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Final Report. A Time to Act. Planning and outlines,
1990-1991, undated.

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Final Report Production Schedule

- Aug 15 - Draft of Report to SPA's
- Aug 22 - Comments back to SF & AH
SPA's begin scheduling appointments with Commissioners
- Aug 29 - 2nd Draft distributed to Commissioners
- Sept 1-15 - Interviews w/ Commissioners
- Sept 16 - SPA mtg. in New York
- Sept 23 - Final Revision Completed
- Sept 24 - Oct 15 - Production work
- Oct 16 - Report airtel for distribution

Jerusalem Meetings
March 10, 1980

Exhibit 3

Outline for Final Report

I. Jewish Education at a Crossroad

- A. A changing Jewish community
- B. Who are we losing?
- C. Requirements of Jewish continuity
- D. What is the proper basis of Jewish education?

II. What is the State of the field?

III. The Opportunity

- A. Wave of Consciousness in the Diaspora
- B. Wave of Programs and Innovation
(see Joel Fox paper)

IV. Best Practises

- A. One vision - What is one ideal scenario for the next Millenium

V. One Plan

One New Framework:

enabling options	--->	personnel community	--->	programmatic options
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VI. Implementing the Plan (Innovation Model)

- A. Innovation through
 - 1. Partialization
 - 2. Prototype based on a partialization process

VII. Conclusion

Jerusalem Meetings
March 10, 1988

Exhibit 3

Outline for Final Report

continue to at Risk
I. Jewish Education at a Crossroad

- A. A changing Jewish community
- B. Who are we losing?
- C. Requirements of Jewish continuity
- D. What is the proper basis of Jewish education?

structural framework
II. What is the State of the field?

III. The Opportunity

- A. Wave of Consciousness in the Diaspora
- B. Wave of Programs and Innovation
(see Joel Fox paper)

Best Practice - preconditions to success
IV. ~~Best Practices~~

- A. One vision - What is one ideal scenario for the next Millenium

V. One Plan

One New Framework:

enabling options ---> personnel community ---> programmatic options

VI. Implementing the Plan (Innovation Model)

- A. Innovation through
 - 1. Partialization
 - 2. Prototype based on a partialization process

VII. Conclusion

4/27/89

Outline for Final Report
Draft #2

Possible
Assignment

I. Introduction

A. Jewish Continuity at Risk

B. The state of Jewish education in North America

Schiff

II. Body

A. Organizational and institutional analysis of the field

B. Definitive paper on personnel

C. Definitive paper on community

HLZ

D. Best practices - preconditions to success

E. A new framework:

enabling --> personnel --> programmatic
options community options

F. Initiatives in Jewish Education -- a plan
for implementation

SF

III. Conclusion - A vision for Jewish education in
North America

cc: Henry L. Zucker

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 6/2/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: PROPOSAL TO IMPLEMENT PROCESS LEADING TO FINAL REPORT

I have worked with Joe Reimer on developing the attached plan for the final report. I believe in order to implement this plan, we should consider four groupings of commissioners. First, we need to put together a panel on personnel. A second panel could be on community. A third grouping that needs to be pulled together would be an editorial board or a small group of scholars and other experts. This editorial board would work with commissioners in developing the outline and the content for the final report. A fourth group could be a panel on implementation.

Composition of each panel could be made up of a number of interested commissioners. They might meet once between the June 14th meeting and the October meeting, and once again between October and the February Commission meeting. The staff of the panel could include our existing staff. I would propose that Joe Reimer and Seymour Fox staff personnel with Hank Zucker and Steve Hoffman staffing community.

I recommend that Joe Reimer be the editor-in-chief for the final report, with Herman Stein and Seymour Fox serving in a support role to Joe. The fourth panel would be on implementation staffed by Seymour and Annette.

This may be one way of organizing the Commission following the June 14th meeting, and if all goes well, it may be fitting for you to propose this in your closing remarks to the Commission.

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TO: Art Naparstek

FROM: Joe Reimer (5/31/89)

RE: A Year's Work: Toward the final report.

I. Let's begin by spelling out our working assumptions.

1. By June 1990 (or so) we want to have ready a final report of the Commission based on the model of the Carnegie Report.
2. We already have the basic outline or features of the final report.
 - a. We'll begin by focusing on the crisis in Jewish continuity in North America.
 - b. We'll suggest Jewish education is the best means available to respond to the crisis.
 - c. We'll want to present an overview of the state of the field.
 - d. We'll want to focus on the crucial roles of the enabling options: personnel and community.
 - e. We'll want to offer hope by presenting a vision and view of effective practice in the field.
 - f. We will propose a set of recommendations to make the vision become a reality.
 - g. We will propose an implementation plan for those recommendations.
3. We want to commission papers to be the background for each of the seven key parts of the final report. They are to be authored, edited between June, 1989, and February, 1990.
4. We are looking for ways to involve commissioners in this process (as well as other "experts" in the field).

II. Papers to be Commissioned

1. Following the suggestions of my latest memo (5/16) -- We'd be commissioning at least 11 papers to enumerate:
 - a. Jewish continuity at risk--the demographics reviewed
 - b. connection between Jewish education and Jewish continuity
 - c. state of the field: day schools
 - d. state of the field: supplementary schools
 - e. state of the field: early childhood education
 - f. state of the field: informal education, Israel programs
 - g. state of the field: family and adult education
 - h. personnel in Jewish education
 - i. community: an institutional analysis
 - j. a vision paper
 - k. on the implementation mechanism(s)
2. Remembering that each of the five state-of-the-field papers also include case studies of effective practice, examination of personnel in that area as well as how the community interacts with and supports that area's programs, we would have from these a multiple of perspectives on the central issues our report will be dealing with.
3. We need to generate for these 11 papers:
 - a. a list of possible authors
 - b. a list of possible "experts" in that particular area who could serve as editors/consultants for a given paper
 - c. a shorter list of prominent people to serve as overall editorial board for the full collection of papers--which we might think of as a volume to be published.
4. We need a chief editor to oversee the whole process--including selecting the others involved, contracting work, setting up fees schedule, keeping work on time, facilitating meetings and communication between all the parties.

III. Commissioner Participation

1. There is no question that for certain commissioners added participation would be a real plus to their involvement in the Commission. Also, they would have real insight into issues that need to be fed into the "papers" either as part of the waiting itself or as an addendum to the papers.
2. As in the past, there is a question of: are we speaking of small group meetings that bring commissioners together around a given issue (call it a taskforce, panel, or small group) or individual meetings with commissioners. I'd want to leave this question open.
3. What topics might be foci for such groupings? It cuts two ways. There are the obvious personnel, community, and implementation. But there also are the "programmatic" foci. There's no less reason to organize commissioners around day schools, informal education than around the enabling options. It serves the same benefit: involvement and input to a topic about which we are writing.
4. If we are serious about initiating this participation, it definitely involves the time of our staff to coordinate meetings and visits. It is a serious investment and should be considered as such: better not to start than to do it half way.
5. I'd see trying to set up a small group of commissioners who'd be the core of the "panel" and who would receive drafts of a paper and react--as well as investigate aspects of a problem they think should receive particular attention. In this case, our educators on the Commission can be especially helpful, but it is equally important to involve those with real programmatic interests (Bronfman or Koschitzky or Ackerman)--because this is where we can give legitimate voice to their concerns and ideas. Each grouping needs a staff coordinator to visit, interview, set up meetings, and direct feedback to the author.

2829

Brandeis University
Waltham, Massachusetts 02254
Tel:(617)736-4728
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TELEFACSIMILE COVER SHEET

Date: 5/2/89

Please deliver the following pages to:

Name: Art Naparstek

Address: Premier - Mendel Foundation
4500 Euclid Ave Cleveland OH

Fax: 216 - 391 8327

Tel: 216 - 391-8500

From: Joseph Reimer (Room 106)

Tel: X 2996

Comments: change to

Number of pages, including this sheet 45

TO: Art Naparstetz
FROM: Joe Reimer (5/31/89)
RE: A Year's Work: Toward the final report.

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4. We are looking for ways to involve commissioners in this process (as well as other "experts" in the field).
5. ~~I need to articulate a role and a set of assignments for myself to assume from June '89 to June '90.~~

II Papers to be commissioned

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3. We need to generate for these 11 papers:
 - a. a list of possible authors (~~assuming the last two will be done by SF and AH~~),
 - b. a list of possible "experts" in that particular area who could serve as editors/consultant for a given paper.
 - c. a shorter list of prominent people (~~like Twersky, Scheffler, L. Shulman~~) to serve as over-all editorial board for the full collection of papers - which we might think of as a volume to be published.
4. We need a chief editor to oversee the whole process - including selecting the others involved, contracting work, setting up fees schedule, keeping work on time, facilitating meetings and communication between all the parties.

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IV. My Role and Assignments

1. I should be involved with SF and AH, in selection of authors and editors for the papers.
2. If we go ahead with commissioner participation, I should staff a small group in panel.
3. There is one paper I definitely want to write: state of the field on family and adult education.

- 11-02-85 11:12 15: TEL: 50: 417 435
4. As to the question of editing versus writing papers, I once thought I'd be a natural choice for chief editor. I no longer think so for two reasons. (1) A person of more experience and stature - like Herman Stein - would do it better and command more respect. (2) Bernie warned me on tenure considerations: I'll get more credit for writing than editing.

So I'm suggesting - given I can write well, perhaps I be considered to write 2 of the papers. Second possibility could be: day or supplementary schools, or personnel.

Winter works w/ staff person to figure out how to involve others to get the job done.

Step 1: ~~State~~ Change to panel or winter.

Isa Aron
Hanan Alexander
Susan Shevitz
Barry Holtz

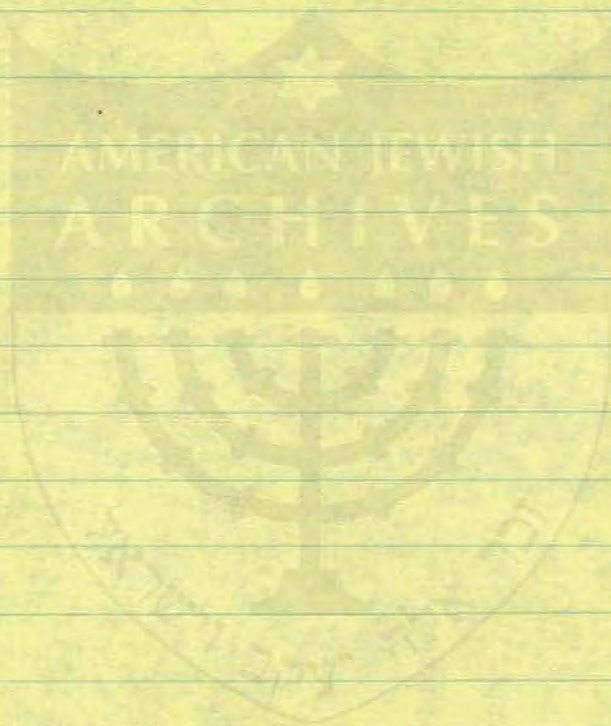
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agenda for philanthropy

1. Jewish continuity at risk - demographics (Background)
2. Link bet. J. ed + J. cont. - H. Alexander
3. State of the field - day schools
4. State of field - supp. schools
5. " " - early childhood
6. " " - informal ed / Israel prog.
7. " " - family + adult ed.
8. personnel in J. ed - state of field - recruitment, ^{training} retention, profession bldg.
What do we know about these? > Seminar
Wexner - has studied; Teams to visit the training last. Isa Aron > vision
9. Community: institutional analysis - a) who are the players / what is the system
b) who are the interested parties c) what are the structures historically + evolving
- denominations - service deliverers S. Shevitz
10. vision - parameters - S. Fox
11. implementation mechanism(s) - Fox + Hochstein
 - basis for an i.i.
 - theory - intermediary structure
 - how the mechanism might work

JR

1. Write charge
2. Writers respond w/ proposal - what, why, how
 - sketch paper, timetable, work to be done



TO: Mort Mandel

FROM: Joe Reimer(6/11/89)

RE: Proposal on the final report.

1. Why a final report?

It seems axiomatic that Commissions end by issuing a final report. Yet final reports can become problematic if they become the product of a Commission and, after absorbing much time and energy, end up sitting on a shelf.

We have agreed that will not be the case with this Commission. Commissioners and policy advisors alike have said that the success of the Commission will depend on the action or implementation that it sets into motion. Among ourselves we have considered creating an implementation mechanism to assure that the Commission not become an end in itself, but the beginning of process of bringing about systemic change in the field.

Given our commitment to implementation, what is the role of the final report? Need it be anything more than a short rationale and justification for the implementation chosen? What legitimate purposes would be served by deciding to invest time and energy in a more extensive writing project when our focus is on implementation?

I propose a different conception of the final report that will fit our focus on implementation and yet justify an investment in a sustained effort to think hard and write well about the outstanding issues in the field of Jewish education.

2. Needing a roadmap

There are some basic assumptions that we have agreed will guide our implementation efforts. These include:

1. Seeing Jewish education as a means for securing Jewish continuity in North America,
2. Approaching change in the field through the two pivotal foci of personnel and community,
3. Working with existing organizations to help them to rise to their full potential,
4. Working with the local community by involving its organizations in a partnership with appropriate national agencies.

These assumptions will direct the implementation efforts; yet they themselves are filled with ambiguity. Do we as yet really understand how Jewish education may best contribute to Jewish continuity? Do we know who are the personnel in the field, how they operate and how the quality of their work may be improved? Are we clear on what is the potential of existing institutions - such as the centers for training - and how that potential can be activated? Do we understand how the variety of organizations invested in Jewish education can work together to maximize efficiency rather than working in isolation or disjunction?

Our working assumptions are powerful cuts into the field of Jewish education; yet we are still working with a blurry roadmap. For our implementation efforts to be more effective it will be essential to draw a clearer, sharper map of the field.

3. A team to draw the map

Perhaps there is no such existing map because there is no center or team in North America to draw the map. We lack a North American Center for research in Jewish education, and feel the lack when confronting the paucity of data and lack of clarity. But we do have a number of capable researchers, spread though they are throughout the continent.

A contribution the Commission could immediately make to the field of Jewish education would be to bring together some of the best researchers in the field to work on the very issues we need clarified to begin effective implementation. While in a short period of time they could not expand our data base, they could in six months review the existing data, order it, put it in perspective, and above all, point to what we need to know to move forward with effective implementation. Their task would not be to offer answers, but to clear away the brush and suggest where the paths of maximal investment might lie.

In this conception a clearer road map would emerge from the researchers' efforts to present in several clearly written papers a portrait of the field as it currently exists with its strengths and weaknesses. Special attention will be given to the pivotal issues of personnel and community and the crucial link between Jewish education and Jewish continuity. These papers, to be completed by February, 1990, could form the basis for writing a final report which would be truly oriented to implementation because it would itself contain a clearer map of the field.

4. How the team will operate

The proposed team would operate in the following manner.

1. A team leader would be appointed. His tasks would be to assemble the team, convey the charge from the Commission, work with the team members on their individual papers and serve as a channel of communication between the team and the Commission. He would also author one of the papers and take responsibility for bringing the project to its completion. (I would like to be considered for this position.)

2. Each of the other researchers would be chosen because of a proven record of writing in an area of Jewish education of direct interest to the Commission. Each researcher would be given one topic area and be responsible to devise in consultation with the team a proposal for how to study the questions related to that area.
3. To assure the quality of the team's work and its relatedness to the Commission's agenda for implementation, an editorial board made up of commissioners and policy advisors will be appointed to review the proposals for papers. They would forward their comments and suggestions to the team leader who would work with the researchers to assure clear understanding and agreement.
4. The researchers, once their proposals were approved, would work to complete their papers by the end of January, 1990.
5. The completed papers would be circulated among the editors and a group of outside experts for comments and revisions. Once revised, they could be distributed to all the commissioners for their comments and serve, in their final form, as a clearer roadmap to guide both the final report and plans for implementation.
6. The charges to the team

The researchers would be charged to work on their individual papers in the following four areas:

1. The connection between Jewish education and Jewish continuity.
 - a. What does the existing research tell us about the effects of receiving a Jewish education on a person's continued commitment to living as a Jew?
 - b. What are reasonable expectations for how different forms of Jewish education might contribute to peoples forming positive commitments to their Jewishness?
 - c. How might the different forms of Jewish education have to change to become more effective in influencing people's commitments to Jewish living?
2. Personnel in Jewish education
 - a. What does the existing research tell us about who currently works in the field of Jewish education, their levels of training, records of continuity in the field, levels of compensation and paths of career advancement?
 - b. What is known about effectiveness of performance? Do we know what constitutes effective performance, what contributes to its creation and maintenance?

- c. What is an accurate picture of the training possibilities for Jewish educators today, including pre-service and continuing education? Do we know how existing training possibilities can be expanded and improved?
- d. What is an accurate picture of the profession of Jewish education as an umbrella under which educators can pursue fruitful careers, moving along reasonable ladders of advancement that allow for increased satisfaction and compensation? Do we know how gaps in the profession can best be addressed?

3. Community: An Institutional Analysis

- a. Which are the communal institutions which today play the most active roles in shaping the field of Jewish education? Historically how have each of the major institutions grown into its current role?
- b. What are some of the typical patterns for how these institutions interact with one another to make up the communal support system for Jewish education?
- c. Who are other major providers of Jewish educational services who work alongside the major communal institutions?
- d. Is it possible to identify patterns of institutional behavior which either tend to stand in the way of or promote effective delivery of Jewish educational services?

4. The state of the field

- a. What have been the most salient changes over the past 20 years in the field of Jewish education?
- b. In these changes what does the research suggest have been the areas of greatest strength and growth?
- c. In these changes what does the research suggest have been the greatest weakness and decline?
- d. What does current expert opinion suggest can possibly be done to support the areas of growth and reverse the areas of decline?

Two additional papers should also be commissioned (from Seymour Fox and Annette Hochstein).

* 5. A vision for the future of Jewish education

How a Jewish school and an informal setting might ideally look in the year 2000 if the Commission's plans for implementation were to be fully realized.

* 6. A mechanism for implementation

How the Commission could create a mechanism for implementation that would best assure that its educational vision and agenda be realized.

F A C S I M I L E T R A N S M I S S I O N

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax: 972-2-699-951

To: Henry L. Zucker

From: Seymour Fox and Annette Hochstein

Date: July 3, 1989

Pages:

Dear Hank,

As promised we tried to draft an outline of the final report in time for the steering group meeting of July 5th. Please see it as a very rough draft - a way to share thinking and receive input.

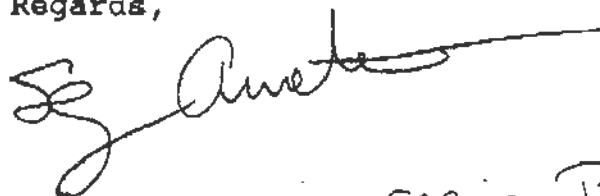
The number and quality of background papers will depend on the research design - about which we are enclosing a memo. It includes a progress report on the commissioning of background papers. Joe Reimer's paper on the congregation and the denominations is a basic paper and will cut across several areas. It relates to the community, to personnel and to the supplementary school and day school. The background papers will of course impact the recommendations that can be made.

It will take us another few weeks to complete the research design itself.

In addition to the report outline and the research design, we are including a response - with suggestions - to Sara Lee's report on CAJE, as well as a summary of the interview with Schorsch.

We understand this package will be distributed to all the participants in the meeting.

Best Regards,



P.S. Seymour is seeing Bronfman on Sunday and will send a report on that meeting as well as the one with Bob Lemp.

We look forward¹ to receiving the agenda for the 1st July meeting. It will enhance our phone

July 3, 1989

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
OUTLINE OF FINAL REPORT

The purpose of the report is five-fold:

- a. to disclose the reason for establishing the commission -- the problem with Jewish Education-Jewish Continuity.
- b. to offer concrete recommendations for action in the areas of personnel and the community
- c. to offer an agenda, a roadmap for Jewish Education - including the programmatic areas
- d. to make the case for implementation: community action sites and a mechanism.
- e. to inspire and offer hope for the future

The report will have the following chapters:

- I. EXECUTIVE SUMMARY
- II. WHY THE COMMISSION: BACKGROUND AND RATIONALE
- III. THE STATE OF THE FIELD
- IV. THE WORK OF THE COMMISSION: PROCESS
- V. FINDINGS AND RECOMMENDATIONS
- VI. SUMMARY AND CONCLUSIONS
- VII. APPENDICES

STRUCTURE AND OUTLINE

.I. EXECUTIVE SUMMARY

Key findings and recommendations

- A. The Community
- B. Personnel
- C. Implementation (Community Action Site -- Mechanism)
- D. Roadmap -- general recommendations - including the

- programmatics.
- E. Continuing the work of the Commission after the report: Who and how.

II. WHY THE COMMISSION: BACKGROUND AND RATIONALE

- A. Why this Commission
- B. Revised and abbreviated design document
Including:
 history of the Commission
 the particular moment in North America

III. THE STATE OF THE FIELD

This section could include the following:

- A. a broad description of the field of Jewish Education in North America
- B. a broad statement of the problems and the trends
- C. the opportunities emerging today
1. The content of this section depends on the work that will be done by the various researchers and authors of papers. It will include minimally elaborations on the quantitative data presented at the first Commission meeting (number of students in the various educational settings; data on educators; on training etc...). The relationship of Jewish education to Jewish continuity will be asserted. Examples of best practice and of vision will point to opportunities. They may be introduced throughout the report or may be included in a separate section.

More data - both qualitative and quantitative - will have to be gathered to make the case for the necessary improvement as well as to justify the claim that there are opportunities.

2. We will be in a better position to offer concrete suggestions for this section after our paper on the research design is completed (within the next two weeks) and when we have received approval to negotiate with researchers - and can thus know who can do what by when.

IV. THE WORK OF THE COMMISSION: PROCESS

- A. The Commission's M.O.: the commissioners own the

commission; extensive consultations and communications between commissioners and staff; staff work; experts.

- B. The five meetings: main points from each meeting, main steps in the thinking from the first meeting to the fifth.

V. FINDINGS AND RECOMMENDATIONS

- A. The Community
- B. Personnel
- C. Implementation (Community Action Site -- Mechanism)
- D. Roadmap -- general recommendations - including the programmatic.
- E. Continuing the work of the Commission after the report: Who and how.

(if best practice and vision will be separate chapters instead of being included throughout the report, this will change the organization of the report).

A. The Community

* Background data for the section on Community will include: the two papers presented at the June meeting and additional papers to be commissioned now:

A history of the organizational structure of Jewish Education in North America - including an analysis of these structures today: who educates, who funds, who sets policy; what is the relative importance/strength/power of the various actors. Perhaps also: what is the potential and what are organizational/institutional stumbling blocks.

(meeting with Walter Ackerman Tuesday to discuss this idea.)

1. Key findings - some possible examples:

- problems:
 - not a funding priority
 - not enough outstanding leaders
 - low status
 - present climate not encouraging
 - extreme fragmentation and de-centralization
 - lack of co-ordination
- opportunities:
 - the local commissions
 - increasingly on the agenda of Jewish organizations
 - private foundations involved
 - etc.
 - (see HLZ's paper)

2. Recommendations

The recommendations on the community could relate to some of following :

a. **Structure:** the organised community should take on the role of major convener for efforts to improve Jewish education. (do we suggest the federations? cite examples?) We must offer the rationale for the recommendation of the organised Jewish community assuming leadership in an area hitherto dominated by the denominations. Define the respective roles: federation as convener, catalyst, co-ordinator of funding efforts; the importance of overcoming the fragmentation; the denominations and other relevant groups must be involved as key deliverers of services. Unique opportunity to build new co-operative relationship between the denominations and the organised Jewish community.

b. **Funding**

1. We will soon have to decide how the issue of the economics of Jewish education should be addressed. This can range from offering ballpark figures about the current expenditures for Jewish Education to ballpark figures about the cost of reform, to the impact of tuition on participation.

2. Recommendations will depend on the outcomes of the meetings with the funders. They may include recommendations about ways to increase funding for Jewish Education.

c. **Climate**

d. **Leadership**

i. This is an example where best practice and vision would be introduced -- should we decide to include them throughout the report rather than in a separate section.

For example the history and outcomes of the Cleveland Commission and of other Commission ; testimony by leading foundations etc...

ii. The approach to these elements - particularly

funding -- the contribution of foundations,

individuals and local federations could be handled in this section.

iii. This assignment could be undertaken by Hank Zucker and Joel Fox on the Community side with Joe Reimer contributing the perspective on the denominations.

B. Personnel

The section will include a carefully documented statement of why personnel and the community should be dealt with comprehensively and simultaneously. The claim will be made that this approach may transform the field into a significant and respected profession. The potential impact of such change will be described.

Each element will be based on the background papers that will be prepared.

1. Recruitment

a. Findings:

What is currently being done to recruit promising candidates to the field. How this is being done. What seems to be effective (e.g. what is the impact of fellowships). What are the main problems.

What are pools of potential candidates that should be addressed? (e.g. Judaic studies majors; women in the rabbinate; rabbinical students; Jewish educators in the general system?)

* We will strive to have as many issues as possible dealt with in the background papers. Specific recommendations will of course depend on the available knowledge.

b. Recommendations on recruitment could relate to the following issues:

* Recruitment of special populations - and development of fast training tracks for some.

* Short term recruitment plan of high-school graduates for all existing training programs

* A market study to identify additional pools of

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candidates. The outcomes would be monitored for several years.

** Jack Ukeles might be a possible candidate for this assignment

2. Training

a. The background papers on training could include the following:

* an inventory and assessment of existing training opportunities

* a review of major current schools of thought and experiments in the area of the training of educators - formal and informal.

** Dr Aryeh Davidson of the JTSA is a possible candidate for the above studies.

* a needs analysis : how much training of what kind is needed (formal and informal); profile of today's teachers and informal educators, their educational background etc..

** Dr Isa Aron of HUC (Los Angeles) is a possible candidate for this study.

b. Findings

Findings will depend on the studies undertaken, However even the data available thus far allows to identify the paucity of training opportunities and the small number of students; the lack of available faculty; problems of content in the training programs, jobs available and appropriate candidates

c. Recommendations on training might include matters such as:

* on-the-job training program for personnel. This might include training in North America in existing training institutions and in general universities. It might include short courses in Israel. A range of options may be developed from day-long programs to sabbatical years.

* financial assistance to existing training programs - for their expansion and improvement

* a national faculty recruitment and development plan that would include the endowment of professorships of Jewish Education; the teaming of Israeli and Diaspora Institutions; etc..

*the creation of new programs - perhaps the development of of an open university type program, the development of training programs at general universities that have strong judaica departments.

* The development of specialized training programs: each institution might develop a specific area of specialization

* Minimal standards of training will be developed.

* The research capacity for Jewish Education will have to be developed. It might be included in this section - as it is related to training. It might also be included in the general recommendations.

*Examples of vision could include matters such as MLM's idea to create a number of senior personnel training programs in the US on the model of the Jerusalem Fellows and Senior Educators programs - and his suggestion to create a number of centers such as the Melton center in different parts of North America.

3. Building the Profession

The transformation of Jewish Education into a profession that may attract and retain talented professionals is one of the key elements in any plan for a long term change.

* Many elements are involved. They include the status of the profession; ladders of advancement; salaries and benefits; the empowerment of educators; the development of networks of collegiality; the development of an agreed upon body of knowledge; a code of professional ethics; etc. The Community Action Sites will be our laboratory to see how the profession can be built on the local scene - in the reality.

Background papers will need to be prepared on as many of these elements as possible.

** Isa Aron is a candidate for a review of the literature on profession and an

assessment of how Jewish Education is performing.

A paper will be commissioned on salaries and benefits: the current situation.

The research design will indicate what other papers are required.

C. Implementation (Community Action Site M- mechanism)

The case will be made here for the development of Community Action Sites and for setting up - as soon as the commission completes its work - a mechanism for implementation (what we have called the "IJE" or the "ii"). This mechanism is likely to relate to much more than the Community Action Sites.

* SF and AH have prepared various drafts towards this. Some were discussed at the planning group meetings since February. A new draft will be prepared for discussion, incorporating what has been learned over the past six months.

D. A Roadmap for Jewish Education in North America: General Recommendations - Including the Programmatic Areas.

This important section requires additional thought. We are not prepared to describe it at this time. It could set the agenda for Jewish Education for the next decade - including the setting of priorities, recommendations on ways to address programmatic options and interests of specific commissioners. The role of the IJE in relation to the programmatic options and individual interests of commissioners could be elaborated upon in this section.

If a way can be found to develop the options papers (see memo on CAJE) then this can be well documented and contain a good deal of substance.

5. Continuing the Work of the Commission After the Report: Who and How

In addition to the mechanism for implementation (perhaps overlapping with it) there will be recommendations dealing with a successor mechanism to monitor progress, ensure accountability and report to the community. The recommendations might include:

* The Commission continues to exist, meets once a year and receives an annual report from the IJE. This report could :

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- review progress in the IJE
- report on the state of Jewish Education (like the various Brookings reports)
- focus interest on key agenda issues to be addressed by the community.
- set the research agenda

VI. SUMMARY AND CONCLUSIONS

VII. APPENDICES

1. Background papers
2. List of Commissioners and biographies
3. Credits and Acknowledgements

30 June, 1989

RESEARCH DESIGN

1. PROCESS

In order to provide the data and knowledge needed for the completion of the work of the Commission in the Spring of 1990 (final Report and mechanism for implementation) - as well as to set the basis for a subsequent research agenda - we suggest the following steps:

a. Define the questions to be addressed and on the basis of these prepare the research agenda.

(S.F. and A.H. in consultation with experts and researchers - late June and July 1989).

b. Identify possible researchers for the various pieces, talk with them, ask to prepare outline of paper, including schedule. Planning group must approve the projects and allow negotiations with researchers.

(S.F. and A.H. late June to August 1989)

c. Hold a seminar of the various researchers and senior experts to discuss the research questions and the proposals.

(S.F./A.H. late August/early September 1989)

d. Work on 4-6 papers begins

(Researchers - around September 1, 1989)

e. Interim reports to Commission - plenary or small groups

(researchers - October/November 1989)

f. Seminar of researchers to discuss progress and additional needs. (October/November 1989)

g. First draft of papers - for discussion

(December-January 1989)

h. Seminar of researchers and senior experts to discuss papers and incorporation in analysis for the report.

(February 1989)

i. Final draft of papers

(March 1989)

2. PROGRESS TO DATE

Since our return we were able to progress on this topic thanks to the fact that the Melton Center held a conference that brought many researchers in Jewish Education to Jerusalem. We held a consultation with the following people:

Isa Aron, Joseph Lukinsky, Jack Bieler, Aryeh Davidson, Hanan Alexander. At this meeting we were able to present our thoughts

on the data needs and to ascertain what is available. Participants showed much interest in the work of the Commission and a desire to be involved.

In subsequent individual meetings with some of the participants we were able to begin the discussion on specific contributions they may make - and to set the base for possible proposals on 2-3 papers (Building the profession; training programs; profile of educators). At the same time we have discussed with Joe the paper he may want to write.

We will discuss with you on the telephone how to start the actual work as soon as possible.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS A FINAL REPORT

RESEARCH DESIGN

I. INTRODUCTION

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

II. KEY QUESTIONS

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad -- or the data is too scarce -- to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

In the pages below we are dealing with the following topics:

- 1. WHY THE COMMISSION?
- 2. THE STATE OF FIELD
- 3. THE COMMUNITY
- 4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS
- 5. THE SHORTAGE OF QUALIFIED PERSONNEL
- 6. TRAINING NEEDS
- 7. JEWISH EDUCATION AS A PROFESSION
- 8. RECRUITMENT AND RETENTION
- 9. THE COST OF CHANGE
- 10. BEST PRACTICE AND VISION
- 11. A ROADMAP FOR PROGRAMMATIC OPTIONS
- 12. COMMUNITY ACTIONS SITES AND MECHANISM FOR IMPLEMENTATION

1. WHY THE COMMISSION?

Q1¹ A. The Question: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. Research needed: Optimally, the following should be undertaken in order to deal with this question:

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.

2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. Feasibility: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education-Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. Recommendations:

R1² Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.

Q2 A. The Question: What are the conditions that warrant the creation of a Commission and what makes this Commission timely?

B. Research needed: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.

2. A brief statement summarizing the current opportunities.

1 Q - Question
2 R - Recommendation

C. Feasibility: Highly feasible.

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D. Recommendations:

R2 The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HL2's paper on the community.

R3 The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.

2. THE STATE OF THE FIELD

Q3 A. The Question: What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?

B. Research Needed: In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data -- the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment -- salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

C. Feasibility: It is possible to offer at this time a general summary picture -- mostly quantitative -- about the state of the field. We have a preliminary basis in the data report prepared for the first

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Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's mini-assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. Recommendations:

- R4 Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers - such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analysed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5 Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

3. THE COMMUNITY

- Q4 A. The Question: What can be done to improve the climate in the community as regards Jewish education - in order to bring more outstanding leaders to deal with education and to increase funding for education?

It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures - local and national - are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

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B. Research needed: The following research could help identify possible points of intervention :

1. Organizational/Institutional analysis:

Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource allocation. Point out conflicts and problems as well as trends and opportunities.

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.

3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education - including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. Feasibility: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. Recommendations:

- R6 In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).
- R7 Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

R8 Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could - if the survey is successful - yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey - which can be carried out in time for the final report - will be the fact that the Commission will be visible and will seek active participation by many national and local leaders. (S. M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. The Question: Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. Recommendation:

In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as : how is educational policy set within congregations? Who decides? What is the potential for change - for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JOOs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

Q6 A. The Question: What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

B. Research needs:

1. A paper outlining what is involved in dealing with personnel -- the four elements and how they are inter-related. Why they should be dealt with simultaneously.

2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators -- as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs -- the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

C. Feasibility: In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

R12 Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)

R13 Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.

6. TRAINING NEEDS

Q7 A. The Question: What are the training needs? What is the gap - in quality and in numbers - between the training currently available for personnel in Jewish education and the training needs?

B. Research needed:

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?

2. How much and what kind or kinds of training is needed? What are norms and standards for training educators?

3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

C. Feasibility: Research papers 1 and 3 can be prepared for the final report - provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

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The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

D. Recommendations:

- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17 Assess existing training programs. (To be decided)
- R18 Draft a summary paper on training needs.

7. JEWISH EDUCATION AS A PROFESSION?

- Q8 A. The Question: Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

B. Research needed:

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

C. Feasibility: The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

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D. Recommendations:

- R19 Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. **RECRUITMENT AND RETENTION**

- Q9 A. The Question: Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

B. Research Needed:

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.

2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?

3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

D. Recommendation:

- R20 Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

9. THE COST OF CHANGE

This topic requires further thinking - we will relate to it following the next round of consultations.

10. BEST PRACTICE AND VISION

- Q10 A. The Question: What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?
What vision of Jewish education will inform and inspire the report and its recommendation.

B. Research Needed: In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs
Method for canvassing the field and identifying possible candidate programs
Selection of a method of evaluation -- assessment -- description
Assessment and description of the program

C. Feasibility: It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

D. Recommendation:

- R21 We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.

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- R22 S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

- Q11 A. The Question: How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

D. Recommendation:

- R23 Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project - see separate memo of July 3, 1989.)
- R24 Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

- Q12 A. The Question: In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25 Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

IV. PAPERS TO BE COMMISSIONED

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

- R1. The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.
- R3 Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers - such as that being prepared by J. Reimer. (Possibly Isa Aron)

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R6 The organizational structures of Jewish education in North America. (Walter Ackerman)

R7 Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)

R8 Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer

R12 The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)

R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)

R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)

R16 Gather data concerning background and training history of current good educators (possibly I. Aron)

R19 Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)

R20 Recruitment and retention: summarize existing knowledge for the report.

R22 Best practice and vision -- methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

INTER-OFFICE
CORRESPONDENCE

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 8/28/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: COMMISSION FINAL REPORT

Seymour Fox has promised to send me his version of the role of the writer of the Commission's final report. He and Annette propose to put together the first version of the report.

I would like your reaction to the following as a possible process for completing the report:

1. The Fox/Hochstein version of the final report to be available by _____ date.
2. This version to be reviewed critically by the senior policy advisors.
3. A second version to be produced by Herman Stein and submitted to the Commission for critical review. (It might be submitted in advance to the senior policy advisors.)
4. The final version to be prepared by Stein, and submitted for approval by the senior policy advisors and/or the Commission.
5. An executive summary to be prepared by a special writer for style, inspiration, and use for publicity purposes.

All of the above would have to be calendarized.

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

FACSIMILE TRANSMISSION

TO: Ginny Levi
FROM: Debbie Meline
FAX NUMBER: 001-216-361-9962

DATE: September 4, 1989
NO. PAGES: 1

Dear Ginny,

I hope you managed to enjoy some vacation time this summer. I am easing back into work after a long and relaxing break, so today I have only a simple request:

Could you please send a copy of the outline of the final report and the research design to Dr. Barry Holtz? His address is:

Melton Research Center, JTS
3080 Broadway
New York, NY 10027

Thanks!

Debbie

mailed 9/5

P.S. Annette thanks you for the financial information. It clarified matters.

cc: Mark Gurvis
Virginia Levi

TO: Morton L. Mandel FROM: Henry L. Zucker DATE: 9/29/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT:

As we get ready for the October 23rd Commission meeting, it becomes clearer and clearer that we should move to decide on the author of the final Commission report. That person should be familiar with the work of the Commission and, hopefully, involved in it at the present time.

I believe that Herman Stein is a qualified candidate.

The relationship of this author to Fox/Hochstein has to be determined. At the present time, we are thinking of Fox/Hochstein preparing the first draft of the report, which then would be reviewed by the senior policy advisors and rewritten by the author.



cc: Mark Gurvis

TO: Henry L. Zucker FROM: Virginia F. Levi DATE: 11/7/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: POSSIBLE AUTHORS OF FINAL REPORT

Among the names raised as potential authors for the final report at our Commission staff meeting in early October were the following:

1. Charles Silberman--author of Crisis in the Classroom and A Certain People
2. Abe Rosenthal
3. David Finn--writes for The New York Times
4. Eli Evans
5. Herman Stein

I may have additional names for you before our 1:30 p.m. meeting with MLM. I will let you know.

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② Come to $\pm 1/4$ mts. or park
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Mr. Henry L. Zucker
Director
The Commission on Jewish Education in North America
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, Ohio 44115

Following our conversations with Seymour Fox and Annette Hochstein, we are writing this letter to outline the approach we would like to take in preparing the final report for the Commission tentatively entitled, "A Decade of Renewal."

To begin with, I want to assure you as I have assured Seymour and Annette, that I will assume personal responsibility for producing the report. This is a project which I have known about for some time, and I feel totally committed to its goals. Moreover, I fully believe that producing the right kind of document at this time can make a significant contribution to the success of the entire effort, and you can be sure that we will utilize all our resources to achieve the best possible result. I have a top notch team of writers and designers working closely with me to accomplish this purpose.

③ Materials for Gov + Hochstein

What materials
minutes
Senior Pol. Obs.
minutes

Interviews with
Commissioners
Various written
documents.

④ Relations & Senior Policy

Our first step will be to gather all relevant materials which will provide the basis for the report. These should include all the background research that has been done as well as information on the proceedings of the various meetings of the Commission. We expect to receive all of these materials during meetings which we have already scheduled with Seymour and Annette in New York for the week of February 12.

Should M.G. or H.Z. be
t that will be in involve
be written in a

We are thinking generally of a report that will be in the neighborhood of 100 pages, will be written in a style that will be appropriate for both the educational and lay communities, will be well-designed, highly readable and, hopefully, illustrated with charts and possibly photographs. We have several models in mind,

5 Report + Executive summary?

including foundation reports, studies which we have produced at Ruder Finn and publications like Daedalus (the publication of the American Academy of Arts & Letters which is designed by Ruder Finn).

1. Clarify the most important audiences for the report so that it can be written for the people who you want to inform and influence.
2. Review all available materials and be sure that the thrust of the report is clearly spelled out to our collective satisfaction.
3. Work out an outline of the subjects to be covered in the report.
4. Decide on the layout and format, use of photographs, graphics, etc., with consideration of cost constraints, esthetics and the effectiveness of presenting the basic message.
5. Make a decision about the writing style - making sure that it is appropriate for both journalistic and academic purposes.
6. Consider options for printing the report.

Clearances with TALM + AF-AH - HAZARD + 20
We estimate that it will take approximately three months to prepare a draft of the report. This draft will include both the text and suggested layout. These can be reviewed by you, Seymour and Annette, and any other appropriate readers, who will then have an opportunity to suggest editorial and design changes or additions. We will then plan to prepare final mechanicals, including all graphics, in about 30 days from the date of the final approved draft. Decisions about the actual printing - which might be done in the U.S. or Israel - can be made at that time.

⑥ Calendar

Can we have
the draft by
May 1st?
Ranied draft
to Commission
by 5/15

by 3/11
Careful
review of
timetable

TO: Mark Curvis
NAME
DEPARTMENT-PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT-PLANT LOCATION

DATE: 1/29/90
 REPLYING TO
 YOUR MEMO OF: _____

HLY

SUBJECT:

Seymour Fox said that he and Annette will hold one or two preliminary meetings with David Finn. He then wants to involve you with them in further meetings with Finn.

Right after our February 13, 14, 15 meetings, you, Ginny and I should discuss how we will work with Finn and also with Seymour and Annette on the preparation of the final report. We will also want to be very clear about the calendar for each step of the way.

HLZ -

I spoke with AH today about time. They will want to schedule a mtg for SF, AN & me with Finn on either Thurs aft or Fri am in New York after the Comm mtg. My preference will be Thurs aft so as not to have to be out of town Friday as well.

There is an outreach mtg Thurs aft with Reform Jewish educators which you may want to plan to attend. I believe Art R is planning to join MLM at that mtg.

*When will Finn draft his report?
 " " Senior Pol. Adv. and others give their reactions?
 " " re-draft be ready to mail to Commission?
 " " Commission approve comment + Finn to prepare for " approval?*

① Finn relations
② Final report material

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
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Lester Crown
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Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Gurvits
Virginia F. Levi
Joseph Reimer

VFL ✓
MG ✓
HLZ —

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

January 30, 1990

Mr. David Finn
Ruder Finn & Rotman, Inc.
301 East Fifty-Seventh St.
New York, NY 10022

Dear Mr. Finn:

Many thanks for your letter of January 25th outlining your suggested approach to the preparation of the final report of the Commission on Jewish Education in North America.

We are happy that you are available to undertake this responsibility and we accept your proposed budget as outlined.

I understand that next steps will be for you to meet with Seymour Fox and Annette Hochstein and that you will participate in the meeting of the Commission's senior policy advisors on February 15 in New York City. I hope, also, that it will be possible for you to participate in the meeting of the Commission which will be held on February 14 at the New York UJA/Federation office, 130 East 59th Street.

I look forward with pleasure to working with you.

Sincerely,

Henry L. Zucker
Henry L. Zucker
Director

TO: Mark Gurnis 1422
Virginia F. Levi
NAME
DEPARTMENT PLANT LOCATION

FROM: Mark Gurnis 1422
NAME
DEPARTMENT PLANT LOCATION

DATE: 2/1/90
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

We will need to determine when David Finn will have prepared the first draft of his report; when will the senior policy advisors and others give their reactions to the draft; when will the redraft be ready to mail to the Commission; when will the commissioners' comments be ready and Finn prepare the report for the Commission's approval?

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Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: David Finn

DATE: 25 February, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 212-593 6397

Dear David,

The attached document is a first instalment of replies to your fax of February 21, with questions concerning the report. We have followed your advice, and Seymour (who is away for a few days), set out to dictate replies to questions 1 - 6. We plugged in some data for questions 7 - 9, did a combined job for question 10 and had the whole thing transcribed.

We hope the result is useful to you. Please let us know as we will continue to work on the remaining questions. We have the feeling that it might be useful for you to look again at the five documents entitled "Background Materials" prepared for each Commission meeting, as well as at the commissioned papers.

Very best regards,



Annette Hochstein

25 February, 1990

THE COMMISSION REPORT:
ANSWERS TO QUESTIONS OF 21/2/90

QUESTION 1

I think that to formulate the question as whether Jewish education is in crisis or whether we've accomplished a lot is to miss the point. There is a crisis for the following reasons:

a. Jews have never had it as good as they have it now - Mort made that point. They live in an open society. They can decide to leave Judaism without very much of a problem. Therefore Judaism has never faced the challenge that it does today and has perhaps never faced it in its entire history: Jews in North America live in a completely open society where they can decide not to be Jews and where the education that you offer, whether it be in schools, summer camps, Israel experience or even in the family, has got to compete with all the "isms" in the world and all other attractive philosophies, ideologies, etc. So Jewish education has to be compelling or make a compelling case intellectually, emotionally and spiritually so that people will say: "I have decided to remain engaged, to continue to investigate, to continue to grapple with these ideas," etc. That is a tough assignment, even when you have great teachers, even when you have great educational institutions.

So, the first point is that the open society and the ability for Jews to thrive in North America, have created problems for Jewish education that would exist, even if Jewish education were a great system.

b. The field of education itself is in crisis because talented people could go into the business world, into law, etc. and get good salaries and face challenging assignments. This meant that many people decided not to go into education. You may have seen the articles in the New York Times the other day, telling us that even medicine as a profession is facing problems of good personnel because of the many competitive options. So the field of education generally, not just Jewish education, has been in a crisis for years in not being able to attract good people. You have the normal problems of salary, status, prestige, other working conditions. When you add to this the question of whether you make an impact, and when you do not give teachers the feeling that they can affect their own fate (what the field calls "empowerment"), you eliminate the idealistic candidates who would go into the field even if they would not get the salaries that someone on Wall St makes.

So the field of education generally, not Jewish education, has been taken over by size, bureaucracy, a lack of direction, a lack of great vision, etc. The field of education has been in that crisis situation for many years now. In the days of John Dewey and progressive education you had a vision and it managed to attract some unusual people.

When there was an economic depression the New York public school system got many people as teachers because they couldn't get other kinds of jobs and so you had a certain quality of people in the field of education. But in the United States, (I don't know if it's true in Canada), for years now, - at least since the 40's, - education has not been able to attract the kind of people that would be necessary to undertake the assignments that education has set for itself, whether it be education for citizenship, education for democracy or education for excellence.

c. When it comes to Jewish education, the situation is much, much worse and there are not enough times I can say the word "much". The reason for this is that with few exceptions, the field is seen as something akin to the teaching of a second language, a foreign language, the teaching of facts about the past of Jews, to children who are coerced into going to school or who are bored or tired. Now I'm going to make some exceptions to this in a moment, but this is what applies to the overwhelming number of children. Just look at your own children and you realise what they viewed Jewish education as. They did not view it as being as important as their public school - and they didn't necessarily look to their public school with great excitement. So, who should go into a field like this? In addition, a potential candidate for the profession would view the field as offering only part-time positions, poor salaries, no status, no ladder of advancement, etc.

d. Now for a different view, juxtapose the above with the view of Jewish education as character education, as transforming the inner lives of people, as being a way to save the Jewish people, as being a way to make it possible for people to find meaning in their lives. If Jewish education is described that way, then you have the possibility of attracting people to Jewish education - just as the first group of students were attracted to Freud and psychoanalysis thought they were going to save the world because people were going to find out and discover the destructive forces in themselves. Once they did that people would become good people and ultimately they could end war, etc.

e. The key point is that in addition to all the realities that exist in general education, Jewish education faces additional difficulties. If the situation is so black, why am I so encouraged? For the same reason that you're ready to write this report, for the same reason that you believed in the World Academy of Ethics. You have this enormous opportunity and I don't have to explain that to you, David, you know the way the vision of Finkelstein affected you. Now, the vision is not clear. It is clear to those people who have gone into the field and who have made a difference, but not to others.

I find this issue - is there a crisis vs. are there people that have accomplished something - a useless argument. Good things have been accomplished: You know some and I can give you additional examples. When people saw the vision, they created things like Camp Ramah, they created things like the Melton Centre, like the Jerusalem Fellows. There are even outstanding supplementary schools, there are wonderful day schools, there are wonderful early childhood programs, there are community centres where things have been done. There are great Israel experience programs. In each one of those cases, I'm willing to wager that it is because someone had a vision that could rise above the realities of the field. Now you can't build a field on heroes. So, on the one hand we have to project a vision. Without the vision you won't even get the heroes. If we have the vision and we create the conditions, then we can begin to talk about what this profession needs.

f. So, I think that the point of view that should be expressed here is that Judaism has an enormous contribution to make to Jews and to the world (that is the Twersky statement). People who want to join that team, who want to make it possible for the Jewish people to rise to its full stature, should go into the field of education. However, that vision cannot be supported without minimal conditions. What are minimal conditions? First of all, they are salary and fringe benefits and profession - all the things that general education wants. Yes, bread and butter is an important issue, and it doesn't exist in Jewish education. But in addition to it, we have got to do the things that general education has been talking about as well. That is, empowering teachers, using the best of education together with the vision of Jewish education.

QUESTION 2

Much of the above is related to question No. 2. Let me add that all of the problems of general education exist in Jewish education as well. However, there is one difference. America may think it can get away with mediocrity. If Jewish education is mediocre it's terrible because of being a minority culture in a very attractive majority culture. As I said earlier, it is very easy to decide not to be a Jew. In order for it to have a chance, Jewish education has got to be first rate. Also, because it is voluntary, Jewish education has got to keep its people interested or they won't participate.

QUESTION 3

I don't know enough at this point about the crisis in other groups. Catholic education and mainstream Protestant education are having similar or even more difficult problems.

I don't think that's an important issue unless I'm missing something. Jews want to survive meaningfully and it doesn't make any difference whether the Catholics are surviving meaningfully or not. We want to and it's not going too well, therefore we have to intervene and make a difference. I can get the information about the other groups for you if it is important.

I don't think that synagogue membership has been growing. If anything, it is flat or decreasing.

QUESTION 4

The Commission certainly is unique for several reasons. First of all, there has never been a Commission on Jewish education which brought together the various elements that are in this Commission. Scholars (Twersky, Lipset), rabbis of the Orthodox, Conservative, Reform, Reconstructionist movements, the leaders of the institutions of higher Jewish learning that are Orthodox, Conservative, Reform, educators (sitting there as full equals and participating, as you saw, with no feeling of inferiority), together with the top lay leadership of the organized Jewish community of North America. The top lay leadership has never devoted one moment of its time to Jewish education. Even if you look at those lay people who cared about Jewish education, like Sam Melton and Phil Loun. First of all, they were not in the league of Mandel, Bronfman or Max Fisher. These people never joined anything devoted to Jewish education. Mandel Berman is an exception. Secondly, the Federation movement, did not devote too much time or resources to Jewish education.

Quite interestingly, the denominations that have by and large owned Jewish education have no leading role in this Commission. We have to constantly make up for the fact that we have sort of forgotten them.

There used to be a time, in fact it is still so today, but I wouldn't say it quite that strongly, when there was a distinction between the top lay leadership, which dealt with Israel, anti-semitism, absorption of refugees, Mount Sinai Hospital etc., and those people who cared about Jewish education. This is the first time that that distinction has collapsed officially and publicly. There never were the Mandels, the Crowns, the Bronfmans dealing with Jewish education. In addition, there never was a Commission that was as well planned and as well thought out. This is not a self-serving comment. I think our staff work has been good, but that is not the point. The point is that there was a feeling that there had to be staff work. Most of the work that has been done on commissions on Jewish education in the past involved shooting from the hip. I don't know if that

makes any difference for the report, but I think that you and I should understand that. Thirdly, there has been more research and more data gathering for the work of this Commission than there has ever been done in Jewish education.

One could say that the top leadership is now concerned about a meaningful Jewish future with the same sense of concern and urgency that they've felt about establishing the State of Israel, or dealing with Russian refugees. I want to be clear: This is not universal yet. What has happened is that you have the very top elite leadership that has joined this. You don't have all of them, you have many of them. You have the most important ones, or at least a good selection of them. You don't have leadership of this kind yet throughout the communities. The assumption is that when the Mandels and the Bronfmans come in then other top leadership will come in as well. Whether that is so or not, is secondary. The fact of the matter is that they are here.

Secondly, this Commission is not going to issue a report as we told you (issuing a report itself is important because there hasn't been a report issued in years that has had anything to say) but it is going to act on its report. We talked about this in your office. Money, lead-communities, a mechanism. That is what makes this Commission and its report, unique.

Here, the Flexner example is important because what Flexner did is write a report, come up with an idea for an experimental medical school, (John Hopkins), he had money, leveraged this money, and got other medical schools to follow. We could easily say that there is a similar assumption here. The assumption is: Top foundations, top leadership, raising the issue of Jewish education for public debate in the Jewish community, coming up with a model, or lead-communities and then stimulating the public debate and then talking about replication. In other words, it is a process about which no-one knows exactly where it is going to lead. But it is the establishment of the process. In a sense I think that this may be analogous to what The New Deal was in America. The New Deal forced America with all its institutions, etc. to consider what poverty, unemployment, and other such matters meant and what should be done about it.

The whole Jewish community is being galvanized here to deal with this problem. One more word about community - normally when they talk about "community" they meant either the lay community, or the educators, or the scholars or the Rabbis. Never before has the concept "community" included all those elements in a setting where they have to agree. There is a real argument going on between Twersky and Bronfman and the

Translated into practical terms for Jewish life that means, how are you going to get the local federation to give the money to Jewish education and not to other things, as important as they might be. Somebody told me that the top status job in Jewish life in New York City is being Chairman of the Board of Mount Sinai Hospital. Well, Mandel has decided that that is not what he wants. He wants to be Chairman of Jewish Education. If that happens nationally and in local communities and the top leadership wants that, you're going to get interest, money and energy devoted to that. David, let us not forget that the two of us share a commitment to the power of ideas and people. If guys like this who have transformed American industry - and let's not forget what these guys have done there, you know that better than I - devote their brain-power and their energy to this problem, then we think miracles can occur. That's in terms of the top leadership.

In terms of the middle-level leadership it means that the guys who sit on allocation boards of federations, sit on allocation boards of synagogues, will see to it that the money goes to Jewish education and they will choose school principals with the same concerns they chose a Rabbi. They'll also know what to look for. They won't choose a guy who is flashy, they will choose someone who's going to affect your children and grandchildren. That's the middle level leadership.

On the lower level leadership it means that parents are going to insist that schools are exciting. They won't be willing to accept the position that the school can be a boring place. They will begin to put pressure, they will hold the educator accountable. When that takes place, when that is the environment in the community then we will have succeeded. We are light-years away from that today, but we have to remember that in 1948 when Ben Gurion suggested to Henry Montor that they should raise \$10 million in America for the UJA, Henry Montor thought that was a crazy idea. Well, the UJA can now announce a \$400 million campaign for Russian Jews because there's an emergency. We have to think of it in those terms. I keep returning to the money issue, yet I don't think that it's the key issue. The key issue is, do the top leadership see education as the way to save the Jewish world. If they see it as such, it means that people like your children will say, my god, that's a profession where I can make a difference, and the whole world sees me as being someone who is going to change what they think is important, namely the future of Judaism. That's what it means to get top lay leadership in and that's what it means for them to change the climate.

Personnel:

Our assumption is that with the vision made explicit, several thousand idealistic, enormously talented people would rather do this than become very rich (remember all you need is several thousand.) Sometimes they are the children of people who have already become rich and don't see this as a challenge, or they are people who are not rich but want to derive meaning out of their lives. We think that if Jewish education is imbued with a vision it will attract a certain kind of person, unless we drive them out. We will do that if lay leaders mistreat them, if they can't change the system, if their creativity doesn't have a place to express itself and we will drive them out if experimentation is not encouraged.

These people, when they come in, they will come in with the same kind of excitement that accompanied Kennedy's campaign in the United States. They were going to save America, these people are going to save the Jews. I have met enough of those people. I am not suggesting something that I have not experienced. First of all, I'm one of them. I've decided to do this, I don't want to do anything else and I would do it all over again and I think that my son David and your son Peter are being cheated by virtue of not having had the opportunity to do what I'm doing.

Let me give you some very specific examples. There's a good deal of evidence that principals make the difference. If a principal is an educational leader, a school is a very different institution than if he's an administrator. If you want examples I can show you the Coleman report which saw schools as having very little impact. There were a small number of schools where all the conditions were the same as those schools that failed. What made these schools successful was a principal who was an educational leader.

Imagine a thousand principals in America who are educational leaders inspired by a vision of education as character education or education as effecting the lives of children and families. These being people who are well trained, who form a fellowship, speak a common language, are committed to similar goals - imagine them even across denominational lines. Imagine what makes it possible for Orthodox, Conservative and Reform educators to both cooperate and compete: On the one hand different visions of what Judaism should be, but on the other a common vision of the high level at which education has to be. Imagine them building Jewish schools where children are treated with great sensitivity, where a parent knows that when he sends a child to a Jewish school he's going to be treated the way he wants his child to be treated. That his child will be seen as someone who is not a statistic, but someone who the school has to help rise

to his fullest potential and that's what a Jewish school is. It's not just a place where you learn Talmud, or learn to pray, as important as these things are, it's not just a place where you find your expression as a Jew, but it's a place that because Judaism insists that people be treated well, your child is treated well. That's what a Jewish school is like.

In other words, the oxygen in this institution is different. Just like the oxygen at Harrow and Eton is different. In terms of building the future elite leadership of England it was the beginning of the Old Boys club, Jewish schools are places where people are treated with great concern and that's the kind of therapeutic environment you want your child to be in. A thousand principals like that is the personnel we're talking about. We are talking about teachers in classrooms who are not going to waste time with paper work, who will have secretaries and computers that will do that. They will be given an opportunity to deal with children and with their parents.

Let me say a word about parents: Imagine if a teacher's assignment was to not only work with the child but to have the time, skill and motivation to work with a family and just as I worked with the Finn family, or Shelly Dorf worked with the Finn family, imagine if the teacher at New Rochelle had an assignment to work with the families of his pupils. So the teacher is a different kind of person. I can go on and give you an example of what the camp counsellor is like etc. but I think that's enough for now.

QUESTION 6

I will be covering question 6 obliquely but I'll do it anyway.

First of all, to get rid of some misconceptions. It isn't only the Gallup poll. Except for the ultra-orthodox, and I should have mentioned that earlier, the situation is not good. Neither the moderate or centrist Orthodox, nor the Conservative or Reform have anything to be content or be able to rest on their laurels about. We can't say that in the report because we'll offend all of them, but we ought to know that amongst ourselves.

Secondly, for every child in school at this moment, there is one who is not in school. All educators, Orthodox, Conservative and Reform admit that we don't have the family supporting us and everybody knows how important the family is. So the situation ain't good.

QUESTION 7

CJF -- is the Council of Jewish Federations, the umbrella organization of Federations of Jewish philanthropies in the United States and Canada.

JWB -- the Association of Jewish Community Centres and YM-YMHAs, is the leadership body of the North American network of JCCs and Ys. JWB serves the needs of individual Jewish community centres and it helps to build, strengthen and sustain the collective centre movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences and by identifying and projecting movement-wide directions, issues and priorities.

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

(JWB and JESNA: these are quotes from the Commission's Design Document.)

The following definitions appear in the American Jewish Year Book, 1987:

JESNA

JEWISH EDUCATION SERVICE OF NORTH AMERICA, INC. (JESNA) (1981). 730 Broadway, NYC 10003. (212) 529-2000. Pres. Mark Schlusel; Exec. V.-Pres. Jonathan Woober. Coordinates, promotes, and services Jewish education in federated communities of North America. Coordinating center for Jewish education

bureau; offers curricular advisement and maintains a National Educational Resource Center; runs regional pedagogic conferences; conducts evaluative surveys on Jewish education; engages in statistical and other educational research; provides community consultations; sponsors the National Board of License; administers Fellowships in Jewish Educational Leadership training program (FJEL); provides placement of upper-level bureau and communal school personnel and educators; Pedagogic Reporter: TRENDS; Information Research Bulletin; Jewish Education Directory; annual report; NISE Newsletter.

CJF

COUNCIL OF JEWISH FEDERATIONS, INC. (1932). 730 Broadway, NYC 10003. (212) 475-3000. Pres. Shoshana S. Gordin; Exec. V.-Pres. Cami Salmons. Provides national and regional services to 200 affiliated federations embracing 800 communities in the U.S. and Canada, aiding in fund raising, community organization, health and welfare planning, personnel recruitment, and public relations. Directory of Jewish Federations, Welfare Funds and Community Councils; Directory of Jewish Health and Welfare Agencies (triennial); Jewish Communal Services: Programs and Finance (1977); Yearbook of Jewish Social Services; annual report.

QUESTION 8

The issue of the affiliated/unaffiliated is a relative one and is subject to much discussion among social scientists, community leaders and others. Formal definitions would include among the affiliated people who are formally members of one or the other institution, organization, or movement of the organized Jewish community (synagogue, community centre, school, etc.). However, some people participate in the community without being formally members (e.g. donate to UJA). Moreover, it has been argued that a whole range of possibilities for participation in Jewish life, that is not formal, accounts for the greater or lesser affiliation of many North American Jews (e.g. reading Jewish press, visits to Israel, reading books and articles on Jewish topics, having Jewish friends, etc.). The notion of the "less affiliated" has replaced that of the "unaffiliated" in some of the more recent literature on the topic, implying the need to view this matter along some scale, rather than in absolute terms.

Studies indicate that most US Jews belong to a synagogue (our Gallup poll indicates 57% do). About 1 million US Jews belong to Jewish community centres. The implications of these numbers are far from unequivocal as you well know and do not tell us much about active participation, depth or scope of involvement.

b. We gave you a document called "Appendix: Background Data", where you will find some answers to your questions about number of day schools, camps, etc. (pages 1 - 6.) We will forward to you a more detailed document immediately. However, please note that Prof. B. Riesman's paper on Informal Jewish Education undertaken for the Commission will be ready and available in a few days. We expect that it will analyse the informal scene in more detail. We will send the document as soon as available.

QUESTION 9

This question is addressed in a paper entitled "Federation-led Community Planning for Jewish Education, Identity and Continuity", by Joel Fox. I am asking Mark Gurvis to forward a copy to you in case I did not give you one. Here is a quote from that document:

"Many Federations have already engaged in Federation-led community planning for Jewish identity and continuity. Commissions, committees and task forces are already well advanced in Baltimore, Cleveland, Columbus, Dallas, Denver, Detroit, Los Angeles, New York, Pittsburgh, Richmond and Washington. Others are at earlier stages of organization."

We can add Boston and Philadelphia to this list, however a year after the above was drafted we may also want to delete some of the names: Work appears to be very uneven in the different communities and we will ask Henry Zucker and Mark Gurvis to comment further on this question.

QUESTION 10

I'm going to respond to this question by telling you what the money would go for. I don't think the report should concentrate on the problem of tuition, although it will probably have to be mentioned because it's true. Anybody who wants to send their kids to Jewish day schools has got to pay approximately \$10,000 per kid. If you've got a couple of kids and you want to send them to a summer camp as well, you're talking about \$10 - \$15,000 per child. People have to be rather affluent to be able to handle that kind of a burden. I don't think that should be the thrust of our argument. I think we ought to deal with what it would take to undertake the kind of experimentation and research that is necessary to produce the kind of education we have just described.

By the way, the first effort in educational research in Jewish education in North America began with Melton. I don't know if you want to say it that way, David, but the truth is it began in 1959. What do you think the results would be in cancer research if it began in 1959 and with the kind of money Jewish education has? So, somehow we've got to convey to them that if you want to build the educational institutions that have the kind of environment I described earlier or if you want to have character education or teaching young people how to be able to touch their insides so they can pray, if you want those kind of institutions, then this is going to take a massive investment of money.

One point that might be made subtly is that Jewish education is education. Not just education that is Jewish. These are problems that have to be solved for Jewish education in order for it to be a meaningful Jewish education and they haven't been solved in general education either. So, the money we are talking about has got to go for the vision to be translated into practice. There is very little money devoted to that in general education. The Jews should be willing to spend that money because they care about their future. We need money for the training institutions to be developed, money for professorships, fellowships, students to be able to attend. We need money for elite training programs like the Jerusalem Fellows, programs for mid-career advancement,

programs for in-service and professional growth. We need money for people to leave general education and be tooled to go into Jewish education. We need money for model programs in Jewish education, money for the communities. We don't begin to know what it's going to cost.

* * * *

We will strive to add to this information, and any other data you may need, during the week.

THE COMMISSION ON JEWISH EDUCATION

REPORT OUTLINE

I. Introduction

- A. What is an educated Jew -- basic philosophical statement**
- B. A perspective on current environment in Jewish education in U.S. and why reached crisis stage**

II. Purpose and history of the Commission

- A. How and why it was founded**
- B. Unique features of Commission**
- C. Who the commissioners and advisors are**
- D. What the goals of the Commission are**
- E. How it is funded**
- F. When and where it met**
- G. Commitment to create ongoing program**

III. History of Jewish education

- A. Some background on Jewish education in the U.S.**
- B. Analysis of what's wrong with Jewish education in U.S. today**
- C. Research findings indicating state of crisis**
- D. Relationship between education and continuity**
- E. Examples of some successful programs -- i.e. Mexico, Pasadena, Melton Center**
- F. Local commissions -- i.e. Cleveland**

IV. Recommendations of the Commission

- A. Conclusions & plan (26 items)**
- B. Personnel, funding, etc.**
- C. Creation of Institute for the Advancement of Jewish Education (final name to be determined)**
- D. Description of "lead communities" concept, how they will be chosen and how they will function**
- E. Why plan will work**

V. Glimpses of the Future

- A. How lead communities will affect whole Jewish community**
- B. What Jewish education as a whole can be in future**



RUDER•FINN

February 26, 1990

Mr. Henry L. Zucker
Director
The Commission on Jewish Education in North America
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, Ohio 44115

Dear Hank,

When we discussed the budgeting for the Report for the Commission on Jewish Education in our offices the other day, Mort and I agreed on a figure of \$40,000 to cover the work described in my last letter. This is intended as an outside figure, and we will bill you less if we spend less time. As I indicated then, I would like to send you an invoice for \$7,500 for the next three months, and bill you beyond that on the basis of time spent. But I will not go over the \$40,000.

I want to repeat what I wrote in my last letter that this will cover all Ruder-Finn time in writing and designing the Report. When I gave you the original \$30,000 estimate, I had no idea of the amount of work that would be involved; my revised estimate is based on a realistic assessment of the project. At the same time, I want you to know that this will only cover the time for the staff work that will be done on the report. I estimate that I will personally be spending from \$35,000 - \$40,000 of my time on the project, which will be my contribution. In other words, a commercial client would be paying double what we will be charging you.

In addition to these staff time charges there will be out of pocket expenses. For instance, we tape recorded all of our conversations about the report and we will charge you for transcriptions. We will also charge for photo-copying since several of us will want to have copies of transcripts and other materials. There will also be telephone calls to Israel, etc., and other miscellaneous expenses such as taxis, etc. And finally, we did hire a photographer to take photographs at the

Commission meeting, and there will be charges for her time as well as prints, and the like, and possibly additional photographic charges if we should decide together to try to get classroom shots, etc. I would estimate that these expenses will add up to somewhere around \$5,000-\$6,000, although we may want to spend a little more for photographs. In no case will these expenses exceed \$10,000.

What we will produce on the basis of this budget is a finished text as approved by you and others, plus any graphs or other illustrative material, and a complete set of mechanicals ready for printing (for what we estimate to be approximately a 100 page report).

When we have a final and approved text and layout, we will have to make a decision as to whether we want to print the report with a typeface from a computer or whether we want to set type so that it looks more like a book. We have done reports both ways. The former will cost nothing additional, the latter may involve an additional cost of \$5,000-\$7,000. This will be purely optional. I hope you will want to have a report with set type since this will be an historic document, hopefully kept by libraries and read by a large number of influentials (and all Rockefeller, Carnegie, etc. reports are printed that way), but that's a decision we can make later.

Then, of course, there is the printing and binding cost. It is extremely difficult to estimate that cost at this time since we don't know the quantity, the number of colors we will use, how many halftones, etc. However, based on previous experience, we estimate that 5,000 copies of these reports could cost anywhere from \$25,000 to \$30,000 to print (although there may be ways to reduce those costs depending on where the printing is done).

The above involves all possible expenses, except for publicizing the final report. My suggestion is that we don't consider that question until much later when we will have a much better idea of the news value of the Report and will be able to explore various options.

I hope this detailed analysis is helpful to you. If it seems on target, I would appreciate your confirmation of these arrangements. If there is any question about any of the elements of the budgets, please don't hesitate to give me a call.

Regards,

David Finn

DF:sjs

cc: Seymour Fox

Annette Hochstein

MEMO TO: Annette Hochstein
FROM: Mark Curvis *mcj*
DATE: February 26, 1990
SUBJECT: A. Comments on Aron's and Davidson's papers
B. Update on Reisman

A. Following are comments I have received on Isa Aron's and Aryeh Davidson's papers to date. We will need to think through how to proceed based on these comments:

1. David Ariel--He has no concerns or issues to raise on Isa's paper. He has numerous concerns about Aryeh's paper, which he has committed to paper, and which I gave you a few weeks ago in Cleveland. In general, he is concerned that the paper does not capture enough of the future plans of the institutions. He believes the paper does need additional work before distribution to the commissioners.
2. Herman Stein--He has no concerns on Aryeh's paper, but believes that Isa's paper bogs down on the problem of defining professionalism. He would look for a more nuts and bolts paper on the steps needed to move the field in the right direction. While he might have structured the assignment differently, he believes she has responded to her assignment well, and that the paper need not be held up from distribution to commissioners. He might feel more strongly about tightening up the beginning section on definition before the paper is published. a letter from Herman is appended to this memo.
3. Jon Woocher--Jon has no concerns to raise on Isa's paper. He finds Aryeh's paper somewhat confusing to read because of the constraints Aryeh faced in not being able to identify particular situations or institutions. More importantly, he believes there are some important in-service education models missing from the paper, and which would be important to include. He would be glad to have his staff (Paul Flexner) help identify additional information to include.

There were no other comments from policy advisors.

B. I spoke with Bernie Reisman today. His paper is in two parts. First is a review of background and history of informal education, which runs about 45 pages. This is complete. The second section, which is about 2/3 complete, is a more nuts and bolts analysis of settings, techniques, principles, and recommendations for policy and program direction. This will run about another 40 pages. Bernie will send the whole package by overnight mail on Monday, March 5, and I will forward it to you immediately.

His paper is being typed on IBM wordprocessing equipment, and he is prepared to send the discs if needed. Please let me know if this would facilitate the production of the desk top publishing quality version your office will have to produce.

cc: Henry L. Zucker and Virginia F. Levi

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

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Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

MEMO TO: David Finn
FROM: Mark Gurvis *MG*
DATE: March 2, 1990
SUBJECT: Community Planning in Jewish Education

I am enclosing two papers which should help clarify for you the environment within local communities in which the Commission on Jewish Education in North America is and will be operating. First is Henry L. Zucker's paper on Community Organization for Jewish Education, which looks at leadership, financing, and structural issues. Second is Joel Fox's paper on Community Planning in Jewish Education. Joel is the planning director of the Cleveland Federation. Also, I am enclosing the local commission report from Cleveland, which will give you an example of what got produced as a planning document within one of the stronger North American Jewish communities.

As you will see from Joel's paper, there are numerous models that communities have recently used to engage in more intensified planning efforts in Jewish education. Some have established local commissions on Jewish education, identity, or continuity; others have ongoing Jewish education committees within the federation structure that have been reenergized around particular initiatives or studies. Following is a breakdown of these categories.

Local commissions--The following communities now have a commission on Jewish education or continuity: Boston, Cleveland, Columbus, Detroit, Los Angeles, Syracuse. They are all at different stages of development. Boston had its first meeting in late January. Cleveland, which started in 1985 is now in the process of implementing a four-year, \$4.3 million program. Syracuse has created a standing Jewish Education Committee which is implementing its commission's recommendations. As a result of the work of the Commission on Jewish Education in North America, a number of communities have expressed interest in becoming community action sites and in starting this kind of intensive, comprehensive community planning process, including: MetroWest New Jersey, New York, San Francisco, and Toronto.

Communities with other approaches--A number of other communities have ongoing Jewish education committees which have recently undertaken significant planning studies, including: Buffalo, Dallas, Miami, Philadelphia, Pittsburgh, Richmond, and West Palm Beach.

There have always been some communities which looked at Jewish education issues from time to time. However, the Commission arose at a time when several local community efforts were coinciding, and its work has intensified the interest and activity in this area.

I hope this will be helpful in clarifying the activity at the local level. Please let me know if there is other information I can provide.

cc: Seymour Fox

3



RUDER•FINN

HL2 - 3/7

You're going to
draft reply when
you return from
FL.
L

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Henry L. Zucker

DATE: 3/2/90

FROM: David Finn

NUMBER OF PAGES INCLUDING THIS PAGE: 4

IF YOU DO NOT RECEIVE PROPERLY, PLEASE CALL THE SENDER AT (212) 593-6300

Mr. Zucker,

Please let us know if this is the correct address to send
correspondence to. Originally we had an address of 1750 Euclid Avenue.

Many thanks.

Susan Slack

FAX NUMBER: (212) 715-1662



RUDER•FINN

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLETO: Seymour Fox
% Jenny LevyDATE: March 9, 1990FROM: Dena MerriamNUMBER OF PAGES INCLUDING THIS PAGE: 2

IF YOU DO NOT RECEIVE PROPERLY, PLEASE CALL THE SENDER AT (212) _____

Seymour had asked me to fax this
to him via your office. Could
you pass it on to him?
Thank you.

FAX NUMBER: (212) 715-1662



RUDER • FINN

3/13/90

Dear Seymour,

Enclosed is a brief outline of the report. We can go through it in a more detailed manner at our meeting next Friday. We've begun organizing the material for the first chapter, and we hope to have a draft in about two weeks.

Look forward to seeing you next week.

Dena

Do we have
on file?

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Hank Zucker

DATE: May 25, 1990

FROM: Seymour Fox

NO. PAGES: 1

FAX NUMBER: (216) 361-9962

Dear Hank,

I am enclosing Professor Twersky's statement which we believe will play an important role in the report. Could you show it to Mort.

Shabbat Shalom.

P.S. We will need to decide what David Finn's role will be at the meeting on June 12th.

①

While avoiding rhetoric and simplistic formulations, while rejecting excessively heroic propositions, we may agree on a description of common aspirations and expectations. Our goal should be to make it possible for every Jewish child to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, to the power and profundity of Jewish faith. As a slogan we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'arez!'" 'Am ha'arez, usually understood as an ignorant, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

①

Jewish continuity or survival- as a people- is not a problem and need not be a source of anxiety or perplexity. The reason for this apparent serenity is not insensitivity or wistfulness, but unshakable conviction, unwavering faith, and a special historical consciousness nurtured by the record and realities of the Jewish past. Hackneyed epithets- or stereotyped laments and litanies- should not be allowed to obscure the uniqueness and quintessence of our truly unparalleled history. The question that generates so much apprehensiveness and persistent restlessness is how many of our children and grandchildren, friends and neighbors, nephews, nieces, and cousins will be privileged to participate in this ongoing, confident, creative Jewish community? Every individual is of concern to us; no effort should be spared to enlarge the group of "survivors."

June 12, 1990

EXECUTIVE SUMMARY

BACKGROUND MATERIALS FOR THE COMMISSION'S FINAL REPORT

The Commission on Jewish education in North America was established because more and more leaders from all sectors of the North American Jewish Community are expressing the belief that a strong and vital Jewish educational system is the primary vehicle by which Jews will continue to develop a life-long commitment to Judaism. At the same time a variety of opportunities are emerging through the work of talented educators, the initiatives undertaken by individual communities and the involvement and generosity of family foundations.

On the other hand research regarding Jewish education and Jewish continuity reveals a serious weakening of ties to Judaism among many North American Jews. Only a fraction of the Jewish population participates in educational programs

- * Less than half of Jewish children currently attend any type of Jewish school
- * Only about one in three Jews has ever visited Israel
- * It is estimated that only one in ten Jewish adults are involved in any type of Jewish learning
- * Today almost a third of Jews under the age of 40 are married to non-Jews, and only a quarter of their children identify themselves as Jews.

The Commission was called together to examine the problems and opportunities facing Jewish education and to develop a comprehensive plan that would, over time, radically transform it.

The plan would deal with the shortage of qualified personnel and with the need to mobilize the Community for Jewish education. It would also deal with programmatic areas and with developing a research capability in North America.

The Commission decided to begin the process of change by establishing several Lead Communities - places in which innovation and community support would be concentrated. These communities would recruit the best personnel and introduce the highest quality educational programs available. They would become the testing ground for the whole Jewish community and their results would subsequently be disseminated throughout North America.

At the same time work will be undertaken throughout the North American continent to recruit students for training programs and establish scholarships and fellowships for them; to expand and improve these programs by creating new faculty positions; to raise the salaries of educators and empower them.

Programs will be developed to involve many more key community leaders in the Jewish education enterprise.

Funding will be made available for immediate implementation and a long-term funding strategy will be developed.

Since the goal of the commission was to create a plan that would be proactive rather than merely theoretical it decided to create an entity that would oversee and continue its work. Thus the Commission included in its plan the establishment of "the Council for Initiatives in Jewish education" to be a driving force for change and immediately begin the implementation of the Commission's plan.

Professor Isadore Twersky, formulated the following view of the Commission's mission:

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

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RECOMMENDATIONS

1. The Commission recommends the establishment of The Council for Initiatives in Jewish education to implement the Commission's decisions and recommendations. It should be a driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.
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.
3. The Commission recommends that a plan be launched to build the profession of Jewish education in North America. 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.
4. The Commission recommends the establishment of several Lead Communities, where excellence in Jewish education can be demonstrated for others to see, learn from and, where appropriate replicate. Lead Communities will be initiated by local communities that will work in partnership with the Council. The Council will help distil the lessons learned from the Lead Communities and diffuse the results to the rest of North America.
5. The Commission identified several programmatic areas, each of which offer promising opportunities for new initiatives. The Council will encourage the development of these areas in Lead Communities and will act as a broker between Foundations and institutions that wish to specialize in a programmatic area. The Council will assist in the provision of research, planning and monitoring for those efforts.
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 may need to be established.

JESNA



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

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June 15, 1990

MEMO

TO: Seymour Fox, Annette Hochstein, David Finn

FROM: Jonathan Woocher

RE: Thoughts on the final report

I apologize in advance for what will, I'm sure, turn out to be random jottings on the report. I did want to get something to you before I leave for Israel, and will try either in person or in another memo to expand on any points, if you think that will be of any help to you.

I have asked our staff to read through the draft report and note any programs or ideas currently out there which might be used as examples to be tied to the report's recommendations and/or findings. Most of that will probably be sent to me in Israel and I'll pass on to you what seems worthwhile.

Some of my own thoughts on the report:

In general, I am not a fan of the "gloom and doom" school's view of American Jewish life, though neither am I in Charles Silberman's "never better" camp. However, I think that most Commissioners probably do support the basic premise of pp. 3-4. I have, nevertheless, two specific concerns:

First, the paragraph on p. 4 that describes Jewish education's scope seems too general and harsh an indictment. I believe most educators are concerned with and believe they are trying to teach the elements listed as "often lacking." Whether they succeed or not in transmitting these elements is a different question. But I read the paragraph as implying a lack of vision on the part of educational institutions and educators which is not as generalized as indicated.

Second, I have some serious reservations about the sociology and history on pp. 5-7. The "low priority" given to Jewish education should be connected to a broader statement about American Jewish culture, not just Federation support. The real issues, I believe, run deeper: the fundamental ambivalence concerning the goals of integration vs. identity perpetuation that Liebman writes about; the long-term (continuing) inability to resolve whether Jewish education is most properly a "church" or "state" concern, or at least how the two spheres should relate; the desire that Jewish education should be "good," but not "too good." I miss a paragraph or two in the report that would set out this cultural backdrop, which I believe is the critical variable of which Federation leadership's evolving attitude toward Jewish education is merely one expression. There is also little

sense given as to why the priority of Jewish education has changed, something that also involves a combination of historical and social factors.

The description of Federation's changing relationship to Jewish education is oversimplified. A number of federations supported Jewish educational institutions from the outset. All through the period up to the end of World War II, there was, I think, a split among Federation and Welfare Fund leadership (and the two institutions often represented differing perspectives) regarding the appropriateness and priority of support for Jewish education. Interestingly, in the 1930s, the rationale most often given for support was the need to instill pride in the Jew in the face of anti-semitism. On the other hand, the Depression era saw a significant decrease in Federation funding for Jewish education, largely for economic reasons. In describing the post-War period, some attention should be given to the marked change that began in the late 1960s (though there had been indeed a gradual rise in leadership support, at least rhetorically, through the 50s and early 60s). The combination of the Six-Day War and the student activism that climaxed at the 1969 GA produced a major shift in attitude that I think merits some mention.

I do not agree at all with the statement on p. 6 that the rise in intermarriage is a symptom of the inadequacy of Jewish education. I urge you to talk to some of the sociologists about this. I believe (though I could be wrong) that most would argue that intermarriage is primarily a function of successful integration. Although those with strong Jewish educational (and family) backgrounds are indeed probably less likely to intermarry, to place the burden for rising intermarriage on Jewish education's inadequacy seems to me grossly overstated and incomplete.

I have some problem with the first paragraph on p. 7. In the second sentence it is not clear who "these children" are, since the previous sentence deals only with one-point-in-time and not cumulative (non)participation. Even if the reference is intended to be to the 25-30% who receive no Jewish education, I believe the word "inevitably" is too strong, especially for the second clause. While we must accept the likelihood that those who have no Jewish education as children will grow up with an attenuated Jewish identity, we should not imply that this will inevitably be passed on, since learning how to intervene effectively at other stages in the lifecycle, particularly during college and at the onset of parenthood, is one of the goals we espouse.

The middle paragraph on p. 7 may provide the occasion for introducing a fuller description of the "new circumstances" in which Jewish education must operate today. In addition to the absence of Jewish neighborhoods (which tend, in my view, to be much overrated as instillers of Jewish identity -- after all, if they were so positive an influence, why did so many who grew up in them assimilate?), this is where we might talk about the revolution in mass communications and technology; the pervasive impact of American popular culture (a mixed impact, because of the Jewish role in that culture); the range of demographic and social changes (especially to the family); the place of ethnicity and religion in American and Canadian life; Israel; North American Jewish affluence; the movements for reform in

American education; and any other aspects of the social context that impact on North American Jewish education today. The upshot of these, I would suggest, is both a set of challenges and of opportunities to which the Commission is seeking to respond.

For chapter 3, I agree that some type of overall assessment of the "state of Jewish education" should set the context within which we present the statistics and descriptions of specific forms and settings. My own approach is that Jewish education is "a landscape of peaks and valleys." I think you have what I've written on the subject (the essay in Ron Kronish's book, e.g.), so I won't try to elaborate, and I'm certainly not suggesting that either my assesment or language be used in the report. However, I believe some type of overall portrait that emphasizes both the achievements and shortcomings of Jewish education today, perhaps with some specific examples of the former, would be valuable at the outset.

Several specifics: p. 26 -- I'm not sure that the "role and quality" of supplementary schools have declined significantly. It's a question of both "compared to what (and when)" and "in what respects." In the Reform movement supplementary schools are probably better than ever, and while today's schools may not teach as much content as the old 8-10 hour a week talmud torah, they may be superior in other respects (materials, pedagogy, incorporation of informal experiences). I just don't think that the broad generalization is justified.

p. 28 -- The second paragraph has a non-sequiter. I see no connection between noting that supplementary schools continue to serve the majority of Jewish young people and being a critic of day schools. They are two separate issues entirely.

p. 29 -- As with Federations, the history of the relationship of JCCs to Jewish education is more complex than implied here. Certainly, the Janowsky Report (in 1949, I believe) represented a major statement of the movement on the Jewish purposes of JCCs, even if real momentum did not build until the 1970s (again, part of the post-67/69 upsurge).

p. 30 -- Pre-schools: It is likely that more children are enrolled in JCC pre-schools than in those under congregational sponsorship, hut there are more programs in synagogucs.

p. 31 -- Colleges: I don't think "representatives" is the right term. Do you mean "programs" or "activities"?

p. 34 -- I'm not sure what the "1988 Teachers Salary Update" refers to. If it's the national study that JESNA did, the last one was in 1986.

p. 38 -- I'm a little uncomfortable with the statement that "the involvement of top community leadership is the key to raising the quality of Jewish education." We need to define better what is meant by "top community leadership" (federation only? large donors? those in official positions?), what role(s) we are urging them to play (become presidents of schools? sit on the BJE? study, a la Art Green's plea?). The sentence implies that if "top leadership" gets more "involved" in Jewish education, that will lead to solutions to all of Jewish education's

problems. Presumably, this impact will be mediated through the creation of a new climate of support and attractiveness, additional funding, and perhaps more effective leadership of the educational institutions, and will require some changes in the leaders themselves (e.g., more knowledgeability about Jewish education). Although these are alluded to, it might be helpful to spell out the pathway. I think there is a danger in not doing so, since it may allow a simplistic form of the argument to be taken at face value. There are limits to what "top leadership" alone can do in the absence of other factors and of a clear definition of what precise role they are expected to play (e.g., the "involvement" of top leadership in federations has not prevented their having a personnel crisis as well). I would argue, e.g., that not discussing the key role of rabbis, and how top leadership will relate to them, could be seen as a significant lacuna in our thinking about the role and potential of greater leadership involvement. Whether here or in the blueprint section, the issue of who is meant by "top leadership" and how in concrete terms they will work to have a decisive impact on Jewish education should be spelled out more.

I hope this is of some help. As I get material from the staff to help flesh out the blueprint section, I'll forward it to you. Obviously, if there is anything in the suggestions above that you would like me to expand on, I'll be happy to try to do so.

Good luck!



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of papers for
D. Finn

FACSIMILE TRANSMISSION

June 19, 1990

TO: Ginny Levi
FAX: 361 9962

FROM: Herman Stein
FAX: 368-4889

WE ARE SENDING A TOTAL OF -2- PAGES.

MESSAGE FROM SENDER:

Here is a thought for the writers to consider as part of the introduction for the report. It is not phrased very felicitously, but I hope the notion is clear.

HDS:mr

The work of this Commission was undertaken during a period of great upheavals on the world stage and in Jewish life. Communist dictatorships have been overthrown in Eastern Europe, the Soviet Union and the United States moved to reduce armaments and tensions, the exodus of Jews began from the Soviet Union to Israel, after an initial migration to the U.S.

The Commission's work was not occasioned by any of these historic developments, but was not immune from their impact. They gave even greater weight to its purpose, for it is the values and learning implicit in Jewish education that bind our people together across the globe, and make us sensitive to repercussions on them of external events. It is these values and this learning from which Jews in the Soviet Union have been cut off for generations, and for which they are now thirsting.

North American Jewish communities are awakening to their own needs to strengthen their capacities to provide these underpinnings from childhood through adulthood, and to have resources in place also to meet the Jewish educational needs of the influx of Soviet Jews.

HLZ

HACK - would
you just send
a reply from me -
thanks
- M

June 21, 1990



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The National Jewish
Center for Learning
And Leadership

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Mr. Mort Mandel
Mandel Commission
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

The final session of the Commission is a moment for stock-taking and reflection. As one who initially urged the Mandel Foundation to take one of the nineteen program areas and to do it totally, I was not surprised by the reactions on the last day. Once we made the decision to go in a different direction, I feel that the results will have a very powerful positive effect. We need new initiatives in Jewish education of major proportions. We need it particularly now when Operation Exodus could lead to unintentional (or intentional) downgrading of all the other responsibilities of the Jewish community. Jewish education is the key to Jewish survival. The statement by this Commission with the personal prestige of Mort Mandel and with the creation of a Council to undertake major initiatives and with the combination of Mandel and other family foundations behind it will be a striking and important witness to the centrality of Jewish education to our future.

Let me reiterate the two other points that I made during the day because I think they need to be incorporated in the final draft.

1. The general statement should make clear that we include informal as well as formal education and all ages from childhood to adult as the proper focus of Jewish education. Some of the initiatives in the lead communities hopefully will focus on adult or informal education or at least incorporate such elements in the total package. The whole report could be gone through to fine tune it and make sure there is no unintentional communication or implication that only formal education for children is the central concern of Jewish education. Given the extraordinary openness and the continuing development of our society, people whose values have been shaped deeply in childhood may make fundamental transformation in teenage or years beyond. Moreover the college and adult years give us a second and a third chance at deepening their Jewishness. Those areas then should be clearly signaled.



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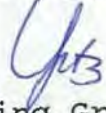
2. A mission statement might be helpful as the general summary of the work. Isadore Twersky's very fine piece--properly adjusted to make clear that we include informal and adult elements--would be a good candidate to serve as the mission statement.
3. Jewish education is needed by leadership as well. Special attempts should be made to educate Jewish community leadership on the importance of Jewish education and the goals of the Mandel Commission. It will not just happen by osmosis. While CLAL will certainly incorporate such themes in its own programs around the country, I would suggest that special programs be undertaken. I would be happy to nominate CLAL to be a partner with JESNA and other groups to do it. Whichever way you go some formal programs of study and inculcation of these values should be included in the final report and the plans of the council.
4. As one who initially urged that we consider seriously incorporating the Council into JESNA, I affirm the independent CIJE result. The important thing is that the Council represents a major new initiative in itself. Having spoken to people in the communities, I am convinced that there will be an important responses to CIJE. Therefore, this is one of the most promising new developments in Jewish education in many a year. The proof of the pudding will be in the eating. Hopefully CIJE can stimulate important initiatives in enough communities that will take up some of the areas that we could not address through this commission's work. This Council will have the kind of multiplier effects that have the key to upgrading Jewish education.

Mandel, Mr. Mort
June 21, 1990

3

You all deserve congratulations and best wishes and the full cooperation of the community. I will be happy to continue to help in whatever way is possible personally and through CLAL.

Sincerely yours,

A handwritten signature in blue ink, appearing to be 'IG' followed by a stylized flourish.

Irving Greenberg

IG:blm

cc: Henry Zucker
Professor Seymour Fox

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

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June 28, 1990

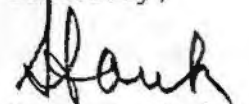
Mr. David Finn
Ruder Finn & Rotman, Inc.
301 East 57th Street
New York, NY 10022

Dear David:

There is enclosed the so-called Moses Alsbacher Document which is an ethical testament written by Lazarus Kohn, a teacher in the small Jewish community of Unsleben in Bavaria. It is his message to a group of Jewish immigrants from Unsleben who came to the United States in 1839, and who formed the nucleus of the Jewish community of Cleveland. You may find a place to quote this plea for these new immigrants to resist the tempting freedom to "turn away from the religion of our fathers."

Please note that if you quote this document, credit is to be given to the Cleveland Jewish Archives of the Western Reserve Historical Society.

Sincerely,


Henry L. Zucker

Enclosure

cc: Morton L. Mandel
Seymour Fox
Annette Hochstein
Mark Gurvis
Virginia F. Levi

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

July 2, 1990

Dear Yitz:

I was pleased to receive your, as always, insightful letter of June 21 and have passed it along to Seymour Fox and David Finn as they undertake the writing of our report. I am sure that they will take into account your comments and factor them into the draft report.

I certainly endorse your emphasis on Jewish education for communal leaders. It has been a major emphasis in CLAL from the beginning, and I believe that the thought is taking hold in a practical way in the Jewish community.

Many thanks for your complimentary comments about the Commission. I truly believe that it will have an important effect on the Jewish education product in North America during the next ten years.

Warm regards and all the best.

Sincerely,



MORTON L. MANDEL

Rabbi Irving Greenberg
President
CLAL
47 W. 34th Street, 2nd Floor
New York, New York 10001

CC: S. HOFFMAN
FAX TO S. FOX

7/2
JW
A copy of this should
be in M G's file with
suggested changes to
final report. L



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
617-736-2990

Waltham, Massachusetts
02254-9110

July 9, 1990

TO: SEYMOUR FOX & ANNETTE HOCHSTEIN
FAX: 011-972-2-699 951

FROM: JOE REIMER

RE: COMMISSION'S FINAL REPORT

At the June 13 meeting of the Senior Policy Advisors I volunteered for the task of suggesting places in the report where the aspect of family and family education could be enhanced. The following are suggestions about that as well as where we could expand beyond the narrower focus on classrooms and children. (The suggestions are guided by pages of document we received for 6/12.)

FAMILY

1. (page 4, paragraph 3): the list of "additional elements" suggestion: 1.) since prayer is involved under relationship to God, I'd delete that element
2.) I'd add (after "community"), "the family's capacity to transmit traditions -- are often lacking"
2. (page 5, paragraph 1): I'd add: "Overtaken in the minds of young people and in the lives of families by....."
3. (page 7, paragraph 1): Second sentence. I'd re-write:
"If we fail to reach out to their families and invite them to provide Jewish education for these children, they will inevitably grow up....."
4. (page 7, paragraph 3): I'd add to the last sentence: "Today these neighborhoods have all but disappeared as have on-going contacts with grandparents and extended family members. Ways must be found....."

5. (page 31., paragraph 1): last sentence. I'd add: "Parents and grandparents may be stimulated to focus on their own educational interests and enhance the family's involvement when their young children..."
 6. (page 66, paragraph 3): add list of settings in which educators work: "family programs."
-

BEYOND THE CLASSROOM

1. (p. 57, paragraph 3): why for informal educators do we suggest only "on-the-job training" and not also "training programs with experts and scholars?"
2. (p. 59, paragraph 2 & 3): why are fast-track programs only for "young men and women" and not for avocation-al adults looking for more professional involvement? They may not be "career changers," but still want more serious entre into teaching. (This also applies to p. 62, first sentence.)
3. (p. 60, paragraph 2): Why is aim of empowerment only for "teachers" and not also for informal educators? (This also applies to p. 64 on "empowerment.")
4. (p. 26, last paragraph) I still find the closing quote here to be inappropriate. The subject is not "Sunday school," but 3 day-a-week supplementary school. The tone is so bleak as to give this already very negative section a feeling of hopelessness. You might end with the BJE report and its message that some hope is there if supplementary schools get serious about family and informal education.

cc: Virginia Levy
fax: 216-391-8327

C - Plo copy for
Commission file
(Final report or D. Finin)
~~before going to H.C. 2.~~

~~S~~



15 East 26th Street - New York, NY 10010 - [212] 532-4949

TELEFAX TRANSMITTAL FORM

To: Virginia LeviDate: July 9, 1990Fax #: (212) 361-9962

Time: _____

From: Art Rotman

Re: _____

Number of pages (including this cover page): 8

Please notify us if transmission is incomplete.

Tel.#: (212) 532-4949

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Should we fax to Seymour Fox or will you?

██████████
July 6, 1990

To: Art Rotman

From: Len Rubin

Re: Commission on Jewish Education in North America.
Illustrations for Background Materials

First, a couple of general comments:

1. The document uses the terminology "Informal Jewish Education." It's unfortunate that the term will be used in such a prestigious document. For the past several years, we have been using the term "Jewish education in informal settings."
2. On page 28 Jewish Community Center are compared to the YMCA. I believe that our mission even in the early years was different than that of the YMCA. Even while we were "Americanizing" Jews we were always supporting the continuity of a people.
3. Page 29. I am not sure who the experts are but we seem to have several model Centers where Jewish education and Jewish identity/continuity endeavors have found a very appropriate place, e.g. JCC on the Palisades, Chicago, Cleveland, Columbus, Memphis, St. Louis, Toronto, etc.

A. Personnel (Page 11)

1. Recruitment

- The JCC Association has developed a packet of materials specially designed for college age young people working at JCC resident and day camps. During the summer JCC Association consultants visit several of the camps to meet with interested candidates. The JCC Association has also trained Center professionals to recruit candidates.
- The JCC Association has developed a network of "recruiters" to visit college campuses in their local areas. Ongoing communication between the recruiter (a local JCC professional) and the university placement department provides an opportunity to identify prospective candidates for Center careers.
- The JCC Association has sponsored a series of job fairs in communities adjacent to universities with large Jewish populations.
- The JCC Association have encouraged New Workers to the field to recommend friends who may be interested in Center careers.

2. Training

- The JCC Association has developed a scholarship program which enables students to receive their masters degree in Social Work and/or Jewish Communal Service.
- The JCC Association has developed an Israel Study Seminar for Center staff and/or Board. These staff seminars are part of an ongoing

Jewish educational program. The program itself has stimulated follow-up Jewish educational endeavors. A manual "The JCC Israel Seminar: A Preparation Guide" outlines a course of study for the local Center.

- The JCC Association has developed "The Guide of Jewish Knowledge for the Center Professional" which outlines what Jewish Community Center professionals should know about Jewish History, literature, contemporary Jewish society, Texts and Holidays/Lifecycle.
- The JCC Association has developed Israel Study Seminars for particular kindred groups such as pre-school educators, camp directors, HPE&R professionals, and future executives.
- Executive Fellows

3. Salaries and Benefits

- The JCC Association Professional Resources Committee is dealing with this issue.
- Agenda for Action Community Visits will focus Center lay leaders on the issue of personnel.

4. Empowerment

- Members of the JCC Association Educators Forum should have the opportunity to work with the professional staff of other agencies.

- Members of the JCC Association Educators Forum should be invited to develop curricular materials for family education program, day and resident camp programs, Jewish experience programs.
- Center professionals should be encouraged to pursue individualized Jewish study to enhance their knowledge.
- JCC Association should develop a certification program which recognizes completion of a course of study.

5. The Community

- The development of a group of educators able to work in both formal and informal settings that work in Center and afternoon schools. During the summer these educators are placed in camp programs bridging the school with the camp.
- The development of youth resource professionals working with all segments of the youth community.

6. Developing Programmatic Areas

- Programs which serves intermarried families. Havurah groups.
- Developing holiday and special theme environments in Jewish Community Centers.
- Creating mini Bet Hatefutzot museums in lobbies of JCCs.
- The development of community-wide mitzvah programs.
- The development of as yearly special event in every Jewish Community Center on the same day, i.e. the same Tu B'Shevat.

program in every JCC on the same Sunday and the purchase of trees for Israel. "The JCC movement plants — thousands of trees."

To be added to Page 38 of
Background materials for the Commission
Final Report

Most boards today are committed to the notion of the Center's role in providing a variety of Jewish Education opportunities for the different age groups participating in Center services and programs.

Based on the Resnik findings in his study - "social change and response - assessing effort to maximize Jewish Educational effectiveness in Jewish Community Centers in North America", it becomes apparent that there is a paucity of Jewish knowledge programming for boards of JCCs.

Great strides have been made in the field of Adult Jewish learning and ~~that~~ Jewish Community Centers Association should utilize this knowledge in the preparation of curriculum and material for board education. There are two aspects that need development, ~~from~~ motivational techniques and appropriate curricula. A differential approach must be designed for each board recognizing that there is not a single suitable design.

Concern needs to be given to avoid one shot programs that do not provide for continuity. By the same token, these same programs may be used as motivation for ongoing programs. Agency executives hold the key to the success of such programming.

In appreciation for the diversity of approaches already used by different Jewish Community Center boards, JCC Association will continue to utilize the wealth of available resources, e.g. Clal, Shalom Hartman Institute, Melitz and Melton in the conduct of these programs at the same time develop long range ongoing learning opportunities.

Flexibility is a key factor in this endeavor and the entire board initially need not be part of such a learning experience. The study curriculum should be cognitive as well as experiential, utilizing a variety of appropriate venues, i.e. lunchtime learning sessions, dinner meetings prior to board meetings, and weekend seminars.

In line with this, the Jewish Community Center Association is now exploring different ways of putting this program of Jewish education for boards into action.

JUL 16 1990

cc: Henry L. Zucker

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/11/90
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Attached is a fax from Seymour Fox and Annette Hochstein in which they ask for feedback from HLZ on several matters. He suggested that I send it to you for your thoughts. We are asked to respond as soon as possible.

1. HLZ suggests one change in the wording on how you and your brothers decided to form the Commission. This is the page numbered 8 on the attached fax. Please make any other changes that you wish in this section. *See Comment*
2. Pages 5 through 7 and the top of page 8 offer an overview of the current North American Jewish environment. This was proposed by senior policy advisors and has been revised somewhat by Seymour and Annette. Neither HLZ nor I have any corrections. Please review and note any changes. *See Comment*
3. It has been proposed that commissioners who attended no meetings be excluded from the list of commissioners in the report. Senior policy advisors agreed with this suggestion and recommended that you notify these individuals. HLZ and I have drafted a letter (attached behind the fax) which we propose to send to Lionel Schipper, Harold Schulweis, and Isaiah Zeldin. If you agree, please revise the letter as you wish and return it to me. *OK-See Comment*

INTER-OFFICE CORRESPONDENCE

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Henry L. Zucker

DATE: July 10, 1990

FROM: Seymour Fox and Annette Hochstein

NO. PAGES:

FAX NUMBER: 216-361-9962

Dear Hank,

As we are working on the final draft for the Commission report, questions arise for which your input is very much needed. Therefore, we are likely to turn to you in the coming days and weeks for assistance.

* Could you please advise us on how exactly MLM and his brothers should be referred to in the report. Attached is page 8 of the background materials where they appear.

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Best regards.

MF SFOX Annette

distress, and the fight against discrimination. This would require that all sectors of North American Jewry join forces, pool their energies and resources, and launch an unprecedented undertaking to enlarge the scope, raise the standards and improve the quality of Jewish education. To accomplish this, the Commission would have to analyze the current shortcomings of Jewish education, develop a concrete plan of action with specific goals, and establish a mechanism to oversee the enactment of that plan.

How the Commission Was Formed

The idea of forming a Commission to tackle the problems of Jewish education was first conceived by Morton L. Mandel and his brothers Jack N. Mandel and Joseph C. Mandel of Cleveland, Ohio, in November, 1986. ~~Morton Mandel has played a central role in the Jewish world during his long career as a community leader, and has been responsible for developing new initiatives for education in his local community, in the Jewish Community Center movement, and in the Jewish Agency for Israel. In calling for the creation of a Commission, Morton Mandel and his brothers, Jack and Joseph, decided to commit their personal energies and the financial resources of the Mandel Associated Foundations to bring about a major change in Jewish education.~~ ^{substantive improvement}

the Mandels were

In making this move, ~~Mandel was~~ mindful that commissions and their reports had played a significant role in the field of general education over the years. In 1910, *The Flexner Report on Medical Education in the U.S. and Canada* led to major reform in ^{medical education} ~~this field~~. More recently, national concern about the crisis in education has been aroused by such reports as *A Nation At Risk*, published by the National Commission

about, so that future generations of Jews will be impelled to search for meaning through their own rich traditions and institutions. Judaism must present itself as a living entity and give the Jews of today the resources to find answers to the fundamental questions of life as readily as it did for their ancestors through the centuries. Otherwise it could eventually be overtaken in the minds of many young people by other systems of thought that they feel are more meaningful for the modern world.

This dangerous state of affairs is in no small measure the result of the historical, social, and cultural factors that have affected Jewish communal priorities. Attitudes towards Jewish education were affected by many ~~prevailing~~ concerns. Among them was the ongoing debate of integration into American society at large versus ~~that of~~ perpetuating Jewish identity and commitment to the Jewish way of life, ~~as well as the~~ *ANOTHER CONCERN* how Jewish education should reflect attitudes towards the issue of church and state. The involvement of the Federations of Jewish Philanthropies, of their leaders, with Jewish education often reflected these tensions.

At the beginning of the federation movement ~~at the turn of the century~~, the chief emphasis was on financial support for the indigent newcomers and on their

Americanization. ~~Federations generally ignored Jewish education, which was left to~~ *while some federations did support Jewish education from the outset, in many cases it was left to* those people who ~~had~~ *cared passionately for* Jewish education as a special interest. While many outstanding schools, community centers, and summer camps were established by committed leaders and parents, overall the field met with ~~indifferent~~ *limited* support by the leaders of the community.

In the '20s and the '30s, the situation began to improve, but federations tended to give community support priority to the health and social service fields, and to dealing with problems of anti-Semitism. In the immediate post-War period, the highest

community priority was the lifesaving work of Jewish relief, rehabilitation and reconstruction, and the upbuilding of Israel. ~~At the same time~~ *In the 50's and 60's*, Jewish education be-

came a higher priority and received increased support from federations and from the religious denominations. ~~Today federation leaders attach a higher priority to Jewish education.~~ *A more marked shift in attitude took place following the Six-Day War.*

Interestingly, in the 30's, the rationale most often given for support was the need to instill pride in the Jew in the face of anti-Semitism.

With historic changes once more affecting the world at-large and the Jewish people in particular (the end of communist regimes in Eastern Europe, the ensuing relaxation of emigration quotas, the resurgence of anti-Semitism in these countries), a new challenge has emerged for American Jews. Currently, federations are urgently involved with the rescue and resettlement of Soviet Jewry, and this is emerging as the need which overshadows all other federation concerns.

ne Jewish community is

MAKING TOO MANY PEOPLE

THAT

KNOW THAT

WILL BE OTHER IN OUR FUTURE

DELAY

NUMBERS AND THE

In the face of such life-and-death issues, the needs of education seem to be less urgent, less insistent, more diffused; a problem that can be dealt with at some point in the future when more pressing problems have been solved. This is an illusion. We may continue to live with emergencies indefinitely, and we can no longer postpone addressing the needs of Jewish education lest we face an irreversible decline in the vitality of the Jewish people.

An obvious symptom of the inadequacy of Jewish education is the rise in intermarriage and the consequent turning away from Jewish traditions in the search for fulfillment and meaning in life. According to a recent Gallup (Israel) Poll of American Jews, carried out in December 1989, the number of intermarriages has sharply increased in the past couple of decades, growing from 16% of Jews between the ages of 40 and 59, to 28% of Jews under the age of 40. These figures are consistent with studies of individual communities in North America undertaken in recent years.

Today, nearly one out of every three married Jews under the age of 40 is married to a non-Jew. A number of studies indicate that Jews who intermarry are significantly less likely to provide their children with a Jewish education. A study of children of intermarriages shows that only 24% of children in dual faith households identify themselves as Jews.

Another symptom of the problem is that while a large majority of Jewish children have at one time or another received some form of Jewish education, it has often been so sporadic that it has had little impact on their lives. A recent study found that

over half ^{of the} Jewish school age children in the United States are not currently enrolled in any kind of Jewish schooling. Inevitably ^{children with little or no Jewish schooling} these children will grow up with a ~~rather~~ weak identification with, and understanding of Judaism, and have difficulty passing on to their children an appreciation of the beauty and richness of Jewish life.

This weakening commitment to Jewish life, which can already be seen in the lives of the current generation of young adult Jews, may become even more apparent among their children and grandchildren. This painful prospect, which community leaders can foresee in their own families as well as in the community at large, has brought to a head concern about the quality and mission of Jewish education.

In the past the Jewish family and the Jewish community had certain bonds that gave it remarkable inner strength. Jews grew up in Jewish families and Jewish neighborhoods with a strong Jewish ambience. They were constantly surrounded by the symbols and customs of Jewish life. They came into contact with their cultural and spiritual heritage in a variety of institutions and settings. Thus young people received a strong sense of Jewish identity through experiences in their everyday life. Today these neighborhoods and the way of life they represented have all but disappeared ^{as have ongoing} ~~contacts with grandparents and extended family members.~~ ~~from the modern world, and~~ ways must be found to respond to these new circumstances.

It was to meet these challenges that the idea of creating the Commission on Jewish Education in North America was born.

The underlying assumption that guided the Commission was that the North American Jewish community had the will and capacity to mobilize itself for education as it had in the past for the building of the State of Israel, the rescue of Jews in

Draft from MLM

July 11, 1990

Dear [Lionel Schipper, Harold Schulweis, Isaiah Zeldin]:

We had our sixth and final working meeting of the Commission on Jewish Education in North America in New York last month and are now preparing the Commission's final report. We had been listing you as a member of the Commission, but as you did not attend any meetings, we feel it would be unfair to list you as a Commission member in the report.

We plan a final celebratory event, probably a luncheon on November 8, 1990, at which we will issue the final report. If you wish to attend, please let me know.

If you have any questions about this letter or comments on the work of the Commission, I hope you will feel free to contact me.

Morton L. Mandel

Chair



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/88) PRINTED IN U.S.A.

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

7/16/90

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 9722699951NO. OF PGS. 5
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

SEYMOUR FOX

COMPANY

NATIV

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

GINNY LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

S+A - Here are MLM's + HLZ's suggested changes to the pages you sent to HLZ last week. Please let me know if anything is unclear.

sent 7/16
1:53P

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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NO. OF PGS. 2
(INCL. COVER SHEET)

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☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME

SEYMOUR FOX

COMPANY

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STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

GINNY LEVI

COMPANY

DEPARTMENT

COST CENTER

090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2160910927

TIME SENT:

MESSAGE:

sent 7/16
3:55 P

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

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

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

July 16, 1990

Mr. Lionel H. Schipper
Schipper Enterprises, Inc.
22 St. Clair Avenue, East
Suite 1010
Toronto, Ontario M4T 2S3
Canada

Dear Lionel:

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If you have any questions, or care to make any comments about the work of the Commission, please contact me. I would be very pleased to hear from you.

Mort

Morton L. Mandel
Chair

Also sent to Harold Schulweis
Isaiah Zeldin

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
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Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

MEMO TO: Members of the Commission on Jewish Education
in North America

FROM: Virginia F. Levi

DATE: July 16, 1990

Work is currently under way on the next draft of the Commission's final report. In the body of the report each Commission member will be listed with a single line identifier. In the appendix there will be a brief biographical sketch of no more than five lines.

On the attached page there is a proposed one line identifier as well as a biographical sketch which has been proposed. We would appreciate it if you could respond to the suggestion and change it in any way that you find desirable.

If I have not heard from you by August 3, I will assume that the current versions are acceptable to you.

Mona Riklis Ackerman, President - Riklis Family Foundation, New York, NY

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

Ronald Appleby, Active in Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, United Jewish Appeal, Toronto, Ontario

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

David Arnow, President - New Israel Fund, New York, NY

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

Mandell L. Berman, President - Council of Jewish Federations, Southfield, MI

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

Jack Bieler, Supervisor of Instruction - Hebrew Academy of Greater Washington, Silver Spring, Maryland

Jack Bieler (Rabbi), Hebrew Academy of Greater Washington, Silver Spring, Maryland

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

Charles R. Bronfman, Chairman and Founder - The CRB Foundation, Montreal, Quebec

Charles R. Bronfman, Montreal, Quebec

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

John C. Colman, President - Jewish Federation of Metropolitan Chicago, Glencoe, Illinois

John C. Colman, Glencoe, Illinois

Mr. Colman is a private investor and business consultant. He is a member of the Executive Committee of the American Joint Distribution Committee, President of the Jewish Federation of Metropolitan Chicago, and is active in a wide variety of Jewish and general institutions.

Maurice S. Corson, President - The Wexner Foundation, Columbus, Ohio

Maurice S. Corson (Rabbi), The Wexner Foundation, Columbus, Ohio

Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, Past Chairman - The Jewish Theological Seminary of America - Chicago, Illinois

Lester Crown, Chicago, Illinois

Mr. Crown is President of Henry Crown and Company, Chairman of the Board of Material Service Corporation and Executive Vice-President of General Dynamics. He has served as Chairman of the Board of The Jewish Theological Seminary of America.

David Dubin, Executive Director - JCC on the Palisades, Tenaflly, New Jersey

David Dubin, JCC on the Palisades, Tenaflly, New Jersey

Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades and author of several articles in The Journal of Jewish Communal Service on Jewish education within Jewish community centers.

Stuart E. Eizenstat, Board Member - National Jewish Center for Learning and Leadership, Washington, D.C.

Stuart E. Eizenstat, Powell, Goldstein, Frazer & Murphy, Washington, D.C.

Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin, Headmaster - Solomon Schechter Day School of Boston, Newton, MA

Joshua Elkin (Rabbi, Ed. D.), Newton, MA

Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He has taught in the Jewish Education program at the Hornstein Program in Jewish Communal Service at Brandeis University and has just completed a year as a Jerusalem Fellow.

Eli N. Evans, President - Charles H. Revson Foundation, New York, NY

Eli N. Evans, Charles H. Revson Foundation, New York, NY

Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South.

Irwin S. Field, Former Chairman - national United Jewish Appeal, Cerritos, CA

Irwin S. Field, Liberty Vegetable Oil Company, Cerritos, CA

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

Max M. Fisher, Former Chairman, Board of Governors - The Jewish Agency for Israel, Detroit, Michigan

Max M. Fisher, Detroit, Michigan

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

Alfred Gottschalk, President - Hebrew Union College, Cincinnati, Ohio

Alfred Gottschalk (Rabbi, Ph.D.), Hebrew Union College, Cincinnati, Ohio

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

Arthur Green, President - Reconstructionist Rabbinical College, Wyncote, PA

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Wyncote, PA
Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including Tormented Master; A Life of Rabbi Nahman of Bratslav.

Irving Greenberg, President - The National Jewish Center for Learning and Leadership, New York, NY

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

Joseph S. Gruss, Founder - Fund for Jewish Education, New York, NY

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

Robert I. Hiller, President - The Zavyel Krieger Fund, Baltimore, MD

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

David Hirschhorn, Vice President - American Jewish Committee, Baltimore, MD

David Hirschhorn, The Blaustein Building, Baltimore, MD

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

Carol K. Ingall, Executive Director - Bureau of Jewish Education of Rhode Island, Providence, RI

Carol K. Ingall, Bureau of Jewish Education of Rhode Island, Providence, RI

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

[Carol: I know this is no longer accurate. Please send me your new story.]

Ludwig Jesselson, Past President - UJA/Federation of Jewish Philanthropies of New York Joint Campaign, New York, NY

Ludwig Jesselson, Philipp Brothers, Inc., New York, NY

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

Henry Koschitzky, Past Chairman - Board of Jewish Education, Toronto, Ontario

Henry Koschitzky, Toronto, Ontario

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

Mark Lainer, Vice President - Jewish Education Service of North America, Encino, CA

Mark Lainer, Encino, California

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

Norman Lamm, President - Yeshiva University, New York, NY

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, New York, NY

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

Sara S. Lee, Director - Rhea Hirsch School of Education, Hebrew Union College, Los Angeles, CA

Sara S. Lee, Rhea Hirsch School of Education, Hebrew Union College, Los Angeles, CA

Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

Seymour Martin Lipset, Senior Fellow in political science and sociology - Stanford University, Stanford, CA

Seymour Martin Lipset (Ph.D.), Stanford University, Stanford, CA

Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of Public Opinion and author of many books including Political Man and The Politics of Unreason.

Haskel Lookstein, Principal - Ramaz School; Rabbi - Congregation Kehilath Jeshurun, New York, NY

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

Robert E. Loup, National Chairman - National Jewish Center for Learning and Leadership, Denver, CO

Robert E. Loup, Loup-Miller Construction Company, Denver, CO
Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Founder and Chairman - Commission on Jewish Education in North America, Cleveland, Ohio

Morton L. Mandel, Premier Industrial Corporation, Cleveland, Ohio
Mr. Mandel is Chairman of the Board of Premier. He founded and chaired the Commission on Jewish Education in North America. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JCC Association.

Matthew J. Maryles, Vice President - UJA/Federation of Jewish Philanthropies of New York, New York, NY

Matthew J. Maryles, Oppenheimer and Company, Inc., New York, NY
Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, has initiated innovative projects in Jewish and secular education, Columbus, Ohio,

Florence Melton, Columbus, Ohio,

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

Donald R. Mintz, Past President - Jewish Community Centers Association of North America, New Orleans, LA

Donald R. Mintz, Sessions & Fishman, New Orleans, LA

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

Lester Pollack, Vice President - Jewish Community Centers Association of North America, New York, NY

Lester Pollack, Lazard Freres & Company, New York, NY

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

Charles Ratner, Chairman - Cleveland Commission on Jewish Continuity, Cleveland, Ohio

Charles Ratner, Forest City Enterprises, Inc., Cleveland, Ohio

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

Esther Leah Ritz, Past President of JCC Association, Milwaukee, Wisconsin

Esther Leah Ritz, Milwaukee, Wisconsin

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

Harriet L. Rosenthal, Vice President - JCC Association, South Orange, NJ

Harriet L. Rosenthal, South Orange, New Jersey

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

Alvin I. Schiff, Executive Vice President - Board of Jewish Education of Greater New York, New York, NY

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, New York, NY

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

Ismar Schorsch, Chancellor and Professor of Jewish History - Jewish Theological Seminary, New York, NY

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, New York, NY

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

Daniel S. Shapiro, Vice President of the Council of Jewish Federations, New York, NY

Daniel S. Shapiro, Schulte, Roth & Zabel, New York, NY

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

Margaret W. Tishman, President - UJA/Federation of Jewish Philanthropies of New York, New York, NY

Margaret W. Tishman, New York, NY

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

Isadore Twersky, Professor and Director of the Center for Jewish Studies - Harvard University, Cambridge, MA

Isadore Twersky (Rabbi, Ph.D.), Harvard University, Cambridge, MA

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

Bennett Yanowitz, President - Jewish Education Service of North America, Cleveland, OH

Bennett Yanowitz, Cleveland, Ohio

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

JESNA



JEWISH EDUCATION
SERVICES *
NORTH AMERICA, INC.

התאגדות לשירות חינוך יהודי
בצפון אמריקה

730 BROADWAY
NEW YORK, NY 10003-9540
Entrance 406 Lafayette Street
(212) 529-2000

DR. JONATHAN S. WOCHER
Executive Vice President

MEMORANDUM

TO: Ginny Levi
FROM: Jonathan Woocher
DATE: September 17, 1990
SUBJECT: Organizational frameworks in Jewish education

I've tried to come up with a relatively succinct description of the organizational frameworks for Jewish education in North America in response to the assignment given me yesterday. I also was able to dig up two charts that depict organizational relationships within the educational system.

In truth, I don't believe that either the description or the charts are satisfactory. The description would, I fear, have to be considerably longer to do justice to the organizational variety and complexities. The charts do not adequately encompass the informal education world. With time, we could come up with a better chart, but I'd prefer that a decision be made as to whether something like that should be included before investing the time.

In any event, feel free to send this on to Jerusalem for whatever assistance it may be to the drafting team.

Best wishes for a shannah tovah.

TO BE INSERTED FOLLOWING 1ST PARAGRAPH, P. 9

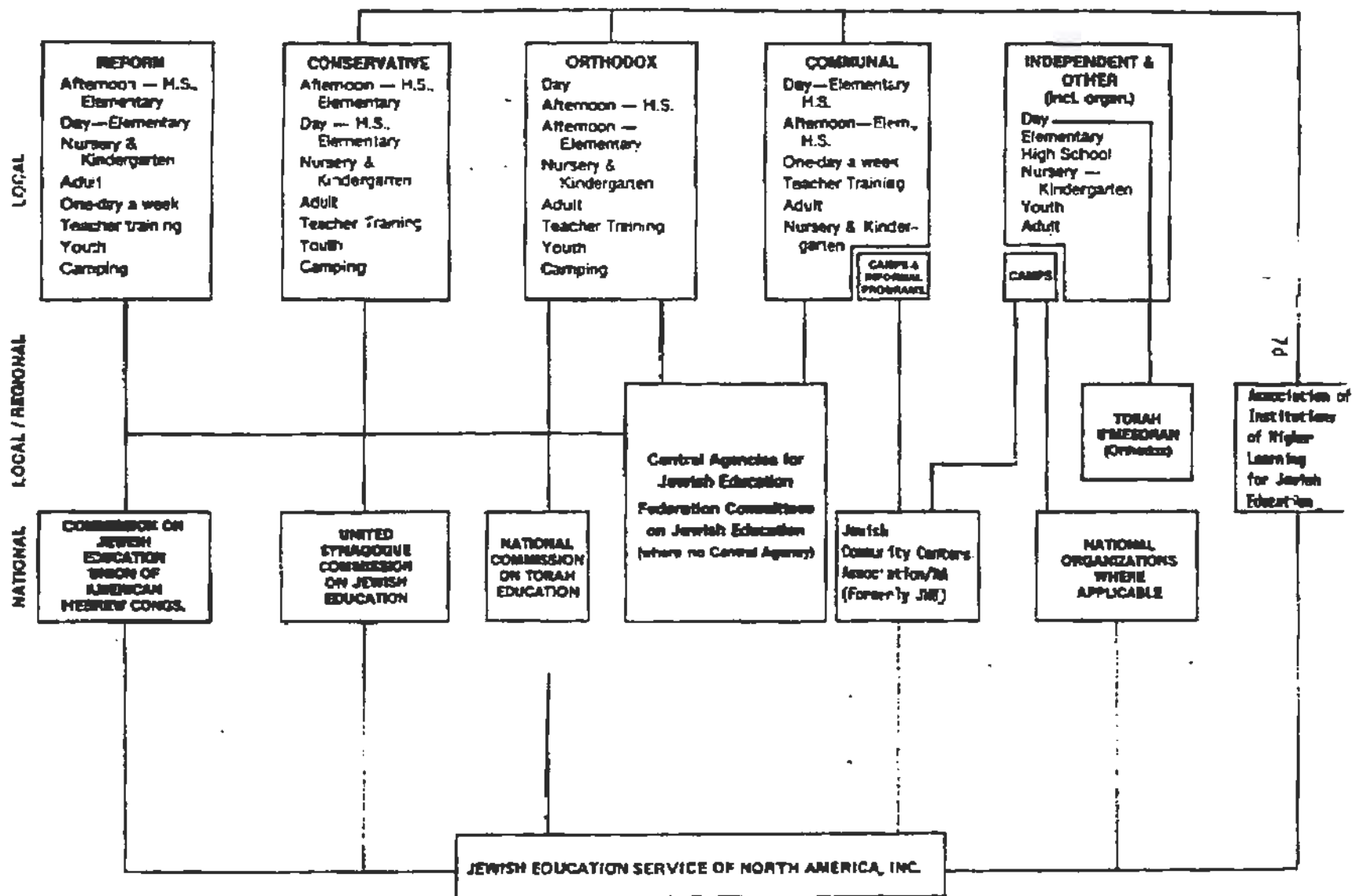
Given the range of institutions and individuals involved in providing Jewish education, it is not surprising that the organizational frameworks for relating them to one another are also diverse and complex. The relationships between and among educational institutions are almost invariably non-hierarchical. This applies both to relationships within ideological groupings (e.g., between supplementary or day schools and national denominational bodies) and within geographic areas (e.g., between schools and local central agencies of Jewish education). Thus, with rare exceptions, North American Jewish education lacks the lines of authority we associate with school systems.

Nevertheless, the organizational frameworks that do exist play an important role in giving some degree of coherence to Jewish educational activity. Much of the educational world is organized along denominational lines. Each of the major religious movements has instruments for linking together and providing service and guidance to schools that share its ideological perspective. These national commissions and departments of Jewish education are also important sources of curriculum for their affiliated schools. The denominations also maintain departments or organizations for working with youth in informal settings and camps. Finally, the religious movements sponsor training programs for Jewish educators as part of their institutions of higher Jewish learning.

Alongside these denominational frameworks, other institutional networks have developed that are either independent, communal (i.e., linked directly to the Federation system), or trans-denominational in character. On the local level, the most important expression of the communal organizing principle is the central agency of Jewish education (called by various names in different communities). Approximately fifty communities now have central agencies. They generally provide consultation to schools, sponsor in-service training for teachers, maintain educational resource centers, and are involved in a variety of other community-wide coordinating and programming functions. A smaller number of communities maintain communally-supported colleges of Jewish studies, which generally play a major role both in training educators and in adult Jewish education.

Beyond the local level, communal or trans-denominational organizations exist that link educational providers (e.g., the JCC Association of North America for JCCs, the Jewish Community Day School Network for communally sponsored day schools), training institutions (the Association of Institutions of Higher Learning for Jewish Education), central agencies (the Bureau Directors Fellowship), and educators (the Coalition for the Advancement of Jewish Education [CAJE] and the Council for Jewish Education). JESNA, in addition to its role as a consultant to Federations on educational planning issues, also relates to nearly all of the other national educational organizations and bodies on a collegial basis (see chart 2).

Overall Organization of Jewish Education

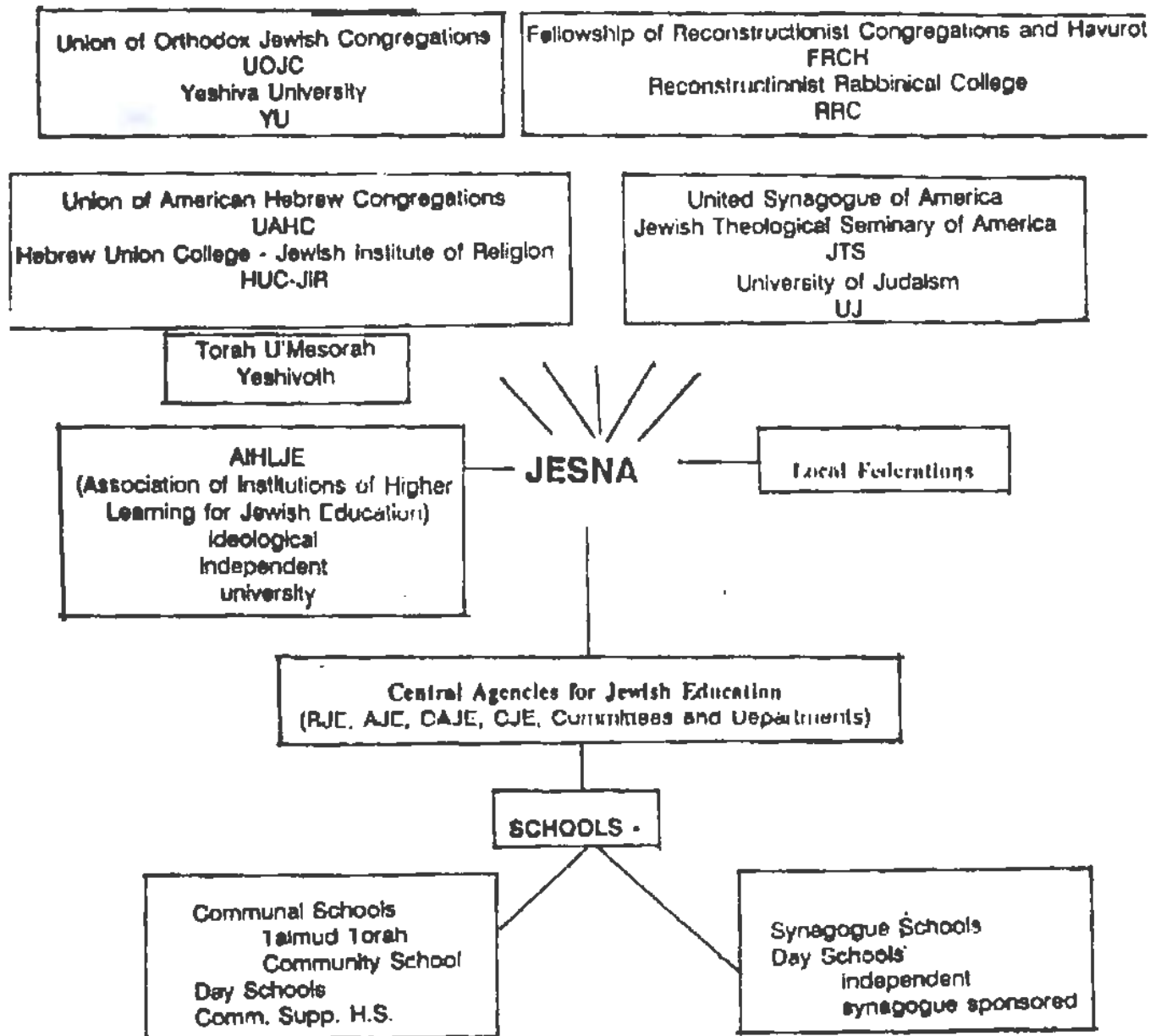


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**TABLE B: LOCAL - NATIONAL
JEWISH EDUCATION ORGANIZATIONS**



COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
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Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

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

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

September 18, 1990

Rabbi Joshua Fishman
Executive Vice President
Torah Umesorah
160 Broadway
New York, NY 10038

Dear Rabbi Fishman:

When we spoke in early July, I indicated that the new draft would be available in late summer and here it is. We welcome your comments, reactions and thoughts on it.

We are on a very tight timetable for reviewing this draft with our Commission members, and I would appreciate hearing from you before the beginning of Sukkot. I know this is a very difficult time of year for action, but I hope you will be able to work with us on this.

You can reach me during the day at (216) 566-9200.

Best wishes for a happy and healthy New Year.

Steve

Stephen H. Hoffman

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Virginia E. Levi
Joseph Reimer

September 18, 1990

Mr. Eliot G. Spack
Executive Director
Coalition for the Advancement of
Jewish Education
261 West 35th Street, Floor 12A
New York, NY 10001

Dear Eliot:

As was discussed on Sunday, enclosed is the draft of the Commission's final report. It is being sent to commissioners today for their comments and suggestions prior to the preparation of a final version.

The Commission's senior policy advisors went through it on Sunday morning and have made the following suggestions:

1. Informal education should be given more attention in all relevant sections.
2. Some specific commitments for the CIJE to accomplish should be made more tentative.
3. The role of current national educational institutions should be referred to more directly.
4. References to Israel should be expanded.
5. Certain phrases should be re-written for greater clarity.

We expect to have the published report ready for distribution at a meeting in New York on Tuesday, November 8 (10:00 a.m.-2:30 p.m.). More on that later. Please hold the date.

Best wishes for the New Year.

Sincerely,



Stephen H. Hoffman

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ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
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In Formatum

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Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

September 18, 1990

Mr. Barry Shrage
Executive Vice President
Combined Jewish Philanthropies
of Greater Boston
One Lincoln Plaza
Boston, Massachusetts 02111

Dear Barry:

I'm sorry you were unable to join us for an initial conversation on the Council for Initiatives in Jewish Education. I believe it went well.

Enclosed is the draft of the Commission's final report. It is being sent to commissioners today for their comments and suggestions prior to the preparation of a final version.

We expect to have the published report ready for distribution at a meeting in New York on Tuesday, November 8 (10:00 a.m.-2:30 p.m.). More on that later. Please hold the date.

Best wishes for the New Year.

Sincerely,

Steve

Stephen H. Hoffman

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Joseph Reimer

September 18, 1990

Mr. Stephen Solender
Executive Vice President
UJA-Federation of Jewish Philanthropies
of New York
130 E. 59th Street
New York, NY 10022

Dear Steve:

I'm sorry you were unable to join us for an initial conversation on the Council for Initiatives in Jewish Education. I believe it went well.

Enclosed is the draft of the Commission's final report. It is being sent to commissioners today for their comments and suggestions prior to the preparation of a final version.

We expect to have the published report ready for distribution at a meeting in New York on Tuesday, November 8 (10:00 a.m.-2:30 p.m.). More on that later. Please hold the date.

Best wishes for the New Year.

Sincerely,

Steve

Stephen H. Hoffman

9/18/90

Final Report sent to:

Commissioners

43

Senior Policy Advisors

8

Ariel

Hoffman

Kraar

Rotman

Reimer

Stein

Worcher

Zucker

Rabbi Joshua Fishman - 3

EXEC VP TORAH JUMESORAH, 160 BROADWAY
NY 10036

MLM - 1

S. Solender - 1

B. Shrage - 1

E. Spack - 1

Robert Kemp - 1 10/1/90 He lost first one.

Sent to
Commissioners

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
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Director

Henry L. Zucker

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Mark Gurvis
Virginia F. Levi
Joseph Reimer

September 18, 1990

prefix first last
title OB
company OB
street
address

Dear sal :

It is my pleasure to send you a draft of the final report of the Commission on Jewish Education in North America. Our challenge was to prepare a report that would convey the content, the spirit and the conclusions of our deliberations to the largest possible segment of the North American Jewish community. I hope you will find this report inspiring as well as a faithful rendition of our joint work during the past two years.

I would appreciate if you could read this report as soon as possible: we need your response and comments in order to be ready with a published report in time for our meeting of November 8. Therefore, I have asked a senior policy advisor to be in touch with you as early as September 26. I know that this puts us on a very tight schedule.

This document has been reviewed by the senior policy advisors and they have made some suggestions for the final version as follows:

1. Informal education should be given more attention in all relevant sections.
2. Some specific commitments for the CIJE to accomplish should be made more tentative.
3. The role of current national educational institutions should be referred to more directly.

4. References to Israel should be expanded.

5. Certain phrases should be re-written for greater clarity.

The report's executive summary will be drafted as soon as we receive the comments of the commissioners. We will also write the preface at that time.

I hope you will read this draft carefully so that your discussion with the senior policy advisor who calls on you will enable us to incorporate your thoughts in the final version.

I look forward to seeing you on November 8 when we will be releasing our report to the general public, and I want to wish you a Shana Tova, with the hope that it will be a year of peace and happiness for you and your loved ones.

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

Morton L. Mandel
Chairman

September 18, 1990

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Morton L. Mandel
Chairman

Sent To
Senior Policy
Advisors

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
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David Dubin
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Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

September 18, 1990

Dear

It is my pleasure to send you a draft of the final report of the Commission on Jewish Education in North America. Our challenge was to prepare a report that would convey the content, the spirit and the conclusions of our deliberations to the largest possible segment of the North American Jewish community. I hope you will find this report inspiring as well as a faithful rendition of our joint work during the past two years.

I would appreciate if you could read this report as soon as possible: we need your response and comments in order to be ready with a published report in time for our meeting of November 8. Therefore, I have asked a senior policy advisor to be in touch with you as early as September 26. I know that this puts us on a very tight schedule.

This document has been reviewed by the senior policy advisors and they have made some suggestions for the final version as follows:

1. Informal education should be given more attention in all relevant sections.
2. Some specific commitments for the CIJE to accomplish should be made more tentative.
3. The role of current national educational institutions should be referred to more directly.

4. References to Israel should be expanded.
5. Certain phrases should be re-written for greater clarity.

The report's executive summary will be drafted as soon as we receive the comments of the commissioners. We will also write the preface at that time.

I hope you will read this draft carefully so that your discussion with the senior policy advisor who calls on you will enable us to incorporate your thoughts in the final version.

I look forward to seeing you on November 8 when we will be releasing our report to the general public, and I want to wish you a Shana Tova, with the hope that it will be a year of peace and happiness for you and your loved ones.

A handwritten signature in blue ink that reads "Mort".

Morton L. Mandel
Chairman

cc: Senior Policy Advisors



Brandeis University

SEP 21 1990

*copy to SHH
9/26*

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To: Seymour Fox and Annette Hochstein
From: Joe Reimer
Re: Final Report

Sept. 18, 1990

FAX: 011-972-2-699 951

As you requested yesterday in the conference call reviewing the final report, I spoke with Bernie Reisman today about careers in informal Jewish education. This is in reference to page 37 - "Career Track Development" - and how to expand that section to include informal Jewish educators.

Looking at the possibility of having a career in informal Jewish education, Bernie and I see the following:

1. As you've noted, there is now no university-level program available to train people as professional informal Jewish educators. Therefore, there is no field of informal Jewish education and no group of people who identify themselves by that label.
2. Further accounting for a lack of a professional informal Jewish education is the lack of a career ladder. Within the organizations who do informal education, the J.C.C. world provides the clearest and best model of what could be possible, for here is a career track with multiple positions that offer advancement along more than one line. The problem, as you know, is that until now J.C.C.'s have not hired many Jewish educators and hence often do not promote the identity of being an informal Jewish educator. Now, given their commitment to maximizing Jewish education in the centers, it is reasonable to assume that there will be more professional opportunities for formal and informal educators.
3. When we look at Jewish camps, we need to ask if outside of a few full-time positions (such as directors of Camp Ramah and some J.C.C. and community sponsored camps) does this world provide opportunity for serious educators to plan a career as a camp person? Is there a ladder of advancement from counselor up to director, and, if an educator (besides being director) wants to work seriously on developing staff training, Judaic summer and off-season programs and family education, do such opportunities exist?

4. In youth work, if one is a successful youth leader one may advance to an administrative post in a regional denominational or communal office, and then on to the national office. Obviously the number of jobs is very limited currently and the advancement is purely linear - towards increasing administrative responsibility and distance from the field. There are no or few positions in enriching the available "curriculum."
5. In family education, up to now there have been only part-time assignments within synagogues and other organizations, with the exception of the very few (Vicki Kelman, Harlene Appelman, Caroline Keller) who may find communal posts from which to consult with others on their programs. Given the increased interest and expectation for schools and synagogues to do Jewish family education one can anticipate that a number of full-time positions in JFE will emerge.
6. What is lacking is a network of possibilities within a defined field. Thus, besides the above examples, we could also see Hillel work, adult education, Israel trips and media-art consultants as forming multiple possible positions that someone in a field of informal Jewish education might fill. Thus e.g. one could begin as a synagogue youth leader, move on to become JCC Judaic specialist, move on to become assistant camp director in charge of "X" activities, and on as a BJE or federation specialist in planning informal Jewish education for a whole community.

I think in this way the analogous "problem" posed for a teacher in a school setting has its parallel for a talented youth worker or head counselor in the informal sector.

The growing interest in the field of informal education and the application of informal education methods in a broad range of Jewish educational institutions suggests the importance of professionalizing the field. Two requisites are critical if the professionalization of Jewish informal education is to occur: 1) development of a university-based program for informal educators; 2) clarifying a career-line for professional positions in Jewish informal education.

In closing, please accept my best wishes for a healthy and happy New Year.