research remains to be done,...the existing research is sufficiently consistent to guide school improvement based on its conclusions. In the meantime, school improvement projects based on that literature, flawed as it is, should be encouraged. Through the

experience of trying to turn around academically ineffective schools, researchers and practitioners can learn more about the nature of those variables that are associated with effective schools and gain a clear understanding of causality.

A Closing Word

This overview has concluded with supportive comments — with which I concur — from two of the movement's critics. Since others will be relating the research to Jewish education, as a transition I would like to make an observation in light of a recent article by Susan Rosenholtz (1986).

While acknowledging the principal's role as the key factor in the effective school, she highlights the teacher factor as crucial for success. Rosenholtz notes that a major problem in the operation of inner-city schools is that good teachers are difficult to recruit and retain because the rewards of teaching do not outweigh the frustrations. Principals of effective schools, she says, have a mission to improve student learning, and the certainty that these goals can be achieved is conveyed through their actions. They include recruiting top teachers who have similar goals, which ensures that their efforts are directed towards raising student achievement, monitoring academic progress and providing the opportunities to establish strategies to achieve instructional goals.

In view of the personnel crisis in Jewish education, Rosenholtz touches the heart of the issue for Jewish education. Training, recruiting and retaining a cadre of Jewish educators who have the abilities, skills and motivation to do the job in light of the many challenges and frustrations in the field, is a major hurdle that has not yet been faced adequately by Jewish lay leadership. Can the best instructional leader set goals, evaluate achievement, build climate, without a well-trained and motivated staff? This is not a question but a challenge which cannot be set aside if the effective school research is to have meaning for Jewish education.

Notes

1. It may be a platitude, but we need to appreciate this distinction to understand Geoffrey Bock's statement that "supplemental schools are not automatically less effective than intensive schools, *yeshivot*, and day schools; they are simply less efficient." The correctness of this statement would depend on one's goals for the supplementary school, a discussion well beyond the scope of this article.
2. Austin (1979) notes that "Coleman is not saying that schools don't make a difference. His report indicated that if you compare children who have had no schooling with those who have had schooling, schooling has a great and important effect on all socioeconomic levels. His writing indicates that when you look for differences in the effect of schooling between schools, it is difficult to identify school-related variables that account for the observed differences. This is different from saying schooling has no effect."
3. The complexity of the issues being addressed in the second stage of the research is made clear by Rowan (1985), when he suggests that there is no uniform definition of an effective school. He says that definitions and measures of effectiveness follow from one's theory of evaluation, which can be defined in many ways.

Some evaluators tend to focus on measures of the instructional outcomes, particularly basic skills, when assessing school effectiveness. Others, taking a broader view of school effectiveness, tend to concentrate on a number of measures relating to internal organizational survival.

This means that for those who measure effectiveness in terms of instructional outcomes the effective school factors (e.g., strong instructional leadership role by the principal, positive school climate, etc.) identified by the research are efficiency factors which promote those ends. For those viewing effectiveness in terms of inter-organizational

health and survival, those same efficiency factors are ends in themselves. This point is of special significance for Jewish schools, because how we teach and relate and the role models we present are as important as, if not more important than what we teach.

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What Works: Implications for Jewish Education

By Mordecai H. Lewittes

The United States Department of Education recently issued a booklet called *What Works: Research About Teaching and Learning* which promises to do for education in the decades ahead what Benjamin Spock did for baby care in the previous generation. (For free copies write to: *What Works*, Pueblo California 81009.) The foreword contains a quotation from a letter by James Madison, "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

The report is intended for parents and adults interested in the education of children, as well as for principals, teachers and school board members. It is based on the writings of well-known authors like J. Piaget, B. Bettelheim, J. Coleman, B. Bloom, J. Chall and on painstaking research in the areas of reading, writing, mathematics, science, history and foreign language. To paraphrase Maimonides, "It speaks in the language of the layman"; it avoids jargon and pedagogue. It works.

What are some of the implications for Jewish education?

Home

a) *Parents are their children's first and most influential teachers.* (Page 7).

We might add, *kal ve-homer* in Jewish education! Unfortunately, American mothers spend on average less than 30 minutes a day talking, explaining or reading with their children; fathers less than 15 minutes.

The home is certainly basic for the religious development of the child. The Jewish *neshamah* is nourished by home observance. Shopping with the child for the Sabbath,

decorating the table for Shabbat and Yom Tov, dropping a coin in the charity box, lighting the candles, reciting the blessings over wine and bread, observing the holidays, home prayers — these are most significant. Research has shown a high correlation between observance of the dietary laws and later affiliation of the individual with the synagogue and with Jewish communal organizations.

In addition, reading books with Jewish content, storytelling, singing Israeli songs, listening to recording of Bible tales are important joint activities for parent and child. Materials such as *Home Start* are now available so that the activity becomes a source of joy rather than an unpleasant chore.

Independent reading at home of books with Jewish content as well as children's literature should be encouraged. Children of all ages should have an opportunity to borrow appropriate books from classroom libraries and from school and public libraries. Here indeed is a worthwhile project for the PTA: to equip each classroom with colorful and absorbing Jewish books which the child can borrow — to read, to enjoy, to discuss and to treasure.

b) What about homework?

Parental involvement helps children learn more effectively. . . Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it. . . Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt comments and criticism when the work is completed. (Pages 19, 41, 42).

Teacher organizations recommend that students from grades

one to three should spend 15 to 30 minutes a night on their homework, while those in the middle grades should be spending between an hour and an hour and a half. High school teachers are advised to assign about two hours of homework per school day (½ hour per subject). Students, however, report that they do little or none at all, and that often none is assigned. (How teachers can promptly review and evaluate daily assignments, particularly where they have a heavy student load as in high school, has never been properly demonstrated and remains one of the unsolved mysteries of mass education. This is an area which requires clarification.)

In order to assure involvement some schools ask the parent to sign the child's homework each day. Others merely suggest parental interest. Talking about the assignment can be encouraging to the child; the parent, however, should avoid formal instruction.

Parents are often baffled by the problem of supervising homework. "As Homework Increases, So Does the Anxiety," is the title of an article that appeared in the Education section of the "New York Times" on November 9, 1986. Friction should be avoided. Parents can be most helpful in setting up proper physical conditions: a quiet place to study, a desk or table at which to work, and reference books such as a dictionary and junior encyclopedia. Above all, they should enforce the golden rule of "Homework before T.V."

Of course, problems may develop. But as in all parent-child relationships the parent must use common sense and steer a middle course between the Scylla of over-involvement and the Charybdis of apathy. Laissez-faire parenthood does not work. (As one parent exclaimed at a P.T.A. meeting, "We're not idiots!")

Classroom

a) *Children get a better start in reading if they are taught phonics. Learning phonics helps them to understand the relationship between letters and sounds and to "break the code" that links the words they hear with the words they see in print.* (Page 21.)

Both in English and in Hebrew an eclectic method combining phonics and comprehension is recommended. The much-maligned "Reshith Daat," phonetic method can be retained in combination with the teaching of word recognition and reading for meaning.

b) *Children get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion. Telling young children stories can motivate them to read. Storytelling also introduces them to cultural values.* (Pages 22, 25).

What is more thrilling than a good story told by a master storyteller? Joseph and his brothers, David and Goliath, Mattathias defying the Syrians, Hillel and Akiva, Chelm sages, Israeli halutzim — they are all part of the unending Jewish Haggadah or epic. Even a Hebrew reading assignment may best be introduced by a dramatic narrative in Hebrew by the teacher who skillfully weaves in new key words with the aid of props or a chalkboard.

... "the teacher precedes the lesson with background information" sounds like a prescription for boredom. There is nothing more deadly than a teacher monologue. Teacher lectures should head the list of what does not work. Difficulties, of course, should be cleared away in advance.

c) *Teachers who set and communicate high expectations*

to all their students obtain greater academic performance from those students than teachers who set low expectations. (Page 32).

The Rabbis understood the spirit underlying good teaching when they said, *Lo ha-kapdan melamed* ("An irritable pedant cannot teach") and "Nine measures of praise along with one measure of criticism."

d) *The amount of time available for learning is determined by the instructional and management skills of the teacher and the priorities set by the school administration.* (Page 34).

Oh for a school where principals, teachers and pupils all do their homework!

e) *Students tutoring other students can lead to improved achievement for both student and tutor.* (Page 36).

This is a tried-and-true method that has been successfully utilized all the way from grade one to retirement villages. The buddy system, homework helpers, teen tutors, library and film squads, teacher aides are all illustrations of a basic pedagogic principle, *mi-kol melamdai hiskalti* ("I have learned from all who have taught me.")

Other worthwhile classroom principles discussed by the authors: writing as an extension of discussion, brainstorming and reading; the importance of experimentation and lab in science; focusing on facts as the basis for analysis and evaluation; memorization of great passages as an aid to the appreciation of literature; the need for good study skills; understanding the relationship between hard work and achievement.

School

a) *Schools contribute to their students' academic achievement by establishing, communicating and enforcing fair and consistent discipline policies. . . Successful principals establish policies that create an orderly environment and support effective instruction. . . Teachers welcome professional suggestions about improving their work, but rarely receive them.* (Pages 47, 50, 52).

Teachers and principals need not be ogres. Fairness and firmness are more important than ferociousness. Certainly, parents should be involved in disciplinary matters.

The administration must regard the classroom as a sanctuary where teacher and class are as free as possible from interruptions. Who invented the public address system, anyway?

The principal must never forget his role as "principal teacher." Fortunately, Jewish schools have not yet succumbed to the prevalent practice in public schools of selecting an athletic coach as principal. The principal is instructional leader as well as administrative officer. He must arrange for teacher observation and intervisitation, demonstration lessons and workshops, and faculty or departmental conferences based on educational films, videotapes and discussion of worthwhile pedagogic literature.

Unfortunately, in spite of the statement reprinted above, teachers do not welcome suggestions since they fear the supervisor's judgmental evaluation. It is a challenge to the supervisor and consultant to establish a relationship where the teacher really does accept constructive suggestions.

b) *Students read more fluently and with greater understanding if they have background knowledge of the past and present. Such knowledge and understanding is called cultural literacy.* (Page 53).

One is shocked to learn that two thirds of the 17-year-old students tested in a current national assessment could not

place the American Civil War within the period 1850-1900. Half could not identify Winston Churchill. (Page 55). Of course, one could obtain the same results in a Jewish classroom. As one teacher put it, "If I told my students that I saw Ezra, Hillel and Herzl in Jerusalem on the same day, nobody would bat an eyelash." The answer to this cultural illiteracy in the Jewish school lies in part in the integration of secular and Jewish subjects. One cannot understand ancient Jewish history without some knowledge of Egyptian, Greek and Roman civilizations. Cyrus, Alexander, Julius Caesar, Napoleon, Franklin D. Roosevelt influenced Jewish history as well as world history.

Similarly, current events, literature, music and art lend themselves to correlation and integration.

c) *The best way to learn a foreign language in school is to start early and to study it intensively over many years.* (Page 57).

The authors lament the fact that in 1979 only 15% of high school students studied a foreign language. They add that students are most likely to become fluent in a foreign language if they begin studying it in the elementary grades and continue studying it for 6 to 8 years.

One of the great problems of Hebrew education is that we have had difficulty in teaching Hebrew as a language. Here the day schools excel for they can teach Hebrew reborn as well as the Hebrew of the Bible and the Siddur. But even the afternoon schools can teach beginning Hebrew successfully if they design a realistic curriculum where modest objectives

can be achieved within the limited time available. The continued study of Hebrew in high school, college and adult class as well as travel in Israel can build on this foundation.

d) *High school students who complement their academic studies with extracurricular activities gain experience that contributes to their success in college.* (Page 61).

The word "co-curricular" should be added to "extracurricular." Even the earliest grade can work on a class project such as an exhibit, a class newspaper or a pen-pal program. The word is out that chess and checkers have invaded the kindergarten. What better way to promote friendships and to encourage talent than an orchestra, a choral group or a dramatic club? Sports, clubs and teams can help teach teamwork and good health practices. How many of us have acquired our love for Judaism and Jewish values in junior congregations, Jewish camps and Zionist youth movements! No school is an island unto itself.

Too little has been said in this excellent booklet about the importance of the inspiring teacher. In a recent article in the Times a writer tells how he revisited his elementary school. He was happy to meet a veteran teacher, now near retirement, who had been one of his favorite teachers. Impulsively he blurted out, "I want you to know you were important to me." The teacher who hardly remembered him embraced him as tears appeared in her eyes.

If Jewish education is to succeed we must train a cadre of teachers to whom each graduate will be able to say, "I want you to know you were important to me." □



MEMO TO: Seymour Fox

FROM: Henry L. Zucker and Carol K. Willen *CHW*

SUBJECT: HIGHLIGHTS OF OUR CONVERSATION ON MAY 6, 1987

The following summarizes our discussion of Wednesday, May 6, 1987, and our initial reactions to your draft of May 5:

1. The content of the draft is good. You provide an overview of the problem, suggest the motivation of the Mandel family in pursuing this initiative, and identify the areas that will require investigation. Moreover, you tentatively suggest avenues to explore and possible conclusions that could result. Finally, you begin to address some of the practical issues, e.g., the composition of the Commission, its leadership, the role of staff, etc.

We feel that, while the draft does in fact include most of what needs to be said, its focus could be sharper. We need to indicate that this is the first proposal; once it has been reviewed by our small working group, it will be sent to the larger circle of participants in advance of our May 29th meeting. (Date of distribution: May 15.)

2. The draft that results from our May 29 meeting should be written with the following audiences in mind:
 - a. Persons who will be invited to serve on the Commission.
 - b. The prospective Study Director, Consultants, and others who will be asked to participate in the initiative.
 - c. The general Jewish public, particularly community leaders, educators, and persons in the laity who are interested in, and concerned with, problems of Jewish education and Jewish continuity.
3. The document will be written to provide the kinds of information that these people will want to know. We propose the following format:

SECTION ONE:

Reasons for the Study

In the first section, we should define the problem and explain why it merits attention. This is an opportunity to make a case for conducting a study, and to express our hopes for the eventual outcome. We do not intend for this study to gather dust on a shelf; rather, we hope that it will be a blueprint for activity.

SECTION TWO:Explanation of the Mandels' Interest

This section affords an opportunity to explain why the Mandel family and the Trustees of the Mandel Associated Foundations have selected this particular initiative. What is the natural connection between the personal interests of the Mandel family and the philanthropic objectives of the Mandel Associated Foundations, on one hand, and the proposed initiative, on the other? Once the results of the study are known, what actions are the Mandels prepared to take, in terms of leadership support and financial involvement? At what point would they seek the participation of other funders and other institutions? How might others become involved?

SECTION THREE:Practical Considerations

In this section one might address such matters as: the timetable for the initiative, the function of the Commission; the responsibilities of Commission members--and our expectations with regard to their participation; the job description of the "Study Director"; who the Director might be; the relationship of the Study Director to the Commission members; the relationship of the Study Director to the key consultants, functionaries, and other persons attached to the project, including outside consultants; the "publics" that need to be apprised of our work (concentric circles--"corresponding members"); etc. (As for the budget, we will need to discuss further at what point it will be introduced, and to whom we will show it.)

4. Henry Zucker mentioned that Barry Shrage's plans to take a position in Boston are now firm. He will definitely stay with the project in some capacity. Mark Gurvis will represent the Jewish Community Federation of Cleveland in the small working group.
5. As for the potential list of candidates to be considered for membership, we reiterated that Hank Zucker will take responsibility for suggesting lay persons, while Seymour Fox will generate a list of scholars, educators, and other professionals. We agreed that we would not "stand on ceremony," and that each could suggest names in the other domain. We may have to come up with 60 names, in order to settle on 30. Our objective is to suggest realistic possibilities--people who are likely to accept the invitation.
6. Some names that have come up in recent discussions: Eli Evans of the Revson Foundation; Dr. Rosalyn Yalow, Nobel Laureate and Senior Medical Investigator at the Veterans Administration Medical Center in New York; Florence Melton. Hank Zucker and Carol Willen have also discussed the possibility of including a Hillel director, perhaps Rabbi Ben-Zion Gold, Director of the Harvard-Radcliffe Hillel, or his counterpart at Yale University.

HL2

(2)

file

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 5/13/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

At our May 29th meeting I am supposed to distribute a list of laymen who should be considered for membership on the Commission. We should have a list of not fewer than 30 names from which about 15 would be selected.

Attached is my preliminary list. Would you let me know which are your choices? Also, do you think of other persons who should be considered?

The group which meets on the 29th will no doubt have opinions which will influence the final choices.



INTER-OFFICE
CORRESPONDENCE

Robert L. Adler, Chicago
 Joe Ain, Montreal
 Madlyn Barnett, Fort Worth
 Paul Berger, Washington, D.C.
 Mandell L. Berman, Detroit
 Herschel W. Blumberg, Washington, D.C.
 Joel Breslau, Washington, D.C.
 Shoshana S. Cardin, Baltimore
 John C. Colman, Glencoe, IL
 Jerome J. Dick, Washington, D.C.
 Raymond Epstein, Chicago
 Jesse Feldman, San Francisco
 Max Fisher, Detroit
 Lois Fox, Nashville
 Charles H. Goodman, Chicago
 Henry J. Goodman, Cleveland
 Philip Granovsky, Toronto
 Alvin L. Gray, Cleveland
 Hon. Frank R. Lautenberg, New Jersey
 Jacqueline Levine, MetroWest, NJ
 Jeanne Levy, Palm Beach County, FL
 Norman H. Lipoff, Miami
 Robert E. Loup, Denver

Barbara Mandel, Cleveland
 Morton L. Mandel, Cleveland
 Alan H. Marcuvitz, Milwaukee
 Racquel Newman, San Francisco
 Neil Norry, Rochester
 Albert Ratner, Cleveland
 Charles Ratner, Cleveland
 Esther Leah Ritz, Milwaukee
 Leonard Rochwarger, Buffalo
 Herbert H. Schiff, Columbus
 Daniel S. Shapiro, New York
 Joel Sherman, Boston
 Fred Sichel, Middlesex County, NJ
 Martin F. Stein, Milwaukee
 Henry Taub, Tenaflly
 Billie Tisch, New York
 Peggy Tishman, New York
 Leslie H. Wexner, Columbus
 Elaine Winik, New York
 Bennett Yanowitz, Cleveland

Milton Wolf

PROPOSED COMPOSITION OF COMMISSION

We need representation from key organizations, but invitations are ad personam. This is a preliminary list; these are simply possibilities.

<u>Organizations</u>	<u>Number of Representatives</u>
Council of Jewish Federations Jewish Education Service of North America Jewish Welfare Board Joint Distribution Committee (current President? future President? someone else?)	4
<u>Educational Institutions</u>	3-5
Hebrew Union College - Alfred Gottschalk Jewish Theological Seminary - Ismar Schorsch Yeshiva University - Norman Lamm Brandeis ? Reconstructionist ?	
<u>Teacher Training Institution</u>	1
(e.g., Baltimore or Boston Hebrew Teachers College)	
<u>Practicing Educators</u>	2
- formal - informal	
<u>Outstanding Scholars</u>	3 - 5
(The number will be reduced if we can locate persons who are both outstanding scholars <u>and</u> experts in Judaica.)	
<u>Professionals</u>	
Lawrence Kremer Israel Scheffler Lee Shulman Eli Evans	
<u>Lay Leaders</u> - (consult Carmi Schwartz and Art Rotman for this list)	
<i>Morton S. Mandel</i> Charles Bronfman Max Fisher Distinguished figures and charismatic personalities (e.g., Elie Wiesel) Esther Leah Ritz Senator Frank Lautenberg Senator Rudy Boschwitz Cynthia Ozick <i>John Coleman</i> <i>Wm. Berman</i> <i>Shapiro (N.Y.C.)</i> <i>Chas. Ratner</i>	<i>(Review with DLM)</i> <i>Eli Evans</i> <i>Herman Stein</i> <i>Robt. Hiller</i> <i>Rabbi Irving?</i> (see his Board list)

Phil Klutznick
Jack Mandel
* *(CJF)*
JWB
AATJ
U.J.A.
** A.H.H.*
Board lists

Lay Leaders (Cont'd)

Stuart Eisenstadt
Nobel Prize Winners
Bob Loup
Henry Taub
Heinz Eppler
Bennett Yanowitz
Bill Berman
Billie Tisch

Include Non Jews ? - (e.g., James Coleman)

Include any Israelis ? - (e.g., Abba Eban)



CKW

INTER-OFFICE CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Carol K. Willen
NAME
DEPARTMENT/PLANT LOCATION

DATE: 5/21/87
REPLYING TO
YOUR MEMO OF:

SUBJECT: COMMENTS OF SEYMOUR FOX - TELEPHONE CONVERSATION - MAY 20, 1987

DON'T OVERSTATE OUR CASE

- 1. It is very ambitious to claim that the Commission will explore the "state of Jewish education in the United States." We cannot claim to "own" the whole field. That statement will be modified. OK-

Rationale
Be convincing on why WE are doing it -
To guide OUR FDN in use of OUR resources to make improvements

A related issue is: who gives the Mandel Associated Foundations the right to take this role?

to do an intelligent job of what we want to do anyhow.

If we do good study, other funders with similar interests may get involved. We may collaborate w/ others.

HLZ observation: The Trustees of the Mandel Associated Foundations are concerned about the problem of Jewish continuity and the shortcomings of today's Jewish education. They are willing to be proactive, but need some guidance. An objective report, prepared by an independent commission and containing a series of practical recommendations, will guide the Mandel Trustees, as well as other potential funders.

- 2. Chairman of Commission - We must identify the individual who is to chair the Commission. The Chairman could be Morton L. Mandel or another distinguished "world name." *Whether MLM or other*
- 3. *Identify Dir. - identify func. - relate to chairman, to plng group, to Commission itself.*
- 4. Agenda for May 29th meeting - Let us decide in advance what needs to be accomplished on May 29th, and what subjects can be deferred.

HLZ suggests that we start with the following: (a) Are we stating our mission correctly? (b) Why the Mandel Associated Foundations? (c) Who will chair the Commission? What are the functions of the Chairman? (d) Who will be the Study Director? What are the functions of the Study Director? (e) What is the role of Seymour Fox, particularly in relation to that of the Study Director? (f) Whom shall we invite to serve on the Commission? How and when shall we issue the invitations? (g) What is our calendar? (h) Where will meetings be held?

- 5. Budget - What is the appropriate forum for a discussion of the budget? (We can mention a ballpark figure at the meeting.) - *Seymour can say what he thinks it will cost*

HLZ recommendation: The detailed budget will be discussed with MLM (and perhaps a few others), but not with the entire group.

HLZ-MLM-Fox to dev. prelim. budget -> review by study dir. & Commission

The final budget will be worked out by the Study Director, once he or she is on the job.

6. Public relations - ^{timing} Fox suggested that we give some thought to a systematic public relations program. Perhaps an article signed by MLM should appear in the New York Times Magazine or Commentary.

HLZ noted that, while public relations is certainly an issue worthy of consideration, it is premature to make specific plans.

- 7 p. Fox reminded us that Annette Hochstein has been invited to participate in the meeting on Friday, May 29th. *no publicity until we are ready to say something*

8. General question

Who will re-write design document after mtg on 29th?



INTER-OFFICE CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Carol K. Willen
NAME
DEPARTMENT/PLANT LOCATION

DATE: 5/26/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SUMMARY OF OUR TELEPHONE CONVERSATION WITH SEYMOUR FOX - MAY 22, 1987

Note: The sequence of topics in this memo parallels that of my memo of 5/21/87.

1. Rationale for our Involvement in the Field of Jewish Education/Jewish Continuity

We will modify the statement that the Commission will explore "the state of Jewish education in the United States." We do not wish to sound either too ambitious or too modest.

Who gives the Mandel Associated Foundations the right to take this role?

The Trustees of the Mandel Associated Foundations have identified the issue of Jewish continuity as a major area of programmatic interest. Moreover, they have an important fiduciary responsibility.

We must argue convincingly that our primary reason for undertaking this initiative is to guide the Trustees of the Mandel Associated Foundations in effectively applying their resources in a field that is among their top priorities. An objective report, prepared by an independent commission and containing a series of practical recommendations, will guide the Trustees and enable them to do an intelligent job of proactive grantmaking.

Other funders, after examining the Commission's report, may then decide independently that they wish to participate, too. They may invest their resources either by identifying a single "piece," or by agreeing to collaborate with the Mandel Associated Foundations.

2. Chairman of the Commission

HLZ will propose to MLM that he chair the Commission, not only because he does an excellent job of leading a group, but also because this will keep him in very close touch with the process. There is no layman who would be better for the job. (The discussion of who will be Chairman is not a group decision to be made on May 29!)

3. Study Director

The group that is meeting on the 29th should discuss who the Study Director should be, and what his or her role is, as well as his or her relationships to the following persons or entities: the planning group, the consultants (notably Seymour Fox and Henry Zucker), the Commission itself, the public, etc.

Seymour Fox is encouraged by the available talent. He suggests that the work of the Commission will require a team effort. The Study Director may work with an Executive Committee (responsible for administrative matters), as well as a Steering Committee (which could be a subgroup of the Commission, comprised of scholars and educators). The latter group could conceivably meet once every month to six weeks. Seymour Fox is willing to give as much energy as is required.

Two potential candidates for the position of Study Director are Barry Holz, who is now Director of the Melton Research Center in New York, and Joey Riemer, recently appointed a Fellow at Brandeis University.

4. Members of the Commission

On May 29th, we'll distribute two lists: Seymour Fox's list of potential candidates who are professionals or scholars, and Henry Zucker's proposed list of laymen. (HLZ hopes to review his list with MLM before it is distributed.)

The planning group will discuss who should serve on the Commission, how and when invitations should be issued, where meetings will be held, etc. (Fox suggests that the Commission meet in New York, with perhaps an annual meeting in Cleveland.)

5. Calendar

Fox suggests that the work start this Fall, perhaps September 1st or October 1st. He recommends an 18-month time frame.

6. Budget

Fox seems to feel that he is out of touch with the cost of doing business in America. It appears that he would like HLZ to discuss the details of the budget with MLM. At the meeting on the 29th, HLZ will name a ballpark figure, in the \$200,000 to \$250,000 range.

7. Public Relations

HLZ recommends that a public relations program be laid out a year in advance. We should be able to "see the last step before we take the first step." This means holding back on publicity until we actually have something to say.

Fox proposes that MLM write an article or two for the New York Times Magazine or Commentary. One article might address how the Jewish community is reawakening to the need for continuity. Another article could explain why Jewish foundations should get into the act. (In neither case would there be any mention of the Commission.)

8. Further Revision of Design Document

We discussed the need for the design document to be revised and edited--perhaps partially rewritten--after the May 29th meeting.

TO: Carol K. Willen
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 6/1/87
REPLYING TO
YOUR MEMO OF:

SUBJECT:

On May 30, 1987, Seymour Fox asked me to have you fax the redone report to him. He would get it right back to you with his comments. Then, it would be sent to the entire planning group for their critical review. It would then be put in final form for distribution at the appropriate time.

Seymour also stated that he would find the opportunities to feel out a few of the persons considered for the study director.

Fox will telephone me at 10 a.m. on June 8 for an update on the report and its follow-through.



INTERNET OFFICE OF THE PRESIDENT

5/28/87

To: MZM, NZJ
From: CKW

Re: Plans for Meeting at JCF on
Friday, May 29, 1987 -
Mandel Initiative

These are the arrangements at
Federation:

- At 10:30 a.m., we will meet in Room C.
- Luncheon will be in Room A.

Expected attendance:

John Colman
Seymour Fox
Annette Hochstein
Steve Hoffman
Ann Klein
Jack Mandel
Joe Mandel
Mort Mandel
Chuck Ratner

Art Rotman
Carmi Schwartz
Barry Shrage
Carol Willen
Jonathan Woocher
Henry Zucker

or Center for Jewish Continuity⁶

12. Mandel Initiative

Review of agenda for Seymour Fox discussion on 8/7. (See HLZ notes on 7/2)

a. Herman Stein participation

b. Subjects

1. Co-sponsorship by JWB, JESNA

2. Choice of Study Director, Assistant, and staff. Duties of Study Director and his relationship to Commission and to Mandel-Fox-HLZ.

3. Commission membership. Charge to the Commission.

4. Budget

5. Calendar and plans for first meetings.

6. Preparation of design document for proposed Initiative.

Seymour Fox' latest draft proposal re. an Institute on Jewish Continuity.

c. Small planning committee - David Ariel as secretary; Mark Gurvis,

Art Rotman, Jonathan Woocher, plus MLM-Fox-HLZ-Stein.

Is this the next step after MLM-Fox-HLZ

12. Mandel Initiative

Review of agenda for Seymour Fox discussion on 8/7. (See HLZ notes on 7/2)

a. Herman Stein participation

b. Subjects

1. Co-sponsorship by JWB, JESNA

2. Choice of Study Director, Assistant, and staff. Duties of Study Director and his relationship to Commission and to Mandel-Fox-HLZ.

3. Commission membership. Charge to the Commission.

4. Budget

5. Calendar and plans for first meetings.

6. Preparation of design document for proposed Initiative.

Seymour Fox' latest draft proposal re. an Institute on Jewish Continuity.

c. Small planning committee - David Ariel as secretary; Mark Gurvis,

Art Rotman, Jonathan Woocher, plus MLM-Fox-HLZ-Stein. *Is this the next step after MLM-Fox-HLZ-VJC?*

*What plans did we make.
Z has spoken with David Ariel re participation & fees.*

TO: HLZ FROM: HLZ DATE: 6/1/87
 NAME _____
 DEPARTMENT/PLANT LOCATION _____

See MLM regarding the co-sponsorship of the Jewish Continuity Study by the JWB, the CJF and the JESNA. Also, possibly by Revson and perhaps one or two other foundations. Discuss this with MLM.



10

TO: M. L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: H. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 6/11/87
REPLYING TO
YOUR MEMO OF:

HR3

SUBJECT:

Seymour Fox tells me that he has felt out Holz and Reimer about a possible interest in becoming the Study Director for the Mandel Initiative. Both are interested.

I have had a very preliminary discussion with Herman Stein and he is awaiting a further discussion with me about the possibility that he might be available for the Study Directorship.

Seymour tells me that he will be in touch with you to try to arrange a date for you, him and me to get together to plan the next steps in the Mandel Initiative.



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#12

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 6/25/87

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

David Ariel has agreed to serve as a member of our small planning committee with respect to the Mandel Initiative and he will be pleased to record the substance of our meetings. He is very happy that we have invited him to participate.

I have had a brief conversation with Barry Shrage and will follow this up with a discussion of his future participation in the work of the Mandel Initiative, and also the question of whether Mark Gurvis should be a member of our planning group.



INTERNET
OFFICE
CORRESPONDENCE

החברה למען העיון היהודי בצפון אמריקה

Jewish Education Service of North America, Inc.

730 Broadway, New York, N.Y. 10003

Tel. (212) 529-2000



June 5, 1987

Mandel Associated Foundations
4415 Euclid Avenue
Cleveland Heights, OH 44103

I N V O I C E

Expenses incurred during Dr. Jonathan Woocher's consultation on May 29, 1987

Air Fare	-	\$240.00
Rail Road	-	2.00
Parking	-	12.00
Total		\$254.00

cc: A/R

~~17~~

*MLM

~~11~~

(12)

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/6/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

HLZ

Herman Stein is giving serious consideration to becoming a candidate for the directorship of our study on Jewish continuity. He is very much interested in the subject matter and says he would like very much to work with you and me. The hesitation is due to his strong desire to pursue his research and writing after January 1st. This is a long-time plan which has been delayed because of his duties at CWRU and he is most reluctant to give it up.

I believe that Herman would be an outstanding director of our study. I passed along to him a suggestion from Seymour Fox that we would be prepared to engage as his assistant a junior Herman Stein with special knowledge and competence in the field of Jewish education.

I suggested to Herman that it might be a good idea for him to meet with you before he makes a final decision. He is ready to hear from you about this.

Later = Pytte asking whether Stein could stay on beyond Dec.

*** Can we make a definite commitment to Herman, put him in touch with Fox, and begin to look for Herman's assistant. Set up calendar*

INFORMATION OFFICE RECORDS

INTER-OFFICE CORRESPONDENCE

(S) ~~(S)~~

MLM re
David Ariel
et al

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 9/21/87
REPLYING TO
YOUR MEMO OF:

SUBJECT: MANDEL INITIATIVE STEERING COMMITTEE

* It was agreed at the meeting of September 17th that the North American and Global Mandel Initiatives would function under a single chairman (MLM), two executives, and a common Steering Committee.

The Steering Committee is to include MLM, S. Fox, A. Hochstein, H. D. Stein, HLZ, and VFL. It might include in addition, Hoffman, Ratner, Rotman, and Woocher.

You will talk with MLM about earlier discussions to include David Ariel as secretary as indicated on the attached note.

also Mark Burrows vs SHA

naparstek

WORKPLAN - PHASE I

1. Select director
2. Select and invite members of the commission
3. Decide on various publics and how to involve them:
CJF, JDC, training institutions, BJE's, WZO and Jewish Agency
Departments of Education, etc... (including the possibility
of corresponding members).
4. Brief Commission members - in person and by mail
5. Commission preliminary studies (e.g. The State of the
Field - No. 5 page 12).
6. Decide on agenda for first Commission meeting
7. Prepare materials for agenda
8. Decide on P.R.
9. Convene first Commission meeting
10. Prepare for alternative outcomes of first Commission meeting.
(e.g. studies and materials to be prepared, sub-committees,
seminars).
11. Implement decisions of the first Commission meeting, including
appointment of additional consultants, commissioning of
studies, task forces, workshops, as well as decisions
concerning interim reports.
12. Decide on involvement of other funding agencies.

PHASE II

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 10/30/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

INTER-OFFICE
CORRESPONDENCE

On November 11 (9 a.m. to noon) Seymour Fox, Herman Stein, Arthur Naparstek, Annette Hochstein, Ginny Levi and I will meet to prepare for our November 17 meeting with you. Arthur Blum will be invited to the meeting to hear more about our program and to get acquainted with the entire group. Discussion will center on MI-NA. There may be some discussion of MI-G. OK

We have decided to enlarge our small planning group to include Art Rotman, Jonathan Woocher, Carmi Schwartz and possibly Steve Hoffman, Charles Ratner, David Ariel and Bennett Yanowitz. Should we include any or all of these additional persons in our November 17 meeting? Alternatively, should we schedule a meeting of this enlarged planning group soon after November 17? yes

I am particularly concerned about the need to make an early choice of a study director and it certainly would be politic to include in on this choice the JWB, JESNA, and CJF. I Agree

Your early reaction would be appreciated, particularly if you believe that the November 17 meeting should include some of the persons who should be added to the small planning committee.

IMPORTANT MESSAGE

FOR

VFL

DATE

11/17

TIME

4:00

A.M.

P.M.

WHILE YOU WERE AWAY

M

BEA KATCHER

OF

PHONE NO.

212-532-4949

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input 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

ART ROTMAN OK'S

DEC 11 AT 9 a.m

AT LA GUARDIA. LET

HIM KNOW THE PLACE.

SIGNED

JW

VFL

cc: Henry L. Zucker

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 11/18/87
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

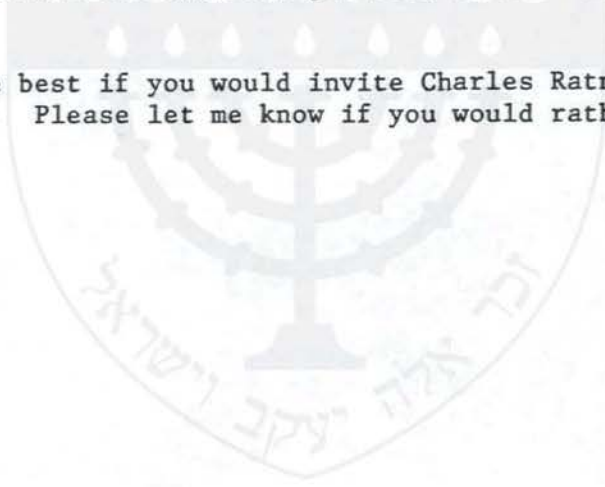
SUBJECT: PLANNING MEETING OF MI-NA

At our meeting yesterday we agreed that a meeting of the larger planning group from MI-NA is to take place on Friday, December 11, 1987, 9 a.m. to 1 p.m. at LaGuardia airport, New York. Woocher, Rotman and Schwartz have all been notified of the change.

I have spoken with Steve Hoffman and learned that he has a board meeting of the Federation scheduled for noon on the 11th. He said that you, HLZ, Chuck Ratner and Bennett Yanowitz would all be invited to that meeting. HLZ advised that our New York meeting should be scheduled as planned and as many of those people as possible should be encouraged to attend. Steve also indicated that he feels Joel Fox is a better choice than Mark Gurvis, but is not yet certain that either should participate in the planning efforts. He will think about that and get back to us. David Ariel will attend.

We think it would be best if you would invite Charles Ratner and Bennett Yanowitz personally. Please let me know if you would rather handle this differently.

INTER-OFFICE
CORRESPONDENCE



VFL

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/18/87
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: MEETING ROOM AT LAGUARDIA AIRPORT

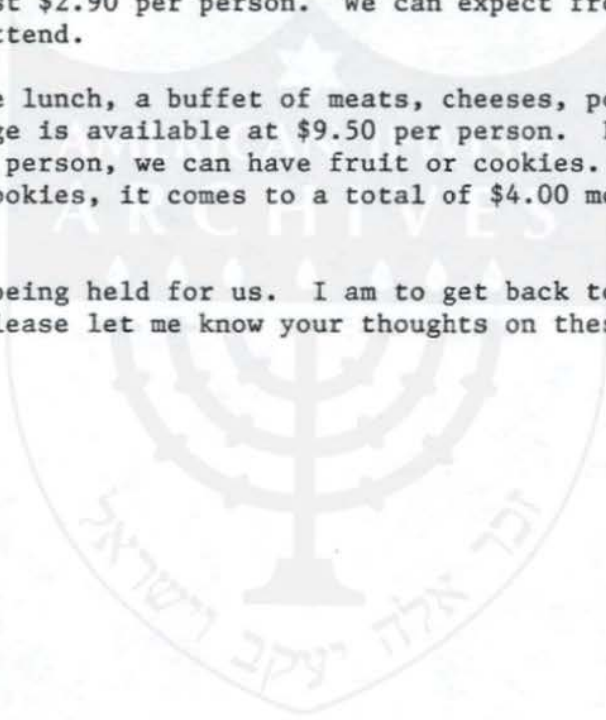
We can rent a meeting room at LaGuardia airport for up to three hours for a total cost of \$100. If we want the room for more than three hours, the charge is \$125.

Tea, coffee and danish can be provided for \$2.40 per person. Tea, coffee and bagels cost \$2.90 per person. We can expect from ten to fourteen people to attend.

If we choose to serve lunch, a buffet of meats, cheeses, potato salad, cole slaw and beverage is available at \$9.50 per person. For an additional \$2.00 per person, we can have fruit or cookies. If we want to offer fruit and cookies, it comes to a total of \$4.00 more per person.

A room is currently being held for us. I am to get back to them as soon as possible. Please let me know your thoughts on these arrangements.

INTERNET OFFICE CORRESPONDENCE



VFL

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Morton L. Mandel, Arthur Naparstek, Arthur Rotman, Carmi
Schwartz, Herman Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *VF*

SUBJECT: MI-NA Meeting in New York on December 11, 1987

DATE: November 25, 1987

This will confirm a meeting of the planning group to discuss the Mandel Initiative for Jewish education/Jewish continuity. The meeting will take place in the Fiorello A Room adjacent to the Terrace Restaurant at LaGuardia airport at 9 a.m. to 12 noon on Friday, December 11, 1987.

You may expect to receive a draft of the design document by December 7.



INTER-OFFICE
CORRESPONDENCE

✓ Virginia F. Levi
TO: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 12/17/87

REPLYING TO

YOUR MEMO OF: _____

SUBJECT:

MLM has suggested that we try to use Art Rotman and other members of the MINA planning group to undertake assignments for the group. Specifically, we are to ask Art Rotman to take responsibility for arranging our meetings, including Commission meetings, when we meet in New York. This would include contacting persons to ascertain that they will be coming, making meeting room arrangements, hotel arrangements, etc.



File

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 1/22/88
REPLYING TO
YOUR MEMO OF: _____

HLZ

SUBJECT:

Seymour Fox tells me that he has had meetings with Steven Cohen and with Maurice Corson. They initiated the meetings to inquire about MINA.

Seymour hopes that the Bronfman and the Wexner Foundations will fund some of the ideas developed by MINA and he believes that it will be possible to involve them. He raised the question with me as to how to get them involved in MINA in a way that would lead to their financial involvement at a later date.

I believe it is important to consider how the MINA process should involve the key foundations and family funds to which we would be looking for financial participation in follow-up programs.

yes

Seymour and I plan to discuss this question. I believe you and I should discuss it first. That is to say, before February 4th.

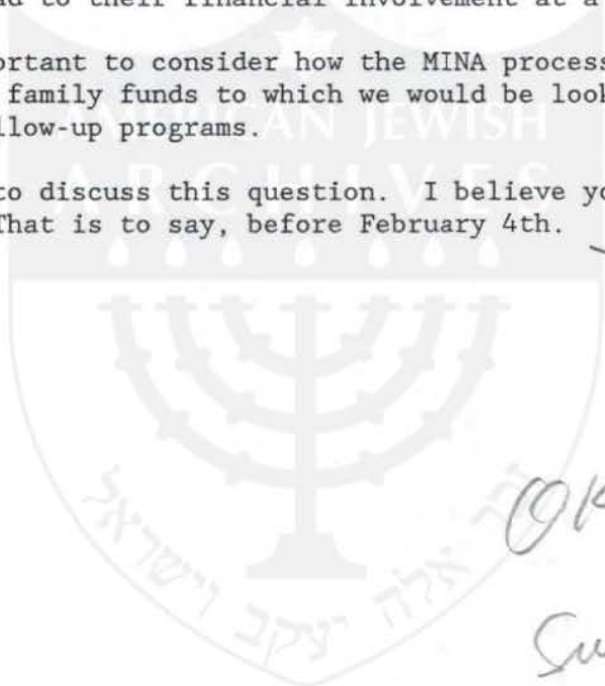
yes

*OK - let's be
sure to discuss -*

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We are pleased to enclose the final arrangements for your upcoming function.

Once you have had the opportunity to review the information, please sign and return one copy to the Hotel, retaining the other copy for your records. Please feel free to document any changes or additions on the contract.

It is Hotel policy that the guaranteed number of guests attending be specified 48 hours prior to the functions and 72 hours on weekends. This number will be considered the definite guarantee, not subject to reduction.

We at the Sheraton Hopkins Airport Hotel look forward to serving you. In the interim, if we may offer any assistance please do not hesitate to contact us.

Your Hotel Representative,

Sheraton Hopkins Airport Hotel

Gale

Sales & Catering Department
(216) 267-1500

*Called Jackie 1/29/88
+ confirmed 13 for mtg. + lunch
Paul Regal*



Sheraton Hopkins Airport Hotel

The hospitality people of **ITT**

5300 RIVERSIDE DRIVE, CLEVELAND, OHIO 44135
216/267-1500

DATE OF FUNCTION	DAY OF FUNCTION
2/4/88	Thursday
TAKEN BY Gale Ferich (JL)	

DATE TODAY 12/18/87-1/15/88

ORGANIZATION
REPRESENTATIVE
STREET
CITY, STATE, ZIP

Premier Industrial Corporation
Ms. Virginia Levi
4500 Euclid Ave.
Cleveland, OH 44103

PHONE 391-8300

PERSON
IN CHARGE Ms. Virginia Levi

TYPE OF FUNCTION (1)	Meeting	(2)	Lunch	RENTAL	N/C
FUNCTION ROOM (1)	Room F	(2)	Room F	NUMBER EXPECTED	14
TIME OF FUNCTION (1)	11AM-3PM	(2)	12PM	NUMBER GUARANTEED	

MENU

PRICE \$7.95++* SERVE AT NOON

CHEF'S SALAD
Crisp Garden Greens topped with X-TRA
TURKEY and NO HAM and Swiss Cheese, slices
of Hard-boiled eggs and served in tortilla
shaped bowl.
Choice of Dressings (ON THE SIDE)
Rolls/Butter
Beverage Service
Ice Cream

\$25+7% set-up fee for under 25ppl

BEVERAGE

SERVE AT

- ☐ CASHIER REQUIRED CHARGE
☐ BARTENDER REQUIRED CHARGE

ROOM SETUP

Conference Style

LUNCH SERVED AT CONFERENCE TABLE

REMARKS

10:45AM-Coffee, tea, sanko @ \$1.50++*/person
REPLENISH COFFEE THROUGHOUT DAY @ \$18++*/
gallon
*Subject to 16% gratuity and 7% sales tax
Guaranteed to MC: #5418 1612 0008 8693 x4/89

ALL FOOD AND BEVERAGE PRICES ARE SUBJECT TO 6 1/2% SALES TAX AND 16% SERVICE CHARGE.

This will confirm our conversation of _____ and make
definite the above information unless notified otherwise.

X

SALES REPRESENTATIVE

X

APPROVED

DATE

TITLE

CLIENT COPY

CORRESPONDENCE INSTRUCTIONS

Date: 2/3/88

To: Ginny Levi

From: Ken Kristoff

FOR	PLEASE
Approval <input type="checkbox"/>	Advise <input type="checkbox"/>
Immediate Action <input type="checkbox"/>	Note and File <input type="checkbox"/>
More Details <input type="checkbox"/>	Note and Return <input type="checkbox"/>
Your Comments <input type="checkbox"/>	Read and Destroy <input type="checkbox"/>
Your Information <input type="checkbox"/>	Investigate and Report <input type="checkbox"/>
Your Signature <input type="checkbox"/>	See Me <input type="checkbox"/>
Returned as Requested <input type="checkbox"/>	(Response Needed By) Reply <input type="checkbox"/>
<input type="checkbox"/>	Initial and Forward To: <input type="checkbox"/>

REMARKS:

Please keep all receipts concerning this function, as I will need receipts to support the amount of this check.

Thank you.

IMPORTANT MESSAGE

FOR VFL

DATE 1/29 TIME 3:30 A.M.

WHILE YOU WERE AWAY

M JACKIE
OF SHERATON-HOPKINS
PHONE NO. 267-1500

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

RUSH ☐

MESSAGE

\$ 201.56

incl Banquet

SIGNED JW

GUEST COPY

File

(3)

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/5/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

[Handwritten signature and initials]

INTER-OFFICE CORRESPONDENCE

Herman Stein believes that the MINA planning group should be disbanded after meeting with the director-designate of MINA. They should offer the director the benefit of their knowledge about the background of MINA and offer their services individually or as a group to discuss specific questions or areas of concern. Herman believes that the planning group should consider that its job as a planning group is over once the director is on the job and the Commission is established. *OK*

Herman is under the impression that you wish to invite all the members of the planning group to serve as members of the Commission. If this is the intention, then we probably are talking about a Commission of between forty and fifty persons. That sized Commission would probably need to establish a small executive or steering committee. This smaller committee might include some persons who are now members of the planning group. *DO*

I am concerned about the balance between lay and professional participation. Is there a practical way to stay with a thirty-member Commission, and utilize some of the professionals as consultants, staff, or members of advisory committees? Should this be a subject for early discussion with the Commission's director? *yes* *ml. TOO* *DEFINITELY!*

HL3
MONA file

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 2/10/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Seymour Fox telephoned to make two suggestions about MINA:

1. That we provide adequately for Orthodox participation. He believes there is concern in the Orthodox community on this issue.
2. That we provide for a number of working committees and that the professionals we have in mind for participation in MINA, including our planning group, should participate in these working committees. Seymour would print the names of all participants in the working committees along side the names of the members of the Commission. Any public display of participation in the Commission would include all these names.



INTERNET-OFFICE
CORRESPONDENCE

JESNA



ASH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה למען החינוך היהודי
בצפון אמריקה

* UFL.

* MLM

February 12, 1988

Morton L. Mandel
Premier Industrial Corporation
4415 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

730 BROADWAY
NEW YORK, NY 10003-9540
Entrance 418 Lafayette Street
(212) 529-2000

BENNETT YANOWITZ
President

I'm sorry that I was unable to attend last week's planning meeting. I understand from Jonathan that it was an excellent meeting and that the final draft of the charge to the commission will be ready in a matter of days. Once it is ready, we would very much like to share it with our full board.

In that connection, I would also like to invite you to make a presentation to the board on the commission and the Mandel initiative at our next meeting. That meeting will take place on April 19-20 (it is actually a Board institute, beginning Tuesday afternoon and running until mid-day Wednesday) in Philadelphia. I hope that the date and place are feasible for you; naturally, we will accommodate to whatever time you prefer during our meetings.

Once again, let me say how pleased JESNA is to be working with the MAF and with you in this pathbreaking endeavor. I'm personally looking forward to my continued participation and to what I know will be an exciting and important process.

With my best wishes.

Yours sincerely,

Bennett

Bennett Yanowitz

696-3311
~~146~~

cc.: Jonathan Woocher
Henry Zucker

2/22 MLM will get to Yanowitz
as soon as possible.

2/25 Y. says MLM is best. Possibly to an
ofc's mtg. later; or someone else if we
want that - possibly the new Director

2/18/88

PROPOSED INITIATIVE ON JEWISH EDUCATION/JEWISH CONTINUITY
REPORT TO MANDEL ASSOCIATED FOUNDATIONS
BY MORTON L. MANDEL
MARCH 2, 1988

1. Design document is in final form.
 2. JWB and JESNA boards have taken formal action approving cooperation in this effort.
 - The presidents of JWB, JESNA, and CJF will be invited to participate.
 3. Plans to engage a director are close to conclusion.
 - Status
 4. Selection of Commission members has begun.
 - Newly appointed director will be actively involved.
 5. Budget will be prepared shortly.
 - We anticipate a first year budget of approximately \$250,000.
- We would like authority to draw against this budget prior to MAF approval of a budget. [This requires action by the trustees of MAF]
- Timetable

Proposed Timetable

<u>Who</u>	<u>Elements</u>	<u>Due Date</u>
MLM	Appointment of Director	3/10/88
MLM & Director	Identify and invite first 6-12 Commission members	4/1/88
Director & Planning Group	Search for technical staff	4/88
Director	Meeting of Planning Group	4/15/88
Director & Planning Group	Identify and contact remaining Commission members	4-5/88
Director & MLM	First meeting of Commission	6/1/88

↑
alter

3

HL3

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/29/88
REPLYING TO
YOUR MEMO OF: _____

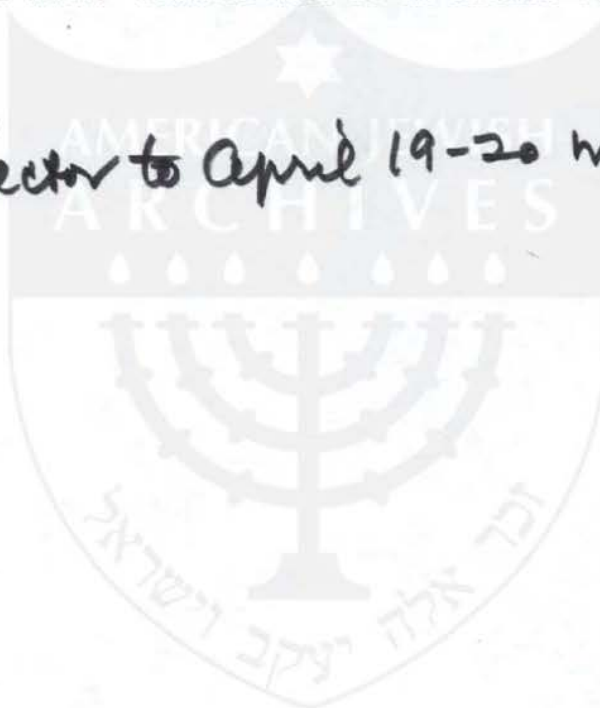
HL3

SUBJECT:

Bennett Yanowitz knows that you are not available on April 19-20 for a meeting with the JESNA board. He cannot change the date of that board meeting.

Bennett would like very much for you to meet with the board. The alternative is a meeting with the officers of the board at a later date by you or possibly the new Director of MINA. Bennett will be in further touch with you about this.

New director to April 19-20 mtg.



INTERNET-OFFICE CORRESPONDENCE



15 EAST 26th STREET • NEW YORK, N.Y. 10010-1579

Definition of JWB

JWB, the Association of Jewish Community Centers and YM-YWHAs, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

12/28/87

All of these partnerships need to be formed during the very early stages of this Commission (even as invitations are being made to potential members) cemented and constantly reconfirmed (cherished and not taken for granted). A formal mechanism of contact needs to be set to nurture these relationships.



PERRY I. DAVIS
March 22-24
Tentative Work Plan

- I. Tues. afternoon meeting
(Davis, Zucker, Naparstek, Levi - Mandel will join at 3:00)

Set agenda for the visit
Determine the questions to be raised/answered
Review Design Document

Issues to consider:

- list of potential Commission members
- process for soliciting Commission membership
- structure of Commission
- list of possible technical assistants
- fate of the Planning Group
- name of Commission
- publicity/announcements
- physical arrangements - office space, etc.
- meeting times
- budget
- what to do about Canada
- possibility of planning major conference/retreat
- timetable
- functional schedule
- outcomes of study - where we hope to be in two years
- discussion of "first measurable deliverable"
- focus of the Commission - personnel?

- II. Wed. breakfast meeting

Purpose: For participants to get acquainted with Perry Davis and to exchange ideas with respect to MI-NA.

- A. HLZ - introductions and review of genesis of MI-NA.
- B. S. Fox - comment on HLZ's remarks and the future of MI-NA.
- C. P. Davis - respond to HLZ and SF and comment on his vision for this enterprise.
- D. Questions and comments by those in attendance.

- III. Wed. morning - 10:00 - noon
(Davis, Fox, Hochstein, Zucker)

Review discussion of Tues. afternoon
Firm up list of questions
Work on answers

- IV. Wed. - noon through evening

Consultation with SF and AH

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

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FUNCTION COMMISSION ON JEWISH EDUCATION/CONTINUITY

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Arthur J. Naparstek

DATE 5/20/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Need to finalize Commission and Senior Policy Advisors.		AJN		6/3/88	
<i>HLZ *</i>	a. Beren — <i>Carmi Schwartz re status</i>		TBD			
	b. Bronfman		MLM			
	c. Crown		MLM			
	d. Eizenstadt (<i>S.F.</i>)		AJN			
	e. Jesselson		MLM			
	f. Shapiro		MLM			
	g. Smith (<i>S.F.</i>)		SF			
	h. Wexner		MLM			
	i. Granovsky		HLZ/SF			
<i>* HLZ</i>	j. Ziegelman (<i>H.L.Z. To see Greenberg</i>)		Greenberg			
	What about Tisch/Tishman/Zorensky?		<i>Letter from MLM to ① + ②</i>			
<i>HLZ</i>	k. Ackerman		HLZ			
	l. Arnow <i>for mem</i>		HLZ — <i>miss. arrow or Mr.</i>			
	m. Mogulof		HLZ			
	n. Evans		HLZ			
	o. Hiller		HLZ			
<i>HLZ</i>	Canadians <i>Hecht</i>		TBD			
	<i>Granovsky + Koshitsky</i>					
	Presidents of Higher Education					
	a. Gottschalk		MLM		5/30/88	
	b. Lamm		MLM		5/30/88	
	c. Schorsh		MLM		5/30/88	
<i>HLZ</i>	Senior Policy Advisors		AJN		5/25/88	
	Revise letters of appointment		AJN/ VFL	5/20/88	5/25/88	
2.	Administrative transition of Commission.		MLM/ HLZ/ SF/ AJN	5/20/88	5/27/88	
3.	Set Date for First Commission Meeting.		MLM/ AJN/ HLZ	5/20/88	5/20/88	

** HLZ to see MLM
re Bob arrow
"ms" "Bob" Jr.*

(HLZ)

May 19, 1988

The following items remain open as we prepare for the first Commission meeting:

1. Appointment of Commission members.
 - A. Membership
 - 14 lay members in place
 - 10 lay members in process
 - need to decide on Canadian representation
 - foundation professionals - in process
 - Presidents of Jewish higher education institutions - to do
 - 9 professional members in place
 - What about Barry Shrage?
 - Do we have enough people/ adequate representation?
 - further discussion on "interest group" representation?
 - B. Letter of appointment
 - revise draft
 - further revisions to design document? approval by JWB and JESNA of changes? enclose with letter
 - include date of first meeting?
2. Senior Policy Advisors
 - need formal invitation/appointment
 - further discussion of their role
3. Name of Commission
 - relates to PR efforts [How, when, who - to handle PR?]
4. Task force development
 - meet with Sr. Policy Advisors
 - determine focus for each
 - prepare initial papers
5. Pre-Commission meetings with Commissioners
 - who sees who?
 - timing
 - plan for consistency
6. First Commission Meeting
 - date
 - place
 - how can JWB, JESNA, CJF help with logistics?
 - Agenda
 - assignments
 - materials to be sent in advance
7. Staffing
 - develop job description for associate director
 - timetable and process for appointment

- part-time secretary?
- space needs
- letter of agreement with Perry Davis



Working Papers
for Review
May 25, 1988

1. Annette Hochstein's checklist
2. Two lists of potential Commission members
 - a. characteristics
 - b. status checklist
3. Draft agenda for first Commission meeting
4. Draft position description for Associate Director
5. Draft travel expense policy

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B. Proposed schedule

1. 9:30 A.M. - coffee and mingling
2. 10:00 - 10:15

MLM will open with an overview of the process and history of the formation of the Commission - the fact that this is an area of major interest to the Mandels, who began by seeking guidance on how best to invest their resources. It became apparent that this is a concern shared by many and that our endeavor would benefit by input from the organized community (JWB, JESNA, CJF). Our goal is to develop an agenda on which we, other foundations, and other founding sources can draw for funding decisions.

MLM will also present a mission statement - to be drafted by AJN and SF. This will be a single page which can be incorporated in the final report of the Commission.

3. 10:15 - 10:45

Presentations (10 minutes each) by Mintz, Yanowitz, and Berman on current conditions, problems/strategies, from their organizations' perspectives. AJN will work with Rotman, Woocher, and Schwartz on preparation of these remarks.

4. 10:45 - 12:00

Commissioners will be invited to comment on the morning's presentations.

5. 12:00 - 1:30 Lunch

Allow time for Commissioners to talk with each other. For this purpose, round tables for 6 would be ideal. (New York Federation offices may be a good place to hold this event, in which case, Steve Solender and his president will be invited - possibly for the entire day, possibly just for lunch.)

Lunch speaker - maybe Larry Cremin - should be someone who can make an exciting presentation. To be discussed with SF, AH, and PD on 5/25.

6. 1:30 - 3:45

Present organizational structure, build task force approach. Details are to be developed on 5/25.

7. 3:45 - 4:00

Summation - should also be by an exciting speaker who can send participants away feeling that they are involved in

DRAFT AGENDA FOR
FIRST COMMISSION MEETING

<u>Subject</u>	<u>Presenter</u>	<u>Time</u>
I. Coffee		9:30
II. The Commission Process and Mission	MLM	10:00-10:30
III. Current Conditions, Problems/ Opportunities	Mintz, Yanowitz, Berman	10:30-11:00
IV. Discussion		11:00-12:00
V. Lunch		12:00-1:30
Presentation and discussion on why commissions are sound strategies for change--to build enthusiasm	Larry Cremin	
VI. Present organizational structure for Commission		1:30-3:45
Build Task Force Approach		
Task Forces May Meet		
VII. Summation	S. M. Lipset	3:45-4:00

Position Description
ASSOCIATE DIRECTOR
Commission on Jewish Continuity/Education

The Associate Director will report to AJN and be responsible for the day-to-day activities involved in the planning and implementation of the Commission and its task forces.

The Associate Director should possess the following qualities:

1. Commitment to Jewish life and deep familiarity with the content and issues of Jewish education.
2. Ability to work with the Commission and an understanding of process.
3. Effective management skills, including an ability to plan, strategize, and write.
4. A high level of energy.

The duties of the Associate Director will include the following:

1. Logistical preparation for meetings of Commission, Senior Policy Advisors, and task forces.
2. Ensure that the preparation of study documents and Commission outcomes proceeds in a timely fashion.
3. Preparation of letters, meeting minutes, task assignment lists, updates, etc. for the Commission and task forces. Includes serving as Commission historian -- maintaining files and archives.
4. Editorial assistance related to preparation of papers and reports.
5. Assist in oversight and control of Commission expenditures and submission of regular budget reports.

11
5/9/88

Attached is a draft of a travel expense policy for use with individuals working with the MI-NA Commission. As an alternative, HLZ suggests that we establish a "reasonably generous" pre deim (one for Cleveland, another for NYC) to cover meals, hotel, and ground transportation. We could provide a list of hotels in Cleveland and NYC in the appropriate price range and offer to assist with reservations at the Hollenden here, but leave the decisions up to the individuals. We would not require receipts or an expense statement for anything except airfare and extraordinary expenses.

Questions to be answered:

Who does this cover?

How do they know it?

How do we tell others that they're not being reimbursed?

Do we cover some expenses for others? Hotel? Airfare?

TRAVEL EXPENSE POLICY FOR INDIVIDUALS WORKING ON BEHALF OF THE
COMMISSION ON JEWISH CONTINUITY/JEWISH EDUCATION

I. GENERAL

A. Reimbursement of Expenses

The Mandel Associated Foundations will reimburse selected individuals for travel expenses incurred on behalf of the Commission on Jewish Continuity/Jewish Education. In most cases, expenses are to be paid by the person incurring them and then reimbursed after a Travel Expense Statement (Exhibit A) is submitted to _____.

II. AUTHORIZED TRAVEL EXPENSES

A. Air Travel

1. Reservations

If feasible, Premier Industrial Corporation's authorized travel agency should be used for all travel reservations. This can be arranged by providing Joan Wade, (216) 391-8300, with the date and timing of your travel plans. She will serve as liaison with the travel agency.

2. Airlines

All air travel should be on commercial air lines, coach or economy class. Special discount fares will be taken into consideration by our travel agency when arranging flights.

B. Ground transportation

1. By private car

In those instances where a personal car is driven to and from the airport or a meeting, mileage will be reimbursed at the rate of \$.20 per mile. Parking and toll charges will be reimbursed at the actual expense. Receipts should be obtained whenever possible.

2. By rental car

When it is necessary to rent a car, a compact car should be rented through Premier's authorized travel agency. A credit card should be used to pay rental charges and expenses should be listed on the Travel

Expense Statement. [Premier policy advises against taking collision and other insurance because of the Company's insurance. Does the same apply here?]

3. By bus, taxi, airport limousine service, or train

These costs should be itemized individually on the Travel Expense Statement. A receipt should be obtained whenever possible.

In Cleveland, free van service is available between Cleveland Hopkins Airport and the Hollenden House and between the Hollenden House and Premier. This van should be used whenever possible. A schedule is available from the Hollenden House or Premier.

C. Hotel/Motel Accomodations

1. In Cleveland

All hotel/motel reservations for overnight accommodations in Cleveland will be handled by the staff of Premier Industrial Foundation. Call Joan Wade at (216) 391-8300 to initiate the process. She will need to know flight arrival information as well as the dates of the visit. If any changes occur in flight times, call Joan Wade or notify the Hollenden House desk clerk directly at (216) 621-0700.

2. In New York

Based on convenience, cost, and accessibility, the following hotels have been identified for use in New York City:

[I have a list of possibilities from P. Davis]

Single minimum rate rooms should be used.

3. Payment of charges

Hotel/motel charges are to be paid upon checking out and reported on the Travel Expense Statement.

4. Cancellations

If circumstances necessitate cancellation of a reservation, the traveler is responsible for notifying the hotel.

D. Meals

Meal expenses will be reimbursed at the following rates
(tips included):

1. Breakfast - up to a maximum of _____ [Premier allows
\$4.75.]

2. Lunch - up to a maximum of _____ [Premier allows
\$4.50.]

3. Dinner - up to a maximum of _____ [Premier allows
\$11.25.]

[Perhaps we should set a per diem rather than a
meal-by-meal limit. \$20.50 won't go far in NYC.]

Receipts should be obtained whenever possible.

III. SUBMITTING THE TRAVEL EXPENSE STATEMENT

Travel Expense Statements should be completed in ink, receipts
attached, and submitted promptly for approval. Every effort will
be made to reimburse expenses within two weeks of submission of a
properly completed Travel Expense Statement.