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Mandel Initiative-North America. Planning Group meetings,  
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3/10/87

SUBJECT: POSSIBLE INITIATIVE - PERSONNEL IN  
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: March 5, 1987 - 2 p.m. - Premier Corporate Headquarters

PRESENT: John C. Colman, Seymour Fox, Stephen H. Hoffman,  
Ann G. Klein, Jack N. Mandel, Joseph C. Mandel,  
Morton L. Mandel (Chairman), Charles Ratner, Barry Shrage,  
Carol K. Willen (Sec'y), Jonathan Woocher, Henry L. Zucker

COPIES: Arthur Rotman, Carmi Schwartz

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#### HIGHLIGHTS OF MEETING

##### I. INTRODUCTION - MORTON L. MANDEL

- A. There is general agreement that Jewish education is one key to Jewish continuity. It is widely agreed that Jewish education is in a state of disarray.
- B. Two major challenges are: first, to 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 second, to address the issue of personnel in the educational field. The latter issue may become the focus of a new initiative for Mandel family philanthropy.

##### II. REVIEW OF DISCUSSION PAPER

Morton L. Mandel highlighted the key points of a paper (entitled "Senior Personnel in the Field of Jewish Education/Jewish Continuity: A Program for the Mandel Associated Foundations") that Professor Seymour Fox had prepared for discussion.

- o 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.
- o In Jewish education it is clear that there is a severe shortage of qualified, trained personnel to perform the necessary tasks.
- o The status of the Jewish educator--particularly of the teacher, is low. This situation is compounded by low salaries.



- o The recent report on "Maximizing Jewish Educational Effectiveness of Jewish Community Centers" places a high priority on the education and reeducation of professional personnel.
- o 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 major effort in the area of senior personnel:
  1. Inspired and well-trained senior personnel do 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 help 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.
- o The Jewish Education Committee of the Jewish Agency decided to undertake a project to offer suggestions for dealing with the world-wide shortage of qualified senior personnel for Jewish education, with particular reference to the contribution Israel can make in meeting this problem.

The discussion paper prepared by Professor Fox further states that only 4,000 senior management positions exist throughout the world. Three-quarters of these are in North America. "To respond to immediate needs for North America alone, we would need minimally 300 graduates per year for a period of ten years."

### III. COMMENTS OF PROFESSOR SEYMOUR FOX

- A. Professor Seymour Fox stated that no more than 50% of the people who hold the 4,000 senior management positions throughout the world are appropriately trained.
- B. Although there is a need for 300-400 graduates a year in North America alone, not more than 60 people are currently being trained.
- C. Professors of Jewish education are a key to the training and re-training of Jewish educators. There may be as few as 20 full-time professors of Jewish education in North America today; by comparison, there are about 700 professors of Jewish studies.



- D. Professor Fox noted that the notion of training cannot be separated from that of "building a profession." Such issues as recruitment, retention, salaries, and "burnout" must be addressed.
- E. While teachers' salaries are generally poor, excellent salaries (in the range of \$30,000-\$80,000 per year) are available for principals of Jewish day schools. Despite the promising salary picture, there is still a shortage of senior administrators.
- F. Professor Fox cited two reports as potential models: the 1910 Flexner Report that revolutionized American medical education, and a May 1986 report commissioned by the Carnegie Forum on Education and the Economy, "A Nation Prepared: Teachers for the 21st Century."
- G. After describing a particular vision, one must ask what would be the necessary steps, in terms of policy decisions, that would be required to implement such a vision.

#### IV. KEY POINTS OF DISCUSSION

- A. Dr. Jonathan Woocher stressed that this is an opportune time to address the issue of educational personnel.
- B. In North America, leadership positions are often filled by persons who are not necessarily trained Jewish educators. (Some of them may be public school administrators.) Moreover, because of the shortage of trained senior personnel, some of the people who graduate from training programs may be placed in slots for which they are not yet ready.
- C. We may need to look at differentiated staff training: we need both competent full-time professionals and well-prepared "avocationals." There are 1300 supplementary schools in North America (in addition to the 800 day schools), so a large percentage of the necessary teachers and administrators are, and will continue to be, part-time. One should not operate on the assumption that all Jewish educators are full-time professionals.
- D. As we look at the balance between "content" (knowledge of Judaica) and pedagogy, a variety of configurations are possible (Bachelor's degree in Judaica, Master's degree in education, or the converse).

#### V. PLANS FOR A COMMISSION

- A. In his discussion paper, Professor Fox 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 [could] 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.

- B. Recorded in Professor Fox's paper was Henry L. Zucker's suggestion that the Commission first describe the rationale for focusing on Jewish education as the principal tool for ensuring Jewish continuity. "The report would then present the macro picture, list critical needs and shortages, recommend ways of remedying these problems, and offer suggestions..."
- C. The following comments were made during the ensuing discussion:
1. The process itself should be conducted so as to garner support from many sources.
  2. It was pointed out that the Commission would need to establish the reason(s) why a study was being initiated. (As self-appointed investigators, upon what authority do we undertake this task?)
  3. The need to engage outside professional researchers was emphasized. In addition to a core staff, there should be consultants or adjunct professionals.
  4. It is not yet clear whether the Commission would focus on senior staff, look at the whole field of Jewish educational personnel, or do both.

A number of participants felt that this was a real opportunity to examine the broader picture.



D. Ideas on the composition of the proposed Commission:

1. The group discussed the size and possible composition of the Commission. It could consist of about thirty people, including both lay leaders and professionals representing the major institutions of higher learning and pertinent Jewish organizations. This would not only give many constituencies a sense of ownership, but would also help to validate the process.
2. We will seek to establish a Commission that is as prestigious as possible. The selection of Commission members is therefore of strategic importance.

We wish to have the right institutions represented, but invitations to serve on the Commission will be ad personum. The group will include preeminent scholars, institutional leaders, lay leaders from various communities, persons with a knowledge of prospective funding sources, etc.

3. There was some question as to whether non-Jews would be invited to serve on the Commission. (Their participation as consultants to the process is not precluded.)

VI. NEXT STEPS

Until the Commission is created and professional staff is engaged, Seymour Fox, Henry Zucker, and Barry Shrage will provide administrative support. This "triumvirate" will be responsible for suggesting an initial design. The design document (approximately 6-8 pages in length) should address the following issues:

1. Scope of Study
  - Senior personnel only?
  - How far out are we looking? The year 2000?
2. Purpose of Study
  - Mission
3. Method of Operation
  - How Commission will function
  - Include timetable
4. Makeup of Commission
  - Size
  - Type



5. Staffing

- Anchor staff
- Administrative staff
- Consultants

6. Budget

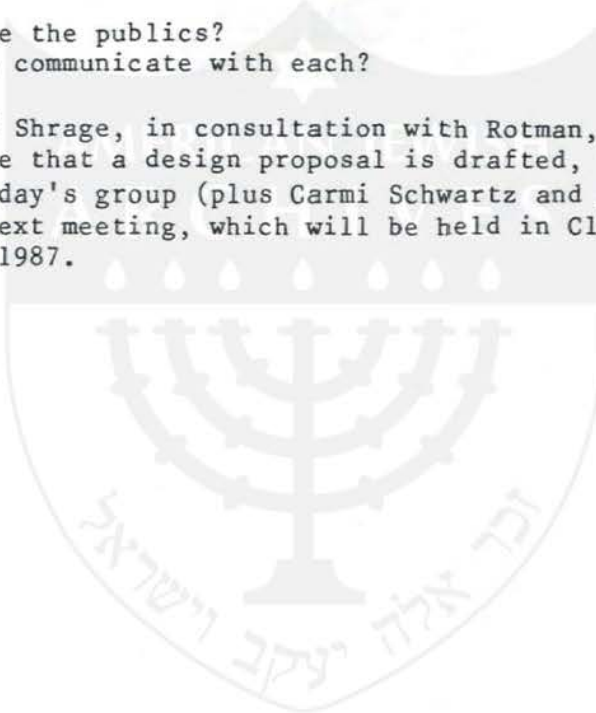
7. Groups to Involve

- Use of leading academics

8. Communications

- Who are the publics?
- How to communicate with each?

Zucker, Fox, and Shrage, in consultation with Rotman, Schwartz, and Woocher, will see that a design proposal is drafted, refined, and circulated to today's group (plus Carmi Schwartz and Art Rotman) in advance of the next meeting, which will be held in Cleveland on Friday, May 29, 1987.





MINUTES: PROPOSED MANDEL INITIATIVE -  
JEWISH EDUCATION/JEWISH CONTINUITY

DATE OF MEETING: April 1, 1987

PRESENT: Seymour Fox, Barry Shrage, Henry L. Zucker,  
Carol K. Willen (Sec'y)

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#### KEY POINTS OF MEETING

1. The overarching issue is that of ensuring the meaningful continuity of the Jewish people. It was agreed that, at present, the best "tool" for ensuring Jewish continuity is Jewish education.

The question of Jewish education is multi-faceted; we do not yet know what the most effective and appropriate forms are. Jewish education does not refer to schools alone; the Community Center movement is an important educational force.

The social sciences offer many insights that can and should be applied in the field of education.

2. "Upon what authority do we undertake this task?" Discussion:

Professor Fox observed that there is a need for fundamental research in the field of Jewish education.

Henry Zucker noted that, without being immodest, the Mandel Associated Foundations strive to be a leader in the field. We will not be to Jewish education what Carnegie is to education in general; that is, Jewish education will not be our sole area of programmatic interest, although it will be a major area. The Mandel Associated Foundations are convening a Commission in order to investigate the problem on a national level in a systematic, organized, and thoughtful way.

Among the many problems in the field of Jewish education are the fact that an insufficient number of laymen are involved, and that there is no "profession" per se. Educators are generally beholden to Federations and have nothing to do with the budgeting process.

3. "Why is personnel the place to start?"

Professor Fox suggested that we build an argument as to why personnel is the place to start. He would then invite comment and criticism.

We discussed the issue of whether the Commission would focus on senior staff, or attempt to assess the whole field of Jewish educational personnel. Professor Fox asked: "Why look at the whole field of personnel when no one has yet come up with a good idea for meeting the shortage of teachers or upgrading the teaching profession?"



He noted that, typically, the phrase "senior personnel" is defined in terms of administrators. An approach fostered by Carnegie is the elimination of the term "administrators," in favor of "leading teachers" (for want of a better name). By concentrating on the development of "leading educators," rather than "senior personnel," we could look for ways to influence the field both intellectually and administratively.

It was noted that day-school teachers and administrators are more likely to see themselves as professionals than are "avocational" teachers in the supplemental schools, where there is a different sociology of both teacher and learner.

4. Among the questions that need to be answered by May 29 are: What is the function of the group that met on March 5th? What is the role of the Mandel Associated Foundations Trustees? What is the function of the Commission? Who is to be the lead scholar? What is the desired product? What should be the components of the product? What should we tell prospective Commission members?
5. Proposed plan for the design document:
  - a. We should make it clear that the Mandel Associated Foundations are interested in Jewish continuity, then spell out the link between Jewish continuity and Jewish education.
  - b. We should express "responsible optimism." We are not talking about shoring up a crumbling edifice, but rather, about capitalizing on some positive factors in the present environment in order to create a golden age of Jewry.

This is a moment of rare opportunity:

- (1.) Laity throughout the world has decided to make Jewish continuity its major concern. What we need is people to place our bets on.
- (2.) Financial means to implement good ideas are readily available. (It was noted that the Mandel Associated Foundations have the capacity to bring in other funders.)
- c. After spelling out the argument that Jewish continuity can best be assured through Jewish education, and after describing the opportunity at hand, we should then define the problem: What is the state of the field? What are the key issues?
- d. We must explain why we think the issue of personnel is at the heart of the problem.



- e. The design document will list the questions and concerns that need resolution: senior personnel versus the whole field, recruitment, profession-building, training, retraining, retention.
- f. We need to define what the Commission is and how it will function. Its work will entail commissioned papers, as well as consultation with experts. In order to keep the process moving, there will be conferences at which commissioned papers are presented.

The following was suggested as a possible list of papers that could be commissioned: Creating a Profession; Building Lay Leadership; An Alternative Concept of Training; The Economics of Jewish Education, etc. These could be published as "Mandel Occasional Papers."

- g. The design document should suggest what the future would be like if the stated problems were solved. (This scenario will be inspirational rather than operational.) Fox suggests that we think in terms of a ten-year program.
6. HLZ noted that he is in favor of process. One does not just create a Commission in order to validate a foregone conclusion. This Commission will not be a rubber stamp; its role is to criticize the report prepared by the study director.
  7. Seymour Fox estimates that this will be a year's work. (It is understood that the range could be from 10 months to 18 months.) The Commission may meet 4 to 6 times, probably 4. There will be a great deal of activity between meetings.
  8. The study director will have full responsibility for the final product, in terms of both administrative and intellectual control.
  9. The Mandel Associated Foundations are prepared to assume leadership and help leverage other support. We should make it clear that, after the report is completed and the pieces have been identified, the Mandel Associated Foundations are prepared to pick up a key piece and operationalize it.
  10. It was suggested that we try to get at least one other foundation involved at the very beginning; HLZ recommends the Revson Foundation (Eli Evans).
  11. A public relations program would be a good idea. Perhaps an article signed by MLM should appear in Commentary, the New York Times magazine section, etc.
- Other PR questions: how to announce the appointment of a Commission, how to announce the final report of the Commission.
12. We need to determine what the role of Israel should be.



13. To what extent should we inform or involve the international Jewish community? It was suggested that people in other countries be "corresponding members" of the Commission.
14. The Commission will be comprised of general scholars, Judaic scholars, representatives of the organized Jewish community, representatives of Jewish educational institutions and teacher training institutions, professional Jewish educators, etc. It was underscored that "every name should mean something."
15. When we propose potential Commission members, we will provide a long list, from which only a few will be picked. Seymour Fox will recommend scholars and Hank Zucker will recommend lay leaders. A one-line bio will identify each candidate. Further suggestions will be entertained at the May 29th meeting.
16. When we are ready to invite prospective Commission members, someone should "test the waters," either in a phone call or in a personal interview, so that when an official letter of invitation is sent out, it won't be turned down.
17. A proposed budget and a suggested list of candidates for the Commission are attached. (See exhibits.)
18. A draft of the design document will be sent to Zucker, Shrage, and Willen by Monday, May 4th. After their review, a revised draft will be sent to all persons who will be present on May 29th.
19. Henry Zucker will report to Mort Mandel on our April 1st meeting with Seymour Fox.



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)	
Charles Bronfman Max Fisher Distinguished figures and charismatic personalities (e.g., Elie Wiesel) Esther Leah Ritz Senator Frank Lautenberg Senator Rudy Boschwitz Cynthia Ozick	



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)





10/5/87

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,  
Henry L. Zucker

FROM: Virginia F. Levi *VFL*

SUBJECT: Amended Minutes of our Meeting of September 17, 1987

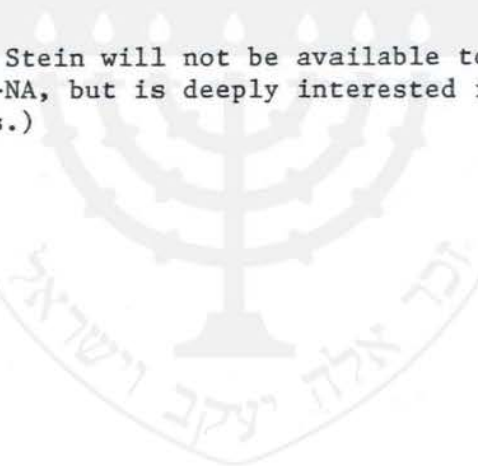
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Attached is an amended version of the minutes of our meeting of September 17, 1987 on Jewish education/Jewish continuity. The first three paragraphs have been amended upon the advice of Seymour Fox.

Please note that our next meeting has been rescheduled and will now take place on Tuesday, November 17, 8:30 a.m. to 1:00 p.m. at Premier. I look forward to seeing you then.

(To Seymour Fox: Herman Stein will not be available to serve as director for MI-NA, but is deeply interested in continuing to work with us.)

AMERICAN JEWISH  
ARCHIVES





10/2/87

MINUTES: SUMMARY OF MEETING ON JEWISH EDUCATION/JEWISH CONTINUITY (Amended)

DATE: September 17, 1987

PRESENT: Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,  
Henry L. Zucker, Virginia F. Levi (Sec'y)

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Morton Mandel opened the meeting with a statement in which he indicated that one of the deepest concerns of the enlightened, outstanding Jewish leadership is Jewish continuity. The World Leadership Conference of June 1984 and the subsequent work of the Jewish Education Committee of the Jewish Agency have substantiated this assumption. The work of the Jewish Education Committee has offered hope, cultivated outstanding leaders, and has demonstrated some of the methods that must be introduced into Jewish Education if it is to fulfill its function as a means for dealing effectively with Jewish continuity. Careful planning, experimentation and a process of involvement of outstanding community leaders as well as the central institutions have resulted in significant strides in the realms of personnel and the use of Israel as an educational resource. The impact of this work must not be lost and the momentum created must be built upon. MLM pointed out that Jewish education worldwide is in great need of leadership. For all these reasons the Mandel Associated Foundations are considering undertaking a major initiative in the realm of Jewish Education.

In the discussion that followed it became evident that there are two complementary components to this "Mandel Initiative." In order to be able to approach the strengthening of Jewish education systematically, two commissions will be established to conduct studies and make recommendations for systemic change in personnel and institutions in their respective areas. One will focus on issues in Jewish education and Jewish continuity in North America and the other, worldwide.

Each commission will have its own director in order that the two might function simultaneously. The first is to be known as the Mandel Initiative-North America (MI-NA) and the second as the Mandel Initiative-Global (MI-G).

MI-NA has been in the planning stages for about one year. In earlier plans, a commission was to be established in time for a first meeting in October 1987. While running behind schedule, it is conceivable that a first commission meeting could occur shortly after January 1988.

At the same time, activities of the Jewish Education Committee have built a momentum for action in the near future. It was suggested that MLM convene a worldwide meeting entitled "Jewish Education as a Force for Jewish Continuity" for June 1988. At that time, the concept for MI-G would be presented and input solicited. MI-NA would have been functioning for approximately six months and might serve as a prototype for the activities to be developed at the MI-G meeting. The Jewish Education Committee project which has been undertaken in France might also serve as an example.



It was pointed out that, for the two Initiatives to function more or less simultaneously, there would have to be two separate sets of staff with a small overlap group. The overlap group would be responsible for planning and coordination of the activities. It was agreed that planning for MI-G should involve the incoming presidents of JESNA, JWB, and possibly others at some point in the future.

It is hoped that a global conference could involve both strategic planning and implementation planning. The resultant body would offer consultative services, research, an information service, a planning operation and demonstration projects. It would develop criteria for selecting problems to approach and identify people or organizations to assist.

MLM advised the group to "think big; start small." The planning group should conceive the ultimate goal and then develop an achievable project to build from. The nature of the demand should determine how the committee begins. This should optimize the chances for success.

#### LOGISTICS

It was agreed that there should be a single chairman of the entire effort (MLM), two executives (one for MI-NA and one for MI-G) and a steering committee to consist of MLM, SF, AH, HDS, HLZ, and VFL. (It might also include Hoffman, Ratner, Rotman, and Woocher.) There was also discussion of a possible planning committee to include an expanded group, but current thinking is not to involve a planning committee at this point.

The question of when and how to go public was raised. While there is some knowledge of plans for MI-NA, it might be inappropriate to begin discussing MI-G at this time. For the moment it was agreed to remain general and indicate that the Mandel Foundation is putting together a team to explore the position it should take with respect to Jewish education and Jewish continuity. In order to avoid leaks, the next planning meeting will involve the steering committee of six people.

Plans for MI-NA are on hold until HDS is in a position to respond to an invitation to become director. It was suggested that an associate director be engaged as soon as possible to set up meetings and do preparation work. SF will serve as director of MI-G.



Following is a timetable of next steps:

<u>Who</u>	<u>Elements</u>	<u>Due Date</u>
VFL	Minutes	9/22
MLM	Firm up sponsorship of JESNA and JWB	10/1
SF	Get CVs of five possible associates (Gail Dorph, Barry Holtz, Vicki Kelman, Joseph Riemer, Susan Shevitz)	10/5
HLZ	Firm up director of MI-NA	10/15
GROUP	Revised, condensed draft of MI-NA	10/16 (Comments to VFL on draft 3)
VFL	New MI-NA draft	11/1 (To include initial budget and and timetable)
SF	Draft #1 - MI-G	11/6 (Including initial budget and timetable as well as staff suggestions for Associate Director)
HDS	Get CV on Abe Tanenbaum	
	Next meeting of small group	11/18 - 8:30 a.m. to 1:00 p.m.

On the agenda for the meeting of November 18 will be discussion of public relations and a review of the two drafts. In the meanwhile efforts will be made to involve JESNA and JWB early in order that they might help with the selection of a director. MLM will seek a statement of intent to participate from the two organizations.

Discussion concluded with a reiteration that a primary goal of these activities is to work to increase the pool of top leaders in Jewish education and to develop strong institutions through which they can work.

*Sue  
Shevitz -  
now @ Boston  
BJE - she  
knows the  
field*

*Gail Dorph + Vicki Kelman  
are real educators*

*Barry Holtz - lovely, bright  
but an editor.*

*Joe Riemer - adolescent  
psychologist*



V. Plans for November 17 Meeting

A. Set Agenda

1. Review of the two drafts
2. Discussion of public relations
3. Report on involvement of JESNA and JWB (and CJF)
4. Other

VI. Setting Meeting of Planning Group

A. Date in early December (first choice, 12/8/87, 11:00-2:30)

B. Possible participants

1. Jonathan Woocher
2. Carmi Schwartz
3. Art Rotman
4. David Ariel
5. Charles Ratner
6. Mark Gurvis/Joel Fox
7. Bennett Yanowitz
8. Stephen Hoffman
9. Core group: MLM, HLZ, HDS, SF, AH, AJN, VFL



## II. DISCUSSION OF MI-NA DRAFT

Following Blum's departure, attention was focused on the current MI-NA draft. The weakness of Jewish education personnel was put in numerical terms. Of the approximately 4,000 "leaders" worldwide, only 100 have had formal training. There are fewer trained personnel today than there were in 1955. There are only 10-20 people teaching Jewish education in this country. While the personnel issue need not be the only one addressed by the commission, it is critical to improving Jewish education.

It was agreed that the concept paper should point out more clearly our understanding that there are aspects of Jewish continuity which do not relate directly to Jewish education. These should be enumerated as significant, but outside the scope of this commission.

One of the first tasks of the commission will be to define the problem. The task force on personnel in Cleveland has determined the central problem in raising the level of Jewish personnel.

There is a problem of organizational structure. Trained personnel are not served effectively by the Bureau of Jewish Education. Perhaps the Jewish Community Federation should be encouraged to establish a department of Jewish continuity/Jewish education that would absorb the Bureau of Jewish Education and related activities and would take responsibility for placement of trained personnel. Political issues become significant when we begin talking about changing organizational structure.

AJN suggested the following format for the concept paper: It would propose the creation of the commission and would set forth:

- A. the mission
- B. preliminary problem statement
- C. commission tasks (review of Jewish education as primary task)
- D. organization
- E. timetable
- F. outcomes
- G. budget
- H. commission membership

A key question to be decided at our meeting of November 17 is a focus for the commission. We want to look at Jewish continuity in broad terms, but to be able to come to practical conclusions. The final draft of the design document must serve as an introduction to potential participants and must interest them in joining our efforts.

## III. AGENDA FOR MEETING OF NOVEMBER 17, 1987

### A. Review Drafts of MI-NA and MI-G

We will not revise the drafts in light of the 11/11/87 meeting, but will consider points made at this meeting in discussion.



Foundations would play a major role in funding MI-G, but that approximately ten other, smaller supporters would be found to participate. Eventually, MI-G might be divided into branches by discipline, each funded by foundations sharing an interest in that field.

It was suggested that the proposal be divided into two sections: one on the vision and a second on practical first steps. One goal which was identified is to develop a healthy Israel-Diaspora relationship, a partnership of value to both parties.





AGENDA  
MANDEL INITIATIVE MEETING  
NOVEMBER 11, 1987  
(For HLZ and VFL only)

Expected participants: Seymour Fox, Virginia Levi, Art Naparstek,  
Henry Zucker, Arthur Blum, guest

I. Art Blum

Art will participate in the first segment of the meeting. The purpose of his presence is to inform him about MI-NA, to be sure that he has enough information to decide if he is interested in being considered for a staff position. We will want to ask him about his availability and qualifications for a staff position. We should make clear that this is a first step, not an offer of a position.

II. Discussion of Staffing

A. Selection of Director of MI-NA

1. Possible candidates, duties, pros and cons of a Clevelander
2. Status of gathering of CVs.

B. Associate Director

III. Review of Design Documents

- A. MI-NA
- B. MI-G

IV. Specifics

- A. Timetable
- B. Budget
- C. Other



V. Plans for November 17 Meeting

A. Set Agenda

1. Review of the two drafts
2. Discussion of public relations
3. Report on involvement of JESNA and JWB (and CJF)
4. Other

VI. Setting Meeting of Planning Group

A. Date in early December (first choice, 12/8/87, 11:00-2:30)

B. Possible participants

1. Jonathan Woocher
2. Carmi Schwartz
3. Art Rotman
4. David Ariel
5. Charles Ratner
6. Mark Gurvis/Joel Fox
7. Bennett Yanowitz
8. Stephen Hoffman
9. Core group: MLM, HLZ, HDS, SF, AH, AJN, VFL



MINUTES: SUMMARY OF MEETING ON JEWISH EDUCATION/JEWISH  
CONTINUITY

DATE OF MEETING: November 17, 1987

DATE MINUTES ISSUED: December 9, 1987

PRESENT: Morton L. Mandel, Chair, Seymour Fox, Annette  
Hochstein, Arthur Naparstek, Herman Stein, Henry L.  
Zucker, Virginia F. Levi, (Sec'y)

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I. MINUTES

- A. The minutes of the meeting of September 17, 1987 were reviewed and approved.
- B. The minutes of the meeting of November 11, 1987 were reviewed and approved. They formed the basis for the discussion of the design document which followed.

II. DISCUSSION OF MI-NA DESIGN DOCUMENT

The design document of 11/9/87 was reviewed and a number of changes in style and wording were suggested which would give the proposed commission more leeway in developing its mission. These will be incorporated in the next draft. The document should be reviewed as an introduction to our concerns, should inspire its readers--especially potential commission members and consultants--and encourage their thinking about Jewish education in broad terms rather than narrowly as religious education.

Discussion focused primarily on the goals of MI-NA and the means to reaching those goals. The following paragraphs summarize that discussion.

A. Jewish Continuity

The basic concern to be addressed is how to enhance the identity of future generations with their religious and cultural heritage as Jews. This is what we mean by Jewish continuity. Jewish identity can be developed in a variety of ways, one major factor being Jewish education. The document should make clear that the issue of Jewish continuity is broader than Jewish education and that our focus on Jewish education is an important means to the desired end. The document should clarify what we mean by Jewish continuity and should clearly define Jewish education as including both the formal structures of education and the informal structures such as community centers and camps.



B. Big issues that make this study timely:

1. An open society tends to offer choices that can pull people away from a commitment to their Jewishness. Compensatory action must be taken.
2. Jewish continuity and specifically Jewish education is front and center on the Jewish communal agenda today.
3. Substantial communal-foundation resources for the support of education and culture are a growing phenomenon in Jewish life. Good ideas and programs are more likely to be funded now than in the past.

C. The relationship of Mandel Associated Foundations to JWB and JESNA

We want to make clear the role of the MAF as the initiators and funders of MI-NA. It is equally important that JWB and JESNA feel that their role is important. MI-NA is intended as a cooperative effort.

MAF hopes to demonstrate through MI-NA that a foundation can be innovative and yet work through the establishment.

In contrast to other initiatives, this project could serve as a model for a successful partnership between the public and the private sector.

D. "Not Another Study"

We should clarify the fact that this is a commission charged with finding realistic ways to address a major concern. It is the means to arrive at informed recommendations for action. This is intended to lead to practical results, and not to produce another "paper" which will wind up on the shelf.

E. The Place of Institutional Structure

Each generation of American Jews has dealt with issues of assimilation differently. We are working with a set of institutions which were created two or three generations ago, some of which may no longer address Jewish continuity issues as effectively as is needed. The structure of Jewish agencies and educational institutions must be examined to ensure that they meet the needs of current and future generations. While not the primary focus of the commission, issues of institutional structure should be addressed.



SUBJECT: Summary of Mandel Initiative Meeting of December 11, 1987

DATE: December 14, 1987

PRESENT: David Ariel, Seymour Fox, Morton L. Mandel (Chair),  
Arthur J. Naparstek, Arthur Rotman, Carmi Schwartz,  
Herman Stein, Jonathan Woocher, Bennett Yanowitz,  
Henry L. Zucker, Virginia F. Levi (Sec'y)

COPY TO: Stephen Hoffman, Charles Ratner

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I. INTRODUCTION

The meeting was opened by Morton L. Mandel, Chairman, who indicated that discussion would focus first on the design document, then on the process for selection of a director, followed by discussion of potential Commission membership and a timetable. This was to be a general discussion, with no expectation that final conclusions would be reached. Participants will have an opportunity to review the draft resulting from this meeting and to provide further input at that time.

II. REVIEW OF DESIGN DOCUMENT

The design document was reviewed page by page. It was agreed that the outcome of the discussion should be a document sufficiently clear and precise to encourage potential members to join the Commission.

A. Pages 1-3 - Introduction

The executive directors of JWB and JESNA will each rewrite the paragraph describing his organization, will discuss it with the other director and with Carmi Schwartz.

The concept of "survival" of the Jewish people was discussed. It was felt that a focus on "revival," "renaissance," or "ongoing vitality" might offer a more positive framework for the goals of the Commission.

The definition of the Jewish community (found on page 2, paragraph 2) should be broadened. The purpose of this section is to create a context. We have been successful in providing systems of support in other aspects of Jewish communal life. The Commission will focus on an aspect of Jewish life that has not had sufficient attention or success--Jewish



education. Jewish education has become an issue of critical interest to this generation, but we do not have the organizational structure nor the personnel to tackle the problems of Jewish education successfully.

A primary issue to be addressed is the need to ensure strong, sustained lay and professional leadership in the field. This requires effective recruitment of top leadership as well as a climate to attract good people.

One function of this study should be to stretch the concept of Jewish education beyond current boundaries to reach people not now within the system of organized Jewish life.

A discussion of how to attract the attention of potential Commission members from the very beginning resulted in the recommendation that a one to two page executive summary be added at the beginning of the document to focus on the problem.

It was agreed that Jonathan Woocher will redraft pages two and three of the design document up to the Statement of the Problem. Art Naparstek will work on revision of the remainder of the document with help from David Ariel.

B. Pages 3-5 - Statement of the Problem

The concept "to review Jewish education" was discussed. It was suggested that the document state explicitly that the Commission will review the current state of Jewish education in order to understand how one produces change. Recognizing that the issue of Jewish personnel demands attention in this context, the Commission will review the environment/institutions that comprise the Jewish education framework. (It was noted that Jewish education is a "field," not a separate profession.) In order to reinvigorate the field, the structure must be reviewed for needed changes and the status of the field must be raised.

A concern was raised that any reference to changing institutions could be intimidating to existing institutions. However, any review of Jewish education must include the context, or structure, in which it exists.

In discussing development of a new thrust for Jewish education, it was suggested that the focus be on formulating a policy which, when implemented throughout North America, will bring about a renaissance in Jewish education. Others felt that we must be cautious not to overstate the case and that we might better leave the paragraph at the bottom of page 4 as is.



C. Pages 5-6 - Jewish Education for the 21st Century

Minor changes were recommended to soften the language somewhat. Technology is to be added to the list of areas whose advances might apply to the field of Jewish education.

D. Pages 6-10 - The Purpose of the Commission

On page 7, paragraph 2, the point should be made that the key to change is held by communal lay leadership.

On page 9, item 5 should be reentitled "creating the conditions for change" and should become item 1 in the list of illustrative topics to be considered.

E. Pages 10-11 - The Scope of the Commission Study

The first paragraph of this section is to be rewritten. It will indicate that the design document points the Commission toward an appropriate point of entry. The Commission itself will determine its direction based upon its reactions to the document. Commission members should recognize that the document is only an invitation to deliberate.

The remainder of the section was considered too specific and will be eliminated.

F. Pages 11-14 - Work of the Commission

On page 12, the paragraph on the function of the Commission should be enlarged to incorporate the notion of this being an interactive process.

III. COMMISSION STAFF

A. Qualities of the Ideal Director

The following list of qualities of the ideal director was developed:

1. Commitment to Jewish life.
2. Ability to work with the highest quality people.
3. An effective manager, able to drive a major effort.
4. Understanding of education, in general, and Jewish education, in particular.



3. The four seminaries (MLM will talk with seminary heads before 1/21 with the assistance of JW)
  4. The Association of Institutions of Higher Learning for Jewish Education (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
  5. CAJE (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
  6. The Bureau Directors Fellowship (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
- C. Hold a meeting with the public relations people at CJF, JWB and JESNA and take advantage of their expertise.
- D. We will "go public" at the time that we are ready to announce the formation and membership of the Commission.
- E. Further suggestions made were:
1. An article in the New York Times describing the background and thinking behind the establishment of a Commission, but with no reference to the Commission. The purpose is to establish MLM as a spokesman on the subject.
- While there was some doubt as to the likelihood of our getting the New York Times to accept such an article, it was believed that the Jewish press would be receptive.
2. It was suggested that a public relations lay person be added to the Commission and that a two-year public relations calendar be established.
  3. It is also important that we communicate with the Israeli public.

VII. NEXT MEETING

A meeting of the planning group has been scheduled for Thursday, February 4, 1988, 11 o'clock a.m. to 3 o'clock p.m. at Cleveland Hopkins airport.



MEMO TO: David Ariel, Seymour Fox, Stephen Hoffman, Morton L. Mandel,  
Arthur J. Naparstek, Charles Ratner, Arthur Rotman,  
Carmi Schwartz, Herman Stein, Jonathan Woocher,  
Bennett Yanowitz, Henry L. Zucker

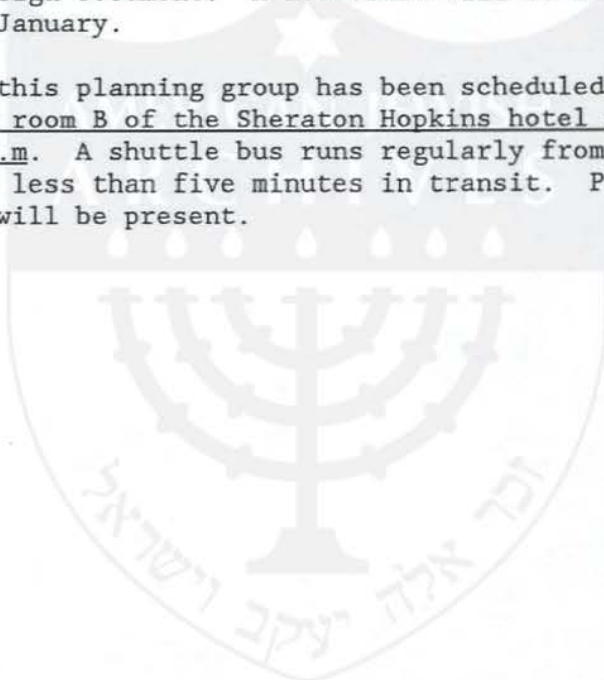
FROM: Virginia F. Levi *Jimmy*

DATE: December 18, 1987

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Attached is a summary of our meeting of December 11. Work is under way on revisions of the design document. A new draft will be sent to you during the second week of January.

Another meeting of this planning group has been scheduled for Thursday, February 4, 1988 in room B of the Sheraton Hopkins hotel from 11 o'clock a.m. to 3 o'clock p.m. A shuttle bus runs regularly from the airport to the hotel and takes less than five minutes in transit. Please let me know whether or not you will be present.





AGENDA

MANDEL INITIATIVE - NORTH AMERICA

DECEMBER 11, 1987  
9 A M TO 12 NOON  
LAGUARDIA AIRPORT, FIORELLA A ROOM  
NEW YORK CITY

ATTENDANCE: Morton L. Mandel presiding, David Ariel, Seymour Fox, Arthur Naparstek, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Bennett Yanowitz, Henry L. Zucker, Virginia F. Levi, (Sec'y)

I. Critical Review of Design Document dated 12/4/87 (mailed in advance)

Today's discussion and written comments from members of the group will be taken into account in the next revision of the document. It is hoped that the next revision will be ready for use with prospective Commission members.

II. Commission Staff

Review of candidates for Commission director and technical staff positions.

III. Commission Membership

Review of proposed list of candidates for Commission membership. Should we think in terms of a Commission of fifteen to twenty members, or should we be thinking in terms of thirty to forty. Discuss organizational, geographical, lay-professional, and sex distribution of membership. Should the highest priority Commission membership prospects be approached first and the accepted list be used in soliciting the balance of the Commission membership.

IV. Timetable

Review proposed timetable and assignments in connection with choice of Commission director and staff, selection of Commission members, and date of first meeting. Should we schedule now three Commission meetings in 1988.



Be sure  
we have all  
these in our  
MI-NA book



VFL

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

FROM: Virginia F. Levi

DATE: March 3, 1988

*Ginny*

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Enclosed please find minutes of the last planning group meeting and the final version of the design document. Many thanks to the entire group for your assistance and patience in putting this document together.





MINUTES OF A MEETING OF  
THE MANDEL INITIATIVE FOR NORTH AMERICA  
PLANNING GROUP

February 4, 1988  
at Cleveland, Ohio Airport

ATTENDANCE: David Ariel (Secretary), Seymour Fox, Annette Hochstein,  
Stephen Hoffman, Virginia F. Levi, Morton L. Mandel (Chairman),  
Arthur J. Naparstek, Charles Ratner, Arthur Rotman, Herman Stein,  
Jonathan Woocher, Henry L. Zucker

ABSENT: Carmi Schwartz, Bennett Yanowitz

1. Chairman's Opening Remarks: Mr. Mandel expressed optimism and enthusiasm on behalf of the Mandel family that the proposed Commission on Jewish Education will produce systemic change and improvement within the field of Jewish education. Such change is a high priority of the Mandel Associated Foundations (MAF). He stressed the historic opportunity and propitiousness of such a major initiative for the Jewish communities of North America. He announced the agreement of JWB and JESNA to cooperate with the MAF in the conduct of the Commission. Messrs. Rotman and Woocher expressed the enthusiasm of JWB and JESNA, respectively, for the project.
2. Review of the Design Document: The members of the planning group reviewed the draft of the design document whose purpose is to serve as the starting point for recruitment of Commission members and for the Commission itself. The recommended changes are reflected in the final draft. The discussion which followed produced agreement along the following major points:
  - a. The document should reflect the expanding scope and definition of the field of Jewish education. Discussion about the field should include references to the fact that Jewish education today occurs in a variety of settings, in classrooms and "beyond-the-classroom," and/or formal and informal contexts such as Jewish community centers, camps and youth programs. Professional categories should also be expanded to include the expanding definition of the field.
  - b. The purpose of the document is to state the problem which the Commission seeks to address rather than to project specific solutions. The document should define the problem of Jewish education, remain general in scope and leave considerable room for the Commission to decide the outcome. Therefore, the document has been modified so that it identifies personnel as a critical issue but does not become more specific.



- c. The Commission is going to focus its work on the structures and problems of Jewish education not on the broader issues of Judaism, religion and society. Although Jewish continuity must be seen within the context of Judaism and the variety of meanings and expressions which Judaism has today, the work of the Commission will be limited in scope in order to achieve its goal of practical recommendations for the improvement of Jewish education.
- d. The planning group discussed whether the Commission should attempt to define the goals of Jewish education. Some felt that the variety of goals prevalent in the Jewish community today (religious, denominational, ideological, secular), made such a discussion futile and unproductive. Others felt that it was natural and unavoidable to consider the purposes of Jewish education. It was agreed that the Commission should set its own agenda but should concentrate on issues of function and structure in Jewish education. It was suggested that consideration of the goals and purposes of Jewish education might be treated in a background paper prepared for the Commission.
- e. The document should reflect the fact that the Commission will guide and direct the work of the director. The director is not expected to determine the findings of the Commission.
- f. Although JWB and JESNA are cooperating in this process, the respective institutions are not necessarily bound by the findings of the Commission.
- g. The document should emphasize that the Commission should explore ways to achieve a meaningful partnership between Jewish educators and communal leadership.

The design document was approved subject to these final changes. Mr. Mandel commended the drafters of the document including Fox, Levi, Naparstek, and Zucker.

- 3. Discussion of Selection of a Commission Director: It was noted that the selection of the director is the most important step to be taken by the planning group. The qualities of the director were reviewed from the minutes of the meeting of December 11, 1987. The importance of high-level public relations should be added to the list of responsibilities. Discussion followed based on evaluations of the three candidates.

Following considerable discussion, it was concluded that all three candidates are well-qualified. Mr. Mandel will shortly make the final decision and approach the first choice candidate. The selection of an associate director was deferred until after the selection of a director.

- 4. Discussion of Commission Membership: It was agreed that there should be an approximate ratio of three community/lay leadership appointments to every one professional appointment (i.e., scholar, educator, communal service worker) in order to assure the predominance of lay leadership. The size of the Commission should be no more than forty members.



- a. Mr. Mandel identified the following as highest priority:  
Mandell Berman, Charles Bronfman, Don Mintz, Charles Ratner, Bennett Yanowitz. The following names were suggested by planning group members: Shoshana Cardin, John Colman, Henry Goodman, Steve Grossman, Sylvia Hassenfeld, Mark Lainier, Robert Loup, Florence Melton, Mel Mogulof, Judy Peck, Lester Pollack, Esther Leah Ritz, Dan Shapiro, Henry Taub, Leslie Wexner. It was agreed that Ginny Levi will prepare a grid of candidates based on specific criteria including geography, denomination, affiliation, etc.
- b. The following denominational leaders were proposed: Alfred Gottshalk, Norman Lamm and Ismar Schorsh. It was suggested that three additional rabbis be considered. The issue of Reconstructionist representation was raised.
- c. The following university scholars and intellectuals were proposed: Peter Blau, David Cohen, Lawrence Cremin, Seymour Lipset, Cynthia Ozick, Martin Peretz, Hilary Putnam, Henry Rosovsky, Israel Sheffler, Lee Shulman, Michael Walzer.
- d. The following Judaic scholars were proposed: Robert Alter, Deborah Dash-Moore, Arnold Eisen, Paula Hyman, Hillel Levine, Deborah Lipstadt, Michael Meyer.
- e. The following Jewish educators were proposed: David Dubin, Josh Elkin, Carol Ingall, Sara Lee, Jim Ponet, Yehiel Poupko, Jon Ruskay, Sam Schaffler, Alvin Schiff. It was agreed that an outstanding teacher should also be included. In the discussion concerning Jewish educators, it was recognized that it is impossible to have all the appropriate interests and voices represented on the Commission.  
  
It was proposed that involvement be expanded by establishing task forces on topics critical to the Commission's work. Each task force could be chaired by a Commission member and would submit a report which would become part of the Commission's final report.
- f. The following Jewish communal service worker was proposed:  
Barry Shrage.
- g. The following foundation executives were proposed: Steve Cohen, Maurice Corson, Eli Evans, Melvin Mogulof. It was agreed that the foundation lay leader be consulted to see if they or their foundation professional should be appointed.
- h. The role of the members of the planning group in relation to the Commission was discussed. No specific conclusion was reached. This will be determined after the director is on board.



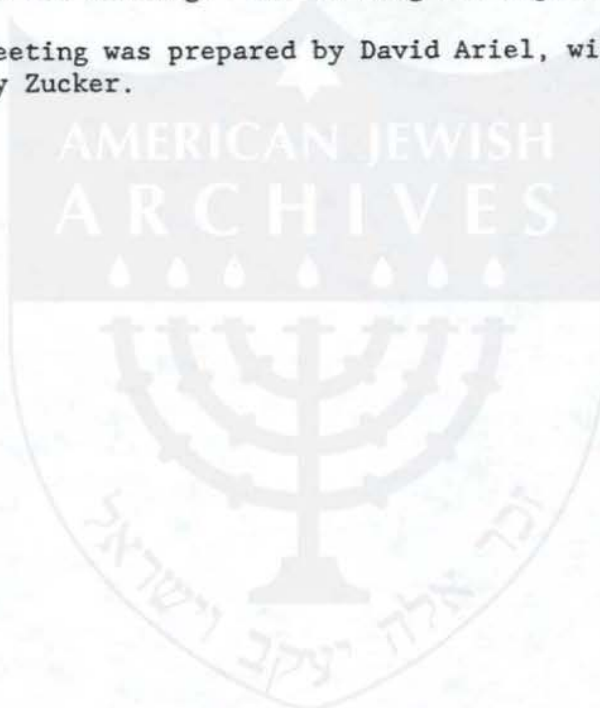
5. A proposed timetable for the work of the planning group was set as follows:

Proposed Timetable

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

6. Mr. Mandel expressed his appreciation to Ginny Levi for the logistical preparations for the meeting. The meeting was adjourned.

The record of the meeting was prepared by David Ariel, with suggestions from Ginny Levi and Henry Zucker.





PROPOSED INITIATIVE ON  
AMERICAN JEWISH  
JEWISH CONTINUITY/JEWISH EDUCATION  
ARCHIVES



March 1, 1988



## INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America--Jewish education.

Jewish education includes not only classroom instruction but all the settings in which learning takes place--within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the strategies needed to meet the challenge of educating Jews who are fully accepted in an open society.

The Mandel Associated Foundations are prepared to form a national Commission to involve the North American Jewish community in a



policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

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.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.



THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity--the creative vitality of the Jewish people, its religion, culture, values and traditions--is an issue of cardinal importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important.

We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.



THE KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best means of helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life--from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise throughout the North American Jewish community.



Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer faculty and students than at any time in the recent past. Professional standards, meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its variety insure the survival of the Jewish people.

#### The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To make it a reality, the organized Jewish community must be prepared to invest substantial new resources of thought, energy and money.

There are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major



Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful? The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide them and other supporters toward a practical application of resources to the needs of Jewish education.

#### A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

#### The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a 30-member national Commission of community leaders, outstanding educators, and other professionals. They



will be men and women chosen ad personam, whose competence, influence and institutional connections are clear and impressive.

Such a Commission will have a fourfold mission:

- to review the field of Jewish education in the context of contemporary Jewish life
- to recommend practical policies that will set clear directions for Jewish education
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations.



That is the ultimate purpose of the Commission: to offer concrete recommendations for strengthening Jewish education in all its forms and settings. The Mandel Associated Foundations are prepared both to commit their own resources and to encourage others to support the implementation of projects and programs proposed by the Commission.

#### THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

#### The Work

The Commission will probably meet four to six times over a period of 18 to 24 months. It will direct the activities of a study director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics. The final report will be the responsibility of the Commission.



The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and creating new ones.

One objective of the Commission study must be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

The Commission study may address four issues:

1. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small



pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system--youth movements, camps, community organizations.

3. The education of educators. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
4. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

#### TOWARD TOMORROW

Our community services experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something must happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.



We propose to establish a leadership Commission to assess the challenges facing Jewish education and suggest methods for dealing with them. Such a Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.





April 7, 1988

Mandel Initiative - North America  
Summary of Meeting of  
March 24, 1988  
3:30 - 5:00 P.M.

Present: Perry Davis, Seymour Fox, Annette Hochstein,  
Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker,  
Virginia F. Levi (Sec'y)

I. INTRODUCTION

The purpose of this meeting was to summarize the discussions and outcomes of the meetings of March 22-24 regarding the establishment and anticipated activities of the Commission on Jewish education/Jewish continuity.

II. COMMISSION MAKE-UP AND STRUCTURE

A. Review of the list of potential Commission members

1. It was noted that the presidents of the three cooperating organizations have been asked and have agreed to serve on the Commission. We are ready to invite Bronfman, Fisher, and Ratner at this time. The list of other potential Commission members will be reviewed with the three lay and professional heads of CJF, JESNA, and JWB before any other invitations are extended.

Assignment

A meeting of MLM and PD with the six leaders will be scheduled in New York, as follows (HLZ will coordinate):

First choice - Thurs., Mar. 31, 9:00 A.M. (or some time on Mar. 28 - 31.)

Second choice - Sun., April 10

Third choice - Mon., April 11, 8:00 A.M.

Last choice - Fri., April 15

2. The list of potential Commission members was reviewed and some assignments were made. A copy of the current list is attached.

Concern was expressed about the balance of lay vs. professional Commission members. It is expected that the leaders of the cooperating organizations and the first Commission members invited will have suggestions of additional potential lay Commission members. In addition, it was suggested that some professional groups be invited to designate one person to sit on the Commission. In addition, we might request that Commission staff members meet regularly with the groups in a liaison capacity, keeping the



groups informed and transmitting their ideas to the Commission. Groups that might be handled in this way could include rabbis, Federation executives, foundation professionals, and heads of Jewish colleges. This will require further discussion. We were advised to be politically sensitive in an effort to enhance the likelihood of acceptance of the Commission's final recommendations.

3. It was agreed that a category of Senior Policy Advisors be established. These people will be invited to Commission meetings and their names will appear on the letterhead, but they will not be Commission members. The following people were identified to serve in this role:  
Seymour Fox, Steve Hoffman, Art Naparstek, Art Rotman, Carmi Schwartz, Jonathan Woocher, Henry Zucker.
4. In further review of the list, it was agreed that:
  - a. The three major denomination leaders should be invited, later. The matter of including Arthur Green will be discussed with the leaders of the cooperating organizations. Our inclination is to include him. The matter of rabbis may be handled through the liaison approach.
  - b. Scholar/educators were rank ordered and it was agreed that the first four would be invited; the other two are alternate choices and should be asked to participate on task forces or as consultants if not as Commission members.
  - c. We will invite one Judaic scholar. Paula Hyman is the first choice, Arnold Eisen second.
  - d. It was agreed that there should be substantial representation by Jewish educators. All seven on the list will be invited. Sara Lee will be asked to serve as liaison to the group of Jewish Colleges. David Ariel will be asked to serve on a task force rather than the Commission.
  - e. While Barry Shrage is this group's choice for representative of communal professionals, it was agreed that they should be invited to nominate their Commission representative.
  - f. The New York six will be asked their opinion on the number of foundation professionals to include. A liaison member might be named or representatives of all foundations likely to participate in funding outcomes might be invited to sit on the Commission.



Assignment g. Other open items include final size of the Commission and additional representation by Canadians. The group was assigned the task of generating names of at least ten more lay candidates.

B. Next Steps

1. The planning group scheduled meetings for the week of April 18, as follows:
  - April 19-20 - NYC - PD and SF
  - April 21 - Cleveland - all day - PD, SF, VFL, AJN, HLZ
  - April 22 - Cleveland - 9 AM to 2PM - MLM plus the above
 By the end of the meetings plans should be set for the first meeting of the Commission.
2. The first meeting of the Commission will be held in NYC, 10:30 - 3:30 on one of the following dates (listed in order of preference):
  - June 21, 1988
  - June 23, 1988 (MLM is checking his schedule - may need to be A.M., only)
  - June 20, 1988

Assignment As MLM talks with prospective Commission members, he'll ask them to hold these dates.

Assignment PD will check with Carmi Schwartz' master schedule to avoid possible conflicts in meeting times.

### III. Design Document and Public Relations

A. Design Document

PD had the following comments about the design document:

1. The document may have the following uses:
  - a. recruitment of Commission members (marginal)
  - b. set the framework for the Commission's study
  - c. public relations (as people's first introduction to the problem)
  - d. measure of turf and consensus fights of the Commission
2. The basic assumptions of the document, reflected in the headings, appear to be right on target.
3. The concept of the Mandels' willingness to invest in the Commission's findings is not sufficiently visible and should be given more prominence.

Assignment 4. A clearer understanding of what we mean by Jewish education should appear in the document. SF and AH have agreed to draft this addition.



5. It would be useful to refer to data that link Jewish survival with Jewish education.
  6. While we do not wish to degrade Jewish educators, it is important that a sense of crisis emerge from the document in order that Commission members come to this process with a feeling of urgency.
  7. PD will work on a redraft and will ask for reactions from the original drafters.
- Assignment

B. Public relations

1. It is too soon to begin a formal PR program, but we should begin to think about hiring someone for this purpose.
2. On an informal level, we should be thinking about opportunities to include allusions to the establishment of the Commission in speeches and articles.
3. Before deciding on our PR approach, we should determine our target audience, our PR goal, and when we want to begin formally publicizing our activities.

IV. Study Process

- A. Staff, in addition to PD, will consist of a half-time secretary, a full time associate, and various adjuncts.
- B. A functional timetable is not yet available, but PD is working on it.
- C. The larger Planning Group is to be disbanded, with thanks. [WHO?  
WHEN?]
- D. By the end of the next meeting of this group, we should have a list of assumptions regarding the outcomes of the Commission's deliberations.
- E. It was agreed that Jewish education in Canada shares enough issues and problems with the American system to make it useful to include it in the study. Therefore, we will retain the concept of a study encompassing all of North America.
- F. Is personnel the key core issue? Yes. A related issue is the means to creating an environment in which Jewish education can attract and retain superior personnel and, thus, prosper. This will require the involvement and commitment of the highest level community leaders.
- G. In order to maintain the momentum of the Commission and as preparation for community involvement, we will need some milestones along the road. The first of these will be suggested by PD at our meeting in April.



H. Potential Problems

1. Can the range of different needs as felt by the various denominations be met by the Commission?
2. Can we tackle day school, supplemental school, and adult education in a single study? This is an issue of scope and focus.
3. We could be flooded with people or groups claiming to have the answers, if only we would provide the money.
4. We risk frustration with the pace of the Commission.
5. We will be asked why the Mandels and why Perry Davis.





Art -

4-5

PD sent this & asked  
for comments & suggestions.  
Please return to me  
with any notes.

Ginny



DRAFT

SUMMARY OF A PLANNING MEETING OF  
THE MANDEL INITIATIVE FOR NORTH AMERICA

March 30, 1988

at JWB headquarters, NYC

Present: Perry Davis, Morton L. Mandel, Arthur Rotman, Carmi Schwartz, Jonathan Woocher

Meeting convened at 1:00 P.M.

1. Introductory remarks. Mr. Mandel suggested that this was a significant milestone for the Commission and in fact was a formal kick off. He said that while the Commission hoped to suggest a series of opportunities that would help insure Jewish continuity in North America, it was equally significant in its method of operation. The Commission intends to leverage private and lay leader support and create a true partnership with the organized community as represented by Messrs. Rotman, Schwartz and Woocher. He hopes that this undertaking will also serve as a model to be replicated.
2. Major conclusions and recommendations emerged from a series of meetings in Cleveland involving Mr. Mandel, Henry Zucker, Art Naparstek, Seymour Fox, Annette Hochstein, Virginia Levi and Perry Davis. These include the following:
  - The Commission should be dominated (2/3) by lay leaders. Mr. Rotman agreed and added that over involvement by professionals would impel many lay leaders to limit their attendance and diminish the value of the Commission.
  - The group agreed that the concept of liaison representation was sensible. That is, in some cases key organizations would have one representative sit on the Commission and a Commission staffer meet with the organization on a regular basis. This will keep organizations like the large city Federation Directors group, foundation executives, etc. fully involved without overloading the Commission.
  - The group agreed to the category of a Senior Policy Advisory group to serve as a "kitchen cabinet" and help guide the commission. There is no plan for an executive committee of the Commission. The group will be listed on the Commission letterhead and attend all Commission meetings as well as special gatherings to plan and



react to the Commission. The group will stay small and include Seymour Fox, Steven Hoffman, Art Naperstack, Art Rotman, Carmi Schwartz, [Annette Hochstein?] Jonathan Woocher, and Henry Zucker. It will be joined at meetings by Morton Mandel and Perry Davis.

- The major study work and of the Commission will be conducted by task forces, headed by lay commissioners but comprised of members who need not be commission members. Task forces will receive staff support as necessary and appropriate. Mr. Mandel indicated that it might be useful to use support staff currently working for any of the three organizations represented, if this occurs the organization would be reimbursed for the leave time. He asked those present to consider possible names of adjunct staff.
- The design document will be revised a bit by Perry Davis and then submitted for review and comment by Messrs. Rotman, Schwartz, and Woocher. Davis will also draft a summary piece for inclusion with the official invitation letter.
- Canada will be included in the Commission review. Its similarities to the U.S. situation are greater than any differences. Additional Commission members are needed from Canada.
- Formal announcements and public relations efforts will be deferred until the Commission is fully constituted. Mr. Mandel asked the group to begin thinking about PR and solicited suggestions about possible articles to be submitted to key periodicals as well as fora for speeches about the Commissions intentions.

Comments:

Mr. Schwartz suggested that the National Foundation on Jewish Culture be involved in the work of the Commission. He suggested that its growing importance as a representative of significant Jewish cultural resources (scholars, museums, concert halls, belle letters, etc.) made it a valuable educational partner. Mr. Mandel suggested that the Foundation should not have status equal to that of JESNA or JWB but should be involved. P. Davis will meet with Abe Atik to introduce the Commission and establish contact.

Mr. Rotman similarly urged close attention to the area of family education. He cited the recommendations from the NY BJE on the need to infuse meaning into the supplementary school system via family involvement and support. Foundations are beginning to support this area.



3. The list of potential Commission members was reviewed and suggestions were made. The existing list elicited the following comments:
- "Corky" Goodman might substitute for Lester Crown
  - C.S. urged caution on the appointment of Florence Melton
  - Maryles was viewed positively by C.S.
  - Charles Bronfman might wish to designate Andrea Bronfman as his representative. She is directing the work of the foundation.
  - Joseph Gruss need not be invited to serve on the Commission but should be visited by M. Mandel and lauded for his pioneering efforts to support Jewish education.
  - Arthur Green should be invited to be a commissioner.
  - The scholar educator list was accepted.
  - Instead of Hyman or Eisen, Robert Alter, Chaim Yerushalmi (Columbia) and Aaron Twersky (Harvard) were recommended as Jewish scholars. In the case of Hyman it was pointed out the Ismar Sorch would clearly double in the role of denomination leader as well as Conservative scholar.
  - It was felt that the Jewish educator list need not include Irving Greenberg, Yehiel Poupko or Carol Ingall. On the other hand the need for a top rate day school principal brought the recommendation (from both Art Rotman and Carmi Schwartz) of Joshua Elkin of the Newton, Mass. Solomon Schechter school.
  - The group felt strongly that it will politicize the process to ask Federation directors to choose a representative. The recommendation is that Barry Schrage be appointed a representative commissioner.
  - Art Rotman suggested and was supported in the contention that including only a few foundation executives would cause dissension. Instead a formal separate foundation executive committee should be formed as an adjunct group to the Commission. It should meet regularly and be kept up to date on Commission developments. Furthermore, foundation directors should be invited to serve as task force members as appropriate.
  - Carmi Schwartz suggested including Darrell Friedman, Exec. Director of the Baltimore Federation. According to Schwartz,



Friedman is beginning to play a major role in the disposition of a significant gift from Harry Weinberg - Hawaii.

The following names of additional lay leaders was suggested.

- Mary Zorensky	St. Louis
- Billie Tisch	NYC
- Peggy Tishman	NYC (two more years to serve as Fed. Chair)
- Leon Levy	NYC (representing the Sephardi community. Involved in Mogen Dovid and other charitable causes.)
- Milton Petrie	Henry Zucker to follow up with Charles Ratner and Ernie Michel.
- George Klein	NYC (the group felt he would be a very meaningful addition and add another Orthodox name to the list. Klein heads the NYC Holocaust Commission and has two children in day school. He is a major developer (Times Square project).
- Aaron Ziegelman	NYC? (will represent Reconstructionists and CLAL)
- Julie Kashulsky	Toronto
- Philip Gronofsky	Canada
- Philip Klutznik	Chicago, (Strongly recommended by Art Rotman and Carmi Schwartz, if he'll serve)
- Stuart Eisenstadt	Baltimore (recommended as a well known leader whose voice will lend strength to the Commission's role and recommendations)
- Peter Haas	San Francisco (Levi Straus)
- Ed Sanders	Los Angeles
- Bram Goldsmith	Los Angeles



4. June 23 is the tentative date for the first meeting of the Commission. C. Schwartz, A. Rotman and J. Woocher will check their calendar and those of their lay leaders to make sure that all can attend this meeting in NYC. Perry Davis will follow up.

M. Mandel asked if there might be a way to meet with these lay leaders in advance of the June 23 meeting. Possible dates will be checked. M. Mandel also indicated that he would address the board of JESNA in September and asked if there were similar opportunities to work closely with the three organizations and their lay leaders.

It was felt that the major outcomes of the first Commission meeting might be a greater engagement by commissioners in the mission of this project. Additionally a timetable would be set, the task force and Commission structure would be described. A noted scholar would also present a state of Jewish Education report to the group.

In the next few months, it was suggested, that existing data sources be tapped and information gaps identified. Filling these gaps and coordinating data might very well be a key recommendation of the Commission.

The first meeting should be certain to present action alternatives to the Commission. Members should be briefed in advance on basic data and come prepared to make recommendations for next steps based on various alternatives (including "none of the above"). The Commission should actively guide the work of staff and develop consensus through meaningful deliberations. A rabbi should present a D'var Torah at the meeting.

The meeting was adjourned at 3:00 P.M.

Submitted by Perry Davis



Mandel Initiative - North America  
Summary of Meeting  
April 22, 1988  
10:00 A.M. - 2:00 P.M.

Present: Perry Davis, Seymour Fox, Morton L. Mandel, Arthur J. Naparstek,  
Henry L. Zucker, Virginia F. Levi (Sec'y)

I. COMMISSION MEMBERSHIP

A. Selection of Potential Lay Members

The list of potential Commission members was reviewed and selections were made of the "first 13" lay members: those whose participation is considered critical both to the Commission and to attracting others. An additional 12 potential lay members were identified, along with 6 foundation representatives who are to be considered lay members. Assignments were made for inviting their participation and are indicated on the attached chart.

B. Selection of Potential Professional Members

The list of potential professional members was reviewed and 13 were identified with one (Darrell Friedman) to be considered further. Assignments were made for inviting their participation and are indicated on the attached chart.

II. INVITATION FORMAT AND APPROACH

A. Approach

Initial contact will generally be made in person or by telephone, as indicated on the chart. This will immediately be followed up by a letter (and the design document) and, shortly thereafter, by a personal meeting with one of our planning group to discuss the ideas to be presented at the first meeting.

B. Meeting Date

PD will check immediately with Rotman, Schwartz, and Woocher to determine the best of three possible dates for them and their presidents. MLM will check the dates as early as possible with Bronfman and Fisher. The dates under consideration, in order of preference, are:

1. July 21, 1988
2. July 20, 1988
3. July 14, 1988



Once a meeting date has been selected by the aforementioned group, it will be relayed to others as they are invited or as soon thereafter as possible.

### III. FIRST COMMISSION MEETING

#### A. Anticipated Outcomes

It is intended that the Commissioners will leave the first meeting informed on the issues, aware of both the emerging crisis in Jewish education and the opportunity of the group to have a positive impact. They should agree on the mission of the Commission, expected outcomes, a means of organizing themselves to reach those outcomes (task forces), and a timetable for accomplishing their goals.

#### B. Possible Components of the Meeting

1. Opening statement by MLM summarizing the dilemma and opportunity (will have been discussed with Commission members prior to meeting).
2. JWB and JESNA presidents provide background and current picture from their organizations' perspectives.
3. Present talking papers which focus on the issues to be addressed by Commission (through task forces).
4. Eye-catching presentation (vignette) to get the attention of Commission members ("A little Broadway").
5. Close with presentation by respected participant (possibly M. Lipset) summarizing meeting and commenting on the fit of Commission's goals in the world in which we live.

### IV. NEXT MEETING OF PLANNING GROUP

This group will meet in Cleveland on May 17-19 to plan the first Commission meeting. PD, SF, AJN, and VFL will be present for the entire time. HLZ will participate on 5/17 and MLM on 5/19.

### V. TASKS TO ACCOMPLISH BY MAY 17

--Invite Commission members - as indicated on attached chart.

--HLZ - ask S. Solender to meet with PD to discuss potential New York commissioners.



- PD - meet with S. Solender to discuss potential New York commissioners.
- HLZ - talk with Steve Ain about Canada representation.
- HLZ - check D. Friedman's acceptability as a Federation representative.
- PD - check dates with AR, CS, and JW and their presidents.
- MLM - check dates with Bronfman and Fisher.
- PD - develop task chart.
- PD - draft confirmation letter to go to commissioners.
- PD and SF - begin drafts of talking papers for first meeting.
- PD and VFL - develop an assembly line process for the invitation stage and early stages of the Commission and stay in frequent contact with updates.





5/23/88

Mandel Initiative - North America  
Summary of Meeting  
May 20, 1988  
9:30 - 11:00 A.M.

Present: Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker,  
Virginia F. Levi (Sec'y)

Following is a summary of items discussed and assignments made:

I. Review of Assignments and Work Plan for Pre-Commission Tasks

- A. MLM noted the five lay people he is to contact and the three college presidents. He will complete these assignments by June 3.
- B. From the list of six possible Canadian Commission members, it was agreed to invite Philip Granovsky, Thomas Hecht, and Henry Kochitsky. HLZ will invite them following MLM's meeting with Charles Bronfman.
- C. AJN and VFL will revise the appointment letters for Commission members and Senior Policy Advisors, using HLZ's letter to foundation professionals as a model, by May 25. These letters are to go out as soon as possible.
- D. Minor revisions were made in the Concept Paper. This version will be faxed to Rotman and Woocher for final approval. HLZ will send an "advance copy" to Schwartz for his information.
- E. The date for the first Commission meeting was tentatively set for August 1, 1988, based on the fact that Berman, Fisher, Mandel, Mintz, and Yanowitz are all available on that date.

II. Draft Agenda for First Commission Meeting

- A. Objectives of the morning program:
  - 1. Clarify mission and method of operation
  - 2. Involve group in discussion to gain understanding and commitment.
  - 3. Give JWB, JESNA, and CJF a feeling of ownership.
  - 4. Make participants feel good about their own personal involvement.
  - 5. Create a sense of excitement, opportunity, importance.
  - 6. Gain the approval of the group to the general approach.
  - 7. Gain input.



B. Proposed schedule

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

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. This will be a single page which can be incorporated in the final report of the Commission.

3. 10:30 - 11:00

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

4. 11:00 - 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



an important process. Discuss on 5/25 whether Lipset is the right choice for this.

Following the meeting we should have cars to take participants directly to the airport.

### III. Budget and Structure

#### A. Proposed budget

The proposed budget was discussed and minor revisions were suggested. We will plan for four Commission meetings in New York and six meetings of the Senior Policy Advisors in Cleveland. We will retain the line for a 1/2-time secretary, but will hold off on implementing until we need the help. We may be able to get sufficient secretarial help from within Premier.

AJN and VFL will revise the proposed budget for further discussion on 5/25.

#### B. Associate Director

The draft position description was discussed. While it would be preferable to get one person to join on a full-time basis, it may be necessary to divide the description into a content (or administrative) track and a Jewish education (or management) track and seek two part-time people. AJN will pursue this with candidates whom he has in mind and will discuss with SF on 5/25.

#### C. Expense Policy

VFL will talk with Schwartz, Rotman, and Woocher about how they handle travel expenses of participants in their national meetings and will review this further with the group on 5/25.

### IV. Public Relations

#### A. Name

To be discussed on 5/25.

#### B. Press releases

MLM will talk with Art Rotman about loaning a staff member for public relations assignments. AJN will then enlist the services of the JWB press officer.



Mandel Initiative - North America  
Summary of Meetings  
May 25-26, 1988

Present: Perry Davis, Seymour Fox, Annette Hochstein, Arthur Naparstek,  
Henry Zucker, Virginia Levi (Sec'y)

I. Review of minutes of 5/20/88

- Canadians - Perhaps Bronfman should be involved in the selection of Canadian commissioners. Those selected come highly recommended, but should be checked with Bronfman before being invited.
- Senior Policy Advisors - HLZ has spoken with all but C. Schwartz and is drafting a follow-up letter.
- Concept Paper - J. Woocher and A. Rotman have signed off. SF suggested two minor changes.
- Meeting Date - CAJE will be meeting in Israel on August 1. SF will notify the educator/commissioners of the date. If there are too many conflicts, we will try to schedule a meeting prior to the Commission meeting for those unavailable on 8/1.

II. Review of Assignments

The Assignments were reviewed. An updated list is attached.

All present agreed that Arthur Green should be invited. AJN will propose this to MLM.

Further consideration will be given to how M. Corson might be involved.

HLZ will talk with MLM about whether to invite Rob't Arnow, his wife, or his son and how to approach.

VFL and AJN will talk about having the concept paper printed prior to distribution.

III. Agenda of First Commission Meeting

A. Goals

There was extensive discussion on the goals of the meeting and the means of achieving them. The following general points were made:

- Commissioners should come away with a sense of commitment, of the value of this endeavor, and of involvement.



- There should be no feeling among commissioners that they are there to rubber stamp an already-developed set of proposals. They must feel they are being listened to.
- It is our job to create for the commissioners a sense of clarity of the goals and objectives of the Commission.

B. Format

1. 10:00 AM - coffee
2. 10:30 AM - 12:30 PM
  - a. The meeting should open with a presentation by MLM which includes the following:
    - i. personal statement - MLM's reasons for being here today
    - ii. summary of key issues (with reference to interviews with Commissioners)
    - iii. statement of goals and objectives of Commission and how we envision accomplishing them
    - iv. method of operation - frequency of meetings; role of task forces; duties of commissioners, senior policy advisors, staff, and consultants.
  - b. The leaders of JWB, JESNA, and CJF will each make a presentation which includes:
    - i. his organization's resources, experiences, and contributions to this process
    - ii. a statement which cements the involvement of his organization
    - iii. a brief presentation on an issue specific to his organization's interests
  - c. The remainder of the morning will be devoted to discussion among Commissioners. [How the leaders' presentations and discussion will be scheduled/balanced remains to be determined.]
3. 12:30 - 1:30 PM - Lunch with no speaker.
4. 1:30 - 2:00 PM

Someone will be asked to provide a synthesis of the morning's discussion, a statement of where we are, followed



by a presentation by Art Rotman on the Senior Policy Advisors' suggestions (based on recommendations of commissioners gleaned from interviews) for task forces.

5. 2:00 - 4:00 PM

It is planned that this will be devoted to general discussion of the synthesizing statement and of the proposed task forces. If this appears to be lagging, we could break into smaller groups, each to discuss a particular task force, with time at the end to report back.

6. 4:00 PM - Summation

MLM will summarize the day - what we've done and where we go from here.

S.M. Lipset will be prepared to make a final statement to raise the level of discourse, if necessary, and to comment on the impact of the Commission. He will be prepared to condense or expand his remarks, depending on how the meeting is going.

C. Place of Meeting

It was agreed that the New York Federation offices provide the best meeting site. They have enough meeting rooms and can provide Kosher food. VFL will check on availability. If we do meet there, we will invite Steve Solender and Peggy Tishman to attend.

D. Name

It was agreed to call this the Commission on Jewish Education in North America.

IV. Pre-Commission Tasks

A. VFL and AJN will arrange to have the design document printed.

B. The confirmation letter, which should include reference to the meeting date and a paragraph introducing the pre-commission interview, will be completed and mailed with the design document enclosed by June 3.

C. The interviews have been assigned and are to be conducted by early July. AH will get a revised format for the interview to AJN in the next week.



- D. A meeting of the planning group with MLM is to be scheduled on July 6, 7, 11, or 13. We will schedule a meeting of the Senior Policy Advisors for the same day, also with MLM, if possible. At that meeting the results of the interviews and a draft report on the parameters of the problems of Jewish education in North America will be presented for discussion. The Advisors will review and advise on the agenda for the Commission meeting.
- E. Regarding public relations, it was suggested that David Finn be asked to meet with the Senior Policy Advisors and follow up with a proposed two-year plan. (This idea has to be checked with MLM, first.) We might then establish an advisory committee specifically to handle PR. The first meeting must be covered and a press release done. No assignments were made.
- F. AH and SF will prepare by early July a draft two-year plan for the Commission, including content, process, and organization. This may be presented to the Senior Policy Advisors at the July meeting.
- G. AJN will meet with Rotman, Schwartz, and Woocher in the next two weeks to update them.
- H. A meeting will be scheduled in July with the educators who will be attending the CAJE meeting in August to brief them on plans for the Commission meeting.
- I. Materials to be prepared for first meeting:
  - 1. MLM opening statement - AH and SF will draft the personal statement and closing remarks and will create a shell for the body, to be filled in with results from interviews.
  - 2. AH and SF will work during the next two weeks with their staff in Israel to gather background data to be inserted in Commissioners books and referred to during the meeting. This will be checked with key people in North America. AJN will talk with Carmi Schwartz about data he has available.
  - 3. Following the meeting of the Senior Policy Advisors, the professionals from JWB, JESNA, CJF will work with AJN to draft talking points for the use of their principals at the Commission meeting.