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**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**  
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.  
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Outreach. Denominations, 1989-1990.

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JESNA

JEWISH EDUCATION  
SERVICE  
NORTH AMERICA, INC.התאחדות לשירות חינוך  
יהודי צפון אמריקה

January 19, 1989

Arthur Naparstek  
Director  
Commission on Jewish Education in North America  
4500 Euclid Avenue  
Cleveland, OH 44103

Dear Art:

It was good to speak with you this morning. I want to get on paper the two items I mentioned to you:

1. If his schedule permits, we would very much like to have Mort make brief remarks at a session dealing with national program models in adult Jewish education which will be part of our upcoming Regional Leadership Conference on Jewish Education. The Conference will be at the Palmer House in Chicago, March 5-6, 1989. The session on national program models (which will include presentations by CLAL, the National Foundation for Jewish Culture, and the Melton Adult Mini-School Project) will be held on Monday morning, March 6, from 8:15 - 10:30 am (including continental breakfast).

Although the conference focuses specifically on adult Jewish education, we felt that this session on national initiatives would provide the most appropriate setting for Mort to note the work of the Commission, especially its emphasis on broadening our definitions of Jewish education and on developing a supportive community environment. We could schedule Mort's remarks either at the beginning of the session (i.e., at 8:45) or at the end (i.e., at 10:15). We understand the pressures on his time, but if he were able to be in Chicago, we would not want to miss the opportunity to have him appear at the conference.

2. I met with Howard Bogot, director of education for the UAHC. I discussed briefly with him our interest in having the Commission connect with his department and with his denominational Commission. He suggested that one way to do so would be to invite him and the other denominational department heads to undertake a specific substantive assignment on behalf of the Commission. I pass this on to you for our further exploration.

I will be at a bureau directors meeting until next Wednesday, but will be calling in for messages if you need further information or have more details on Seymour's schedule.

With my thanks and best wishes.

Cordially,

  
Jonathan S. Woocher730 BROADWAY  
NEW YORK, NY 10003-9540  
Entrance 418 Lafayette Street  
(212) 529-2000DR. JONATHAN S. WOOCHEER  
Executive Vice President

## MEMORANDUM ON THE COMMISSION AND THE DENOMINATIONS

## 1. THE PROBLEM

- a) By denominations, we mean the national and local synagogue and rabbinical organizations as well as additional groups such as Torah U'mesorah.
- b) As the Commission approaches the stage of recommendations, and thereafter implementation, the denominations, who are the major deliverers of educational services, are likely to feel that they have not been involved in the decision-making process.
- c) The denominations may respond by complaining, refusing to participate, or worse.

## 2. POSSIBLE APPROACHES

- a) Invite the denominational groups to join the Commission.
- b) Invite them to participate in whatever groups (taskforces, sub-committees, etc.) are given the responsibility to deal with the content of the recommendations of the Commission, e.g. the ii.
- c) Invite them to join the board of the successor to the Commission or the board of the ii.

## 3. STEPS TO BE TAKEN

- a) MLM should meet with the presidents of the institutions of higher Jewish learning (Y.U., J.T.S., H.U.C.) and discuss how to begin the dialogue with the denominations. Lamm, Schorsch and Gottschalk have different positions and degrees of influence and sensitivities to their denominational constituencies.

Commissioners who play an important role in a denomination (Melton, Ratner, Jesselson, Koschitsky, etc.) might participate in these meetings, along with staff.

- b) These meetings will help us to decide how to proceed.
- c) We might choose from among the "Possible Approaches" listed above.
- d) New or different approaches might emerge at these meetings.
- e) A different approach might be adopted for each denomination.



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B

MEMORANDUM

TO: Art Naparstek

DATE: April 26, 1989

FROM: Paula Berman Cohen

RE: Contact with Reform Movement/UAHC

While meeting with David Ariel on Friday, April 14, 1989 we identified the publications which are published by the denominations and distributed to their membership. I contacted UAHC on April 17th and asked to speak with the Publications or Public Relations Office, in search of information on the magazine - Reform Judaism.

My call was instead directed to Rabbi Bogot. As in all my calls to organizations which produce publications, I identified myself in relation to my role with the Commission. He provided me with answers to my questions regarding submitting information for publication in Reform Judaism.

Although unsolicited, Rabbi Bogot used this opportunity to express his feelings toward the Commission. I would like to share these with you.

He stated that he has negative, distressful feelings about this Commission for many reasons:

Here is something which has the same name as the Reform leadership commission, yet his key leadership are not represented/involved.

The new Chair and Co-Chair of the movement commission (responsible for long range planning and policy development) are not a part of this Commission; denominational groups have advisory education boards or commissions which should be involved.

With respect to my call inquiring about communications, he had this to say:

It is not appropriate for him or his leadership to learn about the Commission by picking up their denomination publication and reading about it there; there needs to be an orientation on the Commission.

This kind of tragedy of poor communications happens all the time.

Now, we are playing 'catch-up'.

It is his perception that the Commission is just stroking egos. He questioned... who can make the selection (Commission composition) of who's allowed to get vested in a process which belongs to all.

I sincerely hope that this information is helpful to you, and that Rabbi Bogot's support can eventually be gained. I apologize for any obstacles I may have unknowingly placed in your way.

TEL NO. 2125292009 MAY 15 1989 8:31 7:01  
JEWISH EDUCATION SERVICE OF NORTH AMERICA  
730 Broadway  
New York, NY 10003-9540  
(212) 529-2000

FACSIMILE COVER SHEET

Date: 5/15/89

DESTINATION

Name of Organization: Mandel Associated Charities

Address: \_\_\_\_\_

For the attention of: Arthur Napanstak

Facsimile number: 216-391-8327

Number of pages including cover sheet: \_\_\_\_\_

Subject: \_\_\_\_\_

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INFORMATION, PLEASE CONTACT:

AT TEL: (212) 529-2000

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Comments: \_\_\_\_\_

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May 15, 1989

A ROADMAP TO THE DENOMINATIONS  
AND THEIR KEY PLAYERS IN JEWISH EDUCATION

(prepared by Dr. Jonathan Woocher, JESNA, for the staff of the  
Commission on Jewish Education in North America)

I. THE MAJOR DENOMINATIONAL MOVEMENTS

The three major denominational movements (Reform, Conservative, Modern/Centrist Orthodox) all have the following organizational frameworks operating in the area of Jewish education:

- 1) One or more institutions of higher Jewish learning, which incorporate academic degree programs in Jewish education.
- 2) A commission on Jewish education which (nominally) sets policy for the denomination with respect to Jewish education. The commission is designed to serve as the "lay" voice in Jewish education, although its membership generally includes some professional educators as well.
- 3) A professionally staffed department of Jewish education, which provides services, guidance, and develops and distributes curricular resources for movement affiliated schools. This department also staffs the commission for the denomination.
- 4) An organization of professional educators affiliated with the denominational movement

Where the denominations differ, is in the specific makeup of each of these frameworks and (especially) in their internal linkages and relationships.

The Reconstructionist movement has a nascent structure with some of the above pieces, which may develop along parallel lines.

The specific key institutional and individual players are as follows:

1. Modern Orthodox

Yeshiva University is the dominant factor from an educational standpoint. It houses not only the academic program in Jewish education (the David J. Azrieli Graduate Institute, which offers masters and doctorates in Jewish education), but also, through the Division of Communal Services of the Rabbi Isaac Elhanan Theological Seminary (RIETS), which is essentially a part of YU, handles the service function as well. Rabbi Robert Hirt, a Vice President of YU, is in charge of the Communal Services Division, and the education department is staffed by Rabbi Mordecai Schnaidman. The National Commission on Torah Education (NCTE), chaired by Irving Stone, was set up and is staffed by the education department of the Communal Services division.



The Educators Council of America, the professional organization for modern Orthodox educators, is formally independent, but is also staffed by the education department at RIETS.

The congregational arms of modern Orthodoxy -- the Union of Orthodox Jewish Congregations and the Young Israel -- do not have education commissions or departments. There are a number of day schools which are affiliated with Yeshiva University through an organization called the Torah Education Network (TEN), which is sponsored by YU in partnership with the Torah Education Department of the WZO. Although TEN is also part of the Communal Services Division, it has been staffed separately by the individual who has served as Dean of the Azrieli Institute, Yaacov Rabinowitz.

## 2. Conservative

Educational leadership in the Conservative movement is shared by the Jewish Theological Seminary of America, the University of Judaism (its Los Angeles affiliate), and the Commission and Department of Jewish Education of the United Synagogue of America, the Conservative movement's congregational arm.

Both the Jewish Theological Seminary and University of Judaism have graduate training programs in Jewish education which offer masters degrees in Jewish education; JTS also offers a doctorate. JTS also houses the Melton Research Center in Jewish Education, which works in the areas of curriculum development and teacher training (in-service).

Sylvia Ettenberg has been the chief administrator of the education training programs at JTS as Dean of Educational Development (although she will soon be retiring). Barry Holtz and Edy Rauch are co-directors of the Melton Research Center. The education program at the University of Judaism was headed by Alvin Mars, a Vice President of UJ, but he too is leaving his position (to become director of the Brandeis-Bardin Institute). Gail Dorph has been in direct charge of the masters program. The UJ program is entirely separate from that at JTS.

The United Synagogue Commission on Jewish Education has a mixed lay and professional membership. It is chaired by Harry Katz (lay) and Dr. Miriam Klein Shapiro (professional), and staffed by the Department of Jewish Education, whose director is Rabbi Robert Abramson. The Department serves both Conservative congregational schools and the Solomon Schechter Day Schools, which also have an association of their own. In the past, under a previous director, the United Synagogue Department's relationships with the JTS (which in general terms is the pre-eminent institutional force in the Conservative movement) were



cool. It is expected that under the new leadership there will be closer cooperation between the Department and JTS.

Conservative educators are organized in the Jewish Educators Assembly. Its current president is Rabbi Hirsch Jacobson, a Schechter principal in New Jersey. It is separately housed and staffed, by Benjamin Margolis.

### 3. Reform

In the general life of the Reform movement, the congregational arm, the Union of American Hebrew Congregations, plays a significantly more prominent role than do its counterparts in the Conservative and modern Orthodox movements. Whereas Norman Lamm and Ismar Schorsch are clearly the dominant individual spokespersons for their respective movements, Rabbi Alexander Schindler, president of the UAHC, occupies that position in the Reform movement. Rabbi Alfred Gottschalk, President of Hebrew Union College-Jewish Institute of Religion, though a major leader, does not have the same preeminence which his counterparts enjoy.

This somewhat different balance of power has echoes in the educational realm. Two of the branches of HUC-JIR, in Los Angeles and in New York, have schools of education. They are headed, respectively, by Sara Lee and Rabbi Kerry Olitsky. (There is no school of education at the Cincinnati campus.)

The UAHC has a Department of Religious Education headed by Rabbi Howard Bogot. Its relations with the two schools at HUC-JIR are not particularly close. The Department is especially active in publication of educational materials. Rabbi Bogot's predecessor, Rabbi Daniel Syme, is second in command to Alex Schindler in the UAHC, and maintains an interest in Jewish education.

The Education Commission for the Reform movement is a joint commission of the UAHC, the Central Conference of American Rabbis (the Reform rabbinic group), and the National Association of Temple Educators (NATE), the professional educators group of the Reform movement. It is chaired by Rabbi Murray Brackman and Steven Bragin, and staffed by the the Religious Education Department. As with the Conservative educators, NATE has its own professional staff person, Richard Morin, outside the UAHC department.

### 4. Reconstructionist

The Reconstructionist movement is just beginning to develop an educational structure parallel to that of the other denominations. There is a Commission on Jewish Education of the Federation of Reconstructionist Congregations and Havurot and the



Reconstructionist Rabbinical Association, which is also closely tied to and staffed out of the Reconstructionist Rabbinical College in Philadelphia. Rabbi Jeffrey Schein, who heads the Jewish education program at the College (which does not offer separate degrees), staffs the Commission. It has recently begun to work on outlining a curricular approach for Reconstructionist schools.

## II. TORAH U'MESORAH AND "TRADITIONAL" ORTHODOXY

The modern Orthodox movement centered around Yeshiva University represents only a fraction of the world of Orthodox Jewish education. American Orthodoxy, particularly its "traditional" or "right" wing is highly fragmented, and this extends into the educational realm as well. The closest equivalent to an umbrella organization for traditional Orthodox education is Torah U'Mesorah, the National Society for Hebrew Day Schools. Rabbi Joshua Fishman is its national director.

Torah U'Mesorah services an extensive group of several hundred member schools. Some of these member schools do not necessarily share the ideological perspectives of Torah U'Mesorah, which could be considered moderate "black hat." But they affiliate with Torah U'Mesorah because it is a reliable and helpful source of both educational materials and personnel. There is an implicit rivalry between Torah U'Mesorah and the YU framework, which has been heightened by the creation of the Torah Education Network as a potential direct competitor with Torah U'Mesorah. One major line of differentiation is over Zionism: YU is clearly identified with the religious Zionist stream; Torah U'Mesorah is "non-Zionist."

Torah U'Mesorah does not participate formally in any inter-denominational frameworks, although it seeks to maintain a relationship with the Federation world, primarily because of the funding which Federations provide to day schools.

In addition to Torah U'Mesorah there are other traditional Orthodox educational bodies associated with various groups. The Lubavitch movement, for example, sponsors a number of day schools around the country and has its own central educational office.



## COMMUNICATIONS REPORT

AS OF MAY 16 '89 15:41

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MAY 17 1989



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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

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PHONE NUMBER

JOE REIMER  
BRANDEIS UNIVERSITY  
WALTHAM, MA

FROM:

NAME

COMPANY

DEPARTMENT

COST CENTER

ART NAPARSTEK  
PREMIER  
090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Joe,  
Please give me feedback



## COMMUNICATIONS REPORT

AS OF MAY 16 '89 16:17

TIME

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PG

STATUS

16:13

972 3 7513750

G3-S

4/11

06

OK



MAY 17 1989

## COMMUNICATIONS REPORT

AS OF MAY 16 '89 15:55

TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
15:54	•NATIVOp972 2 699951	G3-S	0/23	00	INC

*Operator  
assist*



# COMMUNICATIONS REPORT

AS OF MAY 16 '89 15:51

TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
15:50	•NATIVOp972 2 699951	G3-S	0/23	00	INC



## COMMUNICATIONS REPORT

AS OF MAY 16 '89 15:49

TIME	TO/FROM	MODE	MIN/SEC	PG	STATUS
15:49	•NATIVOp972 2 699951	G3-S	0/22	00	INC







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NAME Electis Tech.  
COMPANY \_\_\_\_\_  
STREET ADDRESS \_\_\_\_\_  
CITY, STATE, ZIP \_\_\_\_\_  
PHONE NUMBER Jerusalem

**FROM:**

NAME \_\_\_\_\_  
COMPANY \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
COST CENTER 090

**TELEX NO.:** 6873015 PREMI UW

**FAX NO.:** 2163918327

**TIME SENT:**

**MESSAGE:**

Would you please forward this  
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Nativ Policy and Planning Consultants.  
Thank you



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DATE REQUESTED

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

S. FOX, A. HOCHSTEIN

COMPANY

NATV POLICY AND PLANNING CONSULTANTS

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

ART NAPARSTEK

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Sending forward to our conference call on Friday.  
Please give me feedback on the Woocher paper on  
denominations.

Regards,

Art



INTERNET  
OFFICE  
CORRESPONDENCE

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 5/30/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: A ROADMAP TO THE DENOMINATIONS BY JONATHAN WOOCHEER -  
JESNA PROPOSAL FOR A CAREER DEVELOPMENT CENTER FOR JEWISH EDUCATION

Mort, I hate to load you down with paper but I believe the two attached documents are important.

First, Jon Woocher put together a thoughtful piece on denominations which may help guide you in your meetings with the heads of the training institutions with regard to a strategy for dealing with the denominations.

The second paper, although written a year ago, came to me as a result of my interview with Ben Yanowitz. I thought you and Hank should be aware of it as it could have implications for a successor mechanism to the Commission.



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## PROPOSAL FOR A CAREER DEVELOPMENT CENTER FOR JEWISH EDUCATION

Prepared by JESNA, the Jewish Education Service of North America  
May 1988

### I. SUMMARY OF THE PROPOSAL

JESNA, the Jewish Education Service of North America, seeks a grant of \$1,500,000 to establish and endow a Career Development Center in order to strengthen and extend its role in helping to meet the personnel needs of the field of Jewish education in North America. The Center would have two major functions:

1. to serve as a clearinghouse for information gathering and dissemination on personnel needs and opportunities, training programs, and the career tracks of professionals in the field
2. to sponsor specialized professional development programs for individuals at key points of career transition in order to increase the potential for recruiting and retaining top quality educators

JESNA would operate the Center in cooperation with other agencies and institutions in the field.

### II. THE NEED: THE PERSONNEL CRISIS IN JEWISH EDUCATION

The crisis of Jewish educational personnel is the number one issue in Jewish education today. No amount of programming, curriculum writing, or development of new materials will produce an effective Jewish educational system without quality people — teachers, administrators, specialists — to direct and carry out the educational process.

Dealing with the current shortage of Jewish educators, at all levels and in all parts of the educational system, will require a substantial investment of time, energy, ideas, and resources. However, there are steps that could be taken relatively quickly and at comparatively minimal cost which would enable the Jewish community to maximize the effective use of presently available assets — educator training programs, local initiatives, in-service opportunities for professional development, a credentialing system — which are not being utilized fully.

Two major areas of need can be identified:

- A. The first is for a coordinating mechanism for the gathering and active dissemination of information to prospective educators, personnel in the field, educational institutions, and leaders in local communities about careers in Jewish education. The information would encompass:



1. Career opportunities in Jewish education — what types of positions exist? what is required to fill them? what can one earn as a Jewish educator? what are some of the other rewards involved in being an educator?
2. Training opportunities — where can one train? what are the different programs like? what happens to their graduates? how much do they cost? what sources of financial support are available and how does one get them?
3. The current job situation — how many people are employed in what types of positions? how many openings are there? where are they? what are the qualifications for these positions? what salaries and benefits are available? how does one apply for these positions? how does one go about hiring an educator? who is out there who might be qualified?
4. Professional development opportunities — what programs are available for in-service training? locally, nationally, in Israel? how does one participate in these programs? what sources of financial support are available? how can one design a personal professional development plan that runs over a number of years? what type of certification is available? how does one qualify?
5. Model programs — what are other communities / institutions doing to recruit, train, and retain educators? what programs and materials developed in particular settings could be used more broadly? What advice is needed before launching new programs?

Although some of this information exists today, it is uncollated and held by a variety of different institutions. There is no central clearinghouse where one can go to obtain this information, and little effort to actively disseminate it to the key target audiences.

- B. The second major area of need is for career development programs targeted for individuals who are at key points in their professional careers (points of transition). These include:
1. individuals who have completed their academic training in Jewish education and who need a period of guided induction into the profession in the form of a carefully supervised internship
  2. individuals who are ready to or have recently moved from subordinate staff positions to executive positions as heads of schools, agencies, or programs, or who are moving from positions in supplementary schools to day schools



3. individuals who are making a career change from a different field and who need a specially tailored, concentrated training and internship program in order to make the transition to senior level positions

In the early 1970s, the FIJEL (Fellowships in Jewish Educational Leadership) Program was developed to address these needs. However, lack of funding forced the program into virtual dissolution, leaving these needs substantially unmet today.

### III. PROPOSAL: A CAREER DEVELOPMENT CENTER

JESNA proposes to meet these needs by establishing a Career Development Center for Jewish education. This Center would serve as an information clearinghouse and a base for coordinated and sophisticated marketing efforts to strengthen recruitment and professional development activities in the field. It would also sponsor specialized programs for individuals preparing for or undertaking major career transitions: entry into the field, movement from a subordinate to an executive position, lateral entry from another career.

The Center would be operated by JESNA, in cooperation with training institutions, educator organizations, local bureaus of Jewish education and federations, and denominational bodies.

The activities of the Center would focus on four major areas:

#### A. Recruitment

The acute shortage of Jewish educators — including part-time teachers in supplementary schools, informal educators in camps and youth programs, day school Judaica teachers, and senior personnel of all sorts — demands a vastly expanded recruitment effort for the field. The programs which today train the critical cadre of professional Jewish educators all report excess capacity and a willingness to cooperate in reaching out to recruit students.

Thus, both the need and opportunity exist for new efforts in field-wide recruiting for Jewish education. The Center could be the spearhead and coordinating mechanism for these efforts. Among the activities it might undertake or sponsor are:

- development of sophisticated recruitment materials (brochures, posters, videotapes, etc.) for use with college students and others likely to consider Jewish education as a full-time professional career, including information on financial support available
- coordinated visits by representatives of training institutions to settings where potential applicants gather (Hillel convocations, summer camps, etc.)
- a recruitment program targeted at individuals who might become



"avocational" educators (i.e., non-career and part-time personnel), e.g., parents and synagogue members, Jewish communal workers, retirees, public school teachers [several models already exist in this area]

#### B. Professional Development

Quality professional development programs for individuals in the field are a critical complement to intensified recruitment efforts. Many in-service programs for educators are already in place in local communities, on a national level, and in Israel. The Career Development Center could promote further development of and greater participation in these programs in several ways:

- by expanding JESNA's NISE (Network for In-Service Education) Newsletter to include more extensive descriptive material on the programs listed, so as to facilitate replication in other communities
- by working with training institutions, national agencies, and Israeli institutions to undertake targeted recruitment efforts among teachers and administrators for the many professional development programs which are currently under-utilized
- by arranging with the National Board of License to establish a system of continuing education credits, so that participation in in-service programs would lead toward certification

Equally important, the Career Development Center can address a major area of professional training which is currently not effectively being addressed: programs specially targeted for those at points of career transition. These transitions — initial entry into the field following pre-service training, moving from a subordinate staff position to one as the head of an institution or agency, or from supplementary to day school positions, and lateral entry into the field from another career — are critical points where an individual faces intense pressures. Successfully negotiating these transitions requires special attention and training, which most current in-service programs do not provide.

Following the model pioneered by the FLJEL program, the Career Development Center would sponsor three programs to help educators make successful career transitions:

1. Post-graduate Internships — Recent graduates of Jewish education training programs will be placed in selected school and agency settings with an experienced senior professional as supervisor for a two-year internship. Their salary during this period will be supplemented by a special stipend.
2. Executive Development Training Program — Promising educators who aspire to executive level positions in schools or agencies will participate in a special training program, combining seminars, field projects, and mentorships.



3. Lateral Entry Program — Individuals from other fields (academia, general education, social service) who wish to become Jewish educators will undertake a special training program combining coursework, field experience, and tutorials, and will be placed in selected supervised settings with guidance and mentoring for their initial year of employment.

These programs would be administered by the Career Development Center in conjunction with academic institutions, educational agencies and schools, and professional organizations. Costs would be shared by the Center and the agencies or institutions in which program participants are employed or in which they are undertaking their field experiences.

#### C. Placement / Human Resources Management System

Because of the persistent shortage of educational personnel, placing the right people in the right positions at the right point in their careers is a critical task. At present, placement of senior educational personnel is done by four committees, one for each of the three major denominations and a joint committee of JESNA and the Council for Jewish Education for positions in the "communal" sphere. Although there is some coordination among these committees, the field is far from having a serious and systematic approach to managing human resources.

Using current technology, the Center could, in cooperation with the existing placement committees, establish a Human Resources Management system for senior level and other full-time positions which would incorporate the following:

- a database of active and potential Jewish educators. This would include information on individuals currently working in, training for, or potentially interested in the field of Jewish education. The profiles would include data on background, training (pre- and in-service), job history, certifications, special skills and interests, denominational affiliation, etc. This information would be available to all placement committees.
- a database on positions in the field. This would include information on the nature of the position, requirements, job responsibilities, remuneration, etc. This data would be used both for placement purposes as individual positions become open and for aggregating field-wide statistics (average salaries, percentage of positions unfilled each year, etc.).

This Human Resources Management system would also serve as a resource for counseling current and prospective educators concerning career opportunities and the steps they should be taking to foster their own professional growth. By linking this system to the information available through the Center on in-service training programs and on licensing and certification, educators can be stimulated and helped to develop their skills and advance their careers.



Finally, the Center would be responsible for publishing and periodically revising guidebooks on job searches and hiring for both educators and employing institutions. The guidebook for educators would include information on how search processes are conducted, the work of the several placement committees, preparing a curriculum vitae, interviewing, and negotiating with prospective employers. The guidebook for institutions would include similar information geared to the needs of search committees.

#### D. Assistance to Communities and Institutions

In order to maximize the impact of expanded efforts in personnel recruitment, training, and tracking, communities and hiring institutions must be equipped and motivated to heighten their own professionalism in hiring and retaining personnel. The Center on Careers in Jewish Education could assist in this aspect of dealing with the personnel crisis in several ways:

- by collecting and circulating information on successful programs in individual institutions and communities which deal with personnel recruitment, training, and retention
- by preparing a guidebook and, where feasible, offering direct consultation for search committees to assist them in developing job descriptions, setting realistic requirements for candidates, effectively using the placement services and training schools, interviewing, and negotiating contracts
- by providing up-to-date comparative information to institutions and candidates on salary levels, benefits, and other job information

#### IV. SPONSORSHIP

JESNA, the continental planning, coordinating, and service agency of the organized Jewish community for the field of Jewish education is the logical instrument to operate the Career Development Center. As a trans-denominational agency which works with nearly all of the major actors in the Jewish educational arena, including academic institutions, local central agencies of Jewish education, the national denominational movements, professional organizations, and institutions in Israel, JESNA has the visibility and credibility to play the coordinating and catalytic role envisioned in this proposal.

Several of the activities projected for the Center are already being undertaken in less elaborate and sophisticated fashion by JESNA's Human Resources Development Department. JESNA's experience in this area, including administration of the Joint Personnel Committee, the National Board of License, the NISE Newsletter, and the FLJEL program, and its ongoing work in the area of professional development, will insure that the Center is able to move quickly and effectively to implement the programs outlined in the proposal.



Although the Center will be operated by JESNA, its work would be supervised by an inter-organizational advisory committee consisting of representatives of the major training schools, the denominational commissions on Jewish education, educator organizations, and bureaus of Jewish education.

#### V. IMPLEMENTATION AND BUDGET

The activities of the Career Development Center would be phased in over a three year period. A budget for the Center over this three-year period is projected below. After the initial three-year period, it is anticipated that the budget would remain stable, except for inflationary increases.

At the outset, a coordinator for the Center would be employed on a part-time basis, becoming a full-time position by the third year. In addition, the Center will be staffed by an administrative assistant, responsible primarily for maintaining the databases, and a secretary. An initial outlay for computer equipment and data entry to set up the databases on personnel and positions will be required. Thereafter, the databases would be maintained and updated on an ongoing basis.

The major areas of programmatic expense for the Center will be:

1. publications and marketing activities
  2. stipends and expenses for the professional development programs
- These would be expected to grow gradually over the three year phase-in period as new activities are undertaken in recruitment and public information, and as elements of the professional development program are introduced and expanded. When in full operation, it is anticipated that the Center will subvent 4-6 internships a year and run a cycle of the Executive Development Training Program every three years, and that there will be 2-3 Lateral Entry Program participants each year.

The basic budget for the Center projected below does not include a full-scale marketing program in personnel recruitment, involving video materials, media advertising, and other techniques. It is expected that such a project would be funded on a separate basis.

It is likely that in order to fully utilize the Center's information and services, individual institutions and agencies would also have to incur some additional expense for personnel and equipment. These institutional costs are also not included in the budget projected below.

## CAREER DEVELOPMENT CENTER FOR JEWISH EDUCATION

Projected Three Year Budget

	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>
Staff (salaries & benefits)			
Coordinator	\$24,000	\$32,400	\$48,000
Administrative Assistant	12,000	17,800	24,000
Secretary	10,800	15,200	21,000
Data Entry	10,000	3,000	3,000
Publications and marketing	5,000	10,000	15,000
Internship Stipends (@ \$10,000 per intern)	20,000	40,000	60,000
Executive Development Training Program (conducted once every three years, amortized)	10,000	10,000	10,000
Lateral Entry Program	6,000	12,000	18,000
Travel	4,000	6,000	8,000
Equipment	7,500	2,000	2,500
General administration (space, postage, telephone, etc.)	9,000	12,000	15,000
TOTAL	118,300	160,400	224,500

VI. EVALUATION

Evaluation of the Career Development Center will be ongoing, with major evaluations taking place during the second and at the end of the third year of operation. Primary responsibility for conducting the evaluation will rest with the Director of the Center and with the Executive Vice President of JESNA. In addition, the Advisory Committee for the Center will be involved in the evaluation process.

Although exact numerical targets for increased recruitment into the field and participation in professional development programs attributable to the Center cannot be set, there will be an expectation that the work of the Center have some measurable



impact in these areas. Records will be kept of contacts with both individuals and institutions, and the results of these contacts will be noted.

In addition, a broad sample of those served by the Center and of participants in its programs will be surveyed to assess their satisfaction with the Center's work.

#### VII. GRANT REQUEST

JESNA is seeking a grant of \$1,500,000 to establish and permanently endow the Career Development Center. \$600,000 of this funding will be expended to launch the Center over a five-year period, apportioned as follows:

Year 1 — \$100,000  
Year 2 — \$125,000  
Year 3 — \$175,000  
Year 4 — \$125,000  
Year 5 — \$ 75,000

This apportionment is designed to enable the Center to become firmly established over the initial five-year period and for its general operating expenditures to be gradually absorbed into the regular annual budget of JESNA. The portion of projected expenses to be supported by the grant declines from 85% in Year 1 to approximately 25% by Year 5.

The remainder of the grant will be utilized as a permanent endowment to fund the internship stipends, executive development training program, and lateral entry program. The \$900,000 corpus will yield approximately \$80,000 annually for these purposes.

JESNA

IV

Outreach

HL2



NOTES ON MEETING OF MORT MANDEL WITH ISMAR SCHORSCH -  
9/25/89

Dr. Schorsch was enthusiastic about assisting the Commission in reaching out to other constituencies within the Conservative movement.

He has established an "education cabinet" which will include key professional leadership from the United Synagogue, Solomon Schechter Principals Association, Melton Research Center, Jewish Educators Assembly, and the Jewish Theological Seminary. It was agreed that Dr. Schorsch would invite MLM to speak at the second meeting of this group, projected for late January or early February. MLM's office will need to be in touch with Dr. Schorsch to arrange a specific date and time.

Dr. Schorsch also offered to make contact with Rabbi Albert Lewis, President of the Rabbinical Assembly, to facilitate a contact from MLM. MLM asked him to hold off on this until a general approach has been worked out for contacting the rabbinic leadership of all of the movements.

Jonathan Woocher

NY To catalogue all of our outreach efforts +  
those scheduled or contemplated ahead.

HEADQUARTERS  
NEW YORK  
JEWISH EDUCATION

מרכז חינוך יהודי  
ניו יורק

740 BROADWAY  
NEW YORK, NY 10003-5517  
Telephone: 415-Lafayette Street  
(212) 529-2000

DR. JONATHAN S. WOOCHEE  
Executive Vice President



MG

JESNA



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Jonathan Woocher

*schedule "educ cabinet"  
for 20 or 26?*

JEWISH EDUCATION  
SOCIETY OF  
NORTH AMERICA, INC.

מחלקת חינוך  
התנועה החרדית

740 BROADWAY  
NEW YORK, NY 10013-9547  
Tel: (212) 485 Lafayette Street  
(212) 529-2009

DR. JONATHAN S. WOOCHEER  
Executive Vice President

HLZ -

I don't get a sense of the  
tone of the mtg. How enthus.  
is Lamm? How critical is it that  
we meet in all these groups?  
I doubt that the Hasidim  
represent the best place the  
focus our energies, or that  
any consultative process would  
yield positive results. MJ





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

IV

MLM

MG

September 27, 1989

North American Commission on Jewish Education

Meeting with Yeshiva University Chancellor, Rabbi Norman Lamm, on Monday, September 25, at Dr. Lamm's office.

Presence on Commission

Dr. Lamm suggested that each of the three seminary heads be accompanied by their senior staff person having responsibility for Jewish education. In the case of Yeshiva University, this would be Vice Chancellor Bob Hert.

Torah U'Mesorah

Rabbi Lamm endorsed the idea of involving the Torah U'Mesorah Schools in the work of the Commission and its successor. He cautioned that we not try to bring up any ideological questions but rather the approach should be that our only interest is to see to it that, whatever they do, the Commission would try to assist them to do it better.

Hasidim

Each of the Hasidic movements has its own school and in some cases these are very large. These, too, should be involved in the process in the same way as the Torah U'Mesorah Schools. Al Schiff has contact with these schools. It was suggested that, after the October meeting of the Commission, the various heads of each of these Hasidic schools, or at least the larger ones, be brought together. At the same time, we could bring in other representatives of the Orthodox movement, such as the rabbis and synagogue groups. Rabbi organizations are the Rabbinical Council of America (RCA) and the Union of Orthodox Jewish Congregations. Such a meeting could be convened either by Mort Mandel as the Chairman of the Commission, or Dr. Lamm would be willing to do so. Again, the theme here would be that we are "anxious to help." The total number at the meeting should be between ten and twenty.

In response to Dr. Lamm's question, Mort Mandel described the work of the Cleveland Commission as a model of the Community Action Sites, which the Commission is interested in developing. This would require considerable funding and MLM was confident that it could be done. As to the Commission's successor, this could either be a continuation of the Commission, meeting perhaps once a year to oversee this development, or a separate entity set up for the purpose.

10/2  
MLM = Lamm enthusiastically endorses the Commission's work  
+ believes it is on right track.  
= Lamm will invite all orthodox groups to a meetings —  
doubts that some will participate.



VFL



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

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## NOTES FOR MEETING WITH DR. ISMAR SCHORSCH

### I. GOAL

To enlist Dr. Schorsch's support and assistance in reaching out to other key constituencies within the Conservative movement on behalf of the Commission

### II. SUGGESTED TALKING POINTS

1. As the Commission begins to move toward an action plan for implementing its recommendations, the synagogues, rabbinate, and educators of the Conservative movement (as well as Reform, Orthodox, and Reconstructionist) need to be brought into the process.
2. The specific groups with whom we feel the Commission should be developing a relationship include:
  - a. the leadership of the United Synagogue (congregational arm of the movement) and its education Commission and Department
  - b. the leadership of the Rabbinical Assembly (Conservative rabbinic organization)
  - c. the professional educators of the movement (their group is the Jewish Educators Assembly)
3. We want to be able to inform them of the progress of the Commission, and get input from them regarding how they can and would want to be involved in advancing the Commission's work.

NOTE: A decision will need to be made by MLM and staff as to the extent of input we seek from these constituencies at this stage into both the formulation of the Commission's recommendations and the action plan, and defining their potential role in the implementation of the action plan developed by the Commission.

I am assuming that Joe Reimer will be consulting with some of the same constituencies on his paper on the synagogue's role in Jewish education, and that this will provide a measure of involvement in the formulation process. However, I suspect that this will not be seen as constituting consultation at the highest level between the Commission leadership and the leadership of the rabbinic, congregational, and professional educator constituencies of the Conservative movement.

There is a range of issues on which these constituencies may have strong views -- on the questions of, e.g., how we can deal with the personnel problems of synagogue schools; or, how rabbis



should be involved in community planning for Jewish education -- and their responses might inform the Commission report and recommendations. The potential danger is that their thinking may not conform to the general directions already set. Thus, we must decide how extensive and far-ranging we want their input to be.

4. We would like Dr. Schorsch's thinking on how best to do this, and his assistance in facilitating this communication.

### III. POSSIBLE DESIRABLE OUTCOME

Dr. Schorsch agrees to host a meeting of other Conservative movement leaders with Commission leadership/staff to discuss the Commission's work and receive their input (a la meetings with Federation presidents and executives).

9/20/89 - Jonathan Woocher





#22

OCT 10 1989

IV

TO: Virginia F. Levi  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 10/10/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

INTER-OFFICE  
CORRESPONDENCE

This will summarize a conversation I had with Dr. Fred Gottschalk in New York on September 29. We met for lunch, and were together from about 12:30 to 2:30. During that time, I brought Dr. Gottschalk up to speed on the activities of the Commission, and he was quite interested. Regrettably, he will not be able to attend our meeting on October 23, because that is the same day as an all-day meeting of his Board.

The general thrust of our discussion was how we best could interface the Rabbis in the movement, particularly with regard to those who are interested in the Jewish educational aspect.

At the outset of our discussion, Fred felt that we were doing pretty well working with him, but as the conversation progressed, he agreed that it might make a lot of sense to convene a group of about ten, who would represent the various aspects of the reform educational apparatus, as well as the appropriate members of the rabbinate. This work group would, of course, include Rabbi Dan Syme. We agreed that such a meeting would be held most appropriately in December, January or February, and that he and I will coordinate as to when we would do this.

Essentially, this meeting would be an opportunity to bring this group up to date with regard to the Commission, and also give them the opportunity to input their ideas to the Commission. It was hoped that, by this connection, we will at least get them feeling that we are concerned with their reactions, and want to enlist their assistance.

As a further idea, we thought it might make sense for me to contact Rabbi Alex Schindler directly, in view of his leadership position with the Union of American Hebrew Congregations.

Fred was extremely supportive of the Commission work, and wants to do everything he possibly can to facilitate our objectives. He is solidly behind all that we are doing.

Copy sent to  
HL2, MG, JR, AH  
10/11/89



file out bench - Reform MG

OCT 10 1989

TO: Virginia F. Levi FROM: Morton L. Mandel DATE: 10/10/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

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INTER-OFFICE CORRESPONDENCE





file Outrecht-  
Reform

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

THE PRESIDENT

3101 CLIFTON AVE. • CINCINNATI, OHIO 45220-2488  
(513) 221-1875

November 10, 1989

Mr. Morton Mandel  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort:

Thank you very much for sending me a copy of the minutes of the October 23rd meeting of the Commission on Jewish Education. I am sorry that I had to miss what was a very productive meeting.

I asked Sara Lee to compile a list of leaders in positions of responsibility in Jewish Education in the Reform movement. She has sent me the following names:

1. Dan Syme and Howard Bogot - representing the UAHC and its Department of Education.
2. Rabbi Jonathan Stein of Indianapolis and Robert Tornberg of Toronto - as the co-chairmen of the UAHC Commission on Education.
3. Rabbi Sam Karff - as the President of the CCAR.
4. Dr. Zena Sulkes - as the President of NATE.
5. Jane West of Baltimore, Maryland - a graduate of the Rhea Hirsch School, who serves as the Reform Consultant to the Baltimore Bureau of Jewish Education. She is a very bright and articulate young woman who represents the perspective of serving Reform congregations in a communal context.
6. Rabbi Steve Garten - of the Leo Baeck Day School in Toronto, who is the most knowledgeable and articulate spokesman for the perspective of Reform day schools.

I would like to invite the above individuals, plus any other educators you may wish to include, to meet with you on a convenient date in January. Sara Lee, of course, will be present at this meeting.

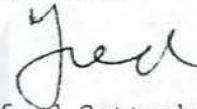
Mr. Morton Mandel  
November 10, 1989  
Page Two

Sara has suggested that the meeting take place in Los Angeles. I am doubtful if the people we would want to invite from New York would have the flexibility in their schedules to travel to Los Angeles.

Please advise me as to possible dates in January when this meeting to discuss education in the Reform movement could take place and what location would be preferred.

I look forward to seeing you soon.

Sincerely,



Alfred Gottschalk

AG/ns





file "Outreach-<sup>MC</sup>  
Conserv. Movement"

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

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

DATE: 11/10/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Jon Woocher has sent the list of Schorsch's education cabinet. I think we should consider sending them some background materials on the Commission in January. If you agree, I can work with Jon and Schorsch's office to coordinate.



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## CHANCELLOR'S EDUCATION FORUM as of 10/89

NOV 09 1989

Rabbi Paul Freedman  
United Synagogue Youth  
155 Fifth Ave.  
New York NY 10010

Dr. Aryeh Davidson  
The Seminary

Dr. Robert Abramson  
United Synagogue  
155 Fifth Ave.  
New York NY 10010

Dr. John Ruskay  
The Seminary

Ms. Judith Siegel  
The Jewish Museum  
1109 Fifth Ave.  
New York NY 10028

Dr. Eduardo Rauch  
Melton Research Center

Mr. S. Hirsch Jacobson  
Solomon Schechter Day School  
721 Orange Ave.  
Cranford NJ 07016

Dr. Steven M. Brown  
Solomon Schechter Day School  
Old Lancaster Rd./Highland Ave.  
Bala Cynwyd PA 19004

Dr. Raphael Arzt  
3 Mevo Hamavaaq  
Jerusalem ISRAEL

Dr. David Lieber  
University of Judaism  
15600 Mulholland Drive  
Los Angeles CA 90077

Mr. Richard S. Moline  
Jewish Youth Directors Assn.  
United Synagogue of America  
180 N. Michigan Ave. Ste. 1710  
Chicago IL 60601

Dr. Sheldon Dorph  
261 So. LaPeer Drive  
Beverly Hills CA 90211-2617

Rabbi Joel Meyers  
The Rabbinical Assembly



IN  
TER-  
OFFICE  
CORRESPONDENCE

TO: Morton L. Mandel  
Henry L. Zucker FROM: Mark Gurvis *mg* DATE: 11/10/89  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT:

Jon Woocher has sent the list of Schorsch's education cabinet. I think we should consider sending them some background materials on the Commission in January. If you agree, I can work with Jon and Schorsch's office to coordinate.

*11/13*

*mg*  
*good idea!*  
*Hlz*



*Jhr -*  
*Please send copy of memo & list to Seymour Fox*

*faxed 11/13* *mg*

## CHANCELLOR'S EDUCATION FORUM as of 10/89

NOV 09 1989

Jan 26 mtg  
Cancer educators

✓ Rabbi Paul Freedman  
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✓ Rabbi Joel Meyers  
The Rabbinical Assembly

@ JTS

✓ Dr. Aryeh Davidson  
The Seminary

Jewish Theological Seminary  
3080 Broadway  
NY, NY 10027

✓ Dr. John Ruskay

The Seminary Jewish Theological Seminary

✓ Dr. Eduardo Rauch  
Melton Research Center

@ JTS



*file outstand  
orthodox*



15 East 26th Street, New York, N.Y. 10010

Office of the Executive Vice-President

December 8, 1989

Dr. Norman Lamm  
500 West 185th Street  
New York, NY 10033

**RE: MEETING OF ORTHODOX JEWISH EDUCATORS  
WITH MORT MANDEL**

Dear Norman:

The date of January 25 at 4:00 p.m. at Stern College is now firm with all concerned.

Al Schiff has prepared a list of invitees for your consideration which is enclosed.

As per our conversation, I have also prepared a draft of a letter of invitation for your consideration.

Best regards,

Art Rotman

Enclosure

MANDEL COMMISSION ORTHODOX EDUCATORS LIST

Rabbi Robert Hirt  
Rabbi Jacob Rabinowitz

Yeshiva University  
500 West 185th Street  
New York, NY 10033

Dr. Mordecai Schnaidman

Educators Council of America  
500 West 185th Street  
New York, NY 10033

Dr. Yitzhak Handel

Azrieli Institute  
Yeshiva University  
245 Lexington Avenue  
New York, NY 10016

Dr. Karen Bacon

Stern College  
Yeshiva University  
245 Lexington Ave.  
New York, NY 10016

Rivka Behar

Board of Jewish Education  
  
426 West 58th St.  
New York, NY 10019

Joel Beritz

"

Ida Bobrowsky

"

Dr. Joseph J. Preil

"

Rabbi Martin Schloss

"

Dr. Jay Braverman

Yeshivah of Flatbush ES  
919 East 10th St.  
Brooklyn, NY 11230

Mrs. Susan Dworken

Joseph Kushner Hebrew Academy  
1 Henderson Dr.  
W. Caldwell, NJ 07006

Rabbi David Eliach

Yesh. of Flatbush, Joel Braverman HS  
1609 Avenue J  
Brooklyn, NY 11230

Dr. Ephraim Frankel

Heb. Acad. of Atlanta  
5200 Northland Drive  
Atlanta, GA 30342



-2-

Dr. Emanuel Goldman

BJE of Baltimore  
5800 Park Heights Ave.  
Baltimore, MD 21215

Rabbi Shraga Gross

Miami Hebrew Academy  
Rabbi Alexander S. Gross Jr. & Sr. HS  
2425 Pinetree Dr.  
Miami Beach, FL 33140

David Kolatch

HAFTR  
33 Washington Ave.  
Lawrence, NY 11559

Rabbi Eugene Kwalwasser

Yavneh Academy  
155 Farview  
Paramus, NJ 07652Dr. Leonard Matanky  
Dr. Harvey WellAssociated Talmud Torahs  
2828 West Pratt Blvd.  
Chicago, IL 60645

Audrey Schurgin

SAR Academy  
655 West 254th St.  
Bronx, NY 10471

Rabbi David G. Shapiro

Maimonides School  
34 Philbrook Road  
Brookline, MA 02146

Dr. Zalman F. Ury

Bureau of Jewish Education  
6505 Wilshire Blvd. - Suite 710  
Los Angeles, CA 90048

Rabbi Yitzhak Witty

Board of Jewish Education  
4600 Bathurst St., Suite 232  
Willowdale, Ont. M2R 3V2  
CANADA



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

DRAFTDRAFT

December 11, 1989

Dear \_\_\_\_\_:

This is an invitation for a number of us to meet with a distinguished community leader - Morton L. Mandel of Cleveland, Chairman of the North American Commission on Jewish Education.

The Commission, of which I am honored to be a member, has stimulated a productive, open dialogue between Jewish educators and business people and the heads of the major Jewish family foundations in the United States and Canada. Its mandate is not only to study the state of Jewish education today and to prepare a report, but to stimulate substantial positive action - and funding for that action - that will have major impact on the strength of our Jewish communities, and on Jewish continuity.

The full Commission has met on several occasions, identifying the strengths and pinpointing the weak areas and needs, and has asked for the benefit of your thinking ... your reactions ... your input ... and your suggestions ... before it takes its next steps, mobilizing the leadership, the training and the funding bodies for positive action.



Mr. Mandel, past president of JWB and of the Council of Jewish Federations and former Chairman of the Jewish Education Committee of the Jewish Agency, was instrumental in the founding of this Commission, and I know he is anxious to share its progress with you and to discuss the issues with you at this time.

I urge you to make every effort to join us on (date), (time), at (location). Please indicate your participation on the enclosed card, and return it to my attention..

I look forward to meeting with you on (date).

Sincerely,

NORMAN LAMM  
President

*file Outreach -  
authentic***Yeshiva University** / *Office of the President*

December 18, 1989

Mr. Arthur Rotman  
JWB  
15 East 26th Street  
New York, NY 10010-1579

Dear Mr. Rotman:

This is an invitation for a number of us to meet with a distinguished community leader, Mr. Morton L. Mandel of Cleveland, Chairman of the North American Commission on Jewish Education.

The Commission, of which I am honored to be a member, has stimulated a productive, open dialogue between Jewish educators and business people and the heads of the major Jewish family foundations in the United States and Canada. Its mandate is not only to study the state of Jewish education today and to prepare a report, but to stimulate substantial positive action - and funding for that action - that will have major impact on the strength of our Jewish communities and on Jewish continuity.

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Mr. Mandel, past president of JWB and the Council of Jewish Federations and former Chairman of the Jewish Education Committee of the Jewish Agency, was instrumental in the founding of this Commission, and I know he is anxious to share its progress with you and to discuss the issues with you at this time.

I urge you to make every effort to join us on January 25, 4:00 p.m., at Stern College for Women, 245 Lexington Avenue, New York. Please indicate your participation on the enclosed card and return it to my attention.

I look forward to meeting with you on January 25, please G-d.

Cordially yours,

NORMAN LAMM  
President

NL:ts

500 West 185th Street, New York, N.Y. 10033 • (212) 960-5280



denavit

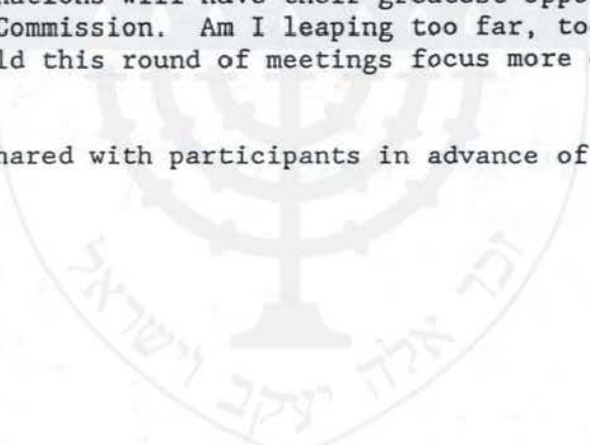
MEMO TO: Art Rotman, Jon Woocher, Henry L. Zucker

FROM: Mark Gurvis *mg*

DATE: December 20, 1989

-----

Following is a first draft of talking points for meetings with denominational leadership. Although it will need to be tailored for each denomination, I thought I would start with a single outline. Some questions that I would appreciate your thoughts on:

1. In each case we will be starting with an audience which includes at least a few skeptics who have felt shut out of the process. What is the best way to start the meeting so that it moves past this?
  2. I have focused the discussion questions more on the kinds of issues that the Commission will face in implementation than on the recommendations themselves. I have done so because I believe that is where the denominations will have their greatest opportunity to impact the work of the Commission. Am I leaping too far, too fast for these groups, and should this round of meetings focus more closely on the recommendations?
  3. What should be shared with participants in advance of the meetings?
- 

The following are suggested talking points for meetings with denominational representatives:

1. The Commission was formed out of the interest of MAF and others to plan strategically how they could invest some of their funds in Jewish education. In order to make sure their plans were coordinated with the needs of the communities, the Commission was undertaken in partnership with JESNA, JWB, and in collaboration with CJF.
2. The Commission has narrowed its focus from a range of options for how it might approach its work to two priority areas--personnel, and community support and financing. By addressing these two areas the Commission hopes to impact significantly the whole range of Jewish education activity.
3. The Commission hopes to demonstrate successful strategies in its priority areas by developing several community action sites. These would serve as a focus for demonstration of the best practices in Jewish education, recruitment and development of top-quality personnel, and the implementation of the right kind of community process leading to adequate community support and financing.
4. The Commission will complete its work this spring, issuing its report and putting in place an implementation entity to carry forward its recommendations to the community. This entity would develop the



community action sites, serve as a catalyst for continental approaches in the areas of personnel recruitment and training, research, development of community support, etc. We are recommending a very small structure for this implementation entity, envisioning a network of relationships with existing institutions in Jewish life whose support and assistance will hopefully be enlisted in this cause. Basically, the implementation entity should work to strengthen and harmonize the efforts of existing institutions and organizations working in Jewish education.

5. The synagogue world is critical to this entire process. The synagogue represents the single largest gateway into Jewish communal life. It is where most of our children receive their formal Jewish education. So as we focus on our recommendations and begin to think about how they get implemented, we face the critical questions of how we can work with denominations on the national level, and with synagogues on the local level.
6. Following are several aspects of how the work of the Commission links up to the synagogue world. The input of denominational leaders will be very helpful to our thinking in these areas:
  - a. Clearly, one focus of activity will be strengthening the training institutions in Jewish education, and several of the key institutions are under denominational auspices. What, from the perspective of the denominations, are the critical needs in training in Jewish education.

- b. Other efforts in training personnel will need to be developed at the continental and local levels and we would be interested in denominational perspectives on this.
- c. Community action sites will require local planning processes that involve all the key players in the community from the start. A few communities have been able to develop planning processes in Jewish education which involve the synagogues but most communities do not have the necessary environment of federation-synagogue relations to allow this.





*file Outward Reform*

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

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

DATE: 1/9/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

Attached is a draft of talking points for the meetings with denominations.  
Please let me know if you would like further refinements.

All invitees will receive in advance the design document, list of Commission members, and background materials for October 23, 1989 meeting (action plan).



INTER-OFFICE CORRESPONDENCE

Talking Points for Meetings with Denominational Representatives

1. The Commission was formed out of the interest of MAF and others to plan strategically how they could invest some of their funds in Jewish education. In order to make sure their plans were coordinated with the needs of the communities, the Commission was undertaken in partnership with JESNA, JWB, and in collaboration with CJF. In bringing together the membership we were attempting to develop a group that would be broadly representative of the North American Jewish community, and still small enough to work with. In keeping the group below 50, we were faced with some uncomfortable choices, but believe we have done well with the group chosen.
2. The Commission has narrowed its focus from a range of options for how it might approach its work to two priority areas--personnel, and community support and financing. By addressing these two areas the Commission hopes to impact significantly the whole range of Jewish education activity.
3. The Commission hopes to demonstrate successful strategies in its priority areas by developing several community action sites. These would serve as a focus for demonstration of the best practices in Jewish education, recruitment and development of top-quality personnel, and the implementation of the right kind of community process leading to adequate community support and financing.



4. The Commission will complete its work this spring, issuing its report and putting in place an implementation entity to carry forward its recommendations to the community. This entity would develop the community action sites, serve as a catalyst for continental approaches in the areas of personnel recruitment and training, research, development of community support, etc. We are recommending a very small structure for this implementation entity, envisioning a network of relationships with existing institutions in Jewish life whose support and assistance will hopefully be enlisted in this cause. Basically, the implementation entity should work to strengthen and harmonize the efforts of existing institutions and organizations working in Jewish education.
5. The synagogue world is critical to this entire process. The synagogue represents the single largest gateway into Jewish communal life. It is where most of our children receive their formal Jewish education. Therefore the Commission sees an extremely important role for rabbis and synagogue lay leadership in bringing our vision to life. As we focus on our recommendations and begin to think about how whole synagogue communities can be mobilized for action, we face the critical questions of how we can work with denominations on the national level, and with synagogues on the local level.

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  - b. Other efforts in training personnel will need to be developed at the continental and local levels and we would be interested in denominational perspectives on this.
  - c. Community action sites will require local planning processes that involve all the key players in the community from the start. A few communities have been able to develop planning processes in Jewish education which involve the synagogues but most communities do not have the necessary environment of federation-synagogue relations to allow this.
  - d. How can federations help with synagogue-based Jewish education without getting involved with synagogue management and administration? How can federations retain accountability for expenditures of community funds without infringing on synagogue autonomy?



- e. While we are working to generate significant additional financial resources for Jewish education from federations and foundations, is it possible that this can leverage additional funding from current sources (tuition, institutional fundraising)? In any case, we would want to make sure that federation/foundation funds supplement, not replace, local institutional and tuition support.



*file outline  
Refman*

HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION  
CLIFTON AVENUE, CINCINNATI, OHIO 45220

January 2, 1990

Mr. Morton Mandel  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort:

I hope that you, Barbara and your children enjoyed a wonderful Hanukkah.

The meeting planned with representatives of the Reform Movement educational leadership will be held on Thursday, February 15, 1990 from 1:00 - 4:00 PM at Hebrew Union College-Jewish Institute of Religion, One West Fourth Street, in New York.

I am enclosing for your information a list of participants who have received an invitation to attend the meeting. Each invitee has also received a copy of the Design Document explaining the purpose and goals of the Commission.

I look forward to seeing you on February 15 at what I know will be a most productive meeting.

Dee joins me in wishing you a joyous and peaceful 1990.

Sincerely,

Alfred Gottschalk

AG/ns

Enclosure

bcc: Dr. Sara Lee

Mr. Art Rotman





15 East 26th Street, New York, N.Y. 10010

Office of the Executive Vice-President

December 11, 1989

Dr. Alfred Gottschalk  
3101 Clifton Avenue  
Cincinnati, OH 45220

RE: MEETING OF REFORM JEWISH EDUCATION  
LEADERSHIP WITH MORT MANDEL

Dear Al:

The date of Thursday, February 15, at 1:00 p.m. is now firm.

In reply to your letter to him, Mort suggests that it would be best if the invitation to the participants came from yourself at whatever facility in New York City that you decide.

I understand that Sara Lee has provided a list of participants.

Reimbursement will be provided for airfare for those who are coming from outside of New York.

Best regards,

Art Rotman

cc: Sara Lee



HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

THE PRESIDENT

1181 CLIFTON AVENUE - CINCINNATI, OHIO 45220-2688  
(513) 763-1875

December 28, 1989

Mr. Art Rotman  
Executive Vice-President  
JWB  
15 East 26th Street  
New York, New York 10010

Dear Art:

Thank you for your letter of December 11, 1989. I have now received the list of participants from Sara Lee and the letters of invitation will be going out to them as soon as possible. I am enclosing for your attention a copy of the list of participants. The meeting will be held on Thursday, February 15 from 1 - 4 PM at Hebrew Union College-Jewish Institute of Religion, One West Fourth Street, New York, New York.

With best wishes for a Happy New Year,

Sincerely,

Alfred Gottschalk

AG/ns  
Enclosure  
cc: Ms. Sara Lee



## INVITATION LIST - FEBRUARY 15 MEETING

*Reform education*

✓ Rabbi Howard I. Bogot  
Union of American Hebrew Congregations  
838 Fifth Avenue  
New York, NY 10021-7064

✓ Rabbi Steven H. Garten  
Leo Baeck Day School  
34 Kenton Drive  
Willowdale, Ontario CANADA M2R 2H8

✓ Rabbi Samuel E. Karff  
Congregation Beth Israel  
5600 N. Braeswood Blvd.  
Houston, TX 77096

✓ Ms. Sara S. Lee (Commission Member)  
Hebrew Union College  
3077 University Avenue  
Los Angeles, CA 90007-3796

✓ Rabbi Jonathan Stein  
Indianapolis Hebrew Congregation  
6501 N. Meridian Street  
Indianapolis, IN 46260

✓ Dr. Zena W. Sulkes  
Temple B'nai Israel  
1685 S. Belcher Road  
Clearwater, FL 34624-6594

✓ Rabbi Daniel B. Syme  
Union of American Hebrew Congregations  
838 Fifth Avenue  
New York, NY 10021-7064

✓ Mr. Robert E. Tornberg  
Director of Education  
Holy Blossom Temple  
1950 Bathurst Street  
Toronto, Ontario CANADA M5P 3K9

✓ Ms. Jane West  
Board of Jewish Education  
5800 Park Heights Avenue  
Baltimore, MD 21215

file OUTREACH -  
orthodox

MEMO TO: Morton L. Mandel, Art Rotman  
FROM: Mark Gurvis *mg*  
DATE: January 9, 1990  
SUBJECT: Meeting with Orthodox Jewish Educators

-----

In reviewing plans for the meeting with Orthodox Jewish educators with Alvin Schiff, I extended an invitation for him to come to the meeting. Alvin is interested and will try to be at the meeting. He asked that we consider his presence as being on behalf of the Commission as one of its members, rather than one of the invited Orthodox Jewish educators.

Mort, at some point during the meeting you may want to ask Alvin to comment from the perspective of a Commission member.





file mg  
outland

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

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

DATE: 1/9/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

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Talking Points for Meetings with Denominational Representatives

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- e. While we are working to generate significant additional financial resources for Jewish education from federations and foundations, is it possible that this can leverage additional funding from current sources (tuition, institutional fundraising)? In any case, we would want to make sure that federation/foundation funds supplement, not replace, local institutional and tuition support.



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Martin S. Kraar  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

MEMO TO: Members of Chancellor Schorsch's Education Cabinet  
FROM: Mark Gurvis, staff, Commission on Jewish Education  
in North America  
DATE: January 10, 1990  
SUBJECT: Background Materials for January 26, 1990 Meeting

AMERICAN JEWISH  
ARCHIVES

Mr. Mandel thought it would be helpful for you to have an opportunity to review some background materials on the Commission on Jewish Education in North America before your meeting on January 26, 1990, 9:30 a.m. at the Jewish Theological Seminary in New York. Enclosed are the following items:

1. Design Document -- Outlines the reasons for establishing the Commission.
2. List of Commission members.
3. Background materials from October 1989 meeting -- The materials from the most recent Commission meeting review our progress to date and outline possible ways of proceeding to implementation.

Mr. Mandel is very much looking forward to his meeting with you.

cc: Dr. Ismar Schorsch  
Morton L. Mandel

bcc: HENRY L. ZUCKER  
JON WOOCHEER



COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Martin S. Kraar  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

MEMO TO: Orthodox Jewish Educators

FROM: Mark Gurvis, staff, Commission on Jewish Education  
in North America

DATE: January 10, 1990

SUBJECT: Background Materials for January 25, 1990 Meeting

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AMERICAN JEWISH  
ARCHIVES  
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Mr. Mandel thought it would be helpful for you to have an opportunity to review some background materials on the Commission on Jewish Education in North America before your meeting on January 25, 1990, 4:00 p.m. at Stern College in New York. Enclosed are the following items:

1. Design Document -- Outlines the reasons for establishing the Commission.
2. Roster of Commission members.
3. Background materials from the October 23, 1989 meeting -- These materials from the most recent Commission meeting review our progress to date and outline possible ways of proceeding to implementation.

Mr. Mandel is very much looking forward to his meeting with you.

cc: Dr. Norman Lamm  
Morton L. Mandel

bcc: HENRY L. ZUCKER  
ARTHUR ROTMAN

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
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David Dubin  
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Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
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David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
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Norman Lamm  
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Seymour Martin Lipset  
Haskel Lookstein  
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Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

MEMO TO: Representatives of Reform Movement Educational Leadership

FROM: Mark Gurvis, staff, Commission on Jewish Education in North America

DATE: January 10, 1990

SUBJECT: Background Materials for February 15, 1990 Meeting

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The enclosed material will provide additional background for your meeting with Morton L. Mandel, scheduled for February 15, 1990, 1:00 p.m. to 4:00 p.m. at Hebrew Union College in New York. The document reviews Commission progress to date and outlines possible ways of proceeding to implementation. The Commission will next meet on February 14, so Mr. Mandel will be able to incorporate an additional update on the Commission's progress.

He is very much looking forward to his meeting with you.

cc: Dr. Alfred Gottschalk  
Morton L. Mandel

DCG. HENRY L. ZUCKER  
ARTHUR ROTMAN





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

## TELEFAX TRANSMITTAL FORM

To: Virginia LeviDate: Jan. 26, 1990Fax #: 216 361 9962

Time: \_\_\_\_\_

From: Art Rotman

Re: \_\_\_\_\_

Number of pages (including this cover page): 3

Please notify us if transmission is incomplete.

Tel.#: (212) 532-4949

Fax #: (212) 481-4174

AMERICAN JEWISH  
ARCHIVES

Enclosed is attendance at meeting at Stern College,  
January 25th. Check marks indicate attendance.  
Similar fax to Mark Gurvis.

*file outland  
orthodox*MANDEL COMMISSION ORTHODOX EDUCATORS LIST

✓ Rabbi Robert Hirt  
 ✓ Rabbi Jacob Rabinowitz-*Faculty*  
 ✓ Dr. Mordecai Schnaidman *Director*  
 ✓ Dr. Yitzhak Handel *Director*  
 Dr. Karen Bacon  
 Rivka Behar  
 Joel Beritz  
 Ida Bobrowsky  
 Dr. Joseph J. Preil  
 ✓ Rabbi Martin Schloss  
 ✓ Dr. Jay Braverman  
 Mrs. Susan Dworken  
 Rabbi David Eliach  
 Dr. Ephraim Frankel

*Vice president*  
 Yeshiva University  
 500 West 185th Street  
 New York, NY 10033

*Director*  
 Educators Council of America  
 500 West 185th Street  
 New York, NY 10033

*Director*  
 Azrieli Institute  
 Yeshiva University  
 245 Lexington Avenue  
 New York, NY 10016

Stern College  
 Yeshiva University  
 245 Lexington Ave.  
 New York, NY 10016

Board of Jewish Education, *GARY CHILDS*  
 + *Staten Island*  
 426 West 58th St.  
 New York, NY 10019

" FJ6  
 "  
 "  
 " *SPECIAL' Education*

*Principal*  
 Yeshivan of Flatbush ES  
 919 East 10th St.  
 Brooklyn, NY 11230

*Principal*  
 Joseph Kushner Hebrew Academy  
 1 Henderson Dr.  
 W. Caldwell, NJ 07006

Yesh. of Flatbush, Joel Braverman HS  
 1609 Avenue J  
 Brooklyn, NY 11230

Heb. Acad. of Atlanta  
 5200 Northland Drive  
 Atlanta, GA 30342



-2-

✓ Dr. Emanuel Goldman

*Executive V.P.*  
 BJE of Baltimore  
 5800 Park Heights Ave.  
 Baltimore, MD 21215

Rabbi Shraga Gross

Miami Hebrew Academy  
 Rabbi Alexander S. Gross Jr. & Sr. HS  
 2425 Pinetree Dr.  
 Miami Beach, FL 33140

David Kolatch

HAFTR  
 33 Washington Ave.  
 Lawrence, NY 11559

✓ Rabbi Eugene Kwalwasser *Principal*

Yavneh Academy  
 155 Farview  
 Paramus, NJ 07652

✓ Dr. Leonard Matanky *EDUCATIONAL SPECIALIST*  
 ✓ Dr. Harvey Well *SPECIALIST*  
 Associated Talmud Torahs  
 2828 West Pratt Blvd.  
 Chicago, IL 60645

✓ Audrey Schurgin

SAR Academy *STUDIES*  
 655 West 254th St. *General Studies Principal*  
 Bronx, NY 10471 *YCHAIKONG STUDIES*  
*Principal Council*

Rabbi David G. Shapiro

Maimonides School  
 34 Philbrook Road  
 Brookline, MA 02146

Dr. Zalman F. Ury

Bureau of Jewish Education  
 6505 Wilshire Blvd. - Suite 710  
 Los Angeles, CA 90048

Rabbi Yitzhak Witty

Board of Jewish Education  
 4600 Bathurst St., Suite 232  
 Willowdale, Ont. M2R 3V2  
 CANADA

✓ ALAN SCHIFF

BJE, GKE V.P.

✓ DR. NORMAN LITVIN

PRES. TV.

✓ MORT MANDL

✓ ART ROTMAN

SCH

NOTES ON MEETING OF MORT MANDEL WITH CONSERVATIVE MOVEMENT  
JEWISH EDUCATION CABINET -- 1/26/90

Participants:

Dr. Ismar Schorsch, Chancellor, JTSA  
Dr. John Ruskay, Vice Chancellor, JTSA  
Dr. Robert Abramson, Dir. of Jewish Ed., United Synagogue of America  
Dr. Paul Friedman, Dir., USY  
Dr. Eliot Spiegel, Solomon Schechter Principals Association  
Dr. Sheldon Dorff, Natl. Dir, Camp Ramah  
Dr. Eduardo Rauch, Co-Director, Melton Research Center  
Judith Siegel, Dir. of Education, Jewish Museum  
Hirsch Jacobson, President, Jewish Educators Assembly  
Dr. Hanan Alexander, University of Judaism  
Dr. Aryeh Davidson, Chair, Dept. of Education, JTSA

Morton L. Mandel  
Jonathan Woocher

Dr. Ismar Schorsch chaired the meeting and opened the discussion by noting the importance of the Commission on Jewish Education in North America, and the significance of this meeting, initiated by MLM.

Mr. Mandel recounted the history of his own growing involvement with Jewish education and Jewish continuity issues, and emphasized the goal of the Commission to create a partnership between a larger number of lay leaders and the talented professionals already in the field. He outlined the elements of the Commission's projected action plan and the recommendations embodied in it.

The discussion which followed covered a number of different issues:

1. What makes a difference for Jewish commitment? We need to research this. There are many programs today, but which ones actually work? This should impact on the selection of appropriate sites for developmental work.
2. All elements of Jewish education are reconsidering their missions and how to carry these out in a dramatically new environment. If we are to work through existing institutions, it is important that they be challenged to reformulate their missions and rethink how they will build Jewish commitment. (MLM noted that there is agreement that we cannot simply "throw money" at the problem without adequate monitoring and evaluation.)
3. Research on what are good programs will take time, because



measuring impact requires longitudinal studies. We have no such data currently. Perhaps the Commission can encourage this.

4. We have a sense today that many people are being affected by programs that are often little known and underfunded. We can learn from many of these (e.g., informal programs in the Conservative movement). MLM emphasized that the Commission wants to overcome any sense of "we-they" boundaries. Its aim is to energize and involve all of those doing good work, whether in denominational or communal settings.
5. Creating linkages between national and local institutions will be a major challenge. MLM agreed that having national institutions involved in the local community action sites will be important, and we will need to think about what their role should be (e.g., in training).
6. Beyond knowing what succeeds, we need to know why it succeeds. Some supplementary schools, e.g., seem to be working and can do things that others find impossible (e.g., teaching Hebrew reading and keeping parents involved). We will need action research to help understand why some programs and institutions are successful.
7. There is also a real need for providing contexts in which reflection linked to practice can take place. Jewish education needs to be informed by new integrations of understandings about who we are as human beings. These are being developed by scholars from various fields. We need times and places for them to come together. Translation into practice can emanate from such reflection.
8. The question was raised of how MLM defines "Jewish continuity." MLM responded that for him it means producing a Jewish mentsch. However, he knows that this in turn will be defined differently by different individuals. We need this diversity.
9. Educators feel a sense of isolation. We need mechanisms for educators to be networking and sharing. Otherwise, good projects won't spread.
10. The place of arts and culture in Jewish education needs to be recognized. The example of the group of educators working in Jewish museums was cited. MLM agreed that this was an important area to encourage along with many others.
11. The emphasis on strengthening institutions involved in preparing personnel was applauded. There is a need for a framework within which institutions of higher Jewish learning can strengthen their relationships at the highest



level and can tie themselves more closely to the world of American higher education in general. This can be a basis for institutional development and exchange in areas of academic administration, curriculum, etc., and ultimately for a definition of the resources and roles of the various institutions.

12. The denominations have specific images of what Jewish life should be. When these are transmitted effectively, there are great dividends for Jewish continuity. We should have an interest in encouraging these particular images and even competition among them.

It is not clear whether "neutralized" and "communalized" images can impact on people as powerfully and generate commitment in the way that the more particularized images of the several denominations can. The emphasis in recent decades on a "communal" approach to Jewish continuity needs to be qualified by the recognition that serious commitments to a Jewish way of living may be generated better through more particular contexts and contents.

Chancellor Schorsch noted that MLM's desire for this meeting is testimony to the aim of bridging the distance between the Commission and the denominations. The growing interest and support of philanthropists for Jewish education should be gratifying to the participants.

In concluding, MLM reemphasized that the Commission is dedicated to breaking through the walls that have divided various groups. Educators like those at this meeting must be part of the process, helping to form a solid phalanx on the key issues, and working in their own contexts and settings on the particular pieces that will implement the shared vision. The money is there for a revolution in Jewish education if we can develop a worthy product and market it effectively.

In subsequent reflection, MLM identified two ideas to be considered in the course of implementation of the Commission's recommendations:

1. developing a "standing colloquium on Jewish education" which would bring together (perhaps once a year for several days) the educational leadership of all the denominations and the communal sphere
2. documenting the process dimensions of successful local commissions so that these can be used to guide other communities.





UNIVERSITY  
OF JUDAISM

OFFICE OF THE PRESIDENT

January 30, 1990

Mr. Morton L. Mandel, Chairman  
Commission on Jewish Education in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mr. Mandel,

I am writing to you on the suggestion of Seymour Fox who has recently become aware of a very exciting new program at the University of Judaism that may have particular relevance to the work of the Mandel Commission.

This year, the University established a new arm that promises to become a major resource for the American Jewish community - the Shirley and Arthur Whizin Center, dedicated to the Jewish future. Conceived as a place for academic research, training and service, the Whizin Center will sponsor three Institutes addressing three critical areas: the family, the synagogue and the community. The first Institute, the Whizin Institute for Jewish Family Life, directed by one of our faculty members, Dr. Ron Wolfson, an acknowledged leader in the field, is just now beginning its work.

Ron recently attended the CAJE consultation for the Mandel Commission and spoke with Seymour about the possibility of the Whizin Institute becoming involved with the Commission's implementation plans, particularly in the area of Jewish family education. The Institute already sponsors a program of professional training for those who wish to work in family education. Convened during the last week of June, the seminar has attracted dozens of educators, teachers, rabbis and laypeople from throughout North America. This summer, some 30-40 participants are expected for a full week of intensive training led by an outstanding group of professors and practitioners in the field.

I heartily agree with the preliminary findings of the Commission that improved personnel is at the heart of any attempt to revitalize Jewish education. Since the very inception of the University of Judaism 43 years ago, the training of Jewish educators has been at the center of our mission. Our Fingerhut School of Education is one of the leading professional preparation programs on the continent. The new Whizin Institute continues our pioneering work in this field.

Mr. Morton L. Mandel  
January 30, 1990  
Page 2

Thank you for your attention. I look forward to hearing from you as the Commission develops its implementation proposals.

Sincerely,

A handwritten signature in blue ink, appearing to read "David Lieber".

David Lieber





cc: Virginia F. Levi  
Henry L. Zucker

215-576-0800

*[Signature]*

*wh 1/31*

TO: Morton L. Mandel  
NAME  
DEPARTMENT/PLANT LOCATION

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

DATE: 1/30/90  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT: *DA,*  
RABBI ARTHUR GREEN

Art Green is planning to attend the next Commission meeting and I thought I would take one more shot at encouraging you to call him before that date. As part of your comments at the meeting I am sure we will want to comment on the outreach meetings with the other denominations, and it would really be problematic to have not even set a date with Green by then. Perhaps there is some way of working it into the time in New York that week.

Please let me know if I can be helpful in any way in setting this up.

*2/2*

AMERICAN JEWISH  
ARCHIVES

*Talked to Art Green*  
*- He is very comfortable*  
*He knows I'll get to him*  
*in Philadelphia "auday Son"*

*Mort*

INTER-OFFICE CORRESPONDENCE

HLS  
Dutnick  
Conservative

COMMISSION  
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Lester Crown  
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Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
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Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

February 6, 1990

Dr. David Lieber  
University of Judaism  
15600 Mulholland Drive  
Los Angeles, CA 90077

Dear Dr. Lieber:

Thank you for your recent letter about the development of the Whizin Institute for Jewish Family Life. Clearly, the University is addressing an important area of personnel development. This is an excellent example of the kind of forward-looking initiative that our continental community will need to meet the challenges of the future.

It is still early to determine the structure of relationships between institutions to implement the various Commission recommendations. To a great degree, we will need to wait for the creation of an implementation mechanism following approval of the Commission's final report until we determine how to proceed. However, I would encourage you to keep us informed about the development of your various institutes and promise that your work will be brought to the attention of the Implementation Mechanism.

Sincerely,

  
Morton L. Mandel  
Chairman



Meeting with Reform Jewish Educators

Hebrew Union College, New York: February 15, 1990

Present:

- a) From The Commission on Jewish Education in North America:  
Morton L. Mandel, Chairman. Mark Gurvis, Arthur Rotman,  
Henry L. Zucker, Joseph Reimer (Secretary).
  - b) From the Reform Movement:  
Alfred Gottschalk, Chairman. Howard Bogot, Steven Gartin,  
Sara Lee, Kerry Orlitsky, Jonathan Stein, Zena Sulkus,  
Jane West.
1. The meeting opened with introductions. It was clear how deeply the Reform Movement was represented at the meeting. Dr. Gottschalk, Ms. Lee and Rabbi Orlitsky represented the three campuses of HUC-JIR; Rabbi Bogot represented the national denominational office of UAHC; Rabbi Stein, a congregational rabbi, represented the Commission on Jewish Education of the Reform Movement; Ms. Sulkus, a Temple educator, represented the educators of N.A.T.E.; Rabbi Gartin, a day school principal, represented the Reform Day School movement; Jane West, a Reform educator, represented those who work within the Bureaus of Jewish Education.
2. The Reform Jewish educators raised a number of issues in their thinking about the work of the Commission.
- a) There are already elegant systems of education in place. How will the Commission, in respecting the integrity of these systems, help them to do their work better without having to feel that they need to fit into someone's agenda?
  - b) Reform educators feel strongly that their liberal Jewish agenda creates certain unique configurations - such as in their day schools - that mark them apart from more traditional educational forms. Can their uniqueness be respected and honored within a communal approach? Can diversity be incorporated in the action plan in ways that leave no one stream feeling like a minority within a majoritarian system?
  - c) Religious education in a congregational context is central to the Reform Jewish agenda. Is the Commission taking seriously the congregational context, understanding the roles of the several professionals (rabbi, cantor, administrator,

as well as educator) involved, thinking about how to empower the laity to play a more productive role and how to integrate formal and informal educational approaches to maximize the Temple's impact on children and families?

d) Congregational schools are relying heavily in many areas on avocational teachers. Is the Commission considering avenues to meet their needs and help them to do their part-time roles more effectively? Might existing educator organizations be brought in to help with their continuing education?

3. In response to a question from Henry Zucker, several of the rabbis explained how the role of the rabbi in Jewish education has evolved. In a previous generation rabbis often thought of themselves as teaching from the pulpit and in particular, classes they offered for congregants. Today rabbis take a more holistic approach, seeing their work as creating an atmosphere within the life of the congregation that supports Jewish living and learning in its many aspects. Rabbis are now more facilitative and less didactic.

4. Morton Mandel spoke of his personal involvement in the field of Jewish education and his looking today for "venture capital", new ideas that might work, pilot projects to test out new ideas and research to validate the possibilities of those projects. He also stressed how vital changing the climate of the community is to stimulating greater and more broad-based support for Jewish education.



*Holy Blossom Temple*  
1950 Bathurst Street  
Toronto, Ontario M5P 3K9

Robert E. Tornberg, R.J.E.  
Director of Education

February 19, 1990  
24 Shevat 5750

Mr. Morton L. Mandel  
Commission on Jewish Education  
in North America  
4500 Euclid Avenue  
Cleveland, Ohio  
44103

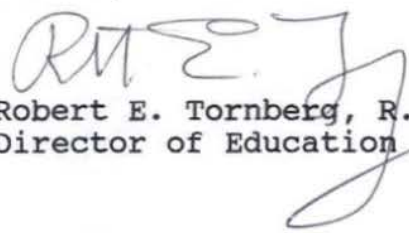
Dear Mr. Mandel,

This is just a brief note to let you know how very much I appreciate the invitation to be part of the meeting held on February 15 at Hebrew Union College. This is also, unfortunately, an apology because, as you know, poor weather in Toronto kept me from attending.

In actuality, I arrived at H.U.C. at 3:50 p.m. to find that the meeting had just ended. It was most frustrating to sit in an airplane, on the runway in Toronto, waiting to take off knowing that the meeting had already started.

I heard from my colleagues that the meeting was very rewarding and I would like you to know that I am vitally interested in the work of the Commission based upon what I have heard and what I have read. Should there be any way in which I can assist you or be involved in some capacity in the future, please do not hesitate to let me know. Again, many thanks for your interest in Jewish education. It is people like you who will guarantee our future.

Shalom,

  
Robert E. Tornberg, R.J.E.  
Director of Education

MEMO TO: Stephen H. Hoffman  
FROM: Virginia F. Levi  
DATE: December 5, 1990  
COPY TO: Henry L. Zucker

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Alvin Schiff had the following suggestions for representatives of the denominations and professional educators. (He assumed we were looking for one person to represent professional educators by denomination.)

1. Conservative Movement

Bob Abramson, Executive Director, United Synagogue Commission

2. Reform

This took some thinking, and he will consider further and get back to me if he thinks of someone else, but he says that he feels Sara Lee is the best educator representative of the Reform Movement.

3. Reconstructionist

Alvin's advice is to consult with Arthur Green. His phone contacts have been with Jeff Schein, Director, Temen Center for Jewish Education at RRC, of whom he thinks highly.

4. Orthodox

Dr. Mordechai Schnaidman, Director, Educational Services, Max Stern Communal Division, Yeshiva University.

5. Torah Umesorah

Schiff believes that Joshua Fishman is an appropriate representative. He represents their world ideologically and is willing to talk with us. I asked, as instructed, whether Fishman would be considered the equivalent of Norman Lamm. He said absolutely not. There are 20-30 training institutions in the movement, but no equivalent of Lamm would consider joining our process.