



# THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

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

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| Box | Folder |
|-----|--------|
| 12  | 13     |

Notes. Miscellaneous, undated.

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

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ART:

YOUR SCHEDULE FOR NEW YORK

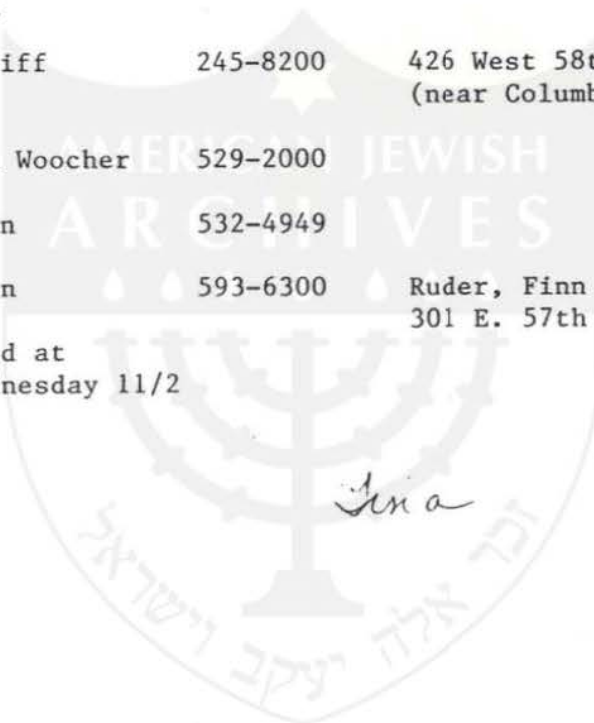
WEDNESDAY - NOVEMBER 2

|            |                    |          |                                                       |
|------------|--------------------|----------|-------------------------------------------------------|
| 10:00 a.m. | Peggy Tishman      | 980-1000 |                                                       |
| 12:00 noon | Matthew J. Maryles | 667-7420 | World Financial Center<br>200 Liberty St - 34th floor |
| 3:15 p.m.  | Rabbi Lookstein    | 427-1000 | Ramaz Upper School<br>60 East 78th St.                |

THURSDAY - NOVEMBER 3

|           |                   |          |                                                         |
|-----------|-------------------|----------|---------------------------------------------------------|
| 9:30 a.m. | Alvin Schiff      | 245-8200 | 426 West 58th St. - 4th floor<br>(near Columbus Circle) |
| noon      | Johnathan Woocher | 529-2000 |                                                         |
| 2:00      | Art Rotman        | 532-4949 |                                                         |
| 4:00      | David Finn        | 593-6300 | Ruder, Finn & Rotman, Inc.<br>301 E. 57th St.           |

Reservations confirmed at  
Madison Tower for Wednesday 11/2



10/20

## COMMISSIONER INTERVIEW SCHEDULE -- ARTHUR J. NAPARSTEK

## COMMISSIONERS

Wont call yet  
Mona Riklis Ackerman  
New York, NY  
(212) 888-2035

Art to call

✓ Mandell L. Berman  
Southfield, MI  
(313) 353-8390

~~will confirm~~ H/I.  
Art meeting him  
11-1 12:00

confirm H/I

Stuart E. Eizenstat  
Washington, D.C.  
(202) 347-0066

when should I schedule?  
Art to call

✓ Bennett Yanowitz  
Cleveland  
696-3311  
summer

~~when should I schedule?~~

anytime

confirmed Monday Nov. 7 3:00 pm

✓ Rabbi Haskel Lookstein  
New York, NY  
(212) 427-1000

confirmed

Wed. Nov. 2 3:15 p.m. meet at  
Ramaq Upper School  
60 East 78th Street

✓ Matthew J. Maryles  
New York, NY  
(212) 667-7420

confirmed

Wed. Nov. 2 (noon)  
lunch at his office  
World Financial Center  
200 Liberty St. 34th floor

✓ Alvin I. Schiff  
New York, NY  
(212) 245-8200

confirmed

Thurs. Nov. 3 9:30-11:30 A.M.  
426 West 58th St. - 4th floor  
near Columbus Circle (between 8th & 9th)

Lionel Schipper  
Toronto, ONT

when should I contact?  
or do you prefer to call? Art to call

(416) 961-5355

✓ 1111 Park Ave.  
Daniel S. Shapiro  
New York, NY 10128  
(212) 758-0404

had surgery - won't schedule meeting before Nov 30.  
Art to call

✓ Peggy Tishman  
New York, NY  
(212) 980-1000

Art to call ~~confirmed~~ Wed. 11-3 10:00  
Peggy in Israel until Friday - Secretary  
suggested calling Judith Mamey's Dir. of Comm.

✓ Ronald Appellby  
Toronto

✓ Tues. Nov. 15 10:30-12:00

confirmed / Rachel

(212) 593-6300  
David Finn →  
Ruder Finn &  
Rotman, Inc.  
301 E. 57th St.  
N.Y. 10022

tentative Wed. Nov. 3 4:00 p.m.  
Rosie to confirm 11/1 after Finn gets to  
back. Office is on the corner of 2nd  
and Ave next to a car show room





Dec 13<sup>th</sup> -

4

- ① Review Tomorrow Agenda
- ② Review seating
- ③ Review Monday outcomes
- ④ Review census
- ⑤ Designing Commission -
- ⑥ Policy Adv Group -



We  
Florence Heaton

How are we going to work:

Put forward a structure -

Task Forces -

Send out a communication asking for involvement -

Personnel  
Community

Historical Research - what can  
Beidon  
Share

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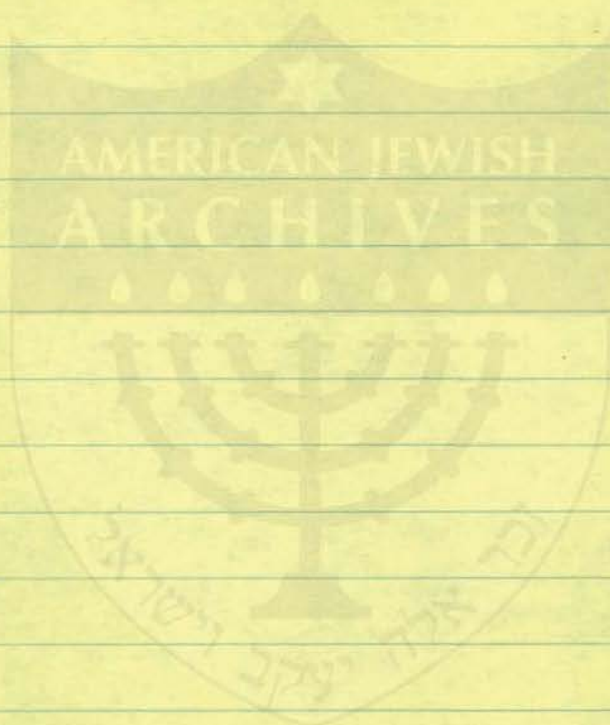
Personnel

How we get them + keep them -

Upgrade the status of the profession -

- Best Practices -

+ People + Funds  
Reading  
 Outreach





Demonstration project

High schools -

- Creativity at new way of looking at problem -

Reason for treating Jewish families as families -

① How do we elevate the status of Jewish education  
Create a Task Force

② Find ways to get kids to Israel -

③ Offer



We have put forward the beginning of a framework - common themes based on

what Bennett said - Organize around substantive issues cross hatch by

Target groups - ~~Different~~ the pluralism

is represented by how different groups

can get their needs met in different ways.

In some instances we will be involved in <sup>inventions</sup>

in ~~new~~ inventions - in others in strengthening

what works -

~~We should work as a~~

The commissioners should lead the commission

- Put forward a work plan that is commissioner

dominated - Organize work groups that

will start the process - What work groups

should be organized - Can change.



We are ready to move to a preliminary  
Strategy of how we will work as a Commission

Work groups should be organized

The Commission should commission

dominated + not staff dominated - Can't

talk to that

We need to network - linkages with a variety  
programs - linkages - Comm./Studies  
Catalyze -

Task force on recreating community -

How do we reprivatize Jewish interests in  
the family in synagogue -  
Trends

① Personal -  
in the settings -

Family ② How do you impact children &  
families together - Adult involvement  
to families Community support



Technology (3) Enter the 2<sup>nd</sup> Century - Technology  
Bli Evans - Audio Visual -

We need to know what is being  
done in other areas -

Develop incentives -

Consortium within Communities



Matt took too long -  
Lost the focus -

Positive - Staff showed great discipline -

Accomplished goals -  
Crown  
Bushman

Three speakers may have been misplaced -

Get back to Ladore T.

Absence of hostility -

MLM - set a great tone -

Came through microphone - sincerely -  
no bias - no

Level of participation at end  
" " affect " "

Let's not ball shit down -

Matt's opening in P.M:



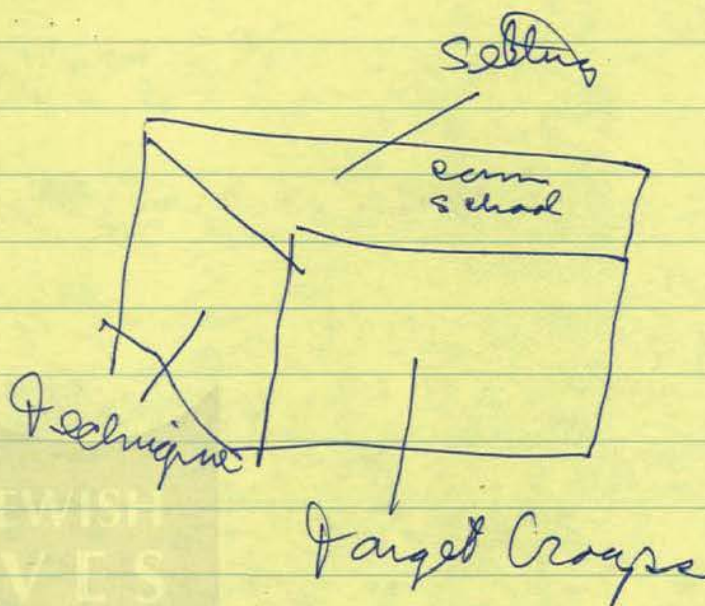
Must be shared steeply -

Which does

Can we

Feedback

Go back to organized -



Trade off - alternative

School of Thought No 2 -

bridging concept -

No Face Face -

Reconsider

Working Papers

Steps <sup>Revised</sup>

① Get back to Com

Reinterview

- papers -

② Come Case Study

③

Letter from MLCM - 8/12 Chambers web

Minutes - 8/26

Debriefing - 8/1-8/26

PP TOPEds - JESW/JWP-CATZ

Working papers - take a few days

Regional Mtg -

Settin Agenda for Dec Mtg

MLCM - letter



Reconcile Contradiction Tendency - Process - org - <sup>Union</sup> - <sup>Base</sup> Product -  
Future is history

Technique Working Paper  
Charles P. R. Challege  
Schippers / Personal

Foundations  
Special Fundy for research.

Looking  
Forward the  
year 2000

Client Feedback  
Project Groups

Softing  
Comments Structure

Adaptation  
to new  
information



S. F. Deeds

- Secretary - 1,000 per month -
- Space - 1,000 per month -
- Annals - 50% -

Agenda

18 Month Plan

ATW/MCOT used  
to Israel -

Resources in  
Israel -

Could not be excited about MINA without RTA -

S. Fox

Five visits per year - (once every two months)

Paler

① Wt to be counselor to certain people -

② Quality central -

③ What Consultant to process in education -

Gail Wolf  
Susan Chodoff.

Post Commission Paper -

Guiding a Task Force

Consulting with F.S.W.

Research

Reamer

Fox

Reichstein -



File

① Optimize Sepmwar - M/W N  
Maximize

② Director MIB - -  
- Pre planning -  
- May meeting -

- ③ Program in Israel -  
Mandel Program in Israel -  
Proactive - Septemic  
change -

Director of Israel Program -

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Munds To Mandel Foundation

United Way - Best Wishes

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W hats the best Green -  
Interchange -



Letter

Asked senior policy advisors for  
next steps -

first meeting

First ' ' was a wonderful  
beginning - Need to focus out

Meeting of Oct 17<sup>th</sup> -

Milestone date - for 18 months -

Sept of 10-11 - same -

October meeting -

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① Agenda for 12/13

② Two Year Plan

③ Method of Substance of 2yr plan.

④ Post Commission Plan -

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How - Cerini - Jonathan Wosley -

United Synagogue of America

Bay groups tied to denunciations

Crighton - Shatz - Cross

Reforms -



Summary  
of aggadah  
about  
Kamza +  
Bar Kamza

EJ  
v. 10  
732

$h = kh$

(17)  
opening line  
~~of~~ of

This Shabbat - Shabbat Nahamu -  
Sabbath after Tisha b'Av.

Message of consolation - healing -  
binding the wounds caused by the  
destruction of The Temples & the  
dispersion of the people of Israel,  
The  
Naftarah  
Nahamu,  
Nahamu -  
Be  
comforted  
etc.

Tradition tells us that the 2nd Temple  
was destroyed because of "baseless  
hatred" - Sinat hinam. Petty jealousy  
& rivalry.

Source of story - Talmud (Gittin 55b) -  
quoted by Rabbi Yohanan

Kamza + Bar Kamza

(3 = +5)

↓  
Supposed to be invited  
to a feast

→  
enemy of host,  
invited by  
mistake.

B.K. appears @ party & is thrown out.

Pleads w/ host to save face. Offers increasing  
sums of money to be allowed to stay. Thrown  
out. BK, furious, goes to emperor - tells  
him Jews were planning a revolt.

Petty jealousies - inability to look beyond  
narrow issues of turf → destruction + chaos



Samuel Perenthal

Morris Shiff  
Seymour Shiff

Bd of Jewish Nat Council of Jewish Women  
WB - Vice President - Bd.

I Views on Jewish Education Problem  
Jewish ed - not reaching enough  
of Jewish people - In smaller communities  
much larger per cent of people to reach  
people -

We must in Jewish education for  
the wrong reasons - If we had Jewish  
education we would solve problems  
like ~~first~~ intermarriage -

Jewish ed is of value for itself -  
Intrinsic value

People do not feel they do not have  
enough Jewish education. People leadership  
do not feel they have enough -

4 Changes

Upgrading the quality & number  
of teachers -



III Why Comm is timely -

The Center is the one of the best places for Jewish education - 100's of pre schoolers -

Informal

Commission is timely - This is a good time - Institutions are rethinking their role -

What should never be lost is the issue of responsibility - involvement in the community. Our responsibility -

IV Organization of Commission -

No system of Jewish education -

No curriculum -

Task Forces

How to make Jewish education a profession -

Cementation - Develop a curriculum



Believe the the community center to be the  
center piece - Build a Jewish curriculum.

### Subseries of Commission

- ① Curriculum
- ② Strong professionals - Treating every kid  
well - System to create strong -
- ③ Writing down our history - American  
history.

④

Montreal - Unified Jewish education system -  
May not include the day schools -  
Check to see how it works -  
Supplemental schools -

~~Do it~~

P.R.

Let people at the end of mts - What do  
people want in terms -



Dan Shapiro

Develop approaches based on success -  
1/3 Greenberg techniques useful to rabbis -

Personnel

Define it broadly - educator -  
Camp counselors -

Check on 1/3 breeding

Time is ripe

Israel - heavily dependent on Israel -

Israel - not to soon -

Generation that has not experienced Holocaust -  
Feelings toward Israel different -

Universities have to be brought in - Period  
of 4-5 years need to be brought in -  
Kibbutz under siege. Quality of Kibbutz  
rabbin - funding is not there - young  
kids - need.



Deenogem College -

people

© JF- Bd of Directors Modelled  
in form. Phoenix -  
Mallory - Gwendy

Analysis of Hillel - Should it be  
restructured - D.I.C. for may be a model

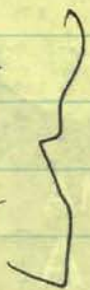
Systems

Bureau -

Fed

Hillel -

Adult Ed.



What are Jewish comm  
responsibilities at each level -





## Letter Pollack

### I Problem Area

involvement in / YB - community  
center - involvement in Maximizing Comm.  
Implementers -

What worries him the most - "Lack of  
consciousness in the role of Jewish ed.  
+ Jewish continuity - Understanding the  
validity of Jewish education. Institutions  
are not reaching out - formal - informal -

Mid West dist. - Jewish Tradition program -  
if the JCC becomes feeder to  
regions -

Provide mechanism - Community  
Centers -

The leadership does not take  
~~cons~~ institutions to use as feeder.  
We have an opportunity we are  
losing

How what the mechanisms that get the  
institutions to deal with it - Com Ctr -  
Synagogues -



How do we make it operational -  
How do you get teachers who are  
willing to go to comm. etc - How do  
you get comm. etc to think about  
more formal programming -

Capitalize -

Formal Jewish Education -  
Professional Dev  
Media Dept. to Harold -  
Sach

Seq into a series of cycles -

Intervene on a systemic basis - Would  
intervene in the federation world -  
Would not be competing

How would we organize the Commission -  
Push force on Jewish Ed in year 2000  
How formal education perceive Jewish  
Ed in year 2000  
How



- How Jewish education would look  
in the year 2000  
Formal ed.  
Informal ed.  
Federation

What are the critical issues -

The end product - all Task Forces form a  
common thread - so is interdependent

Israel is an integral part of the education  
process -

Brandeis Camp - Model -  
Greenberg Adalt

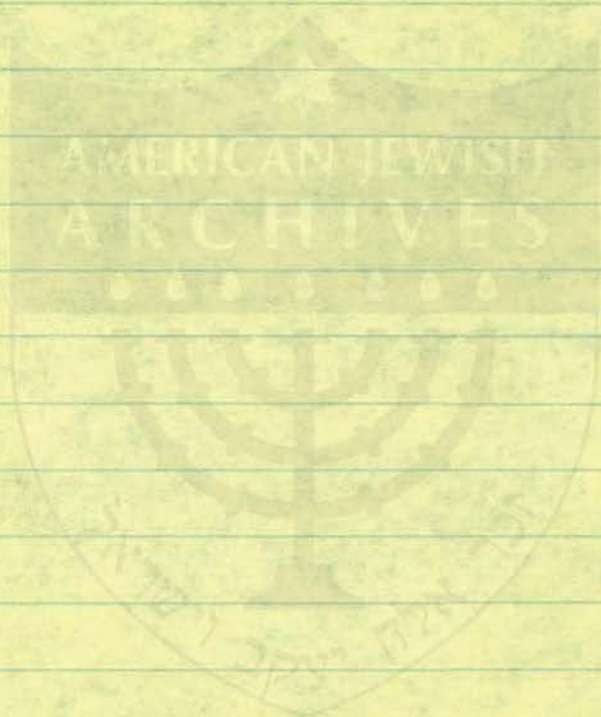
\* A lot going on - but not put together -

Involvement - integration - Total Creativity

Need to institutionalize & build on  
successful program -



Resource Material Inventor - B. Annally  
WB - JESNA -





Al Schiff -

July 19, 1988 -

12

## Problem Areas

① Jewish education has never had the history to step back - Always crisis oriented - Step back - reflective - Is there something we need of a research nature to solve the problems -

It may relate to facilities, personnel, programs - curriculum -

The very fact that such a commission is an adding factor - It could be catalytic, informative, instructive -

Need for endorsement in Jewish education -

So that we can do things that are new -

Outcome

Establish an endorsement fund -



Possible outcomes - Endowment -

Lack of educational personnel - Has to be addressed -

Constructed  
Jewish Day School -

Supplemental

Informal

Assessment of Day School -

Analyze D.T.C. - 70,000 children -  
Direct service pop. - More than 50%  
are right wing - That 50% are divided -

the other Of the entire school pop in  
D.T.C. only 5% are not orthodox -

- Dealing with personnel needed to  
consider modern orthodoxy -

Solomon Schechter School - similar problems -  
to modern orthodoxy - Han



\* In dealing with personnel its a pluralistic  
process - diff religious orientation - ideological -  
Traditional -

Within Day School - range early childhood  
to own level - Early grade - Primary  
School unit - Junior High + High School -  
Within Day School - sp levels  
Different Specialization -

If personnel is issue - zero in it the  
right way - the content has to be right -  
Differential aspects -  
Supplemental

Principals -

Specialization in Jewish education -  
in schools are needed - Bible  
in high school - different than early  
childhood exp -

Need for specialization -



Feed lay people information -

Problem solving - Present it in a  
problem solving way - From your  
point of view what do we do -

We see the maps problems as  
1. - 2. - or 3. Do you see  
this as the problem area -

In terms of structure - Have to  
meet together -

Three map aspects -

Integrative

Formal

Informal

Personal



Sadwy presen

July 19, 88

Somewhat skeptical -

I Problem confronting:

Build day schools & this needs money - crucial issue - Can only spread it through Jewish schools - Can only give an intensive

Left here at 10 -

All efforts of Jewish education should be stabilizing schools.  
Even reform, a cons.

Give a few

Has given millions of dollars for schools.

Convince the community through the rabbis - Summer camp - Strengthen colleges - Look at Lubavitch - To save students from intermarriage

SAR

San Academy - Riverdale - presen -



Truly believes that ~~has~~ it is the only way

Sees himself as modern orthodox -

- If this isn't done we have a silent Holocaust.

x Developing programs in colleges -

Outcomes

Need a fund of 100 to 200 million dollars  
to build day schools - Need to build  
high schools -

Strategies that will lead to modern  
day schools -

We have to help reform community based  
schools that is process enough without  
typing -

Not impressed with national organizations -

\* Rabbis have to do the work - Build  
day schools to save the youth.



Max Fisher

Have not made it attractive to kids in  
Jewish education - Parents - Don't make  
it exciting -

Afternoon school - Not everyone should go to  
Day School -

How do you get from the top to bottom -

Hasidic experience - Feeling of Israel - Centrality  
of experience -

\* Work with the synagogues -

Jewish education is a very amorphous - No  
city.

Jewish education is a pluralistic process -



Too many too people try to eliminate plan

pluralism -

Outcomes

Can't accomplish a great deal in 18 months - Best we can accomplish is catalysis -

Give a sense of direction in to

So many variables - It's not a marketing problems -

Is the Commission timely -

It's the atmosphere is right -

It's timely because of Israel -

It's a good time -

It's not a profession -

Build on individual strengths - Moves  
build on traditions - Build on strengths  
of each - Not to change -



Simple & not - Can't speed it up - It's  
too entrenched -

Come out with some sense of direction -

It has to be an evolutionary process -

Could not get orthodoxes, reform or cons. ~~edit~~  
set down + talk -

Keep expectations modest

Personal.

Senior administrators -  
Teachers -

Fighting problem of assimilation -

Can't program this process education -

~~Make~~ Don't push task forces too fast -  
Discussion -

Discussion Groups.

Can't chart a course today -  
Wts



How do we keep people interested -  
Discussion and  
Pluralism

Discussion Group on various subjects -  
If people are serious  
Can't look at in a short term mission  
Has to involve lots of people.

Pluralistic has to be a major theme.

Unity  
Plurality of opinion



Mona

Psychologist -

Born in Israel -

Interested in outreach -

If you are talking about continuity - get  
them into the school -

Important to understand what is  
in sentence

Do we know what is going on -  
Do we know what is in place -

What are some of people doing -  
Set up supports -

Major Problem are

A. Pulling together in the Jewish  
comm - its a dynamic  
process - Definition of  
difference - / far to be put  
forward in change -

The use of media - hi feels on the air  
Capturing but through media -  
Understanding the change -



Within the denomination is the  
process of change -

Out reach -

Why are they not coming in -

~~What is~~

Define education in the context  
of barriers preventing people gaining  
access - What are the barriers -

We have a great product - market  
the product -

Looking at the positive impact  
the negative - Empowering people -

Individuals make things happen -  
What is emerging -



Alisa Aron - Sara Lee staff -

Gail Dorph - Univ of Judaism -

Alana

Lera Isaac - ESWA - Research Director -

Sylvia Baruch Friedman -  
- Pitt Falls for all -  
Venturian -  
Will people m.

Synagogue not editorize -

Structure + Org of Jewish education  
What Sera  
Chavetz

Econom

Personnel - - Recruitment capacity... Sara  
Aron  
Training for Reimer

How is Jewish Ed done in America -  
i.e. no



Bill Berman

Robin Brady - should be on Commission

Watch America Data Bank -  
Thibel -

Program that's cooking -  
Syn. Cons.

Jewish Exp. for Family - nine syn. = IETF - Harkam -  
Jewish Family Education -

Problem

Jewish identification -

> City study - Phil Waspertman -

Synagogue schools - empty - People  
don't feel the need -

Tap into identification study - What  
are they learning - that we can -

Combining - How do you get kids back  
to the Classroom -

Professionalization of Teacher

Rob Berman - DLT -



Bob Miller.



Don't want

Don't want us to continue to examine

the problem - Demonstration programs -

Money need to be leveraged -

Data -

All Commissioners have different goals

10:30

Make it specific -

Capitalize state of federal education

Who are the players -

Fed -

Core questions planted -



D. S.  
Problem Areas

Doar Total

### Micro Areas

2 levels of Jewish ed

Day School - needs more

Every thing else -

### Informal Can -

Certain things work - Weyman program -  
Prog in Israel in life time - up to Ben  
Hutzon -

Break down resistant between congregations  
+ rest - Rabbis not good educators  
Never to break down the turf battle -  
Need to get progress -

Greenberg gig - Program for D.C. Leadership  
\* Build on the successful program  
like Greenbergs - Understanding history -  
+ program - Adult Education

### Outcomes



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
List of Commissioners as of  
July 15, 1988

Mona Ackerman  
New York, New York

Arthur Green  
Wyncote, Pennsylvania

Matthew Maryles  
New York, New York

Mandell Berman  
Southfield, Michigan

Irving Greenberg  
New York, New York

Florence Melton  
Columbus, Ohio

Jack Bieler  
New York, New York

Robert Hiller  
Baltimore, Maryland

Donald Mintz  
New Orleans, Louisiana

Charles Bronfman  
Montreal, Quebec

David Hirschhorn  
Baltimore, Maryland

Lester Pollack  
New York, New York

John Colman  
Glencoe, Illinois

Carol Ingall  
Providence, Rhode Island

Charles Ratner  
Cleveland, Ohio

Lester Crown  
Chicago, Illinois

Ludwig Jesselson  
New York, New York

Esther Leah Ritz  
Milwaukee, Wisconsin

David Dubin  
Tenafly, New Jersey

Henry Koschitzky  
Ontario, Canada

Harriet Rosenthal  
South Orange, New Jersey

Stuart Eizenstat  
Chevy Chase, Maryland

Mark Lainer  
Encino, California

Alvin Schiff  
New York, New York

Joshua Elkin  
Jerusalem, Israel

Norman Lamm  
New York, New York

Ismar Schorsh  
New York, New York

Eli Evans  
New York, New York

Sara Lee  
Los Angeles, California

Daniel Shapiro  
New York, New York

Irwin S. Field  
Norwalk, California

Seymour Martin Lipset  
Stanford, California

Peggy Tishman  
New York, New York

Max Fisher  
Detroit, Michigan

Robert Loup  
Denver, Colorado

Isadore Twersky  
Cambridge, Massachusetts

Alfred Gottschalk  
Cincinnati, Ohio

Morton Mandel  
Cleveland, Ohio

Bennett Yanowitz  
Cleveland, Ohio



428- Ben for Ganovsky  
 I Personal

Grew up Orthodox - Grew up with a good  
 background - Ran Sunday School - In college  
 started Sunday School + taught -  
 Served on Bd of Bureau Ed.

Paul Cernogor -  
 Started Shiva H.S. - Became first  
 President - Founding President -  
 Also on budget committee of Fed.

Grew up in Sandeman environment

He is both cultured + religious  
 Served one year on ESNA Bd + became  
 President - (struggled over the decision.)

Chairman of Comm. Services Planning Com.  
 Co chaired Ed. Committee - JH/CB -  
 Ed Comm - Sid Vincent staffed -

1978 - Ed Comm Co chaired Ratner + Ganovsky

## II Problems

\* Key problem Teachers - Day Day school in  
 Oakland - Result - Israeli Teachers - Did not  
 relate well to Teachers - In his role at  
 Shiva no Teachers - Not available -  
 Believes it is still true -



Tough to find good teachers -

Administrators - also a great need -  
but less of a problem

A problem off teachers is to get them enough  
work -

summary Don't believe we will be able increase  
no numbers of kids going to school -

\* <sup>Relationships between</sup> Hard to correlate private Ed + public  
Continuity -

Alvora self study says - Association <sup>in</sup> with  
factors Ed + environment most important -

2) There is a perceptible to fear in Ed in  
America - increasing concern + focus  
in private Ed.  
Opportunities

Enthusiased, excited + skeptical on the  
opportunities of the Comm -

Taken on a tough job - Tougher than  
we know - At the Brandel group  
meetings no one has been working  
at the grade school + high  
school level - David Huel



problems are quite different -  
those involved as planners are not  
operators in schools -

Refer to the Shuff study - Shuff  
study - after 6th grade kids learn  
nothing -

We have a wonderful product to sell  
+ a tough product to sell -  
Competing with a lot of other things -

<sup>summ</sup> Jewish socialization process is as important  
as Jewish ed process - that JC is  
very important - Get Jews who

Need to look at Censorship all the  
way through - Don't get the scope of  
Jewish history - Still authors like  
What are the censorships  
put out by the Synagogue bodies  
Orth. / Cons / Reform -

We need to define the Censorship &  
projects that these people kids on -

Do the congregational bodies & bureaus  
using the material in the best  
way -



Role for private foundations + Fed -  
Even with the new supportive climate  
to fund IESWA at the present level -

\* Private foundations see IESWA as a  
tool - for special projects -

few go to education + medicine -  
Need endorsement to have any support  
of Fed -  
~~Funder for~~

Program to get lay com of donors  
to think of Fed education -

Commission looking at IESWA conferences  
Regional Conf - leading to Nat Conference -

Coordinate + synergism between IESWA  
Regional Conf + Commission -  
How do we coordinate  
How do we benefit from the two  
entities -

Or let come

Partnership is important -



P. Relations

Should we know the American people  
Camp that this is going on -

\* Had the Comm progress be  
reported on as it unfolds -

Build constituency

Articles in JWB magazine -

Stimulating public interest in project  
How do we build a sense of  
expectation - So that the  
product is anticipated.

Need to develop a strategy -



6/30 - Penny Davis

Do we use data to organize Task Force.  
Is data prescriptive -  
Is data diagnostic -

Inventory that points to two directions  
✓ - Leads to problems identification  
Lack of personnel  
Define manpower ~~gap~~ needs  
(Personnel needs assessment)  
Not turning out enough educators

What do we know about lay leadership  
Davis scan did not lead us to  
lay leadership  
Adult Ed  
Early Child Education -  
Which formats that can  
lead us to correlation to  
 Jewish ed + Jewish cult  
New definition of Jewish ed  
Beyond classroom

Definition of Jewish education - C.C.  
Make WB - don't just give lip service



Davis Case

Begin to develop strategies to fill gaps  
of information + meet needs where we  
have information.

What are some of the glaring gaps  
" " " " " " " " needs.

Publ Strategies to deal with the above -  
Agenda Com

MLM - why is different

Partnership

Good map for investment

Yanocall

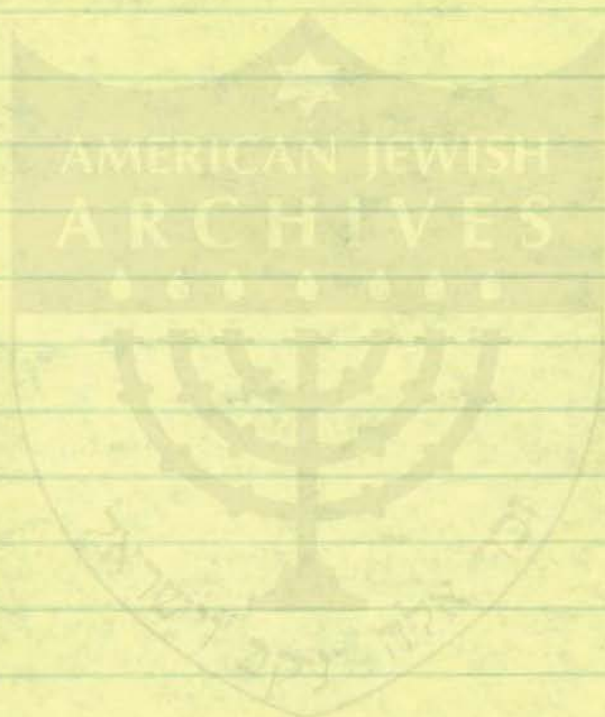
Hints

Reman



~~Mary Hangles~~

Henry Everett - Philanthropist - N. Y. C.  
60 years old - Established a  
Foundation on Jewish education -  
Check with Henry -  
Karlshaus -





Sister Pollack - 6/30/88

Folly Park Rd  
Rye New York  
10580  
(overnight)

Grew up in N.Y. - Hebrew School background -  
Brooklyn - Family high degree of Jewish -

Conservative - Interest in Jewish education  
came from need to preserve heritage &

Tradition - Came out of Jewish  
Community Center movement -

Commitment to YMHA - Faced with

~~Commitment to closing~~

Interests beyond formal schools -



Stally Mangles -

Ad + CPA - Partner of Oppenheim.

Mission - Service to Jewish Education.  
High Priests

Family

" of few  
Profession.

Religious Jew - Orthodox -

✓ Feels Jewish education is key to Jewish  
life - JCR - USA/Federation +  
Fund for Jewish Ed. - Willing to

✓ Talk to all elements of com - Right  
Wing Hassidim to secular  
President Joshua Flatbush - 2<sup>nd</sup> two  
year term.

Talks from someone who went to  
Yeshiva - Children from Yeshiva -

✓ Macro view - Global D.T.C.  
Micro " Pres Yeshiva  
Historic perspective



Fund for Jewish Ed -

Grants to Formal School

Day Schools -

Grant to school

Bldg renovation -

aid to immigrants students -

Incentive Program - Soviet Union -  
Jewish component -

Out reach & special education -

Handicapped - Learning

Disabled -

Up grading Teachers

✓ Joe Craver - felt working conditions  
for teachers - Teachers did not  
have life ins - no pensions -  
Created least full time Teacher  
get life insurance - Teachers  
blue - no money for family  
Developed 6 month fringe package  
Intend to read a profession

Major issue confronting ed -

Spend it on Teacher -

If I had \$1.00 to spend -

Could spend it on bldg

" " curriculum  
" " text

I would spend it on Teacher



✓ Person is key ~~extramural~~

How many of Comm would they  
ask to go into Jewish education -

✓ Jewish education is not preserved  
as a mobility - How teachers  
are preserved & how they preserve  
themselves - Teachers don't  
see themselves as positive - but  
don't preserve themselves as  
positive

Outreach & special projects -  
✓ Reach those kids who are  
not part of the system -

Operating plurally - Have  
along spectrum Jewish identity -

\* Feels outreach ~~pro~~ program -  
Special projects

Fund for Curriculum development  
Furnished Teacher Training  
for Grass Funded other programs -  
Scholarships



Why Comm is timely  
Believes in Partnership

Defines partnership as ~~splitting~~ building  
unique talents - Could not do it  
alone - Each one standing alone -  
could not accomplish it by themselves.  
fewer comm by themselves - No one  
part of Jewish comm. could do it alone -

~~By themselves~~

✓ The problem of Jewish ed is too  
large for any one group - Every Jew  
is at a different place - The  
partnership legitimizing the planning -  
Will have trouble from right  
wing - Institutionally - Get people  
connected - Get them connected  
historically - Right wing may  
eventually get them...

Comm is timely because.

2 generations of Jews families  
see withering away of family  
population USA / Fed! - diminishing  
of identity - We are missing something  
of children / grandchildren -  
Messed values - kids are  
not getting -



Kids want to be connected  
Are ignorant - Teen children  
will chose value system  
different from mine -

Got to give them Jewish education  
Not every parent is going to make  
this judgement -

Jewish education has to be chief

Supplemental schools should not  
be called supplemental <sup>not secondary</sup> it's Jewish Education  
Supp should be as important  
as primary schools -  
Parents have to see it as important -

Look at Suffolk City - Co Congregation  
One out - Strong sense of comr -



# Added Value to Partnership

Systematic Change Issues

Pollack  
Krugler  
Shapiro  
Example  
of Partnership

② Movement to Jewish + General Studies  
Curriculum  
No one from Orthodox right wing  
Integrated Jewish with science  
Interrelationships between  
general knowledge + Jewish  
Integration between Jewish  
ed + general education

③ Quality of physical structures -  
Kind of support - computer  
Technology - Put Jewish  
on computer - Use computer  
for access to Jewish sources  
Example of Knesset - got kids  
to Karolitz - Kishinev - kids  
get connected - Proud of the  
purity of Jewishness - Eventually  
they are not observed - American  
kids are showing weakness  
- Identity

Power of ritual -



- Org of Commission

Dash Dancer

Translate lip service to Jewish education - How do we package Jewish education so we can sell it - introduce the product - What is it to accomplish ~~not selling~~

What is the product of Jewish  
Why ~~should~~ people should buy it -

\* How do you get parents to see Jewish ed as a real option for their children - If they don't do it they may be depriving their children of a real option

Check Stuff - Effectiveness of supplemental schools - Level of knowledge is flat - As kids go to supplemental schools they don't develop -



Parents don't want kids - No  
expectations -

\* Jewish Ed - Have to impress  
upon them that Jewish ed is  
relevant to their life in the diaspora -  
Why is Israel important to  
all Jews - It is the common  
denominator - Why should we care  
about other Jews -

\* Value - of philanthropy -  
Why is woman in Halachah different  
than Bryant Beers - Bryant  
Beers & Halachah same in humane  
reasons - How Value - Bryant  
Beers - Jewish

Timely now - 20 years - Jews want  
to assimilate -

20 Jewish values expressed  
in a secular setting civil rights

\* Today Jewish values need to  
be expressed in a Jewish setting

That's why the Arab issue is so  
dangerous -



Inter. Fetal is withering away that  
commitment -

### Outcomes

Marked Place where Jewish ed is  
primary

More honest about why people  
don't give their kids a Jewish ed

More honest on why parents  
don't give support Jewish school

Philanderers are not going to <sup>save</sup> ~~early~~  
Jewish education

Parents support is key to Jewish  
education - Fed Subvention is minimal  
It's not charity to send kids  
to Jewish school - has to be  
seen as the same as going to  
Columbo



## People

Harry - sees minimal involvement -  
See himself more catalyst - will  
come to meetings - Intellectual orientation

Best use of his time - to conceptualize  
package - Has a macro point of view -

Would like to come out that it is  
concrete - primary

New primary for Jewish ed  
" committed for parents  
" " " Command -

How do we get people

Institutionalize Jewish education  
as prime agenda for everyone -



Elliot Spack - 7/1/88

JESNA - service arm to bureau, federation  
Service arm to communities -

CASE - is a membership org of teachers -

CASE comes out of a sense of discontent with Jewish establishment -

~~too~~

~~CASE~~

Establish career ladders -

Concern that the emphasis on senior personnel - Need to create parallel tracks -

Problems

CASE - San Diego - 500

Pulver - 400

Israel - 1300 North American

Membership - 4,000 -

~~Developed~~

Problem

Issue of Personnel -



~~I can get~~  
Needs

Have to do consensus raising - How  
important Jewish education to Jewish  
Survival -

Need to encourage lay people to get  
involved in Jewish education -

Leadership structure so people want to do a  
No common core of goals & objectives that  
speak to Jewish ed.

\* Need goal statement - That there  
is a consensus -  
Pluralistic strategy -

Blue Ribbon Panel - That puts forth  
this goal statement - What are the  
reasonable set of expectations -

---

Consensus raising for lay people - Motivated lay  
involvement

Career ladder

Goal Statement



Why is the Commission more timely today -  
Heightened awareness of today

~~the~~ Maximizing - Created a demand  
for - Fellow Program

We are ripe -  
Money is not going to solve the problem -  
Need to look at  
The most mind of Mandel, Braufman -  
Means a lot -

Bureaus should be accredited -  
Resource.

\* Institutional Dimensions of Jewish Education

~~the~~ Establish Teacher Corp -  
Provide fellowships Peace Corp -  
Elevate Teacher who is serving -

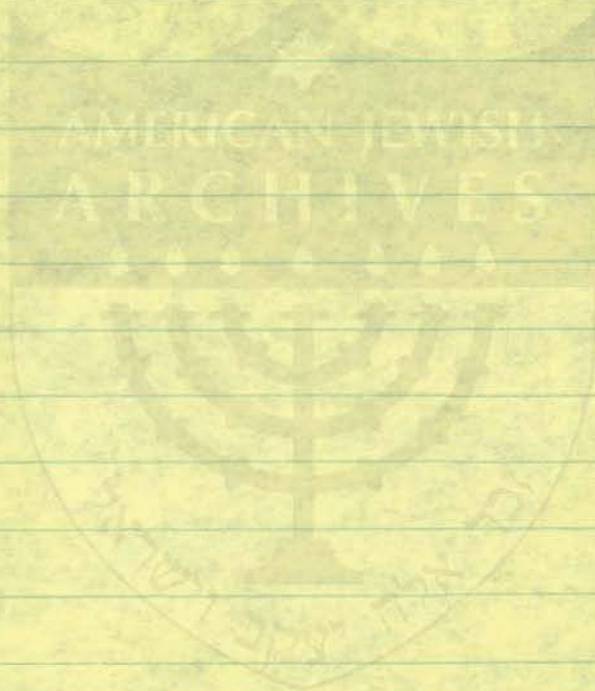
Joseph Grant - awards for outstanding teaching.



CATE  
1989- Conference  
in Seattle -  
Aug 13-17

No one from Malibu

Shall coming that we don't have teachers -  
- Day School -  
Supplemental Schools -





David Dubin

Traditional Jew - Grew up in non orthodox home -

Good back ground - Went to Yeshiva -  
Yeshiva University - 5' school - 5' C.C.

Problems of Jewish Education

\* No community approach to Jewish education - No approach that use skills of lay comm. Approach is fragmented - no pooling of talents - Everyone making their own Shabbat - Schools are dilapidated - No values - Outside classroom - no <sup>creative</sup> knowledge people in classroom - outside classroom creative people not Jewish content -

Dubin brings in resident scholars to do Jewish content -

Most Jews will feel free to participate in Center

No blue print - unified strategy to develop total community approach



Value oriented ~~to~~ in Day School  
is not articulated in schools -  
No Philosophical orientation - Teachers  
in Day Schools had discussion -

The community (Synagogue - Center)  
engage a resident scholar -

No systematic approach -

Another problem - no <sup>lay</sup> leadership -  
We don't have enough HCV to  
get involved in Jewish ed -

2 Why is the Comm timely -

Fed Jewish ed is continuing to  
get more support from Fed - Mainizing  
Commission created the awareness  
for Jewish ed outside classroom -

Created preconditions for the Commission

Receptivity -

① Added \$ Fed - Oriented.

② Mainizing Comm

③ Jewish Agency - Recognize that  
Jewish ed is crucial



Population Israel -

③ Systemic issues - no mechanism for coordination - Where rabbinic community is paranoid - trouble -

- Need a coordinated approach between religious - socializers - education -  
Systemic issues No mechanism

Problems of turf

No blueprint or strategy

No overall plan pluralistic approach - except some centers -

Commission Wahr

Assessment of needs in Jewish Education

1976 - A/C -  
P.

\* Commission could be so broad lose focus -

Commission needs focus -

Come up with demonstration project -

How do you change the image of a Jewish educator is how do you use personnel - Uplift image



How to create a Jewish educator  
that has prestige in community -  
Need to pay the person -

More emphasis on values -  
Should be involved in issues -

Who is a Jew -  
Developing a Jewish philosophy -  
What is the Jewish belief system -  
Orientation -

### Outcome -

Change in attitude toward Jewish ed by  
lay leadership -

More powerful lay leadership  
getting behind Jewish ed

Demonstration program

Change Personnel in Jewish  
Ed.

Demonstrates that  
prepares Jewish educator for



Jewish education -

Interest in community wide projects

Notion of content of Jewish education -  
Values -





## Need To Be Done

- ① Hotel Reservations - Need RSVP's - Reserve block of Rooms -  
SWB - can handle - letter go out -
- ② Firm up Meeting Site - Food - Space - Art Rodman
- ③ Public Relations - Press Release - Art Rodman.
- ④

## Agenda For Policy Meeting

- ① Review Bring everyone up to date  
(b) ~~(a)~~ Commission Staffing  
(c) ~~Davis released~~  
Premier a (d) ~~(b)~~ Who is on Board Comm  
(c) Review Davis report  
(d) Review Interviews -

MCM - Agenda setting Per Commission  
Rtly



Bob Heller - 7/5/88

If this is viewed as MCM project - MCM should not be the chair of Commission - If MCM insists on the chair - get someone to prepare a document + the product is known as "whatever"

Can not be seen as a scandal, initiative - He fears I will fail

Option I

MCM should not chair Comm

Option II

Structure it with a strategy committee + work it the way of 1979

GSF Committee - Chairman of Commission would be a member - Strategy + planning would be done - MCM would chair it - When Commission goes public someone else would chair - The chair would be picked by host + two partners -



Option III

MCM Chair Commission -  
Engage an expert who wrote  
the report. - The report is known  
as the "Reimer" report + the Mandel  
Commission reacts to the report -  
Reimer wrote a report + it serves as the base of Comm's  
work.

Heller feels there will be a perception  
problem that it's Morts King - If so  
he will resign from Commission  
If that clears it - the perception will  
be such that it's only a Mandel operation.  
Thus recommendations will not be  
implemented.

Number 2 concern is how it is perceived +  
the perception will precede the substance -

S.F. If it is viewed as MCM as chair + SF as the  
guin - it will have limited appeal - S.F.  
Carries baggage -



I View on Jewish Ed - Major Problem areas

A. Vested interest of ideological groups - Orthodox Cons. Reform between + within groups

B. Only day school is accredited way of dealing with Jewish education - Day school is not total answer only a piece

C. Mechanism of the synagogue as a partner in Jewish education is so weak. It's a weak structural partner - its weak in terms of doing anything except through the day schools -

✓ D. Our concepts of formal education are in general antiquated - the use of other forms of education + their follow through are not well designed -

✓ E. The problem with day school + supplemental is that we've withdrawn kids from community. Work toward integrated approach within community.  
Use of summer - New design



✓ (F) Profession of teachers is weak -

## II Opportunities of timely

Don't believe it is at cutting edge -  
Substantial money can be found if it  
is comprehensive - If it is comprehensive  
in the design - There is enough  
money if we can get something  
worthwhile - The availability of  
money that it is different from  
before - to the potential of funds -

## III Out Come

No answer - created programs -

Non traditional - evaluate

Key design

Fund Jewish education to strengthen  
the profession - to improve the  
congregational role in Jewish education.

Representativeness

Perception of the representatives -



Feels personal is one factor -

Need new modes + designs for  
congregations - seems - year count -  
New modes + modes of delivery that  
stimulated me

The problem with the afternoon schools is that  
it is not integrated -

AMERICAN JEWISH  
ARCHIVES





Sho Cyenstad -

I major Problems in Jewish Ed.

① Poor day schools -

No language preparation - Hebrew  
taught me hr. a day -

② Cost of day school - need more  
subventions

③ Day school drive special needs -  
learning disabilities

Supplemental Schools -  
Terrible.

Curriculum is extremely capricious -  
Very little Hebrew content

Teachers don't exist -

Synagogues can't afford it -

Resources are weak -

Need to have a Hebrew high school in  
every city -



Communities will support - create -  
recognition that assimilation is a risk -

Adult education -

Leon Spotts - Atlanta - in Cleveland.  
Bureaus need to be strengthened -

Outcomes

Lesson

Action oriented concrete recommendations  
Ferguson models - Develop models -

Camps -

Commissioner views as a part time  
thing - Staff need to know -

Personnel issues -

Israeli -

Focus in on teachers -

~~Food~~

Jewish civil service - Need to professionalize

Time is limited - Too many



Task Forces for emphasis  
How do we approve  
Consolidate - Task Forces -  
How improve Task Force -  
Improve -





This program is the best manifestation  
of M. M. vision. ~~to see~~ It has accomplished

- across many lines - linkage to

Comm -

social movements -

Why they are special -





1. Dates - Materials here + mail out
2. Cover for materials?
3. Need for philosophical statement (Hiller)
4. Feedback on paper
5. Assignments
  - 3rd task force
  - structure of task forces - chairs, scheduling
6. Confirm dates
7. Org. of Commission
8. Dates for 3rd mtg. preplan - 6/7
  - June 8th - Comm. (Thurs.)
  - " 9th - mop-up (Fri.)

[Dates w/ Wooche, Rotman, Schwartz]

9. Milton bio
10. Agenda for 12/13