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**AMERICAN JEWISH ARCHIVES**

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Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.  
Subseries 3: General Files, 1980–1993.

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Senior Policy Advisors meeting. 23 January 1990. Meeting book,  
January 1990.

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PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Mandel Assignments	
ORIGINATOR	VFL	DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> <li>- Max Fisher</li> <li>- Joseph Gruss</li> <li>- Ludwig Jesselson</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		MLM	10/24/89	2/1/90	
2.	Hold meeting with Twersky.		MLM	2/9/89	TBD	
3.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	MG is handling
4.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	In process
5.	Travel to the west coast to meet with with LA and San Francisco leadership.		MLM	5/7/89	4/30/90	Scheduled
6.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	4/30/90	Scheduled
7.	Meet or talk individually with Lester Crown David Hirschhorn, and Charles Bronfman regarding funding.		MLM	11/8/89	1/1/90	Done
8.	Hold individual meeting with Wexner.		MLM	11/8/89	TBD	
9.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		MLM	12/6/89	1/5/90	

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> <li>- Mona Ackerman</li> <li>- Charles Bronfman</li> <li>- Lester Crown</li> <li>- Alfred Gottschalk</li> <li>- David Hirschhorn</li> <li>- Sara Lee</li> <li>- Seymour Martin Lipset</li> <li>- Charles Ratner</li> <li>- Isadore Twersky</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SF	10/24/89	2/1/90	
2.	<p>Explore the possibility of David Finn serving as editor of final report and executive summary.</p>		SF	12/6/89	12/15/89	Proposal D. come
3.	<p>Contact assigned commissioners to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> <li>- Mona Ackerman</li> <li>- Charles Bronfman</li> <li>- Alfred Gottschalk</li> <li>- David Hirschhorn</li> <li>- Henry Koschitzky</li> </ul> <p>Let VFL know outcome as soon as possible.</p>		SF	12/6/89	1/3/90	-Done
4.	<p>Discuss with David Finn a photographer to take appropriate pictures for final report.</p>		SF	12/6/89	1/15/90	



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SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL

DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"> <li>- David Arnow <i>L. JESSELSOHN</i></li> <li>- Henry Koschitzky</li> <li>- Norman Lamm</li> <li>- Haskel Lookstein</li> <li>- Robert Loup</li> <li>- Morton Mandel</li> <li>- Matthew Maryles</li> <li>- Florence Melton</li> <li>- Esther Leah Ritz</li> <li>- Ismar Schorsch</li> <li>- Peggy Tishman</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AH	10/24/89	2/1/90	
2.	<p>Design a format to be used by researchers for their final drafts of papers to commissioners, with SF.</p>		AH	12/6/89	1/3/90	No
3.	<p>Submit to SF ideas for title of final report and for renaming "programmatic areas."</p>		AH	12/6/89	1/5/90	
4.	<p>Develop an interview schedule which VFL will distribute.</p>		AH	12/6/89	12/15/89	Done
5.	<p>Contact assigned commissioners to encourage attendance at February meeting.</p> <ul style="list-style-type: none"> <li>- Matthew Maryles</li> <li>- Ismar Schorsch</li> </ul> <p>Let VFL know outcome as soon as possible.</p>		AH	12/6/89	1/3/90	Done



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SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	10/24/89	2/1/90	Done
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	ongoing	
3.	Work with M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	Drafted
5.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	
6.	Invite Ackerman, Arnow, Evans, Fisher, Gruss, Jesselson, Koschitzky, Lainer, Melton, and Ratner to a group meeting of potential funders with MLM, Bronfman Crown, and Hirschhorn.		HLZ	12/6/89	1/31/90	
7.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		HLZ	12/6/89	1/5/90	
8.	<del>Draft section on community for final report.</del>		<del>HLZ</del>	<del>12/6/89</del>	<del>1/15/90</del>	
9.	Contact assigned commissioners to encourage attendance at February meeting.  - Lester Crown (also Susan) <i>yes</i> - Eli Evans <i>yes</i> - Mark Lainer <i>yes</i> - Daniel Shapiro <i>yes</i>  Let VFL know outcome as soon as possible.		HLZ	12/6/89	1/3/90	
10.	Review results of phone calls and recommend further action.		HLZ	12/6/89	1/5/90	



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SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL

DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper  Send summary of interviews to VFL for circulation to senior policy advisors.		JR	10/24/89	2/1/90	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	1/15/90	<i>Drafted</i>
3.	Take responsibility for completing the original option papers.		JR	8/24/89	1/15/90	<i>one more</i>
4.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		JR	12/6/89	1/5/90	



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SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL

DATE 12/18/89

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1.	Contact assigned commissioners for follow up to October 23 meeting.  - Stuart Eizenstat - <del>Eli Evans</del> <i>SF doing</i> - Donald Mintz - Daniel Shapiro  Send summary of interviews to VFL for circulation to senior policy advisors.		AR	10/24/89	2/1/90	
2.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	
3.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		AR	12/6/89	1/5/90	
4.	Contact assigned commissioners to encourage attendance at February meeting.  - Florence Melton } <i>yes</i> - Lester Pollack }  Let VFL know outcome as soon as possible.		AR	12/6/89	1/3/90	<i>done</i>
5.	Arrange for JWB clipping service to clip articles on the Commission.		AR	12/6/89	1/3/90	<i>done</i>



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SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz  Send summary of interviews to VFL for circulation to senior policy advisors.		JW	10/24/89	2/1/90	
2.	Draft a definition of the "North American Jewish community."		JW	12/6/89	12/15/89	Done
3.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		JW	12/6/89	1/5/90	
4.	Propose new names for program areas to make them parallel.		JW	12/6/89	12/15/89	Done
5.	Suggest rewording for pages 24 and 25 of final report draft to clarify the example of the supplementary school.		JW	12/6/89	12/15/89	Done
6.	Contact assigned commissioner to encourage attendance at February meeting.  - Mandell Berman - yes  Let VFL know outcome as soon as possible.		JW	12/6/89	1/3/90	



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SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Work with MLM to develop a list of commissioners whom MLM should call before next Commission meeting to urge their attendance.		VFL	10/24/89	1/15/90	





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FUNCTION	Commission on Jewish Education in NA		
SUBJECT/OBJECTIVE	Stein Assignments		
ORIGINATOR	VFL	DATE	12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		HDS	12/6/89	1/5/90	





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SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL DATE 12/18/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
2.	Work with David Ariel and Sara Lee on Commission report at a future <sup>2/11</sup> AIHLJE meeting.		MG	8/24/89	2/11/90	In process
3.	Serve as contact person for researchers on administrative matters.		MG	7/30/89	ongoing	
4.	Develop plan for communication with commissioners between meetings		MG	10/24/89	1/15/90	
5.	Review approach used to publicize Carnegie Report.		MG	10/24/89	2/1 <sup>28</sup> /90	
6.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America.		MG	11/8/89	1/23 <sup>28</sup> /90	
7.	Collect other Commission reports to use as prototypes.		MG	11/8/89	3/1/90	
8.	Develop a log sheet on each of the top 30 federations, to record communication and evaluate the potential for their increased support for Jewish education.		MG	11/8/89	2/28/90	In process

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SUBJECT/OBJECTIVE Gurvis Assignments

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9.	Collect other Commission reports to use as prototypes.		MG	11/8/89	3/1/90	
10.	Work with SF and AH to be sure research papers are reviewed by senior policy advisors prior to distribution to commissioners.		MG	12/6/89	ongoing	
11.	Distribute research papers to commissioners as they are completed.		MG	12/6/89	1/31/90	
12.	Contact Barry Kosmin at CJF about design of 1990 CJF survey of Jewish population and how it might relate to the Gallup work.		MG	12/6/89	1/23/90	
13.	Work with JW to organize meetings with bureau directors and planners to present draft of Commission's recommendations.		MG	12/6/89	2/14/90	
14.	Draft a proposed agenda for denomination meetings and review with appropriate senior policy advisors.		MG	12/6/89	1/23/90	done





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SUBJECT/OBJECTIVE Hoffman Assignments

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NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Ronald Appleby - Robert Hiller  Send summary of interviews to VFL for circulation to senior policy advisors.		SHH	10/24/89	2/1/90	
2.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		SHH	12/6/89	1/5/90	
3.	Contact assigned commissioners to encourage attendance at February meeting.  - Charles Ratner } - Bennett Yanowitz }  Let VFL know outcome as soon as possible.		SHH	12/6/89	1/3/90	done





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SUBJECT/OBJECTIVE Kraar Assignments

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NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Richard Joel of Hillel to inform him about Commission and to ask him to consult on college youth paper.		MK	10/24/89	1/15/90	
2.	Submit to SF ideas for title of final report and for renaming "programmatic areas."		MK	12/6/89	1/5/90	
3.	Submit materials written by Gary Rosenblatt to MG for distribution to senior policy advisors.		MK	12/6/89	1/5/90	



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SUBJECT/OBJECTIVE Ariel Assignments

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NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Consult with SF and AH regarding title of final report.		DA	12/6/89	1/15/90	
2.	Submit to SF ideas for renaming "programmatic areas."		DA	12/6/89	1/5/90	
3.	Work with MG to organize meetings with the association of training institutions to present draft of Commission's recommendations.		DA	12/6/89	2/11/90	



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SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Max Fisher - Joseph Gruss - Ludwig Jesselson  Send summary of interviews to VFL for circulation to senior policy advisors.		MLM	10/24/89	2/1/90	
2.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	
3.	Recommend an author for the final report to SF.		MLM	7/30/89	11/30/89	
4.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	4/19 Under review
7.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	





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SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 11/6/89

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1.	Contact assigned commissioners for follow up to October 23 meeting.  - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky ✓  Send summary of interviews to VFL for circulation to senior policy advisors.		SF	10/24/89	2/1/90	
2.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	1/15/90	
3.	Prepare draft of recommendations for final report.		SF	10/24/89	12/5/90	Done
4.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
5.	Prepare progress report for fifth Commission meeting.		SF	10/24/89	1/15/90	
6.	Share with senior policy advisors the design for a paper on the organizational structure of Jewish education in North America.		SF	10/24/89	11/30/89	No
7.	Recommend approach to programmatic options, with AH.		SF	10/24/89	11/15/89	Done



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1.	Contact assigned commissioners for follow up to October 23 meeting.  - David Arnow ✓ - Henry Koschitzky - Norman Lamm ✓ - Haskel Lookstein - Robert Loup - Morton Mandel - Matthew Maryles - Florence Melton - Esther Leah Ritz - Ismar Schorsch - Peggy Tishman ✓  Send summary of interviews to VFL for circulation to senior policy advisors.		AH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AH	7/30/89	11/30/89	
3.	Chart commissioner absences, with VFL.		AH	10/24/89	11/15/89	Done
4.	Develop new list of combined options.		AH	10/24/89	11/15/89	Done - in draft recs



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1.	Contact assigned commissioners for follow up to October 23 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	10/24/89	2/1/90	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	ongoing	
3.	Work with <del>C. Schwartz</del> /M. Kraar to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	11/30/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	1/15/90	
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	11/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	11/15/89	Done
8.	Consider establishing a task force to work on an approach to developing federation support for Commission outcomes.		HLZ	10/24/89	1/15/90	
9.	Recommend a plan for telephone contact to encourage commissioner attendance at the fifth Commission meeting, with MG and VFL.		HLZ	11/8/89	12/6/89	
10.	Establish and work with a subcommittee for the selection of the author of the final report.		HLZ	11/8/89	1/15/90	





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1.	Contact assigned commissioners for follow up to October 23 meeting.  - Jack Bieler - Josh Elkin - Arthur Green - Carol Ingall - Mark Lainer - Alvin Schiff - Lionel Schipper  Send summary of interviews to VFL for circulation to senior policy advisors.		JR	10/24/89	2/1/90	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	1/15/90	Drafted
3.	Recommend an author for the final report to SF.		JR	7/30/89	11/30/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	12/1/89	
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	Done



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ORIGINATOR VFL DATE 11/6/89

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1.	Contact assigned commissioners for follow up to October 23 meeting.  - Stuart Eizenstat - Eli Evans - Donald Mintz - Daniel Shapiro  Send summary of interviews to VFL for circulation to senior policy advisors.		AR	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		AR	7/30/89	11/30/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	<p>Contact assigned commissioners for follow up to October 23 meeting.</p> <ul style="list-style-type: none"><li>- Mandell Berman</li><li>- Maurice Corson</li><li>- David Dubin</li><li>- Irving Greenberg</li><li>- Lester Pollack</li><li>- Harriet Rosenthal</li><li>- Bennett Yanowitz</li></ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		JW	10/24/89	2/1/90	
2.	<p>Recommend an author for the final report to SF.</p>		JW	7/30/89	11/30/89	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling fifth and sixth Commission meetings.		VFL	5/7/89	12/1/89	In process
2.	Work with MLM to develop a list of commissioners whom MLM should call before next Commission meeting to urge their attendance.		VFL	10/24/89	1/15/90	

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ORIGINATOR                      VFL                      DATE    11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Recommend an author for the final report to SF.		HDS	7/30/89	11/30/89	



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
2.	Work with David Ariel and Sara Lee on Commission report at a future AIHLJE meeting.		MG	8/24/89	11/30/89	
3.	Serve as contact person for researchers on administrative matters.		MG	7/30/89	ongoing	
4.	Develop plan for communication with commissioners between meetings		MG	10/24/89	11/30/89	
5.	Arrange for meeting of experts to develop programmatic areas.		MG	10/24/89	12/1/89	Done
6.	Review approach used to publicize Carnegie Report.		MG	10/24/89	2/1/90	
7.	Develop plans for involving key commissioners in representing the Commission to communities throughout North America for discussion with senior policy advisors on 12/6, with HLZ and VFL.		MG	11/8/89	12/6/89	
8.	Collect other Commission reports to use as prototypes.		MG	11/8/89	3/1/90	





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 11/6/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to October 23 meeting.  - Ronald Appleby - Robert Hiller  Send summary of interviews to VFL for circulation to senior policy advisors.		SHH	10/24/89	2/1/90	
2.	Recommend an author for the final report to SF.		SHH	7/30/89	11/30/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Kraar Assignments

ORIGINATOR VFL

DATE 11/6/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Richard Joel of Hillel to inform him about Commission and to ask him to consult on college youth paper.		MK	10/24/89	11/30/89	Scheduled
2.	Recommend an author for the final report to SF.		MK	7/30/89	11/30/89	

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**UPDATE**  
10/19/89

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Commission on Jewish Education in NA

FUNCTION

Mandel Assignments

SUBJECT/OBJECTIVE

VFL

9/8/89

ORIGINATOR

DATE

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	9/30/89	Done
2.	Contact assigned commissioners for follow up to June 14 meeting.  - Max Fisher - <i>done</i> - Joseph Gruss - Ludwig Jesselson  Send summary of interviews to VFL for circulation to senior policy advisors.		MLM	6/15/89	9/15/89	
3.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	In process
4.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	
5.	Recommend an author for the final report to SF.		MLM	7/30/89	10/1/89	
6.	Call Eli Evans and Arthur Green ✓		MLM	8/24/89	10/23/89	
7.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
8.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	In process
9.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
10.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	





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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	9/30/89	Drafted
2.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
3.	Contact assigned commissioners for follow up to June 14 meeting. - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - Sara Lee - Seymour Martin Lipset - Charles Ratner - Isadore Twersky  Send summary of interviews to VFL for circulation to senior policy advisors.		SF	6/15/89	9/15/89	Done
4.	Prepare progress report for Oct. 23 Commission meeting.		SF	7/30/89	9/25/89	Done



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <ul style="list-style-type: none"> <li>- David Arnow - <i>done</i></li> <li>- Norman Lamm - <i>done</i></li> <li>- Robert Loup</li> <li>- Morton Mandel - <i>done</i></li> <li>- Matthew Maryles - <i>done</i></li> <li>- Florence Melton - <i>10/20</i></li> <li>- Esther Leah Ritz - <i>done</i></li> <li>- Ismar Schorsch - <i>done</i></li> <li>- Peggy Tishman</li> </ul> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AH	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		AH	7/30/89	10/1/89	
3.	Provide VFL with a revision of the suggested interview schedule for distribution to those appointed to conduct interviews.		AH	8/24/89	9/1/89	<i>Done</i>
4.	Develop a list of questions for a survey of community leaders' attitudes for review by senior policy advisors, who will recommend how best to gather the data sought.		AH	8/24/89	10/24/89	<i>Drafted</i>





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - John Colman  Send summary of interviews to VFL for circulation to senior policy advisors.		HLZ	6/15/89	9/15/89	Done
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	<del>10/1/89</del> Ongoing	
3.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Recommend an author for the final report to SF.		HLZ	7/30/89	10/1/89	
5.	Draft a community/financing paper with staff assistance of MG and VFL.		HLZ	7/30/89	<del>9/30/89</del>	In process
6.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.		HLZ	7/30/89	9/30/89	
7.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.		HLZ	7/30/89	9/30/89	Done
8.	Discuss with Hoffman and Kraar holding meetings with foundation donors regarding their interest in funding Commission implementation.		HLZ	7/30/89	9/15/89	





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☐ FUNCTIONAL SCHEDULE

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SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
9.	Meet with Ken Myers for possible free-lance writing of Commission press releases and advise MLM.		HLZ	8/24/89	10/1/89	Done
10.	Consider inviting Barbie Weinberg to attend a Commission meeting and advise MLM.		HLZ	8/24/89	10/1/89	Done
11.	Recommend a staff person to work directly with individuals identified by CAJE and other organizations for input on programmatic options.		HLZ	8/24/89	9/15/89	Done



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SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - Jack Bieler - <i>Done</i> - Josh Elkin - <i>Done</i> - Irwin Field - Arthur Green - <i>Done</i> - Carol Ingall - <i>Done</i> - Henry Koschitzky - Mark Lainer - Haskell Lookstein - <i>Done</i> - Alvin Schiff - <i>Done</i> - Harold Schulweis - Isaiah Zeldin - <i>Peggy Tishman</i> Send summary of interviews to VFL for circulation to senior policy advisors.		JR	6/15/89	9/15/89	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	10/23/89	<i>In process</i>
3.	Recommend an author for the final report to SF.		JR	7/30/89	10/1/89	
4.	Take responsibility for completing the original option papers.		JR	8/24/89	10/1/89	<i>2 Drafted</i>
5.	Work with Alvin Schiff on a Commission report for COJEO's upcoming meeting.		JR	8/24/89	TBD	





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SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <p>- Stuart Eizenstat - <i>Done</i>  - Eli Evans - <i>Done</i>  - Donald Mintz  - Daniel Shapiro - <i>Done</i></p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		AR	7/30/89	9/15/89	
2.	Recommend an author for the final report to SF.		AR	7/30/89	10/1/89	
3.	Work with HLZ to arrange for a Commission presentation at February meeting of JWB Center executives.		AR	8/24/89	12/15/89	
4.	In consultation with SF and JR, plan strategy for meetings with Lamm (including Torah U'mesorah involvement) and Gottschalk (including link with UAHC).		AR	8/24/89	9/20/89	<i>Done</i>





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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting.  - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz  Send summary of interviews to VFL for circulation to senior policy advisors.		JW	6/15/89	9/15/89	Done
2.	Recommend an author for the final report to SF.		JW	7/30/89	10/1/89	
3.	In consultation with SF and JR, plan strategy for meeting with Schorsch.		JW	8/24/89	9/20/89	Done

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/ <del>X</del> /90.		VFL	5/7/89	9/30/89	2/14 Scheduled
2.	See that Lionel Schipper is assigned an interviewer.		VFL	8/24/89	9/30/89	Done -SR-
3.	Circulate Twersky letter to senior policy advisors.		VFL	8/24/89	9/15/89	Done
4.	Work with MLM to develop a list of commissioners whom MLM should call before each Commission meeting to urge their attendance.		VFL	8/24/89	9/30/89	Did list for this mtg.
5.	Circulate a proposal from Aryeh Davidson on a training research paper to senior policy advisors.		VFL	8/24/89	9/1/89	Done





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FUNCTION	Commission on Jewish Education in NA	
SUBJECT/OBJECTIVE	Stein Assignments	
ORIGINATOR	VFL	DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Call CJF Personnel Department for details on current needs in area of personnel.		HDS	7/5/89	9/15/89	Done
2.	Recommend an author for the final report to SF.		HDS	7/30/89	10/1/89	





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SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR

VFL

DATE

9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Make necessary arrangements for a meeting with planners at the next Quarterly.		MG	7/30/89	9/1/89	Done
2.	Coordinate development of a PR plan through 1990.		MG	7/5/89	ongoing	
3.	Contact Carmi Schwartz to discuss how Commission should be featured at GA.		MG	7/5/89	8/24/89	Done
4.	Talk with David Ariel about arrangements for Sara Lee or Ariel to report on the Commission at the next AIHLJE meeting.		MG	8/24/89	9/20/89	In process
5.	Distribute summary of CAJE meeting to senior policy advisors.		MG	8/24/89	9/1/89	Done
6.	Serve as contact person for researchers on administrative matters.		MG	7/30/89	ongoing	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hoffman Assignments

ORIGINATOR VFL DATE 9/8/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact assigned commissioners for follow up to June 14 meeting.</p> <p>- Ronald Appleby - Robert Hiller</p> <p>Send summary of interviews to VFL for circulation to senior policy advisors.</p>		SHH	8/24/89	9/15/89	

AMERICAN JEWISH  
ARCHIVES

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THE  
New York

# JEWISH WEEK



Headmaster Rabbi Zvi Sourkes of Torah Academy of Queens, whose student body is composed of children from Soviet and Iranian immigrant families, shows a Torah scroll to kindergarten Maziar Nafchi. Page 14.

## *Jewish education*

The two-year effort of an historic commission is expected to have an impact on the next decade

Stories on page 14 and page 17



# A blue-ribbon look at education in the '90s

By MERYLAIN

**A** BROAD-BASED blue-ribbon panel of 47 lay, professional and philanthropic leaders representing all denominations within the North American Jewish community will issue a report in June that could substantially influence the future of Jewish education in the next decade.

"The commission is looking at education, how it fits into the world of Jewish continuity and how it is linked to philanthropic funding," said Lester Pollack, a member of the group, the Commission on Jewish Education in North America.

Pollack, a business leader and a vice president of the JWB and UJA-Federation, stressed that the group is committed not only to drawing up a report but to implementing its recommendations.

The two-year project is the brainchild of Cleveland businessman and philanthropist Morton Mandel, 68, a long-time leader in Jewish communal affairs at the local, national and international levels.

"It is a quality group of philanthropists and philosophers," said Ismar Schorsch, chancellor of the Jewish Theological Seminary of America. "And the work of the commission is being done with an intensity and scope that is impressive." Schorsch serves on the commission along with the heads of other Conservative, Orthodox, Reform and Reconstructionist institutions in the United States.

According to commission member Alvin Schiff, executive vice-president of the Board of Jewish Education of Greater New York, this "is the first time in the history of the Jewish community that such a large body of financial movers and shakers, community leaders, professionals, heads of seminaries, principals and academics have gotten together."



The Commission on Jewish Education in North America is the brainchild of Cleveland businessman and philanthropist Morton Mandel.

*More on Jewish education. Pages 14-22.*

It is this unusual mix that some commissioners believe is its formula for success. There have been four sessions to date and several commissioners interviewed by The Jewish Week said those meetings have been infused with a passion, purpose and potential rarely found in more parochial groups.

And, by including lay and philanthropic leaders in the policy-making process, appropriate financial, political and moral support is more probable.

One of those voicing that view was commission member Eli N. Evans, president of the Charles H. Revson Foundation. Evans said Mandel's willingness to put his own resources behind it has "infused the whole process of inquiry with reality and the hope that something might come of it."

Commission members, Evans said, have "taken it from a discussion group to a visionary look at the pros-

pects of what Jewish education might be in the next decade."

At its next meeting in February, commissioners are expected to discuss some of the recommendations likely to be included in their final report. Among the proposed recommendations will be:

- Mobilizing the North American Jewish community (leadership, structure, finance) for implementation and change.

- Developing strategies for building the profession of Jewish education, including recruitment, training and retention.

- Implementing strategies on the North American continent and in Israel in specific areas, such as the development of training opportunities or recruitment programs to meet the shortage of qualified personnel.

- Establishing "community action sites" to demonstrate what Jewish education at its best can be, and to present models and springboards for implementation.

- Building a research capability to study questions such as the impact and effectiveness of programs.

- Designing a mechanism for implementation that will continue the work of the commission and to initiate and carry out the action plan.

While the commission has grappled with a host of proposals, it decided to concentrate on what it terms "enabling options" — factors that make all other changes possible, such as community support and enhancing the profession of Jewish education, according to Schiff.

Commission member David Arnow, North American chair of the New Israel Fund and chair of New York UJA-Federation's subcommittee on governance, said he is convinced the recommendations of the commission will help the "community move Jewish education higher on its agenda. The other way [dealing with spe-

*(Continued on Page 57)*



## Education

(Continued from Page 3)

cific program changes] is piecemeal."

The project is sponsored by the Mandel Associated Foundations of Cleveland in cooperation with the JWB, the Association of Jewish Community Centers of North America and the Jewish Educational Service of North America (JESNA), in collaboration with the Council of Jewish Federations.

Evans said he believes the success of the commission's final report will be its "capacity to convince other people of the road to take." And he said he hoped it would have an impact similar to privately funded reports in the secular world, such as Gunnar Myrdal's "American Dilemma," which dealt with the problems of blacks in the late 1940s, and the Carnegie Commission report on Public Broadcasting in the late '60s.

"These reports showed a trail and were convincing in terms of analysis, level of writing and ways in which the problems were attacked," said Evans. "They were widely read. In addition, each report was significant as literature. I believe the commission takes these models seriously."

Several of the commissioners said they believe the timing of this project is fortuitous.

"Lots of individual organizations in the community realize something has to happen," explained Arnow. "Affiliation is down and assimilation is up. People are aware and there is more interest in Jewish education. The commission can convince people to focus their energy and resources. It's not like the commission is a lonely prophet out in the desert. People want to think and discuss these Jewish education issues."

Commission member Matthew J. Maryles, managing

director of a New York investment banking firm and a vice president of UJA-Federation, also believes that the time may be ripe.

As president of the Yeshiva of Flatbush, a 2,000-student Orthodox day school, and chairman of the UJA-Federation-linked Fund for Jewish Education, Maryles said he perceives that an "evolution of thinking" is under way among communal leaders who are watching their children and grandchildren "drift away" from Judaism because of an inadequate Jewish education.

In addition, he said, people are becoming increasingly aware that Jewish schools cannot be funded by tuition alone because there are not enough "highly idealistic people willing to work for substandard wages."

"Federations are now ready to commit to Jewish education in the absence of competing demands," Maryles said. "Jewish survival comes first, but now Jewish education moves ahead of quality of life concerns. I think if it's a choice between funding for recreation or education, they will choose education."

"I think people are beginning to understand that if the next generation of Jewish children doesn't receive a substantive Jewish education, the continuation [of commitment to Jewish causes] in America at the same level as their parents and grandparents will not be possible."

"There's already been a psychological effect on the Jewish community," said Schiff. "People are asking questions."

Pollack commended Mandel for raising "people's consciousness and level of interest in Jewish education. This will redound to the benefit of the New York Jewish community as much as to any other."

"There's a universe of people out there in terms of financing," Maryles added. "A great deal can be accomplished. We're off to the races."



# Cleveland Jewish News

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## CONTINUING THE LEGACY

*A blue-ribbon panel admits Jewish education is in trouble ... and is trying to do something about it!*

By CYNTHIA DETTELBACH

John Colman of Chicago calls it a 'fiduciary responsibility.'

Esther Leah Ritz of Milwaukee calls it part of 'the mandate to be different.'

Joshua Elkin of Boston sees it as a way of preventing people from 'disappearing off the Jewish map.'

And Mort Mandel of Cleveland describes it as nothing less than 'a war going on.'

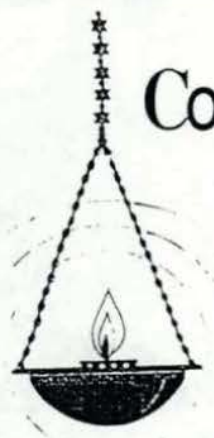
All four are talking about the issue and the problem of Jewish continuity. Or, more simply stated, the diminishing prospect of Jews remaining Jews 25, 50 and 75 years from now. These four people, all leaders in their own communities, are doing more than talking. They are part of a blue-ribbon panel of 44 educators, scholars, philanthropists, religious and lay leaders from North America studying ways to insure Jewish continuity by putting a new and more attractive face on Jewish education.

The brainchild of philanthropist and community leader Mort Mandel, the panel — formally known as the Commission on Jewish Education in North America — is doing two very innovative things. First, they're admitting that Jewish education (like much of education, generally) is in serious trouble; and, secondly, they're trying to do something about it.

He's neither a military strategist nor a professional educator, but the images Mort Mandel uses when he

See LEGACY / 12





# CONTINUING THE LEGACY

LEGACY from Page 1

describes the struggle for Jewish continuity are worthy of the battlefield.

"There's a war going on,"

Mandel says, and under siege is the 3,000-year-old Jewish community. "The trendlines of assimilation and intermarriage, he adds, prove we're moving away from Judaism, and "if we just watch it happen without going on the offensive, we'll never forgive ourselves."

Meanwhile, the "generals" in that field are poorly paid, poorly equipped and, often, ill-suited to lead; morale is low and the "troops," for the most part, are in disarray. Not surprisingly, even if a few skirmishes are won along the way, the battle to keep those "troops" Jewishly committed, say the experts, is increasingly being lost.

## From personal experience

Some of Mandel's blue-ribbon panelists know the painful truth of this scenario from personal experience. Esther Leah Ritz, former president of JWB (the Jewish Community Center movement) and a member of the executive board of the Council of Jewish Federations, didn't belong to a congregation and never sent her sons to religious school, but "made an effort to teach them universal aspects of Judaism at home." She was convinced, she says, that "Jews were like everyone else" and -- as a result -- her two sons intermarried.

If she had it to do over again, Ritz adds, she also



Esther Leah Ritz



Rabbi Joshua Elkin



John C. Colman

Finding ways to maintain this legacy and insure its continued growth is the mandate of the Commission on Jewish Education in North America.

## Key role of teacher

"One path to a bright Jewish future is the teacher," says Mori Mandel, who concedes that his own children, like so many others he's known, had, at best, "a *parve* religious-school experience: they didn't love it, they didn't hate it -- but they got very little out of it."

Mandel and his Commission understand that "*parve*" doesn't make it anymore in a world where so many other alternatives are available. When it comes to teachers and administrators, says Mandel, "we want our share of excellence." Today, he concedes, in language reminiscent of Franklin Delano Roosevelt at the height of the Depression, the field of Jewish education is "underprivileged, underfunded, under-led and undernourished." What is needed, he believes, is broad-based, systemic change. "We have to make it possible for someone to say, 'I want my kid to grow up to be a Jewish-education teacher.'"

## Shocking statistics

Meanwhile, the profession is hardly high on anyone's hit parade. Mandel points out that although there are 3,000 administrative and 30,000 teaching positions in the field, only 146 people are currently enrolled in bachelor's and master's degree programs in Jewish education in the United States. Shocking as that statistic might be, it's hardly surprising when, as Mandel points out, "you can't make a living as a Jewish-education teacher today and you have no mobility."

One man who has made Jewish education a fulfilling career is Commission member Joshua Elkin, headmaster of the Solomon Schechter Day School of Greater Boston. Elkin attributes his professional commitment to Jewish education not only to his parents who worked in the field before him, but to "a strong relationship with a rabbi in my community, with Jewish summer camps and with spending time in Israel."

The Commission on Jewish Education is likewise



Jessica Auerbach, daughter of Irv and Julie Auerbach of Shaker Heights, works on Home Start, a religious-school project involving her parents, as well.

wouldn't send her sons to religious school today because she doesn't feel most are doing a good enough job. But she is working to improve the schools so that the next generation will have a meaningful Jewish education.

Businessman John C. Colman, another panelist on the Commission, wryly calls himself "an amateur Jew" because, he says, he "wasn't formally trained in *cheder* or Hebrew school and only went to Sunday School." The former Cleveland was born in Shaker Heights and grew up there in the 1930s. Although he was a confirmand of Euclid Avenue Temple (forerunner of Fairmount Temple), his general milieu, he explains, was hardly a Jewish one. However, because Jewish students were excluded from gentile clubs and organizations in those days, Colman's friends and social contacts,

from junior high school on, were virtually all Jewish.

Moreover, he adds, if he had even attempted to assimilate into the larger, gentile culture surrounding him, he would have gotten only "a black eye" for his efforts. Today, says the president of the Jewish Community Federation of Chicago, "my grandchildren won't experience that black eye should they choose to assimilate."

Despite the ease of mixing in today, Colman is more convinced than ever that every effort should be made to prevent assimilation. "Not to give the legacy of Judaism to our kids would be irresponsible," he says. "Here's a storehouse of wealth beyond all the riches of the world. It's our fiduciary responsibility to preserve this treasure and make it grow."

The field of Jewish education is 'underprivileged, underfunded, under-led and undernourished.'

-- Mori Mandel, chairman Commission on Jewish Education in North America





examining a multi-faceted approach to Jewish continuity

"Day school alone has no magical recipe or formula" to forge a youngster's Jewish identity, says the Solomon Schechter headmaster, himself the father of small children. "You need a family and additional experiences to reinforce that formal educational component," he says.

Multi-faceted approach

For Commission chairman Mort Mandel, "multi-faceted" is the operative word in many areas -- in the kind of pluralistic Jewish community he hopes will exist in the next century and in the variety of current ap-

proaches to Jewish continuity and education.

In addition to attacking the problem of professional personnel, Mandel and his committee also recognize the need for parent and family education. "Families have to be convinced they must be engaged in (Jewish learning) too," he says.

He also believes learning must go on beyond the classroom. "I grew up on 90th St. and St. Clair, an area that was heavily Jewish," he says. "So I knew what Jewish life was. I got Jewish by osmosis. Today, we have to work at it." Among the ways to work at it and make it work, Mandel believes, is through sending kids (and families) to Israel and, closer at hand, sending them

to Jewish summer camps and providing weekend retreats and other appropriate programs at Jewish community centers and institutions of higher learning.

Where Cleveland is leading the way in these areas, says Mandel, other cities and their federations are beginning to follow suit. "Los Angeles is diving into Jewish continuity. New York is interested. Boston and Philadelphia are picking it up. Now there are 13 Jewish communities with commissions on Jewish continuity and there will be more.

"We've got so many noble, bright, Jewish young people, and they want a shot at Jewish education," concludes Mandel. "It's a battle worth fighting for!"

Blue-ribbon education panel: 44 Type 'A's

The group of 44 people who comprise the 18-month-old Commission on Jewish Education in North America, "a blue-ribbon panel," as chairman Mort Mandel describes them, is as diverse as the subject they

are examining supplemental as well as day school approaches to Jewish education, along with early childhood and adult education and an area defined as one "beyond the classroom."

The Commission is "(approximately) four dozen type A's from all over North America," quips Commission member John Colman. Many, like himself, agreed to join the Commission "out of curiosity and out of respect for Mort Mandel." But, he adds, a little over one year later, "all these diverse people realize there's something (valuable) here in doing things collectively."

In June of 1990, after meeting six times over a two-year period, the Commission hopes to issue its final report defining what it has accomplished and what is yet to be done. Mandel is pragmatic about the "doing." "It may take a generation to get everything implemented," he concedes, but he adds, brightening, "I've never been more excited about the potential for doing good as I am here!"

*'All these diverse (panel members) realize there's something valuable here in doing things collectively.'*

-- John C. Colman

are studying. They are educators, scholars, philanthropists, religious and lay leaders espousing, collectively, Orthodox, Conservative, Reform and Reconstructionist points of view.

Representing the affiliated and the unaffiliated, they



An important component of any Jewish education, particularly for teenagers, is a trip to Israel. The group shown here is planting trees.

Learning what works ... and what doesn't

To learn what really works and what doesn't in Jewish education, the Commission on Jewish Education in North America is setting up so-called demonstration communities with model education programs. These, ideally, will represent the best ideas and practices in Jewish education today.

Recognizing that personnel is a top priority locally, as nationwide, Cleveland has made a commitment to start a Cleveland Fellows Program to, in Mandel's words, develop "top-quality leadership for top-education jobs."

This innovative program -- one which puts Cleveland on the map as a key demonstration community -- will admit five applicants (fellows) a year to a master's-degree program in Jewish education at the Cleveland College of Jewish Studies. In addition to their coursework, the fellows will have supervised field studies at

Jewish schools and agencies here and they will spend up to six months studying in Israel, as well. Their full tuition and living expenses will be paid and they will be guaranteed placement in the local Jewish-education field.

A comprehensive report detailing the challenges Cleveland faces in Jewish education, as well as numerous recommendations for changes and estimates of their cost, was issued in December 1988 by the Joint Jewish Community Federation/Congregational Plenum Commission on Jewish Continuity. Charles Ratner and James Reich co-chaired the ambitious, three-year-long project, which involved dozens of volunteer and professional community leaders, as well as Federation staff.

"The programs outlined in this report," Ratner and Reich conclude, "can have a transforming effect on the entire Jewish-education system throughout Cleveland and, over time, should touch virtually every family in our community."



Learning by doing. Kim Weissberg and Elliott Farkas make charoset for their model seder at Ratner Montessori School.

Paying the bills

While the price tag on quality Jewish education is high, (it is expected that Cleveland alone will spend in excess of \$4,330,000 on its Jewish-continuity program by 1992-93), Education Commission chairman Mort Mandel is not unduly worried about the cost.

"The willingness and ability of the Jewish community to give is unparalleled in the history of any people," he says. Mandel's first (Federation) campaign, he

*'We've identified 100 (Jewish) families or family foundations with a potential of \$100 million each' and many are interested in 'funneling substantial amounts of money into (Jewish) education.'*

-- Mort Mandel

says, was in 1946. And each year after that, he has watched people "get up and give more and more and more." Moreover, he adds, "if the message is understood that the Jewish community, as we know it, is at risk," then people will be willing to give.

An important new wrinkle in giving -- and one that is already playing an important role in the battle to preserve Jewish continuity -- is the large family foundation. "We've identified 100 (Jewish) families or family foundations with a potential of \$100 million each," says Mandel. Many of the well-known names in this group (which includes Bronfman, Riklis, Revson and Wexner) are interested in "funneling substantial amounts of money into this education issue."

In June, says Mandel, "we hope to announce the figures, one of which will be the Mandel family's." The Commission itself is staffed by experts recruited and paid for by the Mandel family foundation.



1/22/90

## Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mona Ackerman	SF	X	X			SF	??
Ronald Appleby	SHH	*	X				
David Arnow	AH		X	X	X		Yes
Mandell Berman	JW	X	X	X		JW	Yes
Jack Bieler	JR	X	X	X	X		Yes
Charles Bronfman	SF	X	X	X	X	SF	Yes(late)
John Colman	HLZ	X	X	X	X		Yes
Maurice Corson	JW	X		X	X		Yes
Lester Crown	HLZ	X			X	HLZ	S. Crown
David Dubin	JW	X	X		X		No
Stuart Eizenstat	AR		X				No
Joshua Elkin	JR	X	X	X	X		
Eli Evans	AR	X	X	X	X	HLZ	Yes
Irwin Field	JR						
Max Fisher	MLM	X	X				
Alfred Gottschalk	SF		X	X		SF	Yes
Arthur Green	JR		X	X	X		
Irving Greenberg	JW		X				
Joseph Gruss	MLM	*					
Robert Hiller	SHH	X	X	X	X		
David Hirschhorn	SF	X	X	X	X	SF	Yes
Carol Ingall	JR		X	X	X		
Ludwig Jesselson	MLM	X					Yes
Henry Koschitzky	AH	X	X			SF	Yes?

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

1/22/90

## Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89	+	Plans for 2/14/90
Mark Lainer	JR	X	X	X		HLZ	Yes
Norman Lamm	AH	X	X	X	X		Yes + Hirt
Sara Lee	SF		X	X	X		
Seymour Martin Lipset	SF	X	X	X			No
Haskel Lookstein	AH	X	X	X			Yes
Robert Loup	AH	X	X				
Morton Mandel	AH	X	X	X	X		Yes
Matthew Maryles	AH		X	X	X	AH	Yes
Florence Melton	AH	X	X	X	X	AR	Yes
Donald Mintz	AR	X	X	X			No
Lester Pollack	JW	X			X	AR	Yes
Charles Ratner	SF	X	X	X		SH	Yes
Esther Leah Ritz	AH	X		X	X		Yes
Harriet Rosenthal	JW	X	X	X	X		
Alvin Schiff	JR	X	X	X	X		
Ismar Schorsch	AH	X	X	X	X	AH	Yes
Harold Schulweis	JR						No
Lionel Schipper	JR	*					No
Daniel Shapiro	AR	X		X		HLZ	Yes
Peggy Tishman	AH	X	X	X			No
Isadore Twersky	SF	X	X	X			
Bennett Yanowitz	JW	X	X	X	X	SH	Yes
Isaiah Zeldin	JR						

\* Not yet a commissioner

+ Assigned to call about 2/14/90 attendance

1/22/90

12

Commission on Jewish Education in North America  
Interview Checklist  
Preparation for Commission Meeting of 2/14/90

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mona Ackerman	SF			
Ronald Appleby	SHH			
David Arnow	AH	X	X	
Mandell Berman	JW			
Jack Bieler	JR			
Charles Bronfman	SF			
John Colman	HLZ	X	X	X
Maurice Corson	JW			
Lester Crown	HLZ			
David Dubin	JW	X	X	X
Stuart Eizenstat	AR	X	X	X
Joshua Elkin	JR	X	X	
Eli Evans	SF	X		
Irwin Field				
Max Fisher	MLM			
Alfred Gottschalk	SF			
Arthur Green	JR			
Irving Greenberg	JW	X	X	X
Joseph Gruss	MLM			
Robert Hiller	SHH			
David Hirschhorn	SF			
Carol Ingall	JR			
Ludwig Jesselson	MLM			
Henry Koschitzky	AH			



1/22/90

Commission on Jewish Education in North America  
Interview Checklist  
Preparation for Commission Meeting of 2/14/90

Commissioner	Assigned to	Scheduled	Interviewed	Report In
Mark Lainer	JR			
Norman Lamm	AH	X	X	
Sara Lee	SF			
Seymour Martin Lipset	SF			
Haskel Lookstein	AH	X	X	
Robert Loup	AH			
Morton Mandel	AH			
Matthew Maryles	AH			
Florence Melton	AH			
Donald Mintz	AR	Not Available		
Lester Pollack	JW			
Charles Ratner	SF			
Esther Leah Ritz	AH	X	X	
Harriet Rosenthal	JW			
Alvin Schiff	JR	X	X	
Ismar Schorsch	AH	X		
Harold Schulweis				
Lionel Schipper	JR			
Daniel Shapiro	AR	X	X	X
Peggy Tishman	AH	Not Available		
Isadore Twersky	SF	X	X	
Bennett Yanowitz	JW			
Isaiah Zeldin				

Mr Henry L. Zucker  
Director  
The Commission on Jewish Education  
in North America  
Mandel Associated Foundations

January 16, 1990

Dear Hank,

We are pleased to enclose a revised draft of the document for the Commission meeting of February 14.

The document was amended following the Senior Policy Advisors' meeting of December 6, 1989. It was difficult to include all the suggestions.

We have added a summary at the beginning of the document, where we offer an overview of the plan -- how it will work -- and a listing of the recommendations. These first pages are in lieu of an executive summary. We believe that this offers the reader a more concrete version of the plan early on in the document.



We have not included a suggested title for the report as we now believe that this will be part of the assignment of the writer of the Commission report.

We have handled funding without the benefit of the latest information. After we get an update on the 23rd we will be able to reformulate.

As you know Prof. Riesman of Brandeis University has undertaken the preparation of a paper on informal Jewish education. We believe that in addition to the comments of the senior policy advisors, his paper will ensure that the topic is properly presented.

The research program is on schedule and we will report on this on the 23rd.

Sincerely,

   
Seymour Fox and Annette Hochstein



**Revised January 15, 1990**

**COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA**

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AMERICAN JEWISH  
BACKGROUND MATERIALS  
FOR THE MEETING OF  
FEBRUARY 14, 1990

**Convened by the Mandel Associated Foundations,  
JWB and JESNA in collaboration with CJF**

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## Summary and Recommendations

### 1. The Action Plan and Its Implementation

The work of the Commission on Jewish Education in North America is nearing completion. The enclosed materials include a draft of eight major recommendations.

What is emerging is a ten-year plan for change. The plan can be undertaken immediately, because family foundations have granted initial funding, because a staff has been recruited to continue the work of the Commission and implement its recommendations, and because communities have shown interest and are being recruited to demonstrate the possibilities of Jewish education at its best.

The plan is designed to meet the shortage of dedicated, qualified and well-trained educators. We believe that talented educators will be able to develop programs that will engage and involve the Jews of North America so that they will be conversant with Jewish knowledge, values and behavior.

A process of communal mobilization for Jewish education will be launched: outstanding leaders, scholars, educators and rabbis will be encouraged to assume responsibility for this process and to recruit others to join them. They will develop policies for intervention and improvement; they will effect changes in funding allocations; they will develop the appropriate communal structures for Jewish education.

By the time the Commission issues its report in June 1990, the Commission will have taken the following initial steps:

**A. Funding:** The establishment of a pool of \$ m to launch the plan. This pool is being created through the generosity of family foundations. Long-term funding will be developed in concert with federations of Jewish philanthropy, the religious denominations, the communities involved and other sources.

**B. Implementation:** The establishment of a facilitating mechanism for the implementation of the Commission's recommendations. This mechanism, guided by its board, will be charged with carrying out the plan decided upon by the Commission. It will design development strategies and be a full-time catalyst for the development efforts. It will facilitate implementation, ensure monitoring and evaluation and engage in the diffusion of innovation.



Draft Draft Draft

## 2. How Will We Begin Implementation?

---

Three to five communities will be selected for the first phase of the plan.\* The purpose will be to develop and demonstrate excellence in Jewish education locally. The educational personnel in all settings in these communities will be upgraded. Programs that have proven effective elsewhere will be brought to these communities, will be adequately funded and implemented. Educators, rabbis, scholars and community leaders will be given the opportunity to jointly experiment with new ideas. Local and national institutions will work together on designing and testing new approaches to the problems of Jewish education.

In these communities ("Community Action Sites") all teachers, administrators and informal educators will participate in in-service training programs. National and local training institutions will join in the training effort. In order to meet longer-term personnel needs, a cadre of talented people will be recruited and trained.

At the continental and regional levels, training programs will be developed to significantly increase the number of trained educators and to participate in on-the-job training of personnel in the local communities.

The terms and conditions under which educators work will be changed. Salaries and benefits will be raised, full-time jobs will be created to meet the needs of programs and a ladder of advancement will be developed. Educators will be empowered to participate in determining educational policies.

## 3. Who Will Do the Work in These Communities?

---

The local communities will decide how to undertake their assignment. They will establish a coalition of the key actors in Jewish education. The twelve local commissions on Jewish education/Jewish continuity may serve as prototypes.

They may decide to appoint a local planning unit to prepare the plan. This unit will assess the community's needs and design the programs.

The national facilitating mechanism will offer assistance as needed, with staffing, planning assistance and funding.

\* This, of course, is but one possible scenario for a community. Each community will build a program to fit its needs and aspirations. (See pp17-23.)



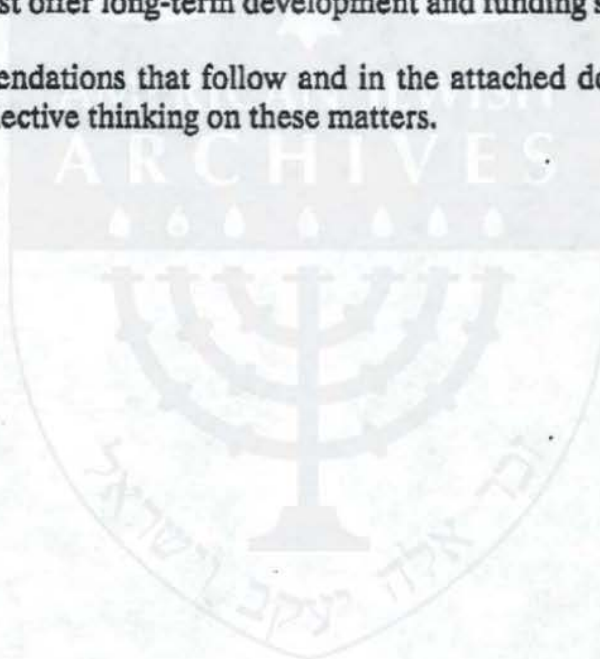
#### 4. A Long-term Effort

Initial work in several communities, the availability of funding and of staff are all important preliminary steps for ushering in an era of change for Jewish education.

However, for the significant across-the-board change to take place, a long-term effort is required. The lessons learned in Community Action Sites will be applied in many communities, gradually changing standards of Jewish education throughout North America. The available pool of qualified personnel will be increased. The profession of Jewish education will be developed as the number of qualified educators increases, as training programs are developed and as job opportunities, terms and conditions for employment are improved. Gradually, major program areas will be addressed. A research capability will be developed.

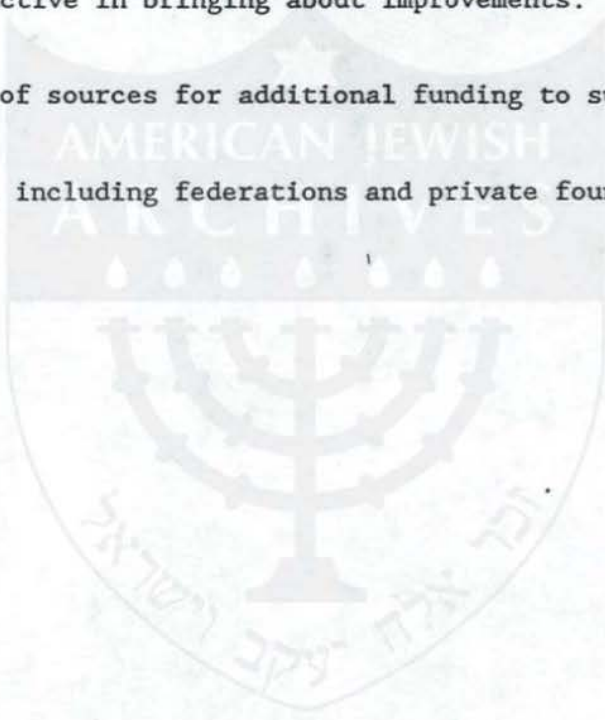
For these and other changes to occur, we need to issue a clarion call for change in Jewish education and we must offer long-term development and funding strategies.

In the draft recommendations that follow and in the attached document you will find the expression of our collective thinking on these matters.



Community/Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.





**Decisions and Recommendations  
of the  
Commission for Jewish Education in North  
America**

**A Ten-Year Plan**

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1. The Commission on Jewish Education in North America has decided to undertake a ten-year plan for change in Jewish education. Implementation of the first phase of the plan will begin immediately.

The Commission calls on the North American Jewish community, on its leadership and institutions, to adopt this plan and make resources available in this attempt to make a serious frontal attack on the issue of its future.

**The Community**

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**Personnel**

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4. The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be developed and immediately launched. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession.



## Programmatic Arenas

5. The Commission has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

*Settings and frameworks:* early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), informal education, camping, the Israel Experience.

*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

## Research

6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.

## Community Action Sites

7. The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

## The Facilitating Mechanism

8. The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions and recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.



## Introduction

Communal leaders, educators, rabbis, scholars, parents and youth in North America are searching for ways to more effectively engage Jews with the present and the future of the Jewish people.

There is a deep and wide-spread concern that, for too many, the commitment to basic Jewish values, ideals and behavior is diminishing. There is a growing recognition that better ways must be found to:

1. ensure that Jews maintain and strengthen the beliefs that are central to the diverse conceptions of Judaism expressed in North American Jewish communities;
2. guarantee that the contribution American Jews have made to the establishment and maintenance of the State of Israel, to the safety and welfare of Jews in all parts of the world, and to the humanitarian causes they support be continued;
3. deal with the trends, with the number of unaffiliated Jews, with the rate of assimilation and intermarriage.

These are among the important reasons for the renewed and intensified interest in Jewish education—a Jewish education that will enable Jews of all ages to experience, to learn, to understand, to feel, and to act in a way that reflects their commitment to Judaism.

Responding to these challenges will require a richer and broader conception of Jewish education. It will require that North American Jewry join forces, pool the energies of its many components, and launch a decade of renewal—a major effort over the next ten years to raise the standards and quality of Jewish life in North America.

The North American Jewish community will need to mobilize itself as it has for the building of the State of Israel, for the rescue of Jews in distress, for the fight against discrimination and injustice, and for the support of its health and human services. Beginning with the religious denominations, CJF, JWB and JESNA, local federations and service agencies, and encouraged by the vision and generosity of private Jewish foundations, Jewish organizations everywhere will be recruited to join this effort. Through the work of this Commission, we have learned that there are almost no Jewish institutions that are not concerned about the Jewish future.

The Commission believes that if the appropriate people, energy and funds are marshalled, positive systemic change will be initiated. The Commission urges the North American Jewish community to act quickly and vigorously on its recommendations.

Community/Financing

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.





1/17/90

## COMMUNITY/FINANCING

### Background

What is the community we are talking about in connection with formal and informal Jewish education?

By community, we mean not only the general Jewish community, but especially the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and persons engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief local organization targets are the religious congregations, Jewish community

centers, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education, and major Jewish-sponsored foundations. At the national level are JWB, JESNA, CJF, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

It is clear that the highest level of community leadership is needed to establish a highest communal planning and funding priority for Jewish education. The involvement of top community leadership in Jewish education is the key to raising the quality of Jewish education in North America.

Not all of the Commission is convinced that Jewish education is now seen by key lay leadership as a top community priority, but most believe that there is a decided trend toward the involvement of top leadership and that the battle to create a very high communal priority for Jewish education is well on its way to being won.



Prior to World War II, a large proportion of the leadership of the organized Jewish community was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of new immigrants.

Just before and during World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation and reconstruction and then nation-building in Israel.

More recently, community leaders have been concerned with issues related to Jewish survival and continuity, and are putting a higher premium on Jewish education.

We have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education, either at the local or national level. Improvement in the following areas requires continuing examination:

1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
2. The place of federations in planning and budgeting for Jewish education and financing Jewish education.
3. The need for forceful national leadership in establishing standards for the field, in promoting, encouraging and evaluating innovations, and in spreading over the continent the application of best practices as they are discovered.

At least a dozen federations are currently involved in comprehensive studies of their community's Jewish education programs and many more are in earlier stages of organization. JESNA, JWB, and CJF are currently engaged nationally in efforts to examine related issues.



### Financing

Very little is known about overall financing of Jewish education.

Nonetheless, a few general observations about financing can be made.

Congregational funding, tuition payments, and agency and school fundraising

(especially by day schools), are mainstays of Jewish education financing.

These sources of support are crucial and need to be encouraged. There is

consensus that considerable additional funding is required from federations

as the primary source of organized community funding, and that substantial

funding will need to come from private foundations and concerned individuals.

Communal patterns of funding may need to be altered, and changes in

organizational relationships are necessary to accommodate this. For example,

greater cooperation between the congregations, schools, agencies and the

federations is basic to developing and allocating the funds needed to improve

Jewish education.

From its very beginning, the Commission has expressed its intention to be proactive in efforts to improve Jewish education. This includes encouraging additional funding, and initial steps have already been taken in this direction.

The Commission is optimistic that greater funds can be generated for Jewish education, in spite of the current great demand for communal funding for other purposes. A number of communities have already begun to place a higher funding priority on Jewish education, both by raising new funds and by allocating greater general Jewish communal funds to Jewish education. There is also the fortuitous circumstance that federation endowments funds--a relatively new source of communal funds--are growing at a good pace and can be an important source of support for Jewish education. Simultaneously, there is a relatively new growth of large family foundations--a post World War II phenomenon--which has accelerated in recent years and promises to be an important new funding resource for Jewish education. It appears likely, therefore, that additional funding will be available for well considered programs to improve and expand Jewish education.



It needs to be noted that some members of the Commission have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that there needs to be a careful review of current programs and administrative structures to see how these can be improved. They believe that we need to monitor and evaluate projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent, and also to encourage funding sources.

#### Recommendations

The following specific Commission recommendations are made with reference to community and financing:

1. The Commission encourages the establishment of additional local committees or commissions on Jewish education, the purpose of which is to

bring together communal and congregational leadership in a wall-to-wall coalition and recommend how to improve the communities' formal and informal Jewish education program.

2. The Commission encourages each community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools which provide the education.

3. The Commission recommends that federations provide greater sums for Jewish education, both in their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.
- identify needs + opportunities +  
based on those,  
provide greater  
sums*

4. The Commission and its anticipated implementation mechanism should encourage private foundations and philanthropically-oriented families to



set aside substantial sums of money for Jewish education for the next five to ten years. (This process has begun and thus far \_\_\_\_\_ foundations have agreed to set aside approximately \$\_\_\_\_\_ during the next five years for programs of their choice from among those recommended in the Commission process.)

5. The Commission recommends that private foundations establish a fund to finance the implementation mechanism and modest subsidies for community action sites and other projects.

The Commission recognizes that pressures on federations' annual operating funds make it very difficult to set aside substantially larger sums for Jewish education in the near term. Longer term funding requires that federations, as the expression of the community's will to improve Jewish education, should produce substantially greater support for Jewish education.

It is expected that private foundations and concerned individuals, federation endowment funds, and special communal fundraising efforts will play a major role in supplying the near term financing, while federations are gearing up to meeting the longer term funding needs. Federations also have a key role in encouraging and bringing together private and communal funding sources into coalitions for support of Jewish education, and in leveraging support from the different sources.





## 1. The Community



## 2. Personnel

### I. Background

In North America there are an estimated 30,000 to 40,000 people working in the field of Jewish education, formal and informal. Of these, some 5,000 hold full-time positions; the remainder work part-time. There is a serious shortage of qualified personnel in all areas of Jewish education in North America. The shortage is both quantitative—there are fewer people to be hired than positions to be filled—and qualitative—many educators lack the qualifications, the knowledge, the professional training needed to be effective. The studies that have been undertaken document this shortage (see p. 30). They reveal that many educators lack knowledge in one or several of the following areas: the Hebrew language, Jewish sources, Jewish practice, teaching and interpersonal skills, and more. The shortage is not limited to specific institutions or programs, geographic areas or types of community; it exists across-the-board.

The shortage of qualified personnel is the result of the following:

- It is difficult to recruit qualified candidates for work in the field and for training programs because of the reputation and realities of the profession. Salaries and benefits are low and educators are not empowered to affect the field.
- Current training opportunities for Jewish educators do not meet the needs of the field.
- The profession of Jewish education is underdeveloped.
- There is a high rate of attrition among Jewish educators.

In competition with other professions to attract talented young Jews, Jewish education fares poorly. Why should the brightest and the best choose Jewish education when it is perceived as a low-status profession in a field that is frequently failing? Educators work with little opportunity for professional growth, a feeling of isolation from their colleagues and a sense that their work often does not make a significant difference.

The key to meeting the shortage of qualified personnel for Jewish education resides in building the profession of Jewish education. The profession will be strengthened if talented, dedicated people come to believe that through Jewish education they can affect the future of the Jewish people. These people must believe that their dedication will be rewarded and that creativity will be given a chance. If educators are encouraged to grow as they work and are recognized by the community for their successes, they will be able to positively impact the lives of children and their families.



## II. Recommendations

The Commission recommends that a ten-year plan to build the profession of Jewish education in North America be developed and immediately launched. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession.

This plan will require that:

- A. The North American Jewish community undertake a program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people graduating from training programs from 125 to 400 per year and will dramatically expand in-service and on-the-job training programs.

Increasing and improving training opportunities will require investing significant funds in the development of existing training programs to enable them to rise to their full potential, and developing new programs within training institutions or at general universities in North America and in Israel. These funds will be used to:

- \* Develop faculty for Jewish education programs, including the endowment of professorships and fellowships for training new faculty.
- \* Create specialized tracks in various institutions to meet the needs of the field (e.g. specialization in pre-school education, in informal education, in the teaching of the Hebrew language, in the use of media for education, "fast-track" training programs for career-changers, etc.).
- \* Improve the quality of training opportunities by creating partnerships between training institutions in North America and Israel, research networks, consortia of training programs.
- \* Establish training programs for geographic areas that do not have any at this time (e.g. the South-East—see maps, Appendix).
- \* Develop training for leadership in Jewish education in North America.
- \* Support specialized programs at general universities (e.g. George Washington University, Stanford University, York University) and consider the establishment of similar programs where they are desirable.



- \* Provide a significant number of fellowships for students who want to become Jewish educators.
- \* Develop a variety of in-service training programs throughout North America and in Israel that will accommodate many more educators. The programs will be designed to fulfill a variety of in-service needs:

On-the-job training programs, either at existing training institutions or at education departments and Judaic studies departments at general universities.

Specialized programs for the various content areas and for specific positions (e.g., curriculum writers, Israel Experience educators, teacher trainers).

Programs that use Israel more extensively as a resource for Jewish educators.

- B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

This will involve:

- \* Undertaking a survey to identify new pools of candidates (e.g. Judaic studies students at universities, day school students, youth group graduates, rabbis, career-changers, general educators who are Jewish; members of large Jewish organizations, etc.).
- \* Identifying the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training; adequate salaries and benefits; possibilities of advancement and growth; challenging jobs).
- \* Developing a systematic marketing and recruitment program based on the findings of the survey.



Draft Draft Draft

- C. The profession of Jewish education, including the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will recommend policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

This will involve:

- \* Developing appropriate standards for salaries and benefits for all Jewish educators, strategies for implementing them in communities, and assuring their funding.
- \* Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.
- \* Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education (e.g. specialists in early childhood, family education, adult education, special education, and the education of educators).
- \* Developing both linear and non-linear ladders of advancement for education, ranging from avocational positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.
- \* Encouraging collegial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

### 3. Arenas for Programmatic Intervention

#### I. Background

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The Commission has become convinced that there are many arenas in which programmatic initiatives can lead to significant positive improvements in Jewish education. These initiatives would address specific target populations, settings and frameworks, and educational content, resources and methods.

Among the important arenas for such initiatives are:

##### *By target populations*

1. Early childhood
2. The child
3. The adolescent
4. The college-age youth
5. The adult
6. The family
7. The retired and elderly
8. The new immigrant

##### *By settings and frameworks*

9. Early childhood education and child care
10. The supplementary school (elementary and high school)
11. The day school (elementary and high school)
12. Informal education
13. Camping
14. The Israel Experience

##### *By content, resources and methods*

15. Curriculum
16. Hebrew language education
17. Media and new technologies



In all of these areas, new programmatic efforts have been launched in recent years. Some of these appear to be achieving positive results. Yet there is clearly much more that can and should be done. Additional initiatives must be encouraged, carefully planned, and closely monitored.

The Commission has identified opportunities for further action, and will encourage foundations, philanthropists and institutions to pursue programmatic initiatives in areas of interest to them.

The Community Action Sites will offer an opportunity to learn how to intervene in many of these programmatic areas. Examples of best practice will be assembled there and will be carefully studied. Local taskforces will probably be established for specific programmatic areas in Community Action Sites.

The Commission was reminded that though programmatic arenas are at the very heart of the educational endeavour, the history of general education and of Jewish education offers many examples of important ideas that were acted upon prematurely. It wants to avoid this pitfall for programmatic arenas.

For these reasons—the opportunities inherent in the programmatic arenas; the readiness and interest of institutions, foundations and philanthropists to undertake specific projects; the need of Community Action Sites to work through programs—the Commission has decided to design an agenda for programmatic arenas. The agenda will be presented for further consideration by the facilitating mechanism.

## II. Recommendation

The Commission has identified the following programmatic arenas, each of which offers promising opportunities for intervention.

*Target populations:* early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

*Settings and frameworks:* early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), informal education, camping, the Israel Experience.

*Content, resources and methods:* curriculum, Hebrew language education, and media and new technologies.

The Commission believes that collectively these form a challenging agenda for the next decade and urges communities, institutions, communal organizations, foundations and philanthropists to act upon them.

The facilitating mechanism will offer its services to those who want to concentrate their efforts in a programmatic arena and will help in research, planning and monitoring those efforts.

The mechanism will continue to develop the programmatic agenda towards implementation in Community Action Sites and will diffuse the results of work in these areas throughout the North American community.





## 4. Research

### I. Background

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There is very little research on Jewish education being carried out in North America. As a result, there is a paucity of data; little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education; what is better and what is less good; what the impact of programs is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions would help us determine both what is desirable and what is feasible.

More ~~extensive~~ investigation into the history and philosophy of Jewish education would inform our thinking for future developments.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew to be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of grammar, etc.

The potential of informal education has also not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools. There is a shortage of educational materials and literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

## II. Recommendations

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that need to be established.





## 5. Community Action Sites

### I. Background

A Community Action Site is a ~~place~~—a whole community or a network of institutions—where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic areas in the field of Jewish education.

#### A. The Scope of a Community Action Site

The scope of a Community Action Site has not yet been decided. Below are two possible models.

1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that 80% of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs at the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.
2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school and the day school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a significant portion of the map of Jewish education would be covered.

#### B. A Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the facilitating mechanism will consider several possible communities and choose from among them. The community that is selected will create a structure to work in partnership with the facilitating mechanism. If a local commission already exists, it might serve as that structure.



Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved, what they want); the nature and status of the personnel; the lay leadership of Jewish education; the current level of funding for Jewish education; etc. A preliminary plan would then be developed. Below are some of the elements of a plan which could serve as examples of the work that will be undertaken in a Community Action Site.

## 1. PERSONNEL

The study might show that there are currently 500 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (their organizations and training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

### a. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will be undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and contracting several years of work in the supplementary schools, day schools and JCCs in the community.
- Recruiting people interested in changing their careers.
- Encouraging general educators in the community to retool themselves for positions in Jewish education.
- Initiating a number of outstanding educators from outside the community to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.).
- Recruiting personnel from among the membership of various national organizations and building a program to prepare them to work in the field.
- Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

### b. TRAINING

In addition to preparing people who are new to the field, every person in the education endeavour would be involved in in-service training. Some examples:



- All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- All professional teachers, principals, and informal educators would be involved in some continuing education planned jointly by the national and local mechanisms.
- Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.
- The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The training institutions, the local universities, institutions in Israel, and any other relevant players could be invited to participate.

#### c. PROFESSION BUILDING

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include, for example, three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators; etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would develop with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

#### d. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might point to the need for improving the relationship between lay boards and educators; the need for sabbaticals, trips to Israel and more on-the-job training for teachers. The local mechanism will have to determine the conditions that are necessary to retain good people in the field and deal with them accordingly.



## 2. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership and educators must be created.

## 3. AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary school within a specific community is offered below as an example of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, composed of the top experts of the Conservative, Orthodox, Reform and Reconstructionist movements, might be created to examine the supplementary school. It would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, they would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of the educational philosophy of the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the curriculum, the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and



criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary of America and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTSA and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although denominations would work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort could yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate at which new ideas should be introduced will become readily apparent when the Community Action Site is functioning.

The facilitating mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

### C. Assumptions

The concept of the Community Action Site is based on several assumptions.

#### 1. LOCAL INITIATIVES

The initiative for establishing a Community Action Site should come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.



## 2. *LEARNING BY DOING*

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

## 3. *BEST PRACTICE*

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations, JWB, JESNA, CJF, and other relevant groups, together with the staff of the facilitating mechanism, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

## 4. *CONTENT*

The educational program in a Community Action Site will be guided by a carefully articulated philosophy. Local institutions working with the denominations, JWB, JESNA, the facilitating mechanism and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the teaching methods to be used. They will also help guide the evaluation of the program.

## 5. *ENVIRONMENT*

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested, they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

## 6. *EVALUATION*

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.



## 7. DIFFUSION

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

## II. Recommendation

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The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism for implementation. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.



## 6. The Facilitating Mechanism

### I. Background

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The challenge facing the Commission at this time is to create the conditions for implementing its plan and to launch the process that will bring across-the-board change. The Commission needs to decide who will undertake the continuation of its work and how this will be done. The plan for action, the implementation of the Commission's recommendations, will require that some mechanism be created to continue the work of the Commission after its report is issued.

Such a mechanism will facilitate the establishment of Community Action Sites; encourage foundations and philanthropists to support excellence, innovation and experimentation; facilitate the implementation of strategies on the continental level and in Israel; assist in the planning and development of programmatic agendas; help to develop the research capability in North America and prepare annual progress reports for discussion by the North American Jewish community.

A number of principles will guide the relationship between this facilitating mechanism and the communities, organizations and individuals implementing the recommendations:

- Ready-made plans will not be offered or imposed upon communities. Rather, the mechanism will act as facilitator and resource for local initiatives and planning.
- The mechanism will act when invited by a community that wishes to become a Community Action Site.
- The work will be guided by agreed-upon criteria such as pluralism, accountability and the highest professional standards.
- Participating communities and institutions will establish their own local planning and implementation mechanism that will be responsible for the work.

### II. Recommendations

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The Commission recommends the establishment of a facilitating mechanism that will undertake the implementation of its decisions recommendations. It will be the driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.



The facilitating mechanism will be a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations—CJF, JWB and JESNA—will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully involved.

The facilitating mechanism will be charged with carrying out the action plan decided upon by the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking and characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

It will design and revise development strategies—generally in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts in Jewish education. It will ~~not deliver services, but will work with and through existing institutions and organizations and help them rise to their full potential.~~

### III. Governance and Relationship to the Commission

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The issue of continuation of the Commission's work and of the governance of the facilitating mechanism was addressed by commissioners and a number of suggestions were offered for consideration.

#### A. GOVERNANCE

1. The mechanism will have an active board which will determine policy and follow the work of the mechanism on an ongoing basis.
2. The mechanism will have a small, highly qualified professional staff to carry out its mission.
3. The work of the mechanism will be guided by the vision and philosophy contained in the final report of the Commission. In addition, the work of the mechanism will be enriched through consultations with institutions, scholars, rabbis, educators and community leaders. A professional advisory team shall be established to stimulate this activity.
4. The authority of the mechanism will derive from the ideas that guide it, and the prestige, status and effectiveness of its board and staff.



*B. CONTINUATION OF THE WORK OF THE COMMISSION*

Many commissioners have expressed an interest in retaining an active involvement in the work of the Commission after the final report is issued. One scenario is that the mechanism could be viewed as heir to the Commission—as its successor in charge of implementation. In this case, the board of the mechanism would be composed of some of the commissioners interested in being actively involved in implementation, be it as funders, representatives of relevant institutions—in addition to other members.

A second possibility would have the full Commission convene once a year—possibly in an enlarged format, becoming a major communal forum on Jewish education. This forum would review progress on implementation and review reports on the state of the field of Jewish education in North America. The mechanism might be accountable to it.

**IV. Tasks & Functions****A. The mechanism will undertake the following tasks:**

1. To initiate and facilitate the establishment of several Community Action Sites. This involves developing criteria for their selection; assisting communities to plan and develop their site; ensuring monitoring, evaluation and feedback. Each site will have its local mechanism—whether this be a commission, a planning unit or some other suitable structure—that will undertake responsibility for planning and implementing the Community Action Site.
2. To facilitate implementation of strategies on the continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. For example: the mechanism may commission the preparation of a national recruitment plan; it may lend planning assistance to existing training institutions as they undertake expansion and development of their training programs; it may help secure funding for these.
3. To offer assistance as requested for the planning and development of the programmatic arenas. The mechanism will serve as consultant to foundations, institutions and organizations that want to undertake work in a programmatic arena, helping to design a development process, recruit staff, gather experts who might bring knowledge and data to the planning process.
4. To help develop the research capability needed in North America that will allow for more informed policies concerning Jewish education.



5. To prepare progress reports for public discussion of the central issues of Jewish education.
6. To facilitate the development and enhance the effectiveness of a network of existing commissions on Jewish education/Jewish continuity, local mechanisms of the various Community Action Sites and other relevant organizations, for the promotion of change and the diffusion of innovation.

B. In order to meet these complex tasks, the mechanism will insure that the following functions are performed.

*1. Research, data collection, planning and policy analysis*

This may be viewed as the research and planning arm of the mechanism. The work may be commissioned, performed in-house or other institutions may be encouraged to do various parts. The necessary data bases will be created; major issues will be studied, key questions will be researched (e.g. inventories of Jewish educational resources may be developed; analyses of needs and wants in the community will be undertaken; the work on setting norms and standards for training will be initiated; the quality of existing training will be assessed and alternative models considered; etc.).

The research function will:

- Provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in Community Action Sites? Who are the stakeholders and how can they be involved? What are the financial and funding possibilities?)
- Provide the knowledge and planning support needed by the Community Action Sites; work with the local mechanism in Community Action Sites, providing expertise that may be needed and ensuring the level and quality of the work intended.
- Be the arm of the mechanism for planning and strategic thinking. Strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions. It is a different activity from that of facilitating the setting up of a North American research capability but it may provide some of the initial impetus.



## 2. *Community interface (for Community Action Sites)*

The mechanism will work closely with the communities where Community Action Sites are located. This complex function will include negotiation over criteria, modes of operation, the establishment of local structures for planning and implementation, funding and more. It will be undertaken in cooperation with the local mechanisms that will be established in Community Action Sites.

The community interface function may deal with:

- Initiation of negotiations with relevant stakeholders and community leaders who want to establish a Community Action Site.
- Helping the local community establish a mechanism for its Community Action Site and recruit staff for such mechanism.
- Ongoing facilitation of implementation as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The mechanism staff will be pro-active in its support of the local management of the Community Action Sites and will maintain ongoing contact with the local team.

## 3. *Funding facilitation*

This function may include the following:

- Undertaking, as appropriate, brokering between various possible sources of funding (foundations, national organizations, local sources of funds, federations, individuals) and the Community Action Sites.
- Being a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.
- Assisting funders in moving ahead with programmatic arenas in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.
- Developing long-term funding strategies with all relevant stakeholders.



#### 4. *Monitoring, evaluation and feedback*

The purpose of this function is threefold:

- To monitor the activity of each Community Action Site and all other elements of the action plan.
- To evaluate progress—in whatever form or forms deemed most useful.
- To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

#### 5. *Diffusion of innovation*

The mechanism will deal with the complex issue of the diffusion of innovation from one or more Community Action Sites, from programmatic undertakings and from continental developments, to many or all communities. Strategies will be devised to maximize change throughout the community working through existing organizations and institutions.



**Note:** The data upon which these background materials and recommendations are based are to be found in the studies that have been undertaken for the Commission; all the studies will be completed before the Commission issues its report.

1. The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, the Hebrew University).
2. The Organizational Structure of Jewish Education in North America (W. Ackerman, Ben Gurion University).
3. Community Organization for Jewish Education in North America; Leadership, Finance and Structure (H.L. Zucker, Director, the Commission on Jewish Education in North America).
4. Federation-Led Community Planning for Jewish Education, Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland).
5. The Synagogue as a Context for Jewish Education (J. Reimer, Brandeis University).
6. Approaches to Training Personnel and Current Training Opportunities (A. Davidson, Jewish Theological Seminary of America).
7. Assessment of Jewish Education as a Profession (I. Aron, Hebrew Union College, Los Angeles).
8. Data Gathering, Analysis and Report on the Field of Jewish Education in North America (I. Aron, Hebrew Union College, Los Angeles).
9. Informal Jewish Education (B. Reisman, Brandeis University).



# Training Institutions in the United States & Estimated Jewish Population 1987





# Training Institutions in Canada

Total Population 1986 = 310,000



Source Population: American Jewish Yearbook, 1988



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
List of Commissioners as of  
September 20, 1989

Mona Ackerman New York, New York	Arthur Green Wyncote, Pennsylvania	Florence Melton Columbus, Ohio
Ronald Appleby Toronto, Canada	Irving Greenberg New York, New York	Donald Mintz New Orleans, Louisiana
David Arnow New York, New York	Joseph Gruss New York, New York	Lester Pollack New York, New York
Mandell Berman Southfield, Michigan	Robert Hiller Baltimore, Maryland	Charles Ratner Cleveland, Ohio
Jack Bieler New York, New York	David Hirschhorn Baltimore, Maryland	Esther Leah Ritz Milwaukee, Wisconsin
Charles Bronfman Montreal, Quebec	Carol Ingall Providence, Rhode Island	Harriet Rosenthal South Orange, New Jersey
John Colman Glencoe, Illinois	Ludwig Jesselson New York, New York	Alvin Schiff New York, New York
Maurice S. Corson Columbus, Ohio	Henry Koschitzky Ontario, Canada	Lionel Schipper Toronto, Canada
Lester Crown Chicago, Illinois	Mark Lainer Encino, California	Ismar Schorsch New York, New York
David Dubin Tenafly, New Jersey	Norman Lamm New York, New York	Harold M. Schulweis Encino, California
Stuart Eizenstat Chevy Chase, Maryland	Sara Lee Los Angeles, California	Daniel Shapiro New York, New York
Joshua Elkin Newton, Massachusetts	Seymour Martin Lipset Stanford, California	Peggy Tishman New York, New York
Eli Evans New York, New York	Haskel Lookstein New York, New York	Isadore Twersky Cambridge, Massachusetts
Irwin S. Field Norwalk, California	Robert Loup Denver, Colorado	Bennett Yanowitz Cleveland, Ohio
Max Fisher Detroit, Michigan	Morton Mandel Cleveland, Ohio	Isaiah Zeldin Los Angeles, California
Alfred Gottschalk Cincinnati, Ohio	Matthew Maryles New York, New York	

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1/5/90

10/20/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Mona Ackerman - call  
Charles Bronfman  
Lester Crown - HLR  
Alfred Gottschalk - call  
David Hirschhorn - call  
Sara Lee - call  
Seymour Martin Lipset - call  
Charles Ratner - call  
Isadore Twersky - call

Annette Hochstein

David Arnow  
Norman Lamm  
Robert Loup  
Morton Mandel  
Matthew Maryles  
Florence Melton  
Esther Leah Ritz  
Ismar Schorsch  
Peggy Tishman - seeing

Stephen Hoffman

Ronald Appleby  
Robert Hiller

Morton Mandel

Max Fisher  
Joseph Gruss  
Ludwig Jesselson

Joseph Reimer

Jack Bieler  
Josh Elkin  
Irwin Field  
Arthur Green  
Carol Ingall  
Henry Koschitzky ✓  
Mark Lainer ✓  
Haskell Lookstein ✓  
Alvin Schiff  
Lionel Schipper ✓  
Harold Schulweis ✓  
Isaiah Zeldin ✓



Sr. Policy Advisor/Staff

Arthur Rotman

Jonathan Woocher

Henry Zucker

Commissioner

Stuart Eizenstat

Eli Evans

Donald Mintz - *call*

Daniel Shapiro - *call*

Mandell Berman - *call*

Maurice Corson

David Dubin

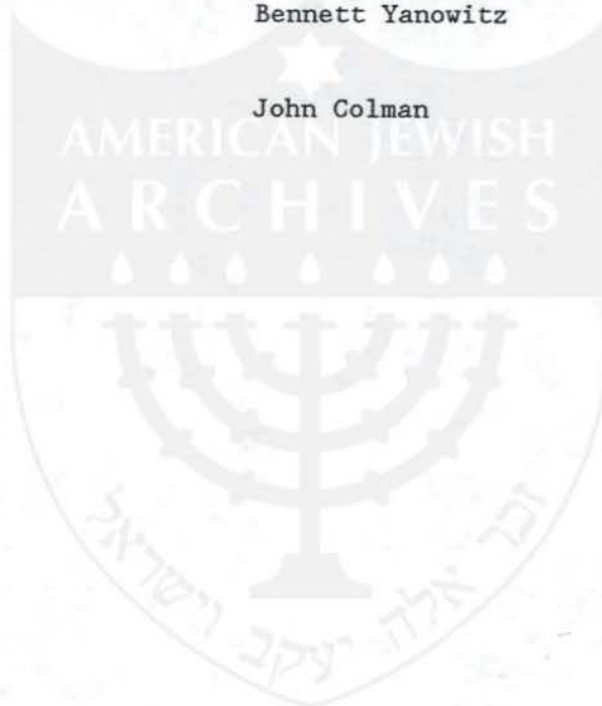
Irving Greenberg - *call*

Lester Pollack

Harriet Rosenthal

Bennett Yanowitz

John Colman



Break at 2:00

Agenda  
Senior Policy Advisors  
11:00 AM - 4:00 PM  
Tuesday, January 23, 1990

[Expected attendance: Ariel, Gurvis, Hoffman, Levi, Mandel, Reimer, Rotman, Stein, Woocher, Zucker -- Fox and Hochstein via telephone -- Kraar unable to attend.]

	<u>Tab</u>	<u>Assignment</u>
I. Review minutes and assignments of 12/6/89	1,2	VFL
II. Update on PR and outreach	3	MG
III. Update on meetings with funders		MLM
LUNCH		
IV. Status of identifying author for final report		SF
V. Discuss working document	3	SF
VI. Plans for IJE interim direction		MLM
VII. Plans for Commission meeting of 2/14		
A. format and content	3	SF
B. attendance - special handling of those not planning to attend	3	VFL
VIII. Communications with commissioners: reports and discussion	3	VFL
IX. The research program: progress report and publications		AH
- Isa Aron paper on Professionalization	handout	
X. Future meetings		VFL
A. Tues., Feb. 13 - JWB - pre-meeting planning - 1:30 - 5:00 pm		
B. Wed., Feb. 14 - UJA/Federation - Commission - 9:00 am - 5:00 pm		
C. Thurs., Feb. 15 - JWB - post-meeting - 8:30 am - 12:00 noon		
D. Schedule meeting for late April (25, 26, 30?)		



Agenda  
Senior Policy Advisors  
11:00 AM - 4:00 PM  
Tuesday, January 23, 1990

*Too Break*

[Expected attendance: Ariel, Gurvis, Hoffman, Levi, Mandel, Reimer, Rotman, Stein, Woocher, Zucker -- Fox and Hochstein via telephone -- Kraar unable to attend.]

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