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Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
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Box
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Folder
7

Public Relations/Publicity Committee, 1988-1991.

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TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/16/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

At our August 2nd meeting, we suggested an editorial committee to review the selection of success stories in Jewish education which are to be written up. We suggested Schiff, Lipset, and Twersky as a possible editorial board. I suggest Eli Evans as a well-qualified person to serve on this editorial board.



INTER-OFFICE
CORRESPONDENCE

May 15, 1989

Mr. Morton Mandel
Mandel Associated Foundations
4415 Euclid Avenue
Cleveland Heights, OH 44103

ATTENTION: Arthur Naperstek

Dear Mr. Mandel:

At the suggestion of Dr. Jonathan Woocher, the Editorial Board of The Pedagogic Reporter would like to invite you to contribute a brief article on "The Commission on Jewish Education."

We know how important this program is for the future of Jewish education in America and would like to help inform our readers about the Commission's goals and about some of its planned activities for the near future.

We would appreciate a manuscript of about 800-1000 words to be submitted before the end of June.

Many, many thanks for your cooperation.

Shalom,

Mordecai H. Lewittes

MHL:is

JESNA



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה למען החינוך היהודי
בצפון אמריקה

JUN 29 1989

June 27, 1989

Mr. Morton Mandel
Mandel Associated Foundations
4415 Euclid Avenue
Cleveland Heights, OH 44103

ATTENTION: Arthur Naperstek

Dear Mr. Mandel:

As you know we are planning to publish an article by you on "The Commission on Jewish Education" (See enclosed).

We look forward to receiving your article in the very near future since all other copy has already been forwarded to our printer.

Best wishes for a wonderful summer.

Shalom,

Mordecai H. Lewittes
Mordecai H. Lewittes

MHL:is
Enc.

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

DR. MORDECAI LEWITTES
Editor
Pedagogic Reporter

May 15, 1989

Mr. Morton Mandel
Mandel Associated Foundations
4415 Euclid Avenue
Cleveland Heights, OH 44103

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Many, many thanks for your cooperation.

Shalom,

Mordecai H. Lewittes

MHL:is

7/24 agenda
Re-do

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 7/3/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PUBLICITY COMMITTEE
~~W~~

There are a number of loose ends in the Commission's approach to publicity and to outreach with other organizations.

We have ready for review Paula Berman Cohen's material on the communications strategy for the Commission. This has a good deal of detail as to specific pieces in the publicity program.

I suggest that we establish a publicity committee composed of Naparstek, Hoffman, Stein, Woocher, Rotman, Kraar, and me to review these documents and recommend a detailed publicity program. The publicity team would be headed by Naparstek. Its report should be developed rather quickly, approved by you, and presented to the Senior Policy Advisors for their information and suggestions.

There is a great deal of material on proposed outreach programs. I suggest that we create a committee composed of Genius, Reimer, Naparstek, Levi, Fox (as available), and me to work out the details of an extensive outreach program. Their thinking would be approved by you and submitted to the Senior Policy Advisors for their information and suggestions.

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INTER-OFFICE
CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/10/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PUBLIC RELATIONS EFFORTS

Public relations efforts for the Commission need to be viewed as an extension of outreach to various constituencies. The goals are really parallel:

1. to heighten awareness of the activities of the Commission and its progress; and
2. to set the stage for implementation of the Commission's recommendations.

With outreach to various groups, we need to present the Commission in a way that allows an opportunity for discussion and input into the process. With other public relations efforts, the communication is more unidirectional. It's our opportunity to reach broad audiences with our message.

I've reviewed the material that Paula Cohen developed last spring. Based on her initial work and where the Commission stands currently, I suggest we undertake the following specific communications projects:

1. JTA Community News Reporter - reports community and organization news and will accept press releases describing the Commission and its activities. We should use this periodically to highlight Commission meetings or major presentations of the Commission's work.
2. JTA Daily News Bulletin - reports breaking news of international interest; should be contacted at the time the report is issued.
3. CJF Satellite Network - satellite conference should be scheduled for shortly after the Commission's report is issued.
4. JESNA Trends - single theme newsletter published semi-annually; use for an in-depth article on the Commission's process and its relationship to local community planning initiatives.
5. JWB Circle - bi-monthly publication; use for a general article on the Commission process with a focus on JWB involvement.
6. CJF Newsbriefs - monthly newsletter; should be used for brief updates on Commission progress.
7. General publications (B'nai B'rith International Jewish Monthly, Reform Judaism, Hadassah Magazine, Jerusalem Post, Present Tense, Moment) - monthly or bi-monthly publications through organizational or subscription channels; ideal for general interest features on the Commission; should be targeted to coincide with issuance of the report or within the next few months after that time.

I LIKE ALL of
these - (1-9)

8. New York Times - excellent opportunity to reach broad Jewish audience and general public; should be used for both breaking news of issuance of report and commitment of funding, and for editorial on the Commission as an agent for change in education.
9. Brochure - text for a general brochure has been drafted. We should move ahead to edit and print to use with presentations on the Commission (G.A., national organization boards, etc.).

yes
The above represent what I believe are the most critical means to get our message out during the coming year. We could assign staff or senior policy advisors to develop journal articles and opinion pieces. I suggest we engage a freelance writer to assist with developing press releases, brochures, and other written materials as needed. I would supervise the freelance writer and ensure that we keep to a schedule of exposure, meet appropriate deadlines, and emphasize the right message in the right periodical. We could designate a small group to review materials before release (MLM, HLZ, VFL, SF, JR). good

Another project Paula Cohen outlined was a newsletter which might be issued shortly after each of the next three Commission meetings. It should go to board members of CJF, JESNA, JWB, CAJE, and be distributed to the CJF top nineteen federations and those engaged in Jewish education studies for distribution to their boards of trustees. It could also become an ongoing mechanism for the IJE. This is a very time-consuming project and we should carefully consider whether it is important enough to warrant the resources it will take.

1 Agmt.

HOLD

file 92

Ken Myers
8/18 breakfast

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/10/89
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YOUR MEMO OF:

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Time
People
USA Today
Akron B/T

ghost writing - has done several more have gotten published

\$200/day

press release
within a day or two
upper limit of 2 days per
shot for 1 day

INTERNATIONAL AFFAIRS SECTION

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10 mo. left - June

2-3 press releases / mo.

1 fact sheet for use w/ releases

6 articles for general circulation periodicals

INTER-OFFICE
CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
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DEPARTMENT/PLANT LOCATION

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INTER-OFFICE
CORRESPONDENCE

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/11/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Henry Zucker suggested that I share with you my memo to him on public relations efforts. The memo outlines specific approaches to public relations efforts for the Commission. If you approve, we can share this with the senior policy advisors in advance of the August 24 meeting for discussion at the meeting.

yes

Attachment



8/14 -
Mark -

See my comments -
(this is a good piece of
work!)

m

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/11/89
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Publicity

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 Arnov
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 L. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
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Matthew J. Maryles
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Esther Leah Ritz
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Ismar Schorsch
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Margaret W. Tishman
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Bennett Yimowitz
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In Formation

Senior Policy Advisors

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

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Keimer

October 11, 1989


Dr. Mordechai Lewittes
Jewish Education Service
of North America
730 Broadway
New York, NY 10003-9540

Dear Dr. Lewittes:

I am pleased to enclose a draft of an article for the next issue of The Pedagogic Reporter. I appreciate your extending the deadline to October 15.

The piece enclosed focuses largely on the Commission as a broad-based approach to planning in Jewish education. Feel free to tinker. Jon Woocher has been very close to the process and can also be helpful. Please call me if you have any questions or need to discuss the article.

Sincerely,



Mark Gurvis
Commission staff

Enclosure

cc: Jonathan Woocher

JEWISH EDUCATION PLANNING TAKES ON A CONTINENTAL SCOPE:
THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

A major new initiative in Jewish educational planning is under way, looking at what can be done to strengthen Jewish education throughout North America. Using a unique blend of independent initiative and institutional cooperation, the Commission on Jewish Education in North America is making its mark. The Commission was convened by the Mandel Associated Foundations of Cleveland, in cooperation with JWB and JESNA, and in collaboration with CJF.

The Commission was established to deal with the problem of ensuring meaningful Jewish continuity through Jewish education for the Jews of North America. Specifically, its charge is:

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

Headed by Morton L. Mandel, Chairman of the Mandel Associated Foundations, past-president of both CJF and JWB, and past chairman of the Jewish Agency's Jewish Education Committee, the 47-member Commission is exploring ways to

enhance national and local efforts to build the field of Jewish education in all settings in which learning takes place--within the family circle, in the classroom, at camps and community centers, through print and electronic media, and through experiences in Israel. "Our hope is to produce systemic change--to cause something significant to happen," said Mort Mandel. "The Commission has been convened to produce solid ideas for across-the-board improvement in Jewish education, and to see them through to implementation."

The formation of the Commission is additional evidence of the growing concern for Jewish continuity among a broad range of community leadership.

Membership is drawn from the top echelons of lay and professional leadership in Jewish education, religious institutions, Federations, and private foundations, as well as leading American Jewish scholars from several disciplines. Working together commissioners are defining those areas where intervention can significantly enhance the effectiveness of Jewish education in promoting Jewish continuity in North America.

Operating within a projected two-year time frame, the Commission has identified a wide variety of program areas (e.g., early childhood, schools, informal education, the media, Israel Experience programs, programs for college students) offering significant opportunities for across-the-board improvement in Jewish education. While any of these areas could have served as the basis for its agenda, the Commission has focused on two major areas

where it believes that coordinated effort is likely to create the climate Jewish education needs in order to succeed in any of its many modes and settings:

- dealing with the shortage of qualified personnel; and
- dealing with the community--its structures, leadership and funding as major agents for change.

The Commission has found that issues of personnel and community are interrelated, and that any strategy for significant change must involve addressing both. Further, the approaches in each area must be comprehensive. "To deal effectively with the personnel option requires that recruitment, training, profession-building and retention be addressed simultaneously," said Mr. Mandel. "If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. Our challenge is to produce ideas that change the way communities address Jewish education--through involving outstanding leadership, generating significant additional funding, building the appropriate structure, changing the climate." A major direction for the coming months is identifying ways to encourage leaders in federations, bureaus, foundations, synagogues, and JCC's all to place Jewish education high on their list of priorities.

"This joint emphasis on personnel and community really captures the nature of the challenge," said Mr. Mandel. "Bringing about change in these areas is

vast and complex. It will require the involvement of local community leadership, in concert with national organizations and training institutions."

Bennett Yanowitz, JESNA's president and a member of the Commission, notes that "the Commission is an opportunity to energize a broad coalition of leadership that cuts across institutional and geographic boundaries. If the Commission can show that substantive change is possible, and that better personnel and stronger community support will upgrade the quality of Jewish education, it will open the door to a new era of innovation and improvement."

The Commission expects to complete its report in June 1990 and shift immediately towards implementation of its recommendations.

8/18/89

OUTREACH
file

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

CJF QUARTERLY AND GA STRATEGY

I. Introduction

The CJF Quarterly and General Assembly meetings represent an excellent opportunity for intensive interaction with federation lay and professional leadership. We should view these meetings as critical community organizing steps focused on building federation interest in, investment in, and commitment to the outcomes of the Commission process. We need to engage the federations at three levels--education as a planning priority, education as a policy priority on the Jewish communal agenda, and financing possibilities in Jewish education.

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:

1. Brief presentation on Commission goals, structure, process--five minutes.
 2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
 3. Outline IJE and community action site concepts--ten minutes.
 4. Discussion with focus on planners' input into various issues--one hour:
 - a. criteria for determining community action sites;
 - b. regional approaches to community action sites;
 - c. balancing national resources with local initiative and resources; and
 - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

IV. General Assembly

While the GA gives us the best shot at reaching a large gathering of federation leadership, it is a very busy gathering and we need to engage people in very targeted and focused ways. At that time we should be much further along in refining the IJE and community action site concepts and should be laying the groundwork for implementation. Following are the various sessions we should be attempting to set up:

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;

2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. The use of audio-visual supports (short video, overhead projection, etc.) would be an effective way to go beyond the usual G.A. presentation and rivet attention on the strength and seriousness of the Commission's process. The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - An opportunity for a third session with the full group of planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all CA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. We should determine the need for this after the September Quarterly meeting.

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/22/89
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: FREELANCE WRITER

I met with Ken Myers, a freelance writer recommended by Norm Freidman and Cindy Dettelbach. Ken currently writes for Time Magazine, People Magazine, USA Today, and the Akron Beacon Journal. He also does periodic pieces for the Cleveland Magazine, Crain's Business Weekly, and others.

He impresses me as someone with a quick grasp of issues and I believe he would meet our needs for a writer who could help us with press releases before and after Commission meetings or major presentations. He is sending me a resume and portfolio of written work for us to review.

Ken's professional rate is \$200 per day and he would generally expect to complete a press release in that time (including background discussions with staff, interviews with key leaders, drafting of a press release, and redrafting in response to our comments). He would agree to a cap of two days per piece, and if volume begins to generate too much cost, he would be open to renegotiating the rate.

It would probably be worthwhile to have Ken attend the next Commission meeting, and perhaps future ones to help him understand the work and character of the Commission, and to help develop particular press releases. Obviously, we would also need to cover his time and expense for that travel.

He would be willing to work on ghost writing articles or editorial pieces if we would want that. Although he has done this several times for editorial articles for the New York Times, he notes that none have yet been published.

I suggest that you and Ginny also interview Ken, and if you find him satisfactory that we engage him. His time is flexible, so we can enter into a loose agreement to begin in October with about 2-3 pieces per month. This would run through June. As we near completion of the report, we may find volume increasing, but we won't know that until later down the line.

Please let me know how you would like me to proceed.

INTER-OFFICE CORRESPONDENCE

MG

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

August 24, 1989

Commissioners

Morton I. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Brouman
John C. Colman
Maurice S. Corson
Lester Crown
David Dublin
Stuart E. Eisenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Joseph S. Gruss
Robert L. 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
Arthur J. Naparstek
Arthur Rorman
Corna Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek
Staff

Virginia E. Levi
Joseph Bernier

Mr. Philip Wasserstrom
3176 Falmouth Road
Shaker Hts., Ohio 44122

Dear Phil:

I understand from Elaine Morris that you will incorporate comments on the progress of the Commission on Jewish Education in North America in your remarks as chairman of CJF's Commission on Jewish Continuity at its upcoming meeting at the September Quarterly. I thought you might find the enclosed materials helpful in preparing your remarks. Enclosed are the background materials that were prepared for the Commission's June meeting and the minutes from the meeting. This should give you a sense of where the Commission currently is in its process. Since June we've been working on the following:

1. Research - Various research projects have been commissioned in order to provide the necessary data to support the Commission's report and its recommendations. All of the researchers are projected to be completed this winter.
2. Organizing Concepts for Recommendations - Commission staff is beginning to flesh out concepts for "community action sites" and an ongoing implementation mechanism which would carry forward the work of the Commission. The Commission will be involving federation leadership in helping shape the recommendations in these areas.
3. Outreach to Educational Constituencies - We are working with CJENA co-sponsors and other groups with an interest in the Commission's work to bring them up to date on our progress, and where appropriate, involve them in contributing to the work of the Commission. This includes Mort Mandel's

presentation at the CAJE conference and Commission staff meetings with CAJE leadership; meetings with federation planners and executives at the Quarterly. Other contacts are under way now which should be taking place in the next few months.

All of this is moving forward to a conclusion this spring with issuance of the Commission's report. Depending on where we are in the Commission's progress, we may want to consider an opportunity at the General Assembly for CJP's Commission on Jewish Continuity to meet with CJENA leadership.

I will be at the Quarterly meeting and plan to attend your Commission meeting. Please feel free to use me as a resource in any way.

Sincerely,



Mark Gurvis
CJENA Staff

Enclosures

cc: Norbert Freuhaft
Martin Kraar
Elaine Morris



7/31/89

D R A F TTHE HOW & WHY'S OF
THE CJF COMMITTEE ON JEWISH CONTINUITY, IDENTITY & AFFILIATIONI. WHY WAS THE COMMITTEE ESTABLISHED?

Federations today are increasingly focusing on and planning programs which transmit Jewish knowledge, but are beyond the scope and methodology of formal education. They are seeking ways in which to promote and enhance Jewish educational environments and programs that strengthen Jewish identity, create Jewish family support, reach out to the unaffiliated and re-establish a sense of Jewish community.

Almost every Jewish community is currently spending money on programs for Jewish continuity and identity. The source of those dollars may be Federations, endowment funds, synagogues, national or local organizations or individuals. They are being spent within the categories of formal education, culture, youth, Israel travel, campus activities, family life, camps and the list goes on and on. These dollars are being spent on the young and not so young, the affiliated and those still unconnected, Jews of every denomination or none, Jews in groups or as individuals, singles and families, in formal and informal settings.

Despite the wide range of existing activities very little comprehensive planning exists. Only now are communities beginning to elevate and broaden the discussion by the creation of committees on Jewish continuity and identity to address the challenge and opportunities which lie ahead. Federations must assume the leadership in convening community resources to address the issues.

If we are to be effective in combating the pervasive effects of high intermarriage rates, secularism, disaffection with minimal Jewish education for our children, and the inadequacy of the Jewish educator personnel system, we must, as communities building for a Jewish future, "declare war" on Jewish identity issues in order to survive as Jews.

II. WHAT IS THE ROLE OF THE CJF COMMITTEE ON JEWISH CONTINUITY, IDENTITY & AFFILIATION?

Established in April 1988, the CJF Committee was mandated to be of service to Federations in addressing the issues of Jewish continuity, identity and affiliation.

A. Membership

The Committee's members include the chairmen of other CJF committees dealing with related services, e.g., youth, college, singles, synagogue relations, women, long range strategic planning; etc.; representatives of related national agencies, e.g., JESNA, JWB, National Foundation for Jewish Culture, Hillel; and representatives from a cross-section of Federations. The Chair is Philip Wasserstrom of Cleveland; Vice Chair is Phyllis Margolius of Washington, D.C.; Elaine Morris is the CJF staff consultant.

B. Charge

The charge of the CJF Committee is:

1. To educate Federations about the need to focus the community's attention on programs and services strengthening Jewish identity and continuity.

2. To advocate that Federations assume the responsibility of convening their community's leaders to plan, implement and coordinate effective and cost efficient programs and services furthering Jewish continuity, i.e., establish a community wide Commission, Committee or Task Force on Jewish Continuity, Identity and Affiliation.
3. To serve as a resource to the Federations and facilitate the exchange of information and experience of other communities in these activities.
4. To serve as a bridge between the national agencies that specialize in Jewish continuity services, e.g., JESNA, JWB, National Foundation for Jewish Culture, and the communities and local agencies that can use their services.

III. WHAT IS THE ROLE OF YOUR FEDERATION?

- A. Define the issues and develop a broad planning perspective that cuts across traditional community lines in order to mobilize community resources and focus community attention on the area of Jewish continuity and identity.
- B. Serve as community conveners and facilitators so that all Jewish agencies, synagogues and organizations in the Jewish community will meet and together plan services and programs.
- C. Nurture the group process and encourage dialogue and discussion so as to further communication, create partnerships, and develop a sense of singleness of purpose.
- D. Recruit top community leadership to participate from Federations, agencies and congregations.
- E. Institute mechanisms for planning and implementation, including suggestions for funding and grants proposals, monitoring and evaluation, and developing broad based community support for plan.

IV. WHAT IS A "COMMISSION ON JEWISH CONTINUITY & IDENTITY?"

A. Who are its members?

A Commission or Committee or Task Force consisting of the top leaders of Federation, Synagogues and of community agencies - e.g., JCC's, family services, camps, schools, national and local agencies - representing diverse histories, programs and constituencies in the community.

B. What will a Commission accomplish?

Results of already established commissions indicate two main outcomes of the process - that of community building and program development.

1. Building community: the initiation of dialogue and process with new partners to address community issues. It will engage rabbinic leadership in dialogue, and promote a sense of partnership between congregations and federations. The inclusive nature of the committee and its deliberative process is in itself a positive outcome, and creates relationships that will serve the community, congregations and agencies well in future activities.
2. Program development - recommendation of programs and services that recognize the unique nature and history of the individual community, its organizations and constituencies, and develop a comprehensive range of coordinated offerings that build on strengths and supplement in areas of need.

C. How does the Commission operate?

Among the tasks the Commission undertakes are:

1. Defines issues and needs that brings participants to table to begin to discuss "continuity."
2. Inventories existing programs, populations, service providers.
3. Identifies and analyzes needs and target groups. Develops dialogues and solicits opinions from users of services.
4. Develops possible programmatic responses and their effect on target groups.
5. Sets priorities
6. Recommends specific programs, services or structures to promote Jewish continuity and identity
7. Develops plan for implementation and funding, including community education of process, and builds community consensus and support.
8. Develops ongoing monitoring and evaluation mechanisms.

V. WHAT HAVE OTHER FEDERATIONS DONE?

The Commissions of Detroit and Cleveland have completed their planning process and have begun implementation. Some new programs are:

- A. Personnel upgrade - community wide programs to improve the personnel available to continuity programs and services, including graduate fellowships, increased salaries and benefits, study in Israel, professional growth courses, etc.
- B. Jewish Experiences for Families - outreach efforts and experiences in informal settings, e.g., weekend and vacation retreats, center and programming available to schools, youth groups, synagogues and others.
- D. Israel Incentive Savings Plan to increase number of youth visiting Israel.
- E. Community Youth Resource Service - provides for a city-wide coordinator of all youth activities.
- F. Congregational Enrichment Fund Expansion - new funds available to congregations to develop new programs in areas of parent and family education and other beyond the classroom education.

Columbus and Los Angeles are midway in their planning process. St. Louis, working with the Memorial Foundation, has established a commission to plan and implement a community-wide outreach effort - Project Connect. In the Fall, the Committee will be consulting with the Federations of Philadelphia and Washington, D.C. which are interested in starting commissions.

VI. HOW DOES THIS CONCEPT OF A COMMISSION ON JEWISH CONTINUITY FIT INTO CURRENT ACTIVITIES OF YOUR FEDERATION?

- A. Helps coordinate and publicize already existing diverse programs.
- B. Re-focuses existing programs to include a Jewish continuity component.

- C. Serves as a vehicle for change -- articulates guiding principles and operating assumptions and allows planning, priority setting and implementation as a follow up to a demographic study, needs assessment study or long range planning study.
- D. Helps bring the community together -- to work on a problem of great common concern to all organizations. Provides opportunities for creative participation in study and implementation process of many people from all areas of activity and backgrounds.
- E. Enhances the service and prestige of Federation as the "central address of the Jewish community," while recognizing the crucial partnership with congregations.

VII. WHAT ARE ANTICIPATED LONG TERM BENEFITS?

- A. Building a Jewish future for future Jews by creating community initiatives to supplement Jewish influences of an earlier time that do not effect our children as they did older generations (Holocaust, creation of State of Israel, 6-Day War).
- B. Raising the level of Jewish continuity on the community agenda--among all leaders of the community--by defining Jewish continuity in terms of specific programs and goals.
- C. Establishing a framework for future broad community/federation dialogue and cooperation by building bridges of trust of cooperation with agencies and congregations as partners in the process.
- D. Mobilizing the community and its resources around the focus of a revitalized, knowledgeable Jewish community.

- E. Providing a data base in various program areas, against which to measure results. Upgrading the profession of Jewish education and communal work to provide competent and inspiring personnel at all levels.
- F. Allowing the community to reach out to Jews where they are and provide the opportunity to strengthen their knowledge of, commitment to, and pride in being Jewish through upgrading existing programs, providing additional leadership, and new initiatives where necessary.
- G. Fostering an environment where Jewish traditions and values will continue to be passed on by our children and their children.
- H. Using successful program initiatives -- "we know what works" -- in a comprehensive plan to strengthen our educational environment in congregational and communal settings, both in formal and informal Jewish education.

VIII. WHAT CAN THE CJF COMMITTEE DO FOR YOU NOW?

- A. CJF Committee members and staff are available to come to your Federation and consult with staff and leadership about instituting a Commission or other planning and implementation process suited to your Federation's needs.
- B. The Committee can provide resources and references to the appropriate national agencies and to other communities so as to develop exchange and partnerships based on experience and existing programs.

Please call Philip Wasserstrom, Chairman, or Elaine Morris, Staff Consultant at CJF - (212) 475-5000, for further information.



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה לסען החינוך היהודי
בצפון אמריקה

September 12, 1989

Mr. Morton Mandel
Mandel Associated Foundations
4415 Euclid Avenue
Cleveland Heights, OH 44103

ATTENTION: Arthur Naperstek

Dear Mr. Mandel:

May I remind you that we are looking forward to receiving a brief manuscript about the Commission on Jewish Education for publication in The Pedagogic Reporter. I am advancing the date to October 15, 1989.

The original request is enclosed.

Best wishes for a Shanah Tovah and for success in your endeavors in behalf of Jewish education.

Cordially yours,

Mordecai H. Lewittes
Mordecai H. Lewittes

MHL:is
Enc.

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

DR. MORDECAI LEWITTES
Editor
Pedagogic Reporter



Carol A. Frankel
Chairman

September 14, 1989

Mr. Mark Gurvis
Assistant Planning Director
Jewish Community Federation
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mark:

As per our conversation, attached is a folder of information about our company. We appreciate your interest in our producing a dynamic video presentation for the Jewish Federation Council's general assembly. It appears that this is an opportunity to produce a piece that will have a strong and far-reaching impact.

As we discussed, I will prepare a proposal for this project. It will include objectives, a discussion of form, content and style, as well as a cost estimate.

I would like to invite those making the final decision to our business theatre to review our work in video that is similar to the kind of assignment you wish to have fulfilled.

I look forward to hearing from you.

Sincerely,



Carol A. Frankel

CAF/sw
Enclosures

~~Agg~~
Public
Relations

TO: Morton L. Mandel
Henry L. Zucker FROM: Mark Gurvis *mgj* DATE: 9/15/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: VIDEO FOR GENERAL ASSEMBLY PRESENTATION

A suggestion was made several times at the senior policy advisors meetings that we consider incorporating a short video presentation into Mort's remarks at the General Assembly Forum session. We could develop an 8-10 minute video which would describe the emergence of the Commission, its process, goals, and potentialities. A video script could combine overall narration with interspersed interviews with select Commission members. We could use the October Commission meeting as a time to tape a short segment of the meeting and interviews with Commission members. In addition to those visuals, we could add visuals which focus on various sites of Jewish education (classroom, camp, Israel footage, etc.).

Steve Hoffman and Norm Friedman at Federation highly recommend Carol Frankel of Creative Production Services, Inc. She has done several productions for Federation with excellent results. Federation has found her work to be dynamic and imaginative. Norm views her pricing as expensive but reasonable given the product.

In planning for a budget for such a project, we should allow \$2,000 per finished minute plus any out-of-pocket expenses resulting from taping in New York. For an 8-10 minute video, a range of \$20,000-22,000 would cover the project. If we wanted to go with a shorter presentation of 5-6 minutes, that would reduce the cost to \$12,000-15,000.

Creative Production Services is a complete production company. They provide script writing, editing, taping, and production work. We would get the finished product on video cassette and on one-inch tape, which is easily used for duplication. We also get all of the raw footage that the production crew shoots for whatever other uses we may have in the future. The project is one that Carol Frankel would be very interested in working on, and her company's production schedule in the next few months would accommodate our needs.

INTER-OFFICE
CORRESPONDENCE

Public Relations

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

Tel.: 972-2-662 296; 699 951

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi and Mark Gurvis

DATE: September 21, 1989

FROM: Debbie Meline

NO. PAGES: 5

FAX NUMBER: 001-216-361-9962

Dear Ginny and Mark,

I understand that the idea of a newsletter for the Commission has been raised and you are currently considering its feasibility. The attached documents may contribute to your thinking on this topic.

Linda Schaffzin, a Jerusalem Fellow, and her husband Steve are the editor and publisher of Schaffzin & Schaffzin, a small but growing enterprise which produces educational publications. Linda worked with the Jewish Education Committee to develop the "Footnotes" diary and newsletters for youth visiting Israel. Mr. Mandel knows her and is familiar with her work.

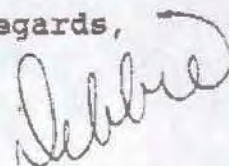
The Schaffzins recently sent us the attached proposal for a newsletter for the Commission on Jewish Education in North America. I am also sending photocopies of pages from two recent publications that they developed for the Central Agency for Jewish Education and the Solomon Schechter Day School of Philadelphia. I am sure they would be happy to mail you an assortment of their publications should you think it useful to pursue this.

Their address is: Linda and Steve Schaffzin
37 Overbrook Parkway
Overbrook Hills, PA 19151-1731

Tel. 215-642-8389

Fax 215-642-8070

Warm Regards,





Schaffzin & Schaffzin
PUBLICATIONS

37 Overbrook Parkway
Overbrook Hills, PA 19151-1731

215.642.8369
FAX 215.642.8070

PROPOSAL

At the recent meeting of the North American Fellows in New York, a report was presented on the work of the Commission. The discussion that ensued was lively and enthusiastic; the information shared with us created that enthusiasm. There was a feeling of hopefulness and a "where do we sign up" tone.

One Fellow, however, had been at other meetings of professionals where the reports were met with what appeared to be disinterest or resentment. That raised the question of public relations for the Commission.

Public relations, a forceful tool in marketing and fundraising, can take many directions. Often in the Jewish world it takes the form of the publicity shot and the press release to the Jewish press, usually used to illustrate the honor afforded fundraisers and, by implication, urging others to lend support. There is, however, a different tool which we feel would be more effective for the Commission, and that is a Commission Newsletter.

In order to effect real change in the world of Jewish education, the Commission may need the support, and perhaps even help, of various constituencies in that world. One way to gain that support is to make them feel invested in the process. Not every professional or lay leader can be a working member of the Commission, nor can they all be consulted. However, through a newsletter they can be informed, and through that sharing of information be brought into the enterprise on different levels. The goal then is to enlist the reader's cooperation, or minimally prevent his opposition, by creating a constituency of the informed, co-opting through a sharing of information.

A Commission newsletter is the best tool to accomplish this. Carefully crafted, tone and content controlled, it can be directed to the high level audience you need to reach as opposed to press releases dispersed to the world-at-large. Newsletters also leave little to chance and can be timely, as opposed to presentations at meetings which depend on available personnel and the chemistry of the presentation.

We would suggest a newsletter that is clean in its design, well-written and of high production standards. This will communicate the serious nature of your work; it also communicates the Commission's dedication to quality.

The specifics -- how often it is published, to whom it is sent, who writes it, and what is included are, of course, up to the Commission.

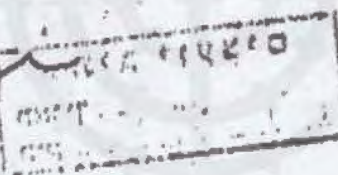
Based on our experiences, we would just make the following suggestions for content:

- a) An update on process.
- b) A feature on one or two commissioners each time (this is the only place where I would suggest using a photo of the Commissioners).
- c) Some background on an issue or decision of the Commission -- e.g., some of the factors that went into the decision to focus on personnel.
- d) A column that describes the next step.
- e) No letters, no excessive praise, no publicity shots -- your work should speak for itself and the praise should be implicit. "We are serious people who need serious people like you, our reader to support us in the community."

We are most interested in working with you in creating such a newsletter and would be glad to bid on any or all aspects of it. We can write copy from your suggestions or edit your copy, design, print and mail.

If you feel this suggestion holds potential for the Commission, we would be happy to develop a more detailed proposal including in-depth content and costs. Thank you for your consideration.

Linda K. Schaffzin
Linda K. Schaffzin
Executive Editor



שכטר The Schechter שכטר Connection

Tammuz 5749 / July 1989

The Long Range Planning Process Begins at Solomon Schechter

With the formation of the Long Range Planning Steering Committee in 1988, Schechter has embarked on a careful process of self-evaluation with an eye to the future. The process, which has been funded by a \$15,000 grant from Federation, is constituency-based involving every entity within the school community, as well as some representatives of the larger Jewish community. By February, 1990, the Committee hopes to have a first draft of the finished report with specific recommendations for the school's future over the next five to ten years.

After consulting with other schools that have gone through a Long Range Planning (LRP) process, Schechter decided to hire Bill Weary of Independent School Management (ISM), a consulting firm based in Wilmington. ISM did the initial school assessment, looking at Schechter's strengths and weaknesses. Weary spent hours pouring over documents provided by the school and interviewing parents, faculty, students, board members and alumni. He presented his extensive report at a meeting of the Board of Directors, the Education Committee and the LRP Steering Committee, with those he had interviewed also attending.

On the basis of that report, the LRP Committee met with Bill Weary, who will continue on as a consultant for the planning process, and established study groups for those issues that needed particular investigation. One of those groups, chaired by Debbie

Lurie and Mindelle Goldstein, is constructing a parent questionnaire for distribution this summer. Although every parent cannot be directly involved in the process, the LRP Committee sought a device that will allow every parent to have a voice because parent feedback is vital to the LRP process.

Early in September, about 60 members of the greater

Schechter family and some professionals from the larger community will meet for an all day retreat at the school. The goal of that first retreat will be to serve as a think tank, dealing with the general direction of the school including the pressures and impediments that Schechter is facing. The participants will consider economic factors, demographic information and the reports of the study groups.

In early November, a second two-day retreat will deal with solutions and ideas for Schechter's future. The LRP Committee will create a synthesis of all the material from the two retreats and the study groups, which will detail specific plans. Each item in the plan will be assessed for time implementation and cost factors with the aid of the ISM computer bank. This synthesis will be submitted to the Board of Directors for approval and the Board will then proceed with implementation.

During the LRP process, the Board will be doing its own self-evaluation through workshops, with an eye to by-law revisions. The Board's goal is to assure its strength to implement the plan and steward the school through the nineties. ♦



"The potential as a school and as a local and national leader is absolutely extraordinary...

The necessary pieces are here - they have yet to be assembled and the founding vision realized." Bill Weary, ISM

MIDRASH ומעשה U'MA'ASEH

Volume I: Number 2

ISSUES AND EVENTS IN PHILADELPHIA JEWISH EDUCATION

Spring 1989

TARGETS

Community leaders, both lay and professional, have been grappling with the question of what needs to be done to perpetuate Judaism. The headlines in ads and articles, asking if our children and grandchildren will be Jewish, are stark and foreboding, reflecting a very real concern: How will we be able to transmit Jewish tradition and values and a sense of peoplehood at a time when many families are only marginally connected Jewishly?

Over many years as an educational director involved with family education programming, Rabbi Jeffrey Schein has pointed out that Judaism rests on three pillars: the school, the community and the family. But today many families do not know how to function Jewishly or convey a sense of Jewishness to their children; they have come to rely on the schools to do the job for them. The schools, suffering from a myriad of problems, cannot cope with the additional burden of serving as surrogate parents.

The family is the traditional place for Jewish socialization and the transmission of values. It provides an intimacy which cannot be rivaled by other settings. The problem, and the task, is how to stimulate and provide in a meaningful and non-threatening way those shared Jewish experiences that enrich family life.

The Central Agency for Jewish Education is moving!

As of June 8, our new address is:
Mandell Education Campus
Old York Road & Melrose Avenue
Melrose Park, PA 19126

Our new (temporary) home is
in the Faculty House.



The first Conference for Leadership of Philadelphia Jewish Education was held Sunday May 7 at the Mandell Education Campus. Keynote speaker, Dean Michael Austin of the Univ. of Pennsylvania School of Social Work, spoke on: "Building Community: Effective Elements of Lay/Professional Relationships." Dean Austin (right) is with Central Agency Pres. Samuel H. Karsch (left) and Conference Planning Committee Chairman Adena Potok. The Conference was co-sponsored by the Board of Rabbis, the Educators Forum, the Federation of Reconstructionist Congregations and Havurot, the Federation of Reform Synagogues, and the Central Agency for Jewish Education.

NEW PROGRAM FOR FAMILY EDUCATION

The Central Agency has named Rabbi Jeffrey Schein Family Education Consultant. With funding from a Federation grant, his mandate is to provide consultation and programming for Jewish family experiences for synagogues and other agencies in the community.

Rabbi Schein noted the interdisciplinary skills required to work with families: teaching, counseling, social work, and Jewish knowledge. "These are needed," he added, "to enable the complicated and challenging job of programming for families to go on more effectively." Over the 15 years Schein has served as a principal he has gained practical insights into working with families, and is looking forward to applying those insights on a communal level.

Schein plans a brochure describing model programs, many of which he has used successfully at Or Ami where he has most recently served as principal.

On June 14 the Central Agency will bring Janice Alper, author of *Learning*

Together, a source-book on family education, to Philadelphia. Alper will present a workshop designed to put resources at the command of educators and program directors.

Other plans include: a class based on *Torah With Love* by Epstein and Sutman, which describes family study of the weekly portion; a week of intensive training for leaders with Patti Golden, developer of a holiday celebration program for families; the use of seed money to stimulate the expansion and development of family education programs; and a course at the Reconstructionist Rabbinical College, in cooperation with the Central Agency, focusing on theory, practice and programming for family education.

"We need," notes Rabbi Schein, "to explore the nature of family education: what can it do, what are its limitations, what is truly effective. We need to think about future steps." He feels we are at the beginning of a truly exciting process.

Our rabbinic ancestors argued the relative importance of *midrash* and *ma'aseh* - study and action. Pirkei Avot teaches: *אמר ר' עקיבא: כל הדרוש עיניו אינו רואה* - not learning but doing is most important. Conversely the Talmud in Kiddushin quotes Rabbi Akiba: Study is greater because it leads to action.

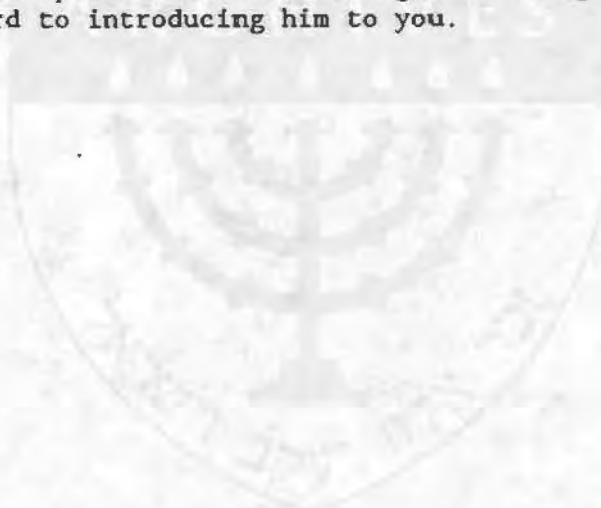
This tension between *midrash* and *ma'aseh* defines the dynamism in Jewish education.

As professionals and lay leaders, we must constantly seek the balance of study and action.

~~MG~~
file PR

MEMO TO: Senior Policy Advisors
FROM: Mark Gurvis *mg*
DATE: September 28, 1989
SUBJECT: Engagement of Freelance Writer

At the last senior policy advisors meeting, I indicated that we were considering a freelance writer to assist with some of the public relations work of the Commission. I am pleased to let you know that we have engaged Ken Myers, a freelance writer in Cleveland for this purpose. Ken has extensive experience in writing for the Cleveland Plain Dealer, Akron Beacon Journal, USA Today, People Magazine, Cleveland Jewish News, as well as other publications. He will be joining us at the next policy advisors meeting and Commission meeting in October so that he can get a better sense of the Commission process and how it might be brought to life in the media. I look forward to introducing him to you.



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 Latam
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Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Bender

October 11, 1989

Ms. Cynthia Dettelbach
Editor, Cleveland Jewish News
3645 Warrensville Center Road
Cleveland, Ohio 44122

Dear Cindy:

I am delighted that we were able to work out a time for you to meet with Mort Mandel. I hope this will help you develop a profile piece that will round out the stories on Cleveland's "Fund for the Jewish Future."


Enclosed are the following background materials which should be helpful in preparing for your meeting:

1. Design document for the Commission on Jewish Education in North America. The Commission is half way through its two-year process; the fourth of six meetings will be taking place on October 23rd.
2. Draft of speech by Mort Mandel to the recent CAJE conference in Seattle. The speech flushes out more about how Mort got started in Jewish education issues and the Commission in particular, and where it looks like the Commission is headed.
3. Outline of awards and activities.
4. Select articles on Premier Industrial Corporation and its record of community involvement.

Please let me know if there is anything else I can do to assist before your meeting with Mort at 8 a.m. on Monday, October 30th.

Best wishes for the New Year.

Sincerely,


Mark Gurvis
Commission staff

cc: Norman Friedman
Morton L. Mandel

ADDRESS BY
MORTON L. MANDEL
TO THE CAJE CONFERENCE
SEATTLE, WASHINGTON

I was told that one cannot understand CAJE without participating in a national CAJE conference. I learned today, in a few short hours, that this is, in fact, the case. The impact of meeting 1800 people who are deeply involved in, and committed to Jewish education, at one time and in one place, is enormous.

It is also inspiring to see so many Jewish educators and lay people gathered together to share their concerns, their insights and their wisdom. The diversity of backgrounds, and of affiliations, and the respect for pluralism displayed here is very impressive, indeed.

Let me say also, I truly appreciate your invitation, and I know that by inviting me you are recognizing the work of the Commission on Jewish Education in North America.

The purpose of this evening's session is to consider the opportunities that this commission may offer all of us -- educators, rabbis, scholars and community leaders. As the work of our commission proceeds, we want to be sure that all key stakeholders are part of that process. We are here with you in

the same way we will be consulting others in the year ahead. This evening gives you the opportunity to contribute your insights to the deliberations of the commission.

I would like to begin by sharing with you why our family decided to suggest the establishment of the Commission, and why we hold so much hope for its outcomes.

Although I am a relative newcomer to the field of Jewish education, I have been involved in communal activity for more than 40 years. I've had a very rich and rewarding experience within the organized Jewish community. During much of this time, the priorities of the organized Jewish community were the saving of lives, relief and rehabilitation, and the building up of Israel.

I did not come to appreciate the key role Jewish education could play in the future of the Jewish people until 1979, when I joined the Board of the Jewish Agency in Israel, and shortly thereafter, became involved in Jewish education. Almost from the beginning, it was clear to me that, throughout the Jewish world, not enough top lay leaders were devoting themselves to the issues and problems of Jewish education and Jewish continuity. This eventually led us to convene, in 1984 in Jerusalem, a World Leadership Conference for Jewish Education. We invited about 200 people, and we set a goal of recruiting 50 top lay leaders to this conference who were not yet involved in Jewish education. We hoped they would be stimulated to at least think about Jewish education. The conference was a great success. One prominent Jewish educator called it "a watershed in the process of Jewish education emerging as a top priority for the Jewish community".

When I look back at the World Leadership Conference, one could ask why so many of us began to show an interest in Jewish education at that time. Was it the sudden recognition of the negative trend lines? Was it the impact of the data about the many who are not officially affiliated with the Jewish community? Was it the data about assimilation and intermarriage? Was it the concern about the small number of students in day schools, or the anxiety about the effectiveness of the supplementary school where most Jewish children receive their Jewish education? Was it what we were experiencing in our own families? Or, was it simply a maturing of the world Jewish community to the point that it was ready to seriously consider how it could intervene, to insure a meaningful Jewish future through Jewish education.

Whatever the reasons, it was clear then, in 1984, that we were experiencing more than a sudden burst of interest and concern. Jewish education was appearing more regularly on the agenda of important Jewish organizations. In communities throughout America, when federation leaders were polled, Jewish education was identified as a primary concern, one of the top three priorities.

About the same time, there was another very important development. Federation endowment funds were growing very fast, and a significant number of affluent Jewish families were establishing large private foundations. Many of these foundations were searching for ways to impact the Jewish future. A number of them showed an interest in Jewish education.

Together, these developments pointed to the possibility that we might be witnessing the beginning of a new era for Jewish education. At this point in time, our family began to ask how our foundation could help accelerate and intensify this process.

As a result, we consulted with educators, scholars and academics in North America and in Israel. They all felt that what was happening was significant. Jews of all persuasions -- Orthodox, Conservative, Reform, Reconstructionist and secular -- were becoming more and more concerned about the future. Along the way, we also discovered that Jewish academics, not only those who were scholars in Judaica, but world-renowned experts in the natural sciences, the social sciences and the humanities, were ready to contribute their time and energy.

We recognized all this as an opportunity. Could we bring these forces together -- influential community leaders, talented Jewish educators and outstanding scholars -- to create a vital and meaningful partnership? Could we develop together an approach that might lead to a more hopeful future for the Jewish community?

We understood from the very beginning that a message, a vision, was important, but that it would need to be accompanied by concrete plans to be implemented in the real world - in schools, in community centers, in camps, in educational programs in Israel, in adult and family education.

We were very aware that private foundations have used commissions as effective tools to examine an area and develop a blueprint for achieving their goals.

This led us to invite a group of people to join us in considering whether it was timely to form a commission to look at Jewish education. Could Jewish educators, scholars and community leaders be brought together to think about Jewish education, and produce a report that would inspire and energize the field?

More importantly, could a report be prepared whose implementation would lead to systemic change?

We consulted other foundations, educators and rabbis, the leaders of the organized Jewish community -- CJF, JESNA and JWB -- and the heads of the denominational institutions of higher Jewish learning. All of them, without exception, enthusiastically endorsed the idea.

We began to formulate the principles that were to guide the establishment of the Commission. Let me share them with you.

1. Because Jewish education is the key to meaningful Jewish continuity, it must be defined in the broadest terms. Jewish education includes not only the formal instruction offered in classrooms, but the informal learning that takes place in many settings -- in the home, at Jewish camps and community centers, through Israel-related activities, at community events and so on.
2. The Commission should respect and benefit from the power of the various religious persuasions. Across-the-board change could only happen through a process that reflected and respected the diversity of North American Jewry.
3. The membership of the Commission should reflect the broad spectrum of Jewish educators, Jewish scholars and community leaders.
4. In order for the Commission to make a lasting contribution, it must be a cooperative effort of the private and communal sector, of private foundations and philanthropists and the organized Jewish community. No

matter how much private sector financial support is provided, implementation will ultimately be the responsibility of the federations, the denominations, the institutions of higher Jewish learning, the schools, the community centers, the bureaus of Jewish education, and, above all, the educators on the front lines.

5. The Commission's final report must include a plan for implementing the report's recommendations, and be clear as to where the necessary funding will come from. The Commission should be proactive in implementing these findings and recommendations. It will be by our actions that we will be measured.

These five principles guided the establishment of the Commission and the selection of the commissioners.

The Commission was launched by the Mandel Associated Foundations, JWB, and JESNA, in collaboration with CJF, in May 1988. Hundreds of names of potential commissioners were considered. We eventually invited 48 people to be commissioners. 46 of them accepted.

The first meeting was held in August 1988. As you can see from the list of the commissioners, we have involved a very distinguished group, with very diverse backgrounds.

We realized that we could not discuss the "goals" of Jewish education with this group, since many of the commissioners held differing, sometimes even contradictory, conceptions of the educated Jew. They simply disagreed about the goals and the methods of Jewish education. However, we felt enormously challenged by the possibility of so diverse and powerful a group

arriving at a consensus about the kinds of intervention to be undertaken if Jewish education were ever to rise to its full stature.

We adopted a method of operation that involved interviewing every commissioner before and after each meeting of the Commission. Before the first meeting of the Commission, we needed their input in shaping and setting the agenda. In the interviews held before the first meeting and at the first meeting itself, we were flooded with an abundance of wonderful and challenging ideas.

It was clear that almost any one of the ideas the commissioners suggested could occupy a commission for several years. For example, one commissioner argued that we should devote our entire agenda to various forms of early childhood education (day care, nursery schools, kindergartens). She claimed that working mothers need an appropriate educational setting for their children, and early childhood is the time for deep and enduring educational experiences.

Another commissioner claimed that the media - television, video and the computer - was the way to improve education in the classroom, as well as a way to reach the entire family. There were those who claimed that, if we could only reduce the tuition for the day school, thousands of students would enroll. Others argued that the college campus, where more than 80 percent of all young Jewish people spend several of the most crucial years of their lives, is where we should concentrate our efforts.

In all, at the first meeting, the commissioners suggested 26 ideas for the agenda of the Commission. There were good reasons to undertake most of them. The question was how to decide among them.

After a great deal of deliberation, we realized that we could organize all of these ideas -- or options into two categories: programmatic options and enabling options. Most of the options that were suggested by the commissioners could be characterized as programmatic. They approach Jewish education through a particular cut into the field - either through age groups, institutions or programs, for example, the college-age group, the supplementary school or Israel Experience programs. On the other hand, enabling options approach Jewish education through interventions that facilitate progress. They serve many of the other options. They are preconditions for the programmatic options.

We concluded that two of these enabling options were vital to any across-the-board improvements in Jewish education. They are: 1) dealing with the current status of, and the shortage of, qualified personnel in all areas of Jewish education, and 2) dealing with the community - its structures, leadership and funding - as major agents for change.

The proponents of each programmatic option understood that, in order to succeed, all programs require the retention of devoted educators, such as yourselves, as well as the recruitment and training of additional talented personnel. Also required is a change in the climate of the community, so that Jewish education is recognized as an honored and high-priority pursuit, and so that there is an infusion of substantial new funds to make this possible.

Furthermore, in addition to serving as preconditions to all of the other options, the community and personnel options are interrelated. A strategy involving both would need to be devised.

Clearly, if we hope to sustain and inspire the educators now in the field, and recruit other outstanding people, they must believe that the community is embarking on a new era for Jewish education. They must believe Jewish education is a field where there will be reasonable salaries, good training opportunities, a secure career line, where their ideas will make a difference, and where they will be in a position to influence the future. Creating these conditions requires a commitment by the North American Jewish Community at the continental and local levels.

In turn, an infusion of additional dedicated and qualified personnel into the field of Jewish education will convey the message to parents and leaders that Jewish education is a serious enterprise, and able to make a difference in the lives of their children and the lifestyles of their families. The community, through its leadership, will then be able to take the steps necessary to place Jewish education higher on their priority list, and design the strategies that will enhance the impact of Jewish education.

This distinction between programmatic and enabling options made it possible for the Commission, at its second meeting in December 1988, to agree on an agenda. We were going to concentrate on these two areas: personnel and the community. But how? What would we do that would be different? What could we introduce that would change the situation? One commissioner reminded us that educators and community leaders have agreed for a long

time now that these two areas are in need of improvement. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant enough improvement has not occurred.

As we examined previous efforts to deal with the problem of personnel, we discovered that all of them addressed only a part of the problem. No systematic, sustained, and well-funded approach has ever been undertaken. We were convinced that such a comprehensive approach is required.

To deal effectively with the personnel option means that recruitment, training, profession-building and retention must be addressed simultaneously. How can we hope to recruit people to the field of Jewish education unless they believe that they are entering a fully-recognized profession where they will be empowered to determine policy and practice, where there will be a variety of options for professional advancement, and where their life's work will be appreciated?

We learned that there are fewer than 20 full-time professors of Jewish education in North America. This is too small an academic base to prepare enough educators for the tens of thousands of positions that exist -- and to help guide pre- and in-service education.

We came to understand that the role of Jewish educator encompasses many different kinds of people working in diverse settings, from a few hours a week to full-time employment. What they all share, however, is a need for institutional support, opportunities for growth, and appreciation for the complexity of their task.

We discovered that significant numbers of Jewish educators leave the field after a few years. Burn-out appears to be a serious problem that affects some of the most talented teachers, informal educators and administrators. What must be done to retain our very best people?

Thus, we believe that we must try to approach personnel in a comprehensive manner. If we attack the problem in an organized way, and sustain our efforts over time, if the community leadership can be convinced to make this a top priority and help secure the required funding, our efforts can start to bring about major change.

In all, there now have been three meetings of the Full Commission. Last August, when we learned of the many opportunities, the many options that the Commission could consider for its agenda. Last December, when we decided on our agenda: to deal simultaneously and comprehensively with the personnel and community options. And, just last June, when we considered the issues involved in how to proceed, and where to begin.

I want to stress that our Commission is committed to more than issuing a report. We want to act on the findings of the report, and convince as many communities as possible to join us. We want to implement the final recommendations in our report, and enlist others in this process of implementation.

When we established the Commission, it was with the hope that it would bring about systemic change in Jewish education throughout North America. To convince others to join us, our commission feels that some form of demonstration is called for. Clearly, we know that we can not address personnel and the

community at once, and do so across North America. We do believe, however, that it could be feasible to begin such an undertaking on the local level, in several of your communities. There are a number of reasons for beginning on the local level. Here are six of them:

1. Most education takes place on the local level - in schools, synagogues, community centers and camps.
2. Building programs "from the bottom up", with the local community playing a major role in initiating ideas and being leading partners in their implementation, establishes local ownership of the initiative.
3. There are already ideas and programs - "best practices" - that, if brought together in one site, integrated and implemented in a complementary way, and adequately funded, could have a significantly greater impact than when their application is fragmented. Frankly, who can understand this point better than you, the members of CAJE? Imagine if a good selection of the many ideas and programs that have impressed you at this conference and at previous conferences were introduced into one community. If they were carefully orchestrated, guided by a comprehensive plan, and appropriately supported, imagine what the impact could be.
4. In addition to ideas and programs that are now being tried in various communities, new visions of Jewish education which have not yet been tried could be translated into practice and carefully tested.
5. The results of such a local undertaking would be tangible and visible - hopefully, within a reasonable amount of time. It could generate interest

and reactions that should lead to a public debate on the important issues of Jewish education.

6. A network could be developed among local sites which could increase the impact of each and, hopefully, generate interest among other communities to replicate and adapt this approach.

Balancing the advantages of working on the local level in communities, we also recognize that an indispensable contribution must be made through the broad and sustained efforts of experts working "from the top down" in partnership with local communities. Local projects will better be able to reach their full potential with the involvement of national resources provided by institutions, organizations, and individuals.

Our challenge, therefore, is to work simultaneously on the local and national levels. We need to combine these two approaches, rather than treat them separately. For these reasons, the Commission has decided to develop a program for communities that wish to participate, and we are calling such communities "Community Action Sites".

What exactly do we mean by a Community Action Site? That is what our staff and commissioners are working on at present, and it is one of the main issues to be considered at our next meeting of the Commission on October 23. As of now, we imagine that a Community Action Site could involve an entire community, or a network of institutions, or perhaps, just one major institution. As I mentioned, some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as

well as new ideas and experimental programs, would be undertaken. Work at this site would be guided by visions of what Jewish education at its best can be.

An assumption implicit in the whole notion of Community Action Sites is that, as we achieve success, other communities would be able to see what a successful approach to community and personnel could be, and would then be inspired to apply the lessons learned to their own communities.

The idea of the Community Action Site raises a whole series of questions. How will this be done? How can we insure that the local initiative will be supported? Who will be the broker between the national resources and institutions, and the individuals in the communities where projects are undertaken? How can one bring the best practices of Jewish education to bear on specific programs? Who will be responsible for the effective implementation of local projects? What can insure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities, and that the ideas are appropriately diffused? And more.

It is becoming clear to our commissioners that some continuing mechanism will have to be created to carry on the work of the Commission as we undertake these complex assignments. What kind of mechanism? Will it be a new organization or a new part of an existing organization? How will the mechanism operate so as not to diminish local initiative and planning? Clearly, it must be a cooperative effort of those individuals and organizations now involved in Jewish education, as well as the funders that will help support the entire activity. Local federations will need to play

a central role, and the denominations will have to be fully involved. JWB, JESNA, and CJF will need to continue as full partners in the work of the Commission, as they have from the beginning. Professional organizations and agencies that serve Jewish education will have an important role to play.

My friends, these are some of the complex problems and exciting challenges that our commission must deal with before we issue our report next year.

Some of our commissioners are here participating with you. Sara Lee and Josh Elkin, who are participating with me in this session, Florence Melton and Alvin Schiff.

Now, we are asking all of you to help us. As we grapple with the problem of defining a Community Action Site, as we begin to consider what the programs and ideas are that should be introduced in Community Action Sites, we turn to you for guidance. We want your input to understand how to best approach the issue of personnel for Jewish education.

This evening, you can make an important contribution to our thinking. We look forward to learning from your discussion groups, particularly in relation to the personnel issues in Jewish education. You can expand our understanding of these issues, and indicate directions we should consider.

Tomorrow morning, key members of our staff will be meeting with your leadership to begin to develop the most effective way for us to collaborate, and for the Commission to benefit from your thinking.

We believe that, if we make wise decisions, develop sound recommendations, and implement skillfully, we will gain support for a systematic process of change. If we all can find ways to work together and enhance each others' efforts, we may help bring about a new age for Jewish education, and a richer and more exciting Jewish life for all of us, and for the generations to come.

MORTON L. MANDEL

A life-time resident of Cleveland, Ohio, Morton L. Mandel was born September 19, 1921. He was educated in the Cleveland Public Schools and at Case Western Reserve University. Mr. Mandel is a founder of Premier Industrial Corporation, Cleveland, Ohio. He is Chairman of the Board and Chief Executive Officer.

AWARDS

Presidential Award for Private Sector Initiatives, 1988
George S. Dively Award for Corporate Leadership in Urban Development, 1986
Business Statesman of the Year, Harvard Business School Club of Cleveland, 1985
Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982
Charles Eisenman Award, Cleveland Jewish Community Federation, 1977
Civic Leader of the Year, Clean-Land, Ohio, 1983
Ben-Gurion Centennial Medal, State of Israel Bonds, 1986
Doctor of Humane Letters (Honorary Degree), Brandeis University, 1989
Doctor of Humane Letters (Honorary Degree), Hebrew Union College, 1986
Doctor of Humane Letters (Honorary Degree), Gratz College, Philadelphia, 1984
Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980
Frank L. Weil Award, Jewish Welfare Board, 1974
Citizen of the Year, Cleveland Board of Realtors, 1974
Businessman of the Year, Cleveland Urban League, 1973
Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce, 1956

DIRECTORSHIPS

Premier Industrial Corporation	1946 - present
Central National Bank of Cleveland	1968-1979
Centran Corporation	1968-1979
Cleveland Electric Illuminating Co.	1969-1979

COMMUNITY ACTIVITIES

Cleveland

Cleveland Tomorrow, Vice Chairman, 1982 - 1988; Trustee, 1982 - present
Case Western Reserve University, Trustee, 1977 - present
United Way Services, Life Trustee; Chairman of the Board, 1979 - 1981; President, 1977 - 1979
Jewish Community Federation, Life Trustee; President, 1974 - 1977
MidTown Corridor, Founder, 1982; Chairman 1982 - 1985; Trustee, 1982 - present
Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957
Clean-Land, Ohio, Founder, 1981; Trustee, 1981 - present
City of Cleveland Project MOVE (formerly Mayor's Committee on Volunteerism), Founder, 1981
City of Cleveland Operations Improvement Task Force, 1980
Mt. Sinai Medical Center of Cleveland, Trustee Emeritus, 1979 - present
Cleveland Commission on Health and Social Services, 1970 - 1971

COMMUNITY ACTIVITIES (Continued)

National

Council of Jewish Federations, Life Trustee; President, 1978 - 1981
JWB, Honorary President; President, 1970 - 1974
United Way of America, Trustee, 1985 - present; Executive Committee, 1986 -
present; Chairman, National Resource Development Committee, 1986 - 1989
Commission on Jewish Education in North America, Chairman, 1988 - present

International

The Jewish Agency, Board of Governors, 1979 - 1988; Chairman, Jewish
Education Committee, 1984 - 1988; Chairman, Steering Committee, Joint
Program for Jewish Education, 1979 - 1988
Operation Independence (Economic Task Force for Israel), Founding Co-Chairman,
1985 - 1988
World Conference of Jewish Community Centers (Jerusalem), Honorary President;
Founding President, 1977 - 1981
Center for Social Policy Studies (Jerusalem), Trustee, 1983 - present

Steering river industry in the right direction

**Genevieve Ray
Flats Oxbow Association**

During the past 20 years, such cities as Boston, New York, and Baltimore have realized that one way to insure future investment is to preserve their greatest resource: the waterfront. Along the banks of Cleveland's Cuyahoga River, in an industrial area known as the Flats district, new restaurants, nightclubs, and marinas have sprung up in recent years. This downtown neighborhood has attracted over \$100 million in new development.

This activity presents problems. Who will balance the interests of these newcomers and the area's remaining older residents—industries involved with ship repair, stone, coal, and steel? Genevieve Ray, executive director of the Flats Oxbow Association, has accepted that challenge. Formerly Cincinnati's urban conservator, Ray was recruited in 1987 to convey a message of support to businesses along the river. "We're pushing to protect the industries," she says. "That's what makes this river different."

Formed by the area's businesses over 10 years ago, this association initially lobbied for improved city services, but now with a long-range development plan, its main focus is managing growth. "While people are drawn to waterfronts across the country, they are all being developed to look alike," says Ray. "We want to encourage development, but it has to be carefully managed."

From their small riverfront offices overlooking the spot where Moses

Cleveland founded the city in 1796, Ray is confident that with the proper planning and management, Cleveland's future looks healthy. "Recent successes have fueled enthusiasm in the city," she says. "There is a rumbling among people here who are saying, 'Yes we can do this.'"

Selling low-cost legal advice across the U.S.A.

**Joel Z. Hyatt
Hyatt Legal Services**

Entrepreneurial lawyer Joel Z. Hyatt believes he has created an employee benefit that everyone—from management on down—will embrace: prepaid legal services.

Hyatt is no stranger to innovation. During the last ten years he shook up the profession with Hyatt Legal Services, his nationwide chain of walk-in legal clinics that advertises prices for services—traditionally a no-no in the legal community.

The 38-year-old Cleveland native is accustomed to controversy. He is

A just cause: Joel Z. Hyatt's chain of inexpensive legal clinics has started a trend.



well aware that many firms are looking at ways to control company benefit package costs. But where some might see this as a negative, Hyatt views it as an opportunity.

"While it's true that companies are trying to hold down benefit costs, as a consequence of that, employers are looking for alternative low-cost but valuable benefits," Hyatt says. PepsiCo, Inc., apparently agrees. Next year, 47,000 of its employees will be offered a prepaid legal plan through Hyatt Legal Services.

"It's low-cost to them," says Hyatt with a smile, "but it's 47,000 new clients to us."

The Yale Law School graduate founded the firm in 1977 with his wife, Susan Metzenbaum Hyatt, and classmate Wayne Willis. From that one office in Cleveland, the chain blossomed into a handful in Ohio, to more than 180 across the country. And, last November, Hyatt bought out the Block Management Company, a subsidiary of H & R Block.

Recently, Hyatt returned his firm to its Cleveland roots. He took the company headquarters, which had been based in Kansas City, and moved them into a new office building downtown. "I've always considered Cleveland my home."

Staying power: Investment pays off

**Morton Mandel
Premier Industrial Co.**

Begun in the 1940s by brothers Morton, Jack, and Joseph Mandel on just \$900 and some not-very-unique automobile parts, Premier Industrial Co. has grown to include maintenance and fire-fight-



ing products and posted \$459 million in worldwide sales during 1987.

The company's first success—a small metal clip used to attach automobile molding that CEO Morton Mandel describes as “hard to find, hard to stock, and everyone was always running out of them”—was also the first foray into what became a guiding philosophy: to develop problem-solving products in response to customer needs.

The formula has continued to work. Now, as Premier continues to grow, geographic expansion has followed. The next step, says Mandel, is to build a global company.

He credits Cleveland's position, halfway between Chicago and New York and at the center of most of the country's population, as a boon to the firm's growth, especially early on. “It was an accident of where we were born that we started in Cleveland, but it was a good place to be.”

Apart from heading up the company, Mandel has been involved in efforts to revitalize the city's economy—efforts that were recognized in 1986 with an award for corporate leadership in urban development, primarily for his work in the distressed community near the corporate headquarters. “We changed an entire area,” he says. “There has been a net gain of jobs and investments, and we found that given an option, people will stay in a neighborhood.”

He is positively ebullient about what is happening in the city and what he envisions for the future: “In the next ten years there will be an entirely different Cleveland.”

Good neighbor: Morton Mandel renovated the Prospect Park Building, which stands across from his corporate headquarters.

Premier Industrial Accents Customer Service

"We kill ourselves for our customers," says Morton L. Mandel, chairman of Premier Industrial Corp., describing the industrial supplies firm's approach to business. And now it's taking that concept to the European market.

The Cleveland-based company's roots trace back to 1940, when Mandel and two brothers set out to supply "nuisance" parts that nobody else stocked.

The ability to zero in on hard-to-locate parts to serve its customers helped Premier carve out specialized market niches that were not price-sensitive.

This strategy has enabled Premier to set earnings records for 27 of its 29 years as a publicly traded company. For the first half of its fiscal 1989, which ended Nov. 30, revenue increased to \$289 million from \$252 million and earnings jumped 17.4% to 81 cents a share from 69 cents a year earlier.



Morton Mandel

The key to its success has been working with customers to determine their needs, but strategic parts of Premier's customer policy are tailored to each division's operations.

For example, the electronics distribution group, which accounts for 62% of company revenue and 67% of operating earnings, specializes in having the industry's most in-depth inventory of electronic components, backed by a state-of-the-art warehousing and distribution system.

The maintenance products division — with items ranging from nuts and bolts to special taps and greases — works with customers to learn their problems and to demonstrate how Premier's products can save on repair costs, reduce equipment downtime and improve safety.

Innovative products, on-site training and inventory management are keystones to building customer loyalty, the company believes.

The fire-fighting products division — supplying products ranging from nozzles and valves to remote control equipment — consults on special equipment application requirements and pro-

vides specialized training in proper equipment operation.

It also does intensive research and development to provide innovative solutions to customers' equipment needs. Unlike the other divisions, this unit also makes certain products.

"We don't make theoretical statements regarding customer service," Mandel said. "We search out the best ways to serve our customers and then do it. This fanatical approach has made us a lot of money over the years."

Building on Premier's reputation for quality customer service in the U.S. and Canada, Mandel now is targeting further expansion of European operations.

Two Operations In Europe

Currently, two of Premier's maintenance products companies and one firefighting products company operate direct-selling subsidiaries in the U.K., France, West Germany and the Netherlands.

In addition, exclusive distributorships cover other European markets. Last year, overseas operations contributed 10% of overall corporate revenue.

The company's Newark Electronics unit, which is Premier's electronics distribution group, has carved out a profitable niche in the stateside maintenance, repair and operating supplies market.

By concentrating on the repair and maintenance market segment and not the original equipment market, Newark has avoided wide economic swings experienced by others in the electronics industry.

It now plans on repeating this successful strategy in Europe.

"We're learning how to walk before we run," Mandel said. "Our expansion in the European market will be gradual as we learn the intricacies of the electronics industry over there."

To date, Premier's executives have been laying the groundwork for European expansion with information-gathering visits. The next step will be to send in a resident team to help set up operations for the electronics division.

"It is our practice to hire and develop local talent to grow the business once we have it established," Mandel said.

Rather than hire seasoned industry managers, Premier likes to train its own managers and will continue this policy abroad. Of 300 employees currently working in overseas operations, all but three are country natives.

"We have a very deep commitment to promote from within and believe it is one of the key factors for our success," Mandel said.

Another policy — driven by Premier's penchant for superior customer service — is the decision to purchase the majority of its products from suppliers located in the country or market where the products are sold to end users.

For example, most of the electronics products sold by Newark Electronics in the U.S. are obtained from domestic suppliers, except for specialty items. European operations also will have their own unique suppliers.

Premier looks to start its European electronics business with one or two branches working out of existing facilities of current European operations until separate warehouse and distribution facilities can be arranged. Mandel sees European operations contributing significantly more to revenue and earnings in the future.

Focus On Integration

"We will make gradual changes, keeping an eye toward 1992's changes in the European Common Market," Mandel said, referring to the deadline for dropping all European trade barriers. "Probably the biggest concern for us is the effect of changing foreign currency relationships and how that will impact our earnings."

Premier's corporate objectives address: respect for customers in terms of evaluating and meeting their needs; respect for fair dealings with suppliers that are well-managed and can be depended upon to deliver a steady flow of goods that meet standards; and respect for employees and the community where the company does business.

Premier takes the words to heart. Last September, President Reagan made a Rose Garden presentation of the President's Award for Private Sector Initiatives to Mandel for Premier's work as a catalyst for the non-profit public and private partnerships that established Cleveland's Mid-Town Corridor revitalization efforts.

The Naming of a School

To achieve a just society.

That was the goal that Morton L. Mandel enunciated to some 800 people who filled Amasa Stone Chapel on the sunny afternoon of September 6. Coming from another speaker, those words might have sounded clichéd. But spoken by Mr. Mandel, who was flanked by his brothers Jack N. Mandel and Joseph C. Mandel, that remark revealed the deeply held convictions of a family.

CWRU alumni and students, civic leaders, Northeastern Ohio social workers, and University faculty and staff had gathered to celebrate the joining of the Mandel name with that of the School of Applied Social Sciences. As members of the audience knew, Mr. Mandel was not speaking theoretically. Mort and Barbara Mandel, Jack and Lilyan Mandel, and Joseph and Florence Mandel are hailed in Northeastern Ohio for their thoughtful philanthropy, particularly in education and social services.

In recent years the brothers, who founded Cleveland's Premier Industrial Corporation, have made significant gifts to CWRU, primarily to support the School of Applied Social Sciences. In 1984, the Mandels helped to establish the Mandel Center for Non-Profit Organizations, a cooperative venture among the schools of applied social sciences and law and the Weatherhead school. The family also established the Mandel Professorship of Non-Profit Management, and has supported the Weatherhead school.

In March 1988, Jack, Joseph, and Morton Mandel made a commitment of \$3 million to help finance a new building and create a permanent endowment for the School of Applied Social Sciences. In honor of the Mandels' commitment to the University, the Board of Trustees voted on March 19, 1988, to name SASS the Mandel School of Applied Social Sciences.

At the September 6 convocation in the chapel, President Agnar Pytte and Allen Ford, chairman of the Board of Trustees, commended the Mandels' farsightedness. Richard L. Edwards, new dean of the applied social sciences school, had the singular pleasure of helping to preside over this auspicious event just one month after



Men of conviction: Joe, Jack, and Mort Mandel

he arrived on campus to take over his new responsibilities.

The convocation's keynote speaker was United States Senator Barbara J. Mikulski of Maryland. Senator Mikulski saluted her long-time friend Arthur J. Naparstek for his roles in strengthening the Mandel School and in promoting social-policy change nationally. Dr. Naparstek is the immediate past dean of the Mandel School. Currently on a leave of absence from the school's faculty, Dr. Naparstek directs the Premier Industrial Foundation.

"The future of social work," said Senator Mikulski, who holds a master's degree in the field, "lies not in new social programs, but in developing the new social inventions that will embody the new partnerships—public-private partnerships. Social inventions that show a dedication to community service and personal involvement."

"... I believe that both people and institutions can change for the better," she continued. "That single trait, probably more than any other, sets social workers apart. . . . This school will be a big part of creating that change. That is part of the legacy the Mandels leave to Cleveland and the rest of the country."

Earlier in the convocation, President Pytte summed up the thoughts of many in

the audience. "This school," he told the brothers, "this country, indeed, this planet, are better places because of you."

—R.H.

Managing for Change

Educators from some of the nation's leading management and business schools attended a conference at CWRU's Weatherhead School of Management in September. Titled "Evolution or Revolution: The Future of Management Education," the conference brought together scholars and deans to discuss global issues surrounding management education. The first conference of its kind in the United States, it had an attendance of 250. The three-day event was part of the celebration of the completion of the Weatherhead School's new classroom and office building on the Case Quad.

Guests included Lester Thurow, dean of the Sloan School of Business at the Massachusetts Institute of Technology; Elizabeth Bailey, dean of the Graduate School of Industrial Administration at Carnegie Mellon University; and Donald Jacobs, dean of the J. L. Kellogg Graduate School of Management at Northwestern University.

September 30, 1988

Premier Recognized for Voluntary Community Service at White House Ceremony

Premier received a 1988 Presidential Award for Private Sector Initiatives at a special ceremony in Washington at the White House on September 29th. Premier, one of only 30 recipients chosen out of 1,100 entries, was recognized for its commitment to voluntary community service and for its leadership in establishing and supporting MidTown Corridor in Cleveland.

Morton L. Mandel, our Chairman of the Board and Founding Chairman of MidTown Corridor, was one of 5 speakers invited to participate in a special symposium for award winners. He described the Premier involvement in MidTown Corridor, a private, non-profit, 250-member organization, as a prime example of a successful community organization bringing economic revitalization to an inner city neighborhood. Premier, along with other large and small companies, labor unions, social service agencies, and residents throughout their area, helped catalyze various elements into a viable public/private partnership that has turned disinvestment into reinvestment.

Mort Mandel accepted the award from President Reagan at the Rose Garden ceremony at the White House. Said Mr. Mandel, "This recognition of MidTown Corridor truly recognizes the community organization process! It is gratifying to see what can be done when those of us from the private sector sit down and talk to our friends in the public sector. I believe this public/private partnership provides a model that we can replicate elsewhere in our city and throughout America!

And, most important, there is no doubt this has been very good for Premier from a purely business point of view. Our business has been favorably impacted in many ways, particularly with regard to quality of work life. The involvement of Premier people in the MidTown project is a classic case of enlightened self-interest."

file Publishing

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

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

DATE: 10/16/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PRESS CONFERENCE AT THE GENERAL ASSEMBLY

Would we want to think about convening a press conference at the CJF General Assembly with the Anglo-Jewish press. This could be scheduled for right after the meeting with federation leadership on Friday afternoon. This could be a very effective way to reach the Jewish press about the work of the Commission, taking advantage of the gathering of editors at the General Assembly. Marty Kraar has offered the assistance of CJF's communications department in convening such a conference.

10/16

MG

a very good idea. I hope
goes along with the idea.
HLZ

INTER-OFFICE CORRESPONDENCE

Public Relations

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 Arrow
Mandell E. Berman
Jack Binder
Charles R. Broadman
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Maurice S. Conson
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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
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

SPECIAL PRESS BRIEFING

Subject: Commission on Jewish Education in North America
Date: Friday, November 17, 1989
Time: 10:00 a.m.
Place: Hyatt Regency, Room E, 3rd Floor, Cincinnati, Ohio

During the past 1-1/2 years an exciting planning initiative has been under way to introduce radical change into Jewish education in North America. The Commission on Jewish Education in North America is a unique blend in the Jewish world of private initiative and institutional cooperation.

At its recent meeting on October 23, 1989 in New York, the Commission considered a seven point action plan as a means to implementing its recommendations, which will be presented in a final report due in June 1990.

The Commission is pleased to provide an opportunity at the CJF General Assembly in Cincinnati for a briefing by Morton L. Mandel, chairman of the Commission, for editors of the American Jewish Press Association and other members of the press. This is immediately following a scheduled session involving the Jewish press that morning.

The Commission on Jewish Education in North America is sponsored by the Mandel Associated Foundations of Cleveland, in cooperation with the Jewish Welfare Board and Jewish Education Service of North America, and in collaboration with the Council of Jewish Federations.

Enclosed are several background materials which will help you understand the work of the Commission and its progress to date.

Contact: Frank Strauss
CJF Press Office
Clarion Hotel, Room 421

AMERICAN JEWISH PRESS REGISTERED FOR GENERAL ASSEMBLY

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Cynthia Dettelbach
Cleveland Jewish News
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Baltimore Jewish Times
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Charles Baumohl
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288-B Grove Street
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Baltimore Jewish Times
2104 N. Charles Street
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Lois Goldman
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107 S. Parrish Lane
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Cincinnati, OH 45202

Leon E. Brown
Jewish Times
103-A Tomlinson Road
Huntingdon Valley, PA 19006

Marion Bernstein
Jewish Journal of San Antonio
8434 Ahern Drive
San Antonio, TX 78216

Todd Winer
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Chicago, IL 60606

Joel Roteman
Jewish Chronicle
5600 Baum Blvd.
Pittsburgh, PA 15206

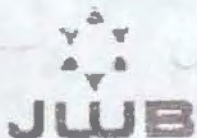
Gabriel Cohen
The Jewish Post & Opinion
P.O. Box 449097
Indianapolis, IN 46202

Al Erlick
Phila. Jewish Exponent
226 S. 16th Street
Philadelphia, PA 19102

Marc S. Klein
No. Calif. Jewish Bulletin
88 First Street, Suite 300
San Francisco, CA 94105

Post-It™ brand fax transmittal memo 7671 # of pages 1

To	Mark Gurwicz	From	Frank Strauss
Co.		Co.	CGF
Dept.		Phone	812-475-5000
Fax	216-861-1230	Fax	212-



15 EAST 28th STREET • NEW YORK, N.Y. 10010-1579

file publicity

January 2, 1990

To: Art Rotman
From: Henry R. Hecker
Re: Clipping Service

add to release list

The International Press Clipping Services charges clients a regular monthly reading fee of \$160, plus \$1.05 per clipping.

JWB is an old customer, so our fee is slightly less: \$130 for reading, and \$.95 per clipping.

If the Mandel Commission wants to "piggy-back" on our service, we will add the name of the Commission to our list, and we will be charged \$.95 for each of their clippings. We will simply forward the clippings to anyone Mandel designates.

There may be one small problem: organizations are limited, normally, to three listing categories. We already exceed that limit, with our various divisions. It should be alright, but we won't know for certain until we request the additional listing.

Let me know where we go on this issue.

*MJS
OK. go ahead
HLZ**HLZ -*

I suggest we ask JWB to give it a try, & that they bill us for anything clipped for us.

MJS.

MEMO TO: David S. Ariel, Seymour Fox, Annette Hochstein, Stephen H.
Hoffman, Martin S. Kraar, Virginia F. Levi, Morton L. Mandel,
Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan Woocher,
Henry L. Zucker

FROM: Mark Gurvis *mgj*

DATE: February 21, 1990

Attached, for your information, are two articles regarding the Commission
that appeared in the February 9-15 issue of the Long Island Jewish World.

file -
Commission PR VFL

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/8/90
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: FEATURE ON COMMISSION

Both Steve Hoffman and Seymour Fox have now reacted to the feature on the Commission which was prepared by Ken Myers for possible publication in the Jerusalem Post. Both agree that now is not the time for an article in the Jerusalem Post and that this would probably require revision for that purpose, in any case.

Steve feels that this might provide a starting point for a press release on November 8. Seymour suggests that the matter of a press release and who will prepare it (Ken Myers, David Finn, someone else) be included on the agenda for your meeting on August 14.

MLM has not seen the article. If you plan to discuss it in concrete terms on the 14th, we may wish to send it to him. If not, I suggest that we hold it until we decide whether or not we will use it.

INTER-OFFICE CORRESPONDENCE



- Intended as a feature
- Get signs of SHH, SF, AH
- How and SF use?
Press hits
Send to Jewish press

From the desk of . . .

7/24/90

KEN MYERS

Ginny,

Sorry This took
so long - hope it's
what you're looking
for. Call me if you
have any questions,

Ken

932-8338



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA:
CHANGE FOR THE BETTER IS ON ITS WAY

Mort Mandel had always been active in Jewish affairs, especially Jewish educational and philanthropic causes. And in 1987, he remembers thinking about the state of Jewish education.

"There was a general feeling that there was a vacuum, that there hadn't been a general comprehensive look at Jewish education in North America in terms of how to make things more nearly what we wanted them to be," he says. "At the same time, there was a consensus that Jewish education was in a state of disarray. So you had kind of a sick patient and no prescription for making it better."

Thus was born the idea for The Commission on Jewish Education in North America, which will soon issue its recommendations on how to completely change the face of Jewish education.

Mandel, chairman of the board of Premier Industrial Corporation in Cleveland, Ohio, and past president of the Jewish Community Federation of Cleveland, the Council of Jewish Federations and (JWB) headed the Commission and funded its work with more than \$1 million from his family's Mandel Associated Foundations. He convened 46 of North America's top scholars, educators, philanthropists and community leaders to discuss Jewish education and how to make it better.

This was no easy task, given that the religious denominations have traditionally handled education separately and largely with their own funding.

"It has brought a lot of diverse interests together, instead of everyone going off merrily chasing some of the same dollars," says Commission-member Charles Bronfman, co-chairman of The Seagram Co., Ltd., owner of the Montreal Expos baseball team and director of the Canadian Council of Christians of Jews.

The Commission has met six times over the last two years, and a small staff of policy advisers put together by Mandel has worked diligently between sessions to poll the Commissioners on the progress of the group, supervise research and schedule events.

In November, The Commission will issue a report calling for sweeping changes in Jewish education.

Among the recommendations:

- []) Making Jewish education a profession; increasing concentration on recruitment, training, retention and pay of Jewish educators.

- []) Creating a body of research; studying what works in Jewish education and why, how many students and teachers there are, and how much money is being spent.

- []) Increasing the level of community involvement; convincing

leaders to make Jewish education a higher priority.

[] Raising funds; securing \$25-\$50 million over the next five years to be used in various research and programming projects.

[] Creating several lead or laboratory communities; having places where educators could come to see the best of what Jewish education has to offer and where researchers could experiment with new programs.

[] Implementing the proposals; a Council on Initiatives in Jewish Education is being created to follow through on the work of the Commission.

Mandel believes that with some focus and a central organization, the status of Jewish education can be elevated.

"It is generally felt that teaching is not a profession," Mandel says. "The pay scales are awry, health and benefit plans are totally inadequate, pension plans are non-existent, there are not clear career paths, there is not an academic base in terms of research and there are only a few Ph D's.

"It's just no place that anybody wants their kid to go to make a living. It's not held in high esteem."

Says Dr. Alvin Schiff, a professor of Jewish education at Yeshiva University in New York, past president of the Council for Jewish Education and a member of the Board of Jewish Education of

Greater New York: "About 30% of Jewish kids will never be exposed to Jewish education during their educational lifetimes. Of those who are exposed to Jewish education, only one-third are in Jewish day schools, with two-thirds in supplemental schools.

"The supplemental schools are not effective," says Dr. Schiff, "because of all the teachers in the 1800 supplemental schools nationwide, there are very few if any full-time teachers and only a few full-time principals.

"My thesis is that we have to change the focus of supplemental schools to family education that includes the child. Synagogue personnel have to focus on the family. Unless parents get involved, nothing is going to happen."

Lester Crown, president of Henry Crown & Company, executive vice president of General Dynamics and former chairman of the board of the Jewish Theological Seminary of America, believes Jews are "victims of our own successes. With acceptance of Jews by the general community has come intergration, and with that some loss of identity."

Crown recalls that his own children hated Sunday school, but he does not blame that on the school. "The teaching profession has not received the remuneration or recognition it deserves," he says. "The quality of teaching has not attracted or kept kids in religious schools. That's the community's fault. We have paid them far too little. We have not given them the dignity they

deserve."

Unlike some of the other Commissioners, Lester Pollack, a general partner of Lazard Freres & Company, and vice president of the JWB and of UJA/Federation of Jewish Philanthropies of New York, does not think Jewish education is in "dire straits."

"I think it is in need of augmentation and need of revisitation as needs change," he said.

But identifying a problem and solving it are two different things. Mandel had to worry that the Commission, made up of traditionally separate entities, like the religious denominations, would devolve into finger-pointing.

So the group decided to respect its diversity and keep the focus broad, instead of getting too detailed.

"No matter what denomination the child's parents were, we wanted to be sure that the Jewish education that child got was the best it could be," Mandel says. "So we didn't get into what religious persuasion was the best, we didn't get into the exact definition of what Jewish education should be. The result was we kept everyone together. We all agreed we want to produce a young person who grows up to be a Jewish mensch, but we didn't spell out the precise ingredients of what that meant, because we knew that would be futile."

The way the group was structured also helped keep it together

and moving forward, according to Dr. Schiff.

The Commission is linked with the three "rubrics" of Jewish education; the Jewish Community Centers Association (formerly JWB), which is the umbrella group for informal Jewish education, JESNA, the umbrella group for formal Jewish education, and the CJF, the funding arm.

But while it is linked because officials of each of these groups are on the Commission, it is not so closely connected to any one group that it is controlled by that group, Dr. Schiff says.

"Never before in the history of education has such an august body gotten together for a common purpose," he says. "Those people who are ordinarily left out of the picture are in. What makes it even more difficult is that you have major academics, rabbis, leaders and representatives of Jewish education as well. That mix has never, on a national level, been functional."

"It's really been a well-thought out, well-executed effort," Pollack says.

Rabbi Joshua Elkin, headmaster of the highly-regarded Solomon Schechter Day School of Boston, Massachusetts, agrees.

"The biggest difference in this commission and others I have served on is the breadth of the participants it has brought to bear on this point," Rabbi Elkin says. "It crosses all four

major denominations. It crosses lay and professional lines. It crosses the Jewish public and private sectors. It brings together groups that normally don't get together. You're speaking with an enormously large sense of consensus."

Mandel and others hope that consensus will translate into positive changes.

"There is great hope and expectation that by the year 2000 things will be better," Mandel says. "This could be the most important undertaking I've ever been involved in. It has immense potential for doing good."

Bronfman is cautiously optimistic.

"Now it's a question of whether we can get the community mobilized and draw on the brain-power that was around the table and further the goals," he says. "One of the questions is whether we can continue to draw on these resources."

Another problem that nags at the Commission is the timing of the push to raise funds to implement its proposals, coinciding as it will with the \$420 million Operation Exodus effort now underway to raise money for the resettlement of Soviet Jews. "While the timing could be better, it (raising money for Jewish education) has got to start now," says Rabbi Elkin. "We've got to find a way to do both."

BULLET POINTS FOR MLM PRESS CONFERENCE
NOVEMBER 8, 1990

I. SAW A PROBLEM

- * In 1987 - Consensus that Jewish Education was not working
- * North American Jewry had succeeded in finding its way into the mainstream of society. Assimilation was the reward - Jewish identity and commitment the trade off
- * Feeling there was a vacuum
- * Need for comprehensive look at the issue
- * A billion dollar industry in North America
- * Sense that we were not getting a fair return on our investment
- * We needed to forge a new response which would not rest on the shelf of a library - but will lead to a new action agenda

II. ORGANIZED TO ADDRESS THE PROBLEM

- * The Commission on Jewish Education in North America was conceived and organized
- * Mandel Associated Foundations funded its work (one million dollars)
- * Convened 46 of North American top scholars, educators, philanthropists, community leaders and foundation leaders from across all denominational lines.
- * This forging of diverse segments was both a major challenge and opportunity to make a difference for historical commission
- * Each group of players enriched the process and energized the work of the Commission
- * The commissioners were major actors and not passive observers. They reviewed and critiqued all draft material
- * The Commission held six plenary sessions between August 1988 and June 1990.

III. WHAT WE SAW

- * A system under strain and having been neglected for too many years
- * A system with people deeply dedicated but highly frustrated
- * Competing demands for human and financial resources
- * A weakening commitment to Jewish life
- * While a large majority of Jewish children have at one time or another received some form of Jewish education, it has often been so sporadic so as to have little impact
- * A corresponding weakening of commitment to Israel as the center of the Jewish world
- * Deficiencies in community support
- * An underdeveloped and unappreciated profession of Jewish educators
- * Need for reliable data i.e. current state of activities and opportunity for change

IV. THE PLAN OF ACTION

- * Commission identified twenty-three areas for possible intervention
- * Commission agreed from the out-set that a) we are determined to make a concrete impact on Jewish life; b) we would not conclude the work of this Commission without beginning the implementation process the very day we issued our report.

Therefore, we have created a new entity: the Council for Initiatives in Jewish Education

Its functions have been set forth in our report, initial funding is in place, a director has been appointed and a board of directors is in formation.

- * The Commission in its report makes the following recommendations:
 - 1) Making Jewish Education a Profession
 - 2) Creating a body of research
 - 3) Increasing the level of community involvement
 - 4) Raising fundings -securing \$25 - \$50 million dollars over next five years
 - 5) Creating several lead or laboratory communities.

POTENTIAL QUESTIONS AT THE PRESS CONFERENCE

1. What exactly were the auspices of this commission?
Who chose the members?

Ans. The Commission was convened by the Mandel Associated Foundations, co-sponsored by the Jewish Community Center Association and the Jewish Education Services of North America and in cooperation with the Council of Jewish Federations; the members were chosen by the chairman of the Commission in consultation with a professional advisory committee drawn from the sponsoring organizations.

2. Who paid for the Commission?

Ans.: The Mandel Associated Foundations.

3. How much did it cost?

Ans.: Approximately \$1 million over the two years.

4. What did you expect to come out of it?

Ans.: Did not have a preconceived notion -- wanted to put the tough questions to a group of experts and watch them shape some kind of blueprint.

5. Does the Commission's report meet your expectations?

Ans: Yes, we have a clear sense of direction and a concrete plan on what steps to take next and a mechanism to take those steps.

6. Who will raise the \$25 million to \$50 million mentioned in the press release?

Ans.: We're not actually raising \$25 million to \$50 million. We are estimating that \$25-\$50 million will be granted by a host of foundations with interest in Jewish education over the next 5 years or so. We hope through the work of the Council for Initiatives in Jewish Education to provide some guidance to those foundation grants and some linkages between the foundations and communities.

7. How will the money be distributed?

Ans: Each of the foundations will determine for itself how to distribute its own funds. There is no superfund being assembled.

8. What will the money be used to do?

Ans.: The monies granted by the foundations will be used to pursue the particular programs of those foundations, be it in development of model teacher programs, recruitment efforts, fellowships for outstanding educators' training, better development of Israel-related experiences for youngsters, the development of modern technology vehicles for educational purposes, research interests, and the like. What we hope to do is to link these foundation interests with comprehensive program development in local communities, and that's what we refer to in the report as the "lead community recommendation."

9. How are you going to professionalize Jewish education?

Ans.: What we hope to do here is to work with the major training institutions to develop, where they don't exist already, comprehensive training programs for Jewish educators and, where they already exist in some form, to enhance them. We need to produce many more teachers than we currently prepare each year, and we have to work with local communities to raise salary standards, fringe benefits, and generally give greater empowerment to educators.

10. Who will do the research mentioned in the report?

Ans.: The Council will bring together some of the leading research minds in general and Jewish education and ask them to assemble a research agenda and to identify promising researchers to undertake the agenda.

11. Who will chair the CIJE?

Ans.: I will. Morton Mandel will initially, and then there will be a board, and it will choose its own leadership.

12. What will CIJE cost?

Ans.: Approximately a half million dollars a year. It's going to have a very small professional staff.

13. When will it get started?

Ans.: We hope to have it underway shortly after the first of the year.

14. How is it different than JESNA?

Ans: CIJE will be a place that brings together many actors in the educational arena who are not currently fully engaged with JESNA, such as the training institutions and the various denominational movements as well as members of the foundation community that have an interest in Jewish education. In addition, the CIJE views Jewish education as a seamless continuum of formal and informal experiences. JESNA today currently spends much of its time servicing Bureaus of Jewish Education and the more formal aspects of our system.

15. How can you get this started now with all of the attention and funds being focused on the needs of Soviet Jews in Israel?

Ans.: What we are witnessing with Soviet Jews in Israel is a miracle in our time. It came about because dedicated Jews worked very hard outside of the Soviet Union to rescue our brothers and sisters. These dedicated Jews all had some kind of Jewish education that passed on to them the values of their tradition and the lessons of Jewish history. It's incumbent on us now, in this generation, to continue that transmittal process of values and the lessons of history. There is never going to be an easy time in Jewish life to get started on a new effort in Jewish education, and we just feel that doing so is as vital as the current rescue efforts so there will be Jews in the future in the Diaspora, and in particular here in the United States, who will defend Jewish rights and Jewish values in generations to come.

16. Did all Commission members agree that things were so bad in Jewish education.

Ans: What we say in our report is that there are elements in the Jewish community that are thriving and that there are many more segments of the Jewish community that are experiencing difficulty in transmitting our Jewish heritage in a way that is exciting and engaging for our young people. We recognize a variety of views among commissioners in our work with them. I think where we have come out is that we want to help all segments of the Jewish community advance their values through their institutions. We are not riding a horse in favor of one denomination over another, but we want to enhance the total educational enterprise.

17. How are you going to get a higher priority for Jewish education in times like these?

Ans.: One of the ways we expect to do this is through this lead community effort in which we will bring outside experts to engage with local community planners. Through the kind of excitement we expect to be generated, we think the educational priorities will come up higher in the communities' agenda.

18. If you had to sum up the central idea of the Commission, what would it be?

Ans.: I think if I had to pick the central theme it would be the need to develop a better and more extensive cadre of professionals. My experience has been if you train the right people to lead a system, they in turn will find a way to solve the other problems in that system. That's why we focused on the needs of the profession. Complementing that was the desire to get a community to pay more attention to the educational enterprise.

19. Was it a problem getting different denominations to sit down and talk together?

Ans.: Not at all. We are all agreed that Jewish education is of vital importance for us today and for our future. We have different views as to what that education should be. We have different views as to what values and content to stress in Jewish education, but we have no difference in our commitment to providing the very best Jewish education we can for our children and for ourselves as adults.

SHH:gc
Bl:26B
11/6/90



RUDER-FINN

November 19, 1990

Dr. Seymour Fox
c/o Mayflower Hotel
61st Street and Central Park West
New York, New York 10019

Dear Seymour,

I've now had a chance to talk to both the publisher (Jed Lyons, president of University Press of America) and my colleagues here at Ruder-Finn about how best to market A Time to Act.

Here are our suggestions:

1. Advertising is probably the least effective means of selling the book. Jed said that if we wanted to experiment with an ad we might try 1/4 page in the Jewish Week, or maybe Iirkhun and Present Tense. This could cost \$1-2,000 for space costs (plus the cost of designing and writing the ads).

yes! Jed Lyons advises us not to spend our money in advertising because he really doesn't think it will do any good.

Jed feels the most effective way to sell the book would be through reviews and publicity about the book. We tend to agree and would recommend a program aimed at education editors, religious editors and a select list of editors of Jewish publications. We have a list of about 50 education editors, 50 religion editors and about 300 Jewish publications editors, and we think it would be important to communicate with all of these to try to get coverage.

Ideally, there ought to be a letter (or a memo), perhaps signed by Mort Mandel as chairman of the Commission, expressing the view that this landmark report, which announces a new process which is likely to transform Jewish education in the next decade, should be brought to the attention of their readers. This would have to be a carefully written letter designed to obtain more than mere casual attention from the editors who receive the material. Attached to the letter should be a well-written press release which would present the contents of the report in an appropriate journalistic style, and to the primary targets (perhaps 50-75 key editors), we should send a copy of the book itself.

3.

8's rules
↓
forget it!
↓

best shots:
2
Moment
Hadaassa
Religious
Education
Women's League
Outlook
Bnai B'rith
Monthly
etc.



The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

November 21, 1990

Mr. Arthur Rotman
Executive Vice President
JCCA
15 East 26th Street
New York, NY 10010

Dear Art:

In thinking through the promotion of the Commission's final report, "A Time to Act," do you believe it would be useful to have it written with an address for copies, etc. in one of the upcoming editions of your inhouse publication?

Sincerely,

Stephen H. Hoffman

SHH:gc
Bl:40A

P.S. -- I really appreciated your frank advice when I took you aside for a few minutes at the G.A.

Mailed

11/13/90

LI J. World

J. Wick - NY

Forward

To local commissioners?

Send Press packet to:

Jane Sprague
The Federation Voice
J. Fed of RI
130 Sessions St.
Providence, RI 02906

Also Newspaper articles

2/21/90 Maria

1. 2/2 Press release
2. Long Island Jewish World -
Will our grandchildren be Jewish?
3. Wash Jewish Week - Jan 25, 1990
4. NY Jewish Week JAN 12, 1990
5. Cleveland Jewish News Jan. 19, 1990

Want 2cc of the photo

IMPORTANT MESSAGE

FOR VFL

DATE _____ TIME 1:15 P.M. ^{A.M.}

WHILE YOU WERE AWAY

M Beverly Eisen

OF Las Vegas Jewish Federation

PHONE NO. (702) 732-0556

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

RUSH

MESSAGE Community Rel. Dir.

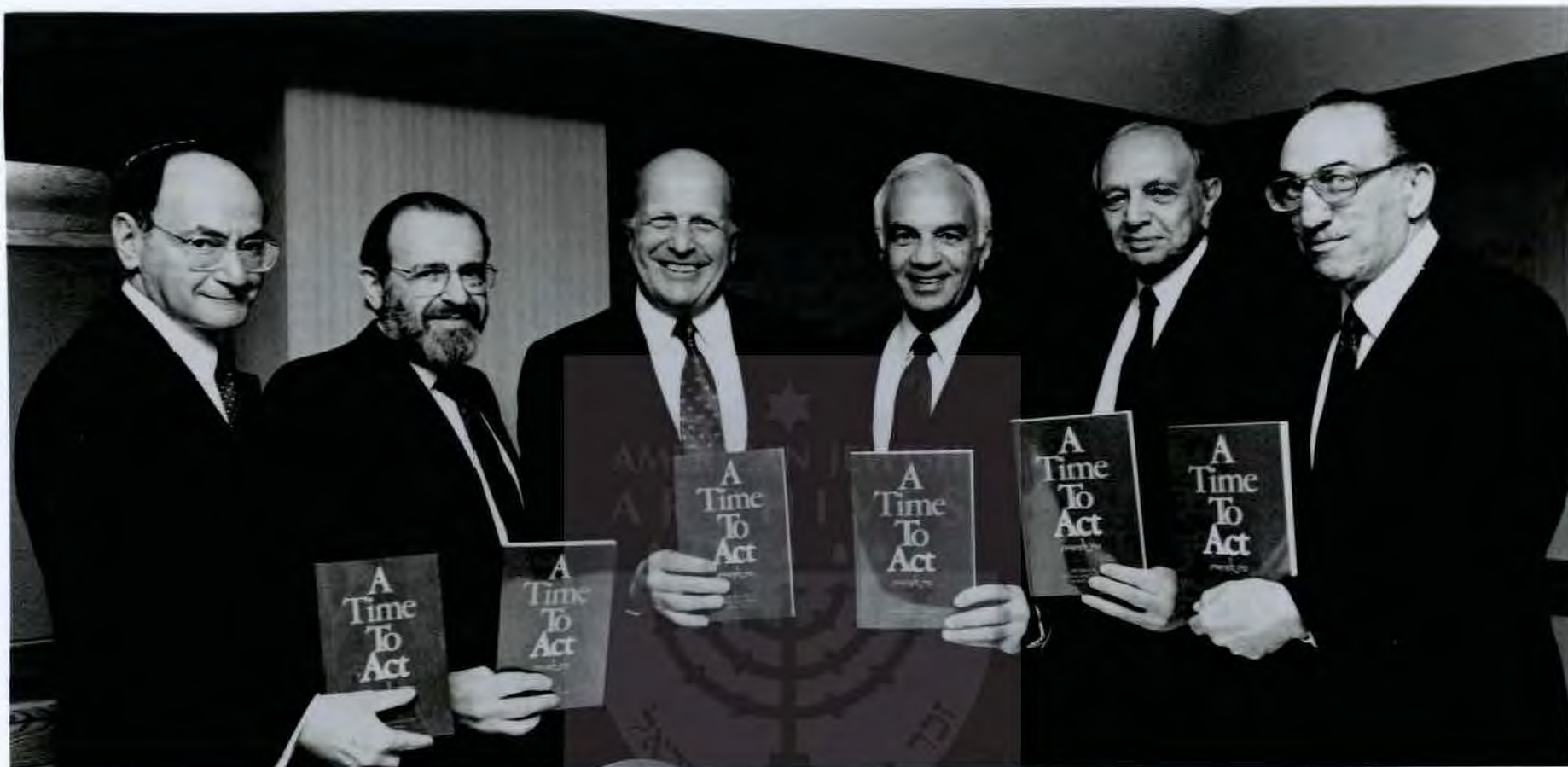
J Fed of Los Vegas

1030 E. Twain Ave.

Las Vegas, NV 89109

SIGNED mailed 2 pictures

11/28/90



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

ISSUES REPORT:

Morton L. Mandel, Chairman of the Commission on Jewish Education in North America (fourth from left), and some of his fellow commissioners hold copies of the Commission's report, A Time To Act, the findings and recommendations of an unprecedented two-year study involving 44 leading scholars, educators, philanthropists and community officials. The other commissioners with Mr. Mandel at the November 8 press conference announcing the report include from left, Rabbi Ismar Schorsch, Chancellor, Jewish Theological Seminary; Rabbi Norman Lamm, President, Yeshiva University; Rabbi Alfred Gottschalk, President, Hebrew Union College-Jewish Institute of Religion; Mandell L. Berman, President, Council of Jewish Federations and Bennett Yanowitz, President of JESNA. Photograph by Robert A. Cumins.

JP - ~~Linda Sitnick~~
11/5/90

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36

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11/5/92

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MORTON L. MANDEL

A lifetime resident of Cleveland, Ohio, Morton L. Mandel was born September 19, 1921. He was educated in the Cleveland Public Schools and at Case Western Reserve University. Mr. Mandel is a founder of Premier Industrial Corporation, Cleveland, Ohio. He is Chairman of the Board and Chief Executive Officer.

AWARDS

Presidential Award for Private Sector Initiatives, 1988
George S. Dively Award for Corporate Leadership in Urban Development, 1986
Business Statesman of the Year, Harvard Business School Club of Cleveland, 1985
Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982
Charles Eisenman Award, Cleveland Jewish Community Federation, 1977
Civic Leader of the Year, Clean-Land, Ohio, 1983
Ben-Gurion Centennial Medal, State of Israel Bonds, 1986
Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980
Frank L. Weil Award, Jewish Welfare Board, 1974
Citizen of the Year, Cleveland Board of Realtors, 1974
Businessman of the Year, Cleveland Urban League, 1973
Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce, 1956

HONORARY DEGREES

Doctor of Humane Letters, Brandeis University, Boston, MA, 1989
Doctor of Humane Letters, Hebrew Union College, Cincinnati, OH, 1986
Doctor of Humane Letters, Gratz College, Philadelphia, PA, 1984

DIRECTORSHIPS

Premier Industrial Corporation	1946 - present
Central National Bank of Cleveland	1968-1979
Centran Corporation	1968-1979
Cleveland Electric Illuminating Co.	1969-1979

COMMUNITY ACTIVITIES

Cleveland

Cleveland Museum of Art, Trustee, 1990 - present
Musical Arts Association, Trustee, 1990 - present
Cleveland Tomorrow, Vice Chairman, 1982 - 1988; Trustee, 1982 - present
MidTown Corridor, Founder, 1982; Chairman 1982 - 1985; Trustee, 1982 - present
Clean-Land, Ohio, Founder, 1981; Trustee, 1981 - present
City of Cleveland Project MOVE (formerly Mayor's Committee on Volunteerism), Founder, 1981
United Way Services, Life Trustee; Chairman of the Board, 1979 - 1981; President, 1977 - 1979

COMMUNITY ACTIVITIES (continued)Cleveland (continued)

Case Western Reserve University, Trustee, 1977 - present
Jewish Community Federation, Life Trustee; President, 1974 - 1977
Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957
City of Cleveland Operations Improvement Task Force, 1980
Mt. Sinai Medical Center of Cleveland, Trustee Emeritus, 1979 - present
Cleveland Commission on Health and Social Services, 1970 - 1971

National

Council of Jewish Federations, Life Trustee; President, 1978 - 1981
JCC Association, Honorary President; President, 1970 - 1974
United Way of America, Trustee, 1985 - present; Executive Committee,
1986 - present; Chairman, National Resource Development Committee,
1986 - 1989
Commission on Jewish Education in North America, Chairman, 1988 - present

International

The Jewish Agency, Board of Governors, 1979 - 1988; Chairman, Jewish Education
Committee, 1984 - 1988; Chairman, Steering Committee, Joint Program for
Jewish Education, 1979 - 1988
Operation Independence (Economic Task Force for Israel), Founding Co-Chairman,
1985 - 1988
World Conference of Jewish Community Centers (Jerusalem), Honorary President;
Founding President, 1977 - 1981
Center for Social Policy Studies (Jerusalem), Trustee, 1983 - present

August 1990

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commission Members

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, 725 Fifth Avenue, 25th Floor, New York, NY 10022-2533, (212) 735-9540

Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby Q.C., Robins, Appleby & Taub, 130 Adelaide Street, West, Suite 2500, Toronto, Ontario M5H 2M2, (416) 360-3333

Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, and United Jewish Appeal.

David Arnow (Ph.D.), 1114 Avenue of the Americas, New York, NY 10036, (212) 869-9700

Dr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

Mandell L. Berman, 29100 Northwestern Highway #370, Southfield, Michigan 48034, (313) 353-8390

Mr. Berman was President of Smokler Corporation, a real estate developer. He is Chairman of the Skillman Foundation, President of the Council of Jewish Federations, and past President of the Detroit Federation. He served as Chairman of the American Association of Jewish Education and is Honorary Chairman of JESNA.

Jack Bieler (Rabbi), Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, Maryland 20910 (301) 649-3044

Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, 1170 Peel Street, Montreal, Quebec H3B 4P2, (514) 878-5271

Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The Seagram Company, Ltd., Chairman of The GRB Foundation and Honorary Chairman, Canada-Israel Securities Ltd. He is Director of the Canadian Council of Christians and Jews, and active in many civic and Jewish causes.

John C. Colman, 4 Briar Lane, Glencoe, Illinois 60022, (312) 835-1209
Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee and is active in a wide variety of Jewish and general institutions.

Maurice S. Corson (Rabbi), The Wexner Foundation, 41 S. High Street, Suite 3390, Columbus, Ohio 43215, (614) 461-8112
Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, 222 North LaSalle Street, Suite 2000, Chicago, Illinois 60601, (312) 236-6300
Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

David Dubin, JCC on the Palisades, 411 E. Clinton, Tenafly, New Jersey, 07670 (201) 569-7900
Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in The Journal of Jewish Communal Service on Jewish education within Jewish community centers.

Stuart E. Eizenstat, Powell, Goldstein, Frazer & Murphy, 1001 Pennsylvania Avenue, N.W., Sixth Floor, Washington, D.C. 20004, (202) 347-0066
Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin (Rabbi, Ed. D.), 74 Park Lane, Newton, Massachusetts 02159, (617) 964-7765
Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

Eli N. Evans, Charles H. Revson Foundation, 444 Madison Avenue, New York, NY 10022, (212) 935-3340
Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South.

Irwin S. Field, Liberty Vegetable Oil Company, P. O. Box 4236, Cerritos, California 90703, (213) 921-3567

Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive Committee of Luz International Ltd. He is Vice Chairman of the Jewish Federation of Los Angeles and a past National Chairman of the United Jewish Appeal. He serves many other national and international organizations.

Max M. Fisher, Fisher Building, 27th Floor, 3011 Grand Boulevard, Detroit, Michigan 48202, (313) 871-8000

Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for Israel, President of the Council of Jewish Federations, and President of the United Jewish Appeal. He was Chairman of United Brands Company and has been involved with many other corporations and civic and Jewish organizations.

Alfred Gottschalk (Rabbi, Ph.D.), Hebrew Union College, 3101 Clifton Avenue, Cincinnati, Ohio 45220-2488, (513) 221-1875

Dr. Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion and Professor of Bible and Jewish Religious Thought. He is founder of the School of Jewish Communal Service, Chairman of the Academic Council of the U. S. Holocaust Memorial Council. He also serves as Vice President of the World Union for Progressive Judaism. He has written extensively on education and Jewish intellectual history.

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Church Road and Greenwood Avenue, Wyncote, Pennsylvania 19095, (215) 576-0800

Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including Tormented Master; A Life of Rabbi Nahman of Bratslav.

Irving Greenberg (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, 421 Seventh Avenue, New York, NY 10001, (212) 279-2525

Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

Joseph S. Gruss, Gruss & Company, 900 Third Avenue, New York, NY 10022, (212) 688-1500

Mr. Gruss is former head of Gruss & Company. He established the Fund for Jewish Education in New York in association with UJA/Federation of Jewish Philanthropies. He has provided full medical and financial support to Jewish educators, grants to 400 Jewish Day Schools and Yeshivot and to community organizations dedicated to Jewish outreach, and funds for school building renovations. He supports Jewish educators through scholarships for high school and college students.

Robert I. Hiller, Zanvyl Krieger Fund, 101 W. Mount Royal Avenue, Baltimore, Maryland 21201, (301) 727-4828

Mr. Hiller is a consultant to non-profit organizations and President of the Zanvyl Krieger Fund. He has been chief professional officer of the Council of Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore.

David Hirschhorn, The Blaustein Building, P. O. Box 238, Baltimore, Maryland 21203, (301) 347-7200

Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

Carol K. Ingall, Bureau of Jewish Education of Rhode Island, 130 Sessions Street, Providence, Rhode Island 02906, (401) 331-0956

Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

Ludwig Jesselson, Philipp Brothers, Inc. 1221 Avenue of the Americas, New York, NY 10020, (212) 575-5900

Mr. Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva University and President of UJA/Federation of Jewish Philanthropies of New York Joint Campaign.

Henry Koschitzky, 1 Yorkdale Road, #404, Toronto, Ontario M6A 3A1, (416) 781-5545

Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto.

Mark Lainer, 17527 Magnolia Boulevard, Encino, California 91316, (818) 787-1400

Mr. Lainer is an attorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, 500 West 185th Street, New York, NY 10033, (212) 960-5280

Dr. Lamm is President of Yeshiva University, founder of Tradition magazine and the author of many books including Faith and Doubt. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, 3077 University Avenue, Los Angeles, California 90007-3796, (213) 749-3424
Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

Seymour Martin Lipset (Ph.D.), Stanford University, 213 Hoover Memorial Building, Stanford, California 94121 (415) 723-4741
Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of Public Opinion and author of many books including Political Man and The Politics of Unreason.

Haskel Lookstein (Rabbi, Ph.D.), Ramaz School, 125 East 85th Street, New York, NY 10028, (212) 427-1000
Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in leadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

Robert E. Loup, Loup-Miller Construction Company, 10065 E. Harvard Avenue, Suite 900, Denver, Colorado 80231, (303) 745-7000
Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Premier Industrial Corporation, 4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300
Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JWB.

Matthew J. Maryles, Oppenheimer and Company, Inc., 1 World Financial Center, 200 Liberty Street, New York, NY 10281, (212) 667-7420
Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, 1000 Urlin Avenue, #1505, Columbus, Ohio, 43212, (614) 486-2690
Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards.

Donald R. Mintz, Sessions & Fishman, Thirty-Fifth Floor, 201 St. Charles Avenue, New Orleans, Louisiana 70170-3500, (504) 582-1571

Mr. Mintz is a senior partner of Sessions & Fishman and a Professor at Tulane University Law School. He was President of the Jewish Federation of Greater New Orleans and is the immediate past president of Jewish Community Centers Association of North America (formerly JWB).

Lester Pollack, Lazard Freres & Company, One Rockefeller Plaza, New York, NY 10020, (212) 632-4829

Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JWB and of UJA/Federation of Jewish Philanthropies of New York.

Charles Ratner, Forest City Enterprises, Inc., 10800 Brookpark Road, Cleveland, Ohio 44130, (216) 267-1200

Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, 929 N. Astor Street, #2107-8, Milwaukee, Wisconsin 53202, (414) 291-9220

Mrs. Ritz has been President of JWB and Vice President of the Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of Social Work at Yeshiva University and is a Past President of the Jewish Federation in Milwaukee.

Harriet L. Rosenthal, 368 Woodland Place, South Orange, New Jersey, 07079 (201) 762-7242

Mrs. Rosenthal is a Vice President of JWB. She was a delegate of the National Council of Jewish Women to the Conference of Presidents, and serves on the Board of The National Conference on Soviet Jewry.

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, 426 West 58th Street, New York, NY 10019, (212) 245-8200

Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of Jewish Education and Professor of Jewish Education at Yeshiva University. He is past president of the Council for Jewish Education.

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, 3080 Broadway, New York, NY 10027, (212) 678-8072

Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history.

Daniel S. Shapiro, Schulte, Roth & Zabel, 900 Third Avenue, New York, NY 10022, (212) 758-0404

Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as President of the Federation of Jewish Philanthropies of New York and is Vice President of the Council of Jewish Federations.

Margaret W. Tishman, 1095 Park Avenue, New York, NY 10028, (212) 980-1000

Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New York. She has served in leadership roles with the Jewish Community Relations Council of New York, the Jewish Theological Seminary, and Yeshiva University.

Isadore Twersky (Rabbi, Ph.D.), Harvard University, Center for Jewish Studies, 6 Divinity Avenue, Cambridge, Massachusetts 02138, (617) 495-4326

Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

Bennett Yanowitz, 2600 Erieview Tower, Cleveland, Ohio 44114, (216) 696-3311

Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council.

EXECUTIVE SUMMARY

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people. Over the last several decades, intermarriage between Jews and non-Jews has risen dramatically, and a major proportion of children of such marriages no longer identify themselves as Jews.

It is clear that there is a core of deeply committed Jews whose very way of life ensures meaningful Jewish continuity from generation to generation. However, there is a much larger segment of the Jewish population which is finding it increasingly difficult to define its future in terms of Jewish values and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism for this population now rests primarily with education.

The Jews of North America have built an extensive and diverse system of education that takes place in many formal and informal settings. Outstanding educators who are excellent teachers and role models for young people and adults can be found throughout North America in classrooms and community centers, on educational trips to Israel, and in summer camps. However, the system of

Jewish education is plagued by many problems, and because of its inadequacies it is failing to engage the minds of a critical segment of the Jewish population who have no other way of experiencing the beauty and richness of Jewish life.

Careful study of the current state of Jewish education reveals that much of the system, in its various forms and settings, is beset by these problems -- sporadic participation; deficiencies in educational content; an underdeveloped profession of Jewish education; inadequate community support; the absence of a research function to monitor results, allocate resources, and plan improvements.

Recent developments throughout the continent indicate that a climate exists today for bringing about major improvements. However, a massive program will have to be undertaken in order to revitalize Jewish education so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people. It was to achieve this goal that the Commission on Jewish Education in North America was established.

After analyzing the problems, the Commission decided to focus its effort on the two building blocks upon which the entire system rests -- developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education. In order to secure these essential building blocks, a blueprint for the future consisting of a series of concrete steps was worked out by the Commission. The plan includes both short - and long - range elements, and

implementation can begin immediately with initial funding already provided.

The core of the Commission's plan is to infuse Jewish education with a new vitality by recruiting large numbers of talented and dedicated educators. These educators need to work in a congenial environment, sustained by a Jewish community that recognizes Jewish education as the most effective means for perpetuating Jewish identity and creating a commitment to Jewish values and behavior.

The plan developed by the Commission includes the following elements:

1. Building a profession of Jewish education - By creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying on-the-job training programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators.
2. Mobilizing community support By recruiting top community leaders to the cause of Jewish education; raising Jewish education to the top of the communal agenda; creating a positive environment for effective Jewish education; and providing substantially increased funding from federations, private foundations, and other sources.
3. Establishing three to five Lead Communities - To function as local laboratories for Jewish education; to determine the educational practices and policies that work best; to redesign

and improve Jewish education through a wide array of intensive programs; to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, with a high level of community support and with the necessary funding.

4. Developing a research capability - By drawing up a comprehensive research agenda for Jewish education; creating the theoretical and practical knowledge base needed to monitor results and make informed decisions; conducting ongoing studies on the state of Jewish education in general, and on the progress of each component of the Commission's plan.

5. Creating the Council for Initiatives in Jewish Education - A new entity that will operate as a catalytic agent, working mainly through the efforts of others to ensure the implementation of the Commission's plan; helping to secure necessary funding; overseeing the establishment of Lead Communities; coordinating research activities; providing a setting in which creative people, institutions, organizations, and foundations can work together to develop new undertakings in Jewish education; and helping to replicate the successful experiences in Lead Communities throughout North America.

The Commission is confident that its blueprint is realistic and feasible, and will indeed provide the foundation for a new era in Jewish education. An enormous investment of resources and energies will be required to bring this about, but the Commission is convinced that the will is there and the time to act is now.

ON THE GOALS OF JEWISH EDUCATION

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. As a motto and declaration of hope, we might adapt the dictum that says, 'They searched from Dan to Beer Sheva and did not find an am ha'aretz!' 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community."

Presented by Professor Isadore Twersky,
Member of the Commission,
at the meeting of June 12, 1990

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MEETING DATES

The full Commission met six times over a period of two years, as follows:

August 1, 1988

December 13, 1988

June 14, 1989

October 23, 1989

February 14, 1990

June 12, 1990

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. Coleman
Maurice S. Comassi
Lester Crown
David Dublin
Stuart E. Elzenstat
Joshua Elkin
Eli N. Evans
Levin S. Field
Max M. Fisher
Alfred Gotschalk
Arthur Green
Irving Greenberg
Joseph S. Gross
Robert I. Hiller
David Hirschhorn
Carol K. Ingull
Ludwig Josselson
Henry Kuschitzky
Mark Lainer
Norman Lamm
Sari 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. Schlapper
Immar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isidore Twersky
Bennett Yanowitz
Isiah Zeldin

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Curvis
Virginia F. Levi
Joseph Reimer

December 13, 1990

Mr. Jerry Strober
10 East 40th Street
Room 1010
New York, NY 10016

Dear Jerry:

Thank you for offering to draft a press release about the appointment of a chief education officer for the Council for Initiatives in Jewish Education. Enclosed is a copy of the resume of Shulamith Elster, who has accepted the position effective July 1, 1991.

Her duties will include the following:

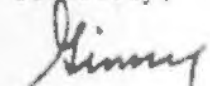
1. To provide educational theory and practice content for the CIJE's work.
2. To serve as primary liaison for the CIJE with the general and Jewish education communities.
3. To work closely on the development of the educational content needed for work in lead communities (including the identification and implementation of best practices).
4. To serve as liaison with foundations on Jewish education grants and program initiatives.

We suggest that the release emphasis Dr. Elster's experience as a classroom teacher and Jewish day school administrator.

We spoke of using this release as the basis for stimulating articles in the home communities of commissioners. You may want to keep this in mind as you draft the release.

Please let me know if you need any additional information. Again, thank you for your help.

Sincerely,



Virginia F. Levi

SHULAMITH REICH ELSTER

B.A. - Washington Square College, New York University (1958)
History, Sociology/Anthropology

M.A. - Teachers College, Columbia University (1959)
Secondary Education, Teaching of History

Ed.D. - George Washington University (1975)
Counseling and Developmental Psychology
Supporting Fields: Psychological Assessment,
Sociology, Educational Research

Additional graduate training: Kent State University
Jewish Theological Seminary
University of Virginia

Jewish Day School Experience:

Charles E. Smith Jewish Day School
Headmaster (1982-present)
Assistant Principal for Upper School, Grades 7-12 (1979-1982)
Director of Student Services (1976-1979)
School Counselor (1972-76)

College and University Experience:

Visiting Faculty, Graduate School of the Jewish Theological Seminary (Summer 1989)
Assistant Professorial Lecturer in Education, Graduate School of Education of the George Washington University (1975-1982)
Supervisor of Student Teachers - American University (1973)
Associate Professor of Social Sciences and Communications, Youngstown State University (1964-1968)

Public School Experience:

Classroom Teacher and Curriculum Coordinator - New York City Board of Education, City of New York (1959-1962)
Cooperating Teacher - Hunter College Teacher Training Program (1960-1962)

Career Counseling Experience:

Partner - Binder, Elster, Mendelson and Wheeler, Inc. (Counselors/Consultants)
Bethesda, Maryland (1978-1982)
Co-Director - Career Guidance Programs - Wider Opportunities for Women
Washington, D. C. (1973-1975)

Selected Community and Professional Activities:

Steering Committee, Conference Chairman (1989) - Principals Council of the Solomon Schechter Day School Association (1988-present)
Executive Committee, Association of Independent Schools of Greater Washington (1986-1988)

United Jewish Appeal Federation of Greater Washington:

Budget and Planning Committee

Campaign Cabinet

Resettlement Committee

Speakers Bureau

Women's Division Board

National Speakers Bureau - Women's League for Conservative Judaism

National Youth Commission - United Synagogue of America

Selected Consulting Projects:

National Board of the Young Women's Christian Association

"Career Planning Programs for Young Women" (1974-1975)

Women's Bureau of the United States Department of Labor

"Career Awareness Project" (1975)

National Women's Task Force of the American Jewish Congress (1979-1981)

United Jewish Appeal, Young Leadership Conference (1990)

Task Force on Accreditation of Non-Public Schools, Maryland State Department of Education (1990-91)

Werner Seminar - Jewish Theological Seminary of America (1989-1990)

Participant in planning - Teacher Retreat Program, Melton Center of Jewish Theological Seminary

Publications:

"Self-Assessment for Career Planning" - United States Department of Health and Human Services (1981)

Developing Options - Binder, Elster, Mendelson and Wheeler, Inc. (1979)

"Training High School Students as Career Information Specialist"

National Career Information Center - Inform (October, 1975)

Confirmation Cantatas With Rabbi Sheldon Elster:

"The Impossible Dream" - 1967

"Therefore Choose Life" - 1966

"A Man For All Seasons" - 1963

"Dinosaurs and Dreidels - On Jewish Books for Young People"

Women's League Outlook (1964)Book Reviews for The Melton Journal, 1983 - PresentOccasional articles, The Washington Jewish Week (1968-present)**Awards:**

Phi Lambda Theta - Honorary Society for Women in Education

Women of Distinction - Washington Chapter of Na'amat Women (1986)

Community Leadership Award - Washington Jewish Week (1988)


B'nai B'rith Women's Middle Atlantic Region "Woman of Valor" Award (1990)

Personal:

Married to Rabbi Sheldon Ephraim Elster (1958)

Mother of Jonathan, Elana, and Adam Elster

11/90

MEMO TO: Stephen H. Hoffman
FROM: Virginia F. Levi 
DATE: January 31, 1991
COPY TO: Morton L. Mandel, Henry L. Zucker
SUBJECT: Publicizing "A Time to Act"

I spoke with a member of the publicity staff of University Press of America about plans for publicizing the availability of the Commission report. She reported that advance book information has been sent to major U.S. wholesalers and libraries and that review copies will be sent out to a standard list of reviewers as well as to others who request them. Copies of the report will be available at the April meeting of the American Educational Research Association and the December meeting of the Association for Jewish Studies. In addition, the book will be listed in the University Press fall catalog, which will come out in September.

cc: Stephen H. Hoffman
Henry L. Zucker

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 8/23/91
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: ARRANGEMENTS FOR PRESS BRIEFINGS

Seymour has advised me to proceed with Jerry Strober in making arrangements for press briefings on Wednesday, August 28 to announce the three big MAF grants. At SF's suggestion, I proposed times for two possible briefings as follows: one at 11:30 or noon and a second at 4 or 4:30, both at JCCA.

Seymour had suggested including Lamm, Schorsch, and Rotman at the briefings. Jerry suggests that we wait on that decision until he has a sense of the level of interest of the press. His initial advice is that we treat this as a MAF story and invite members of the press to contact the heads of the three institutions for their comments.

At a minimum, Jerry plans to contact JTA, both the foundation and education reporters of The New York Times, and the Chronicle of Philanthropy. He will call me Monday about next steps.

In the interim, Seymour will call Jerry this weekend to talk with him in more detail about the content of a possible press release to accompany the briefings.

If you have any reactions to this tentative approach, please advise. I will keep you informed as arrangements progress.

INTER-OFFICE CORRESPONDENCE

cc: Henry L. Zucker
Seymour Fox
Stephen H. Hoffman
Annette Hochstein

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/27/91
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

A press briefing has been arranged with Jackie Rothenberg of JTA for 11:30 a.m. on Wednesday, August 28 at the offices of JCCA. Due to the current activity in Crown Heights, Ari Goldman of The New York Times is not available. Peter Steinfelds, religion writer for The New York Times is also unavailable for a briefing this week, but did express interest and may wish to be in touch with MLM next week.

INTER-OFFICE
CORRESPONDENCE



The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

October 25, 1991

VIA FAX

TO: Dr. Daniel Elazar
Jerusalem Center for Public Affairs

FROM: Stephen H. Hoffman cc: H. L. Zucker

Dear Dan:

I recently read your prepared comments on "A Time to Act," and frankly I was surprised at your caustic style. Many of your suggestions for further explorations are well directed. But I can't help but feel that there must be something else at work here.

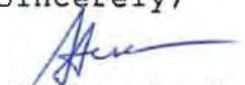
I have been an avid fan of your writings for almost 20 years -- since someone first handed me mimeographed copies of your material on American Jewish community organization (later your book). You have always been such a constructive commentator -- whether it's been on structure and meaning of the Jewish Agency or interpreting the evolution of Sephardi power in Israel. So now why this?

Hank Zucker and I discussed this and he, too, was keenly disappointed. You above almost everyone else knows how hard it is to move the Jewish community to action (unless it's perceived as imminent life or death). The Commission did move us forward in an area that is always neglected -- Jewish education, and its successor, CIJE, will keep the movement going. Is it perfect? No. But it will go eventually into the subjects you listed.

But your powerfully negative comments sure don't help -- surely are not constructive.

Dan, I still admire you and am looking for a little guidance for the perplexed.

Sincerely,


Stephen H. Hoffman

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COMMENTS ON "A TIME TO ACT"

Daniel J. Elazar

At a time when much of what has been the conventional pattern of Jewish education in America is in crisis, almost any effort to grapple with that crisis must be welcomed. "A Time to Act," the report of the Commission on Jewish Education in North America, convened by the Mandel Associated Foundations, JCC Association, and JESNA, in collaboration with the Council of Jewish Federations, represents such an effort. The Commission represented the first attempt to recognize the potentially powerful new role of private Jewish foundations on the North American Jewish scene and to bring together the major private foundations to form a common front on matters related to Jewish education in association with the major framing institutions of the Jewish community operating in this field of formal and informal education. Beyond that, the membership of the Commission reads like a Who's Who of American Jewry. It was designed to be broadly representative of all the various partners in the enterprise.

The Commission labored for a period of two years. Its findings and recommendations are unexceptionable. Who can oppose the desire to build a profession of Jewish education, to mobilize

community support, to develop local laboratories for Jewish education, to develop a research capability that will enhance the theoretical and practical knowledge base needed to monitor results and make informed decisions?

Had this report appeared 30 years ago it might have been a revolutionary document since at that time few of the leaders of the Jewish community at large had fully recognized the importance of paying serious attention to Jewish education. Today, 30 years into the process when federations and Jewish community centers as well as the institutions of formal Jewish education have repeatedly demonstrated that commitment and have also demonstrated what the limitations on that commitment are, the report reads like an anachronism. In essence, this report differs from the many reports on Jewish education in America since the first appeared at the turn of the century only in the slickness of its published format.

The report's analysis of the present situation of Jewish education, principally in the United States, is honest and accurate. Moreover, unlike many previous studies which concentrated on elementary education, it has sought to identify all the components of the Jewish educational "system" in North America on all levels. Nor, as I have indicated, can one fault its recommendations. But in many respects they are like

the report itself. (The whole book is 97 pages long, of which half constitute the report and the rest the executive summary, the acknowledgments, lists of participants, biographies of members of the commission, bibliography, lists of consultations, etc.) There are no practical recommendations of how we get there from here.

Nor does it confront the endemic problems of Jewish education in the United States. How do we get more professional Jewish teachers when there are so few full-time positions available? Certainly not in the supplementary school system, where the hours of instruction per week have more or less continuously declined for the past 50 years. One doubts if local demonstration projects are going to make much difference in this regard, since, despite all efforts supplementary Jewish education remains as fragmented as it has been for the past 60 years and there is no critical mass of students available for professional teachers to teach. The ideas for training of teachers (none of which are new) are worthy, but without jobs are worth little. The situation is better in the day schools and better professional education may help them but that point is not made.

Among the report's most laudible features is its effort to include every form of Jewish education, formal and informal. At the same time, that has the disadvantage of not discriminating

among any of the forms or even assigning priorities. Indeed, the politics of the Commission, which was designed to bring together both the JCCs and the Jewish schools, the religious movements and higher Jewish education, probably dictated that this would have to be the case, but as long as they were at it they should have spent a little more time and another 50 pages looking at existing centers of excellence and suggesting where it was possible to build on strength. Since we cannot do everything, we must make choices. Here we have either no discussion or vagueness. For example, they note the tripling of the number of day school students in the past 30 years but they do not single out the day schools as areas of special promise. This, even though most of the supplementary schools have ceased to be schools worthy of the name, offering 2-4 hours a week of instruction (less than the average Sunday school back in the 1940s). If there are to be professional Jewish educators, they will be in the day schools, but there is not even a word to that effect in this report.

Moreover, there is no discussion of the sad fact that even those Jewish parents who want their children to go to elementary Jewish day schools for the most part have resisted day high schools and have not provided other opportunities for the continued Jewish education of their children past 6th or 8th grade. Here is a concrete problem that needs to be tackled, but there is not a word about it in this report. Was it too sensitive an issue

politically for such a commission?

The report presumes to deal with North America and the Commission included Canadian as well as American members, including Charles Bronfman and his powerful CRB Foundation. Yet no effort was made to compare Jewish education in Canada, where the day school has become the community norm, and the United States, where that is not the case. Canadian Jewry has learned that there are problems with attempting to create a mass system of day school education given the realities of Jewish life today. Would it not have been worthwhile to at least note them in passing in a serious document?

With all the deficiencies in our knowledge and all the lack of research, we do know more than this report lets on. The report itself should have built on the research base that we have instead of merely calling for more research. The background papers did look at that research but their findings were not integrated into the final report.

The report has led to the establishment of another body, the Council for Initiatives in Jewish Education. However, has it succeeded in adding new dimensions to the pursuit of better Jewish education in North America? I sincerely doubt it.

That brings us back to another harsh reality of contemporary Jewish life. Ninety percent of the Jews of the United States are not Orthodox, only 10 percent are. The non-Orthodox have been sponsoring commissions for nearly a century. In the beginning, they spent more time founding schools, including the great community Talmud Torahs and Hebrew Colleges and, later, Hebrew-speaking camps. Since the 1960's the building of day schools has been the cutting edge of progress in Jewish education although still serving a small percentage of students in day schools.

Since the end of World War II, the Orthodox 10 percent have been founding day schools, both elementary and secondary, and establishing yeshivot, without fanfare and certainly with no greater resources than those available to the general Jewish community. Like it or not, they have built a Jewish educational edifice that provides most of the serious Jewish education available in North America, to the point where many non-Orthodox Jewish parents send their children even to ultra-Orthodox day schools because that is all that is available. They also produce full-time teachers for their schools, people whose commitment to Jewish life is such that they welcome the opportunity to make even a barely adequate living working in a Jewish profession.

Among the research that the new Council should undertake is a

comparison of what has happened in Jewish education in the Orthodox and non-Orthodox communities in the United States over the past 30 or 40 years. The results would be instructive. This is merely another sign of how, for better or for worse, a major share of the energy in Jewish life has become concentrated in the Orthodox camp in recent decades.

While they are at it they should compare the curricula of Orthodox and non-Orthodox day schools in terms of the intensity of the Jewish study involved. Even where there are non-Orthodox day schools -- one of the hopeful signs in Jewish education -- most teach about what the community Talmud Torahs taught as supplementary schools 50 years ago. All of this is known. A report that does not address what is known cannot be expected to move us forward.

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JEWISH EDUCATION PLANNING TAKES ON A CONTINENTAL SCOPE:
THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

A major new initiative in Jewish educational planning is under way, looking at what can be done to strengthen Jewish education throughout North America. Using a unique blend of independent initiative and institutional cooperation, the Commission on Jewish Education in North America is making its mark. The Commission was convened by the Mandel Associated Foundations of Cleveland, in cooperation with JWB and JESNA, and in collaboration with CJF.

The Commission was established to deal with the problem of ensuring meaningful Jewish continuity through Jewish education for the Jews of North America. Specifically, its charge is:

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

Headed by Morton L. Mandel, Chairman of the Mandel Associated Foundations, past-president of both CJF and JWB, and past chairman of the Jewish Agency's Jewish Education Committee, the 47-member Commission is exploring ways to

enhance national and local efforts to build the field of Jewish education in all settings in which learning takes place--within the family circle, in the classroom, at camps and community centers, through print and electronic media, and through experiences in Israel. "Our hope is to produce systemic change--to cause something significant to happen," said Mort Mandel. "The Commission has been convened to produce solid ideas for across-the-board improvement in Jewish education, and to see them through to implementation."

The formation of the Commission is additional evidence of the growing concern for Jewish continuity among a broad range of community leadership.

Membership is drawn from the top echelons of lay and professional leadership in Jewish education, religious institutions, Federations, and private foundations, as well as leading American Jewish scholars from several disciplines. Working together commissioners are defining those areas where intervention can significantly enhance the effectiveness of Jewish education in promoting Jewish continuity in North America.

Operating within a projected two-year time frame, the Commission has identified a wide variety of program areas (e.g., early childhood, schools, informal education, the media, Israel Experience programs, programs for college students) offering significant opportunities for across-the-board improvement in Jewish education. While any of these areas could have served as the basis for its agenda, the Commission has focused on two major areas

where it believes that coordinated effort is likely to create the climate Jewish education needs in order to succeed in any of its many modes and settings:

- dealing with the shortage of qualified personnel; and
- dealing with the community--its structures, leadership and funding as major agents for change.

The Commission has found that issues of personnel and community are interrelated, and that any strategy for significant change must involve addressing both. Further, the approaches in each area must be comprehensive. "To deal effectively with the personnel option requires that recruitment, training, profession-building and retention be addressed simultaneously," said Mr. Mandel. "If we hope to recruit outstanding people, they will have to believe that the community is embarking on a new era for Jewish education. Our challenge is to produce ideas that change the way communities address Jewish education--through involving outstanding leadership, generating significant additional funding, building the appropriate structure, changing the climate." A major direction for the coming months is identifying ways to encourage leaders in federations, bureaus, foundations, synagogues, and JCC's all to place Jewish education high on their list of priorities.

"This joint emphasis on personnel and community really captures the nature of the challenge," said Mr. Mandel. "Bringing about change in these areas is

vast and complex. It will require the involvement of local community leadership, in concert with national organizations and training institutions."

Bennett Yanowitz, JESNA's president and a member of the Commission, notes that "the Commission is an opportunity to energize a broad coalition of leadership that cuts across institutional and geographic boundaries. If the Commission can show that substantive change is possible, and that better personnel and stronger community support will upgrade the quality of Jewish education, it will open the door to a new era of innovation and improvement."

The Commission expects to complete its report in June 1990 and shift immediately towards implementation of its recommendations.

SUBCOMMITTEE ON COMMUNICATIONS AND PUBLIC RELATIONS

KEY STAKEHOLDERS

According to Josh Elkin, Joe Reimer, Art Rotman and Jon Woocher

1. B'nai Brith Youth Organization (BBYO)
2. United Synagogue of America Department of Youth Activities (USY/Kadima)
3. American Zionist Youth Foundation (AZYF)
4. Union of American Hebrew Congregations Youth Services Department (NFTY, College Services, Camp Institutes, Internat'l Ed. Dept.)
5. Association of Jewish Sponsored Camps
6. Coalition for the Advancement of Jewish Education (CAJE)
7. Union of Orthodox Jewish Congregations - National Conference of Synagogue Youth (NCSY)
8. Camp Ramah
9. Hadassah Youth Commission (Hashachar, Young Judea Camps, Hamagshimin)
10. B'nai Brith Hillel Foundation
11. Association of Institutions of Higher Learning for Jewish Education
12. Association for Jewish Studies
13. Bureau Directors' Fellowship
14. Department of Education and Commission on Jewish Education, United Synagogue of America (Conservative)
15. Department of Education and Commission on Jewish Education, Union of American Hebrew Congregations (Reform)
16. National Commission on Torah Education, Yeshivah University (Orthodox)
17. Commission on Jewish Education of the Federation of Reconstructionist Congregations and Havurot and the Reconstructionist Rabbinical Association
18. Torah U'Mesorah, National Society for Hebrew Day Schools (Orthodox)

19. Jewish Educators' Assembly (Conservative)
20. National Association of Temple Educators (Reform)
21. Educators' Council of America (Orthodox)
22. Council for Jewish Education
23. Conferences of Jewish Educator Organizations (COJEO)
24. Jewish Theological Seminary (Conservative)
25. Rabbinical Assembly (Conservative)
26. Solomon Schechter Day School Principals' Council (Conservative)

Public Relations Efforts

I. Recent

- A. Articles appeared in co-sponsor publications (JWB Circle, JESNA's Trends, and CJF Newsbriefs).
- B. Feature articles appeared within last month in several local Jewish community newspapers (Cleveland, New York, Washington, D.C.).

II. Between Now and June

- A. Continue effort to spark local feature stories.
- B. Contact JTA about series on developments in Jewish education.
- C. Major publications -- begin contacts with New York Times and Wall Street Journal.
- D. Jewish publications -- begin contacts for features in Moment, Hadassah Magazine, Present Tense, BBI's Jewish Monthly, Reform Judaism, etc.
- E. Develop series of news releases as various pieces of Commission's work fall into place. Possible ideas include:
 - 1. Ruder and Finn to produce final report.
 - 2. Stephen Hoffman named interim director of facilitating mechanism.
 - 3. Individual research pieces announced and available as approved.
 - 4. Expectation of funding support for implementation of recommendations.

III. June Meeting and After

- A. Work with Ruder and Finn and with CJF to set press conference for June 12.
- B. Consider CJF satellite broadcast after report is issued.