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Board of Directors. 27 April 1995. Meeting logistics book,  
April 1995.

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APRIL, '95

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APR 12 1995

*Chair*  
Morton Mandel

MEMORANDUM

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**TO:** Board Members and Invited Guests  
**FROM:** Alan D. Hoffmann, Executive Director  
**DATE:** April 6, 1995

*Honorary Chair*  
Max Fisher

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

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As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

*Executive Director*  
Alan Hoffmann



We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood** and **the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train "**mentor**" educators--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need to **build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need to **mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

**The Goals Project** was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school and institutional and**



**community visions** for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

In the **Best Practices Project**, directed by Dr. Barry Holtz, we will soon be adding **Best Practices in JCCs** to our volumes on **preschools** and **supplementary schools**. We continue to present seminars for educators and lay leaders on creating excellence in the supplementary school, and have begun to document selected topics in the areas of **day schools**, beginning with the role and teaching of the Hebrew language. Issues we will address in the best practices realm include how other institutions can learn from the best practices models of success and a study of the process by which an institution becomes a best practice setting--which is of great interest to practitioners in the field.

Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

I look forward to seeing you at the April 27th Board Meeting, which will begin promptly at 9:30 am and conclude at 3:00 pm at UJA/Federation, 130 E. 59 St., New York. Immediately following the Board Meeting, you have been invited to join a group for discussion of CIJE finances to be held in the Weiler room.

With best wishes for a joyous Passover,



Alan D. Hoffmann  
Executive Director

**CIJE Media Coverage: Fall 1994-Spring 1995**

**Total Circulation**

Jewish Press	1,248,063
General Press	1,720,112
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Combined Circulation	2,268,175



<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Reform Judaism	New York, NY	395,000	Spring 1995	Staff Article Staff Article
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6 Mar. 9	Cover Story Source Source

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature
Jewish Journal	Fort Lauderdale, FL		Nov. 15	JTA Feature
	•Palm Beach County (South Edition)	26,000		
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9	Letter Letter

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Jewish Times	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16 Dec. 16 Dec. 30 Dec. 30 Feb. 24	Feature Editorial Editorial Letter Feature
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature



<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25	Source
			Dec. 9	Front-page Feature
			Dec. 9	Front-page JTA Feature
			Dec. 9	Editorial
			Dec. 23	Letter
			Dec. 30	Letter
CJF Newsbriefs	New York, NY	6,000 (monthly)	December	JTA Feature
Jewish Observer	Syracuse, NY	5,400 (bi-weekly)	Nov. 25	JTA Feature
Jewish News	Richmond, VA	4,100	Nov. 18	Front-page Feature
Sullivan/Ulster Jewish Star	Wurtsboro, NY	4,000 (monthly)	December	Editorial
			December	JTA Feature
Jewish Chronicle	Worcester, MA	3,500 (bi-weekly)	Dec. 15	Feature
Hebrew Watchman	Memphis, TN	3,000	Nov. 10	Feature
JTA Daily News Bulletin	New York, NY	2,000	Nov. 9	Feature

**Publication**  
**-- General**

**Location**

**Circulation**

**Date**

**Category**

New York Times

New York, NY

1,114,905

Oct. 13

Source

The Plain Dealer

Cleveland, OH

399,796

Nov. 24

Religion News Service  
(RNS) Feature\*

Milwaukee Journal

Milwaukee, WI

205,411

Oct. 5

Source

\*[Note: This does not include other possible outlets of  
the RNS wire service story, which RNS does not track.]

## Cover Story

# U.S. JEWRY PINS ITS FUTURE ON EDUCATION

*America's Jewish leadership is trying to salvage the future of the community by revamping education. But the revolution is moving slowly, and it's hampered by a central unresolved question: Should teaching aim to combat intermarriage, or to bring the children of intermarried couples into the fold?*

PHOTOS BY JACOB BOGURA

J.J. GOLDBERG New York

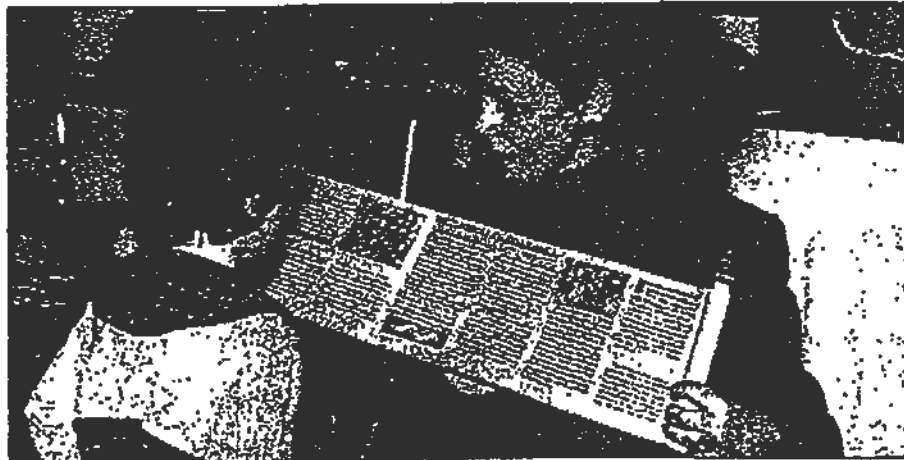
**D**aniel Nemser likes Hebrew school. Nolan Klein hates it.

Nolan is a fifth-grader with an "A" average in public school. He goes to Hebrew school because his parents make him, and "his attitude is so bad that he may not learn what he has to for his bar mitzvah unless we get him a tutor," says his mother Susan, a biochemist. Daniel, a ninth-grader, is still at religious school a year after his bar mitzvah and, he says, "it's pretty interesting."

Nolan spends five hours a week at Temple B'nai Shalom in suburban Elmont, Long Island. "Mostly they do Bible stories," he says, "and I just don't believe them." Daniel studies two hours a week at Congregation Kehillat Israel in the university town of East Lansing, Michigan. His classes include discussions of the Holocaust, ethics, comparative religions and "how different rabbis interpret the Bible."

And one more difference: Daniel's Hebrew school is taught entirely by volunteers from the congregation, which received a \$69,000 grant three years ago from the New York-based Covenant Foundation to train the volunteers and build a curriculum.

The soft revolution at Kehillat Israel is one small part of an effort sweeping American Jewry to rebuild religious education. The effort, which began at a local level over two decades ago, turned into a nationwide cause just four years ago —



A parent-child day in New York: What kind of Jews are schools supposed to produce?

when the 1990 National Jewish Population Survey showed that 52 percent of all U.S. Jews were marrying outside the faith (see sidebar, page 28). "That figure served as a wake-up call to the American Jewish leadership," said John Ruskay, director of Jewish continuity programs at UJA-Federation of New York.

To fight assimilation, that leadership is putting its main weapon, money, into innovative education programs from Boston to Honolulu. Many, like the one at Daniel's school, seem to be working, at least in the immediate terms of getting young people interested in learning about being Jewish. But countless Jewish kids have yet to see their schools made any more engaging; so far, the revolution hasn't reached them. What's more, the

kind of education professional educators say works best — Jewish day schools — is considered treif by the majority of American Jews. And most basically, it's nearly impossible to agree on what Jewish education is supposed to do, even on whether it's supposed to cut intermarriage — or get the children of the intermarried to see themselves as Jews.

Since the Population Survey's release by the Council of Jewish Federations (CJF), educational reform and its cousin, "Jewish continuity," have become the biggest growth industry in organized Jewish life. In Cleveland, the local Jewish federation has nearly doubled its funding to Jewish schools in a decade, up from \$1.9 million in 1984 to \$3.5 million this





Eyes down at Manhattan's Ramaz School: Day schools are the growth sector of Jewish education, but the cost to parents is often prohibitive

year — a third of its domestic budget. Other federations are catching up. In New York, UJA-Federation last year brought all its far-flung educational and cultural programs — half the total domestic budget — under the control of a single "Jewish continuity" department, headed by Ruskay, who received an extra \$2.5 million a year for experimentation grants.

The results are visible in innovations, like Kehillat Israel's volunteer-teacher experiment, being introduced in cities and towns from coast to coast. In Detroit, the old, citywide United Hebrew School has been decentralized, broken up and handed over to individual synagogues to run, in hopes of involving students in congregation life. In New Jersey, the Jewish Federation of MetroWest has created a "family education" program that helps teach families simple Jewish practices for the home. In Florida, local Jewish federations have begun to advertise their teen Israel tours on rock radio stations.

Much of the momentum comes from a handful of wealthy Jews who are putting their own money into a crusade to push reform. The acknowledged leader is Cleveland multi-millionaire Morton Mandel, an industrial-parts wholesaler and one-time CJF president, who created the Council on Initiatives in Jewish Education in 1990. Mandel's council now spends nearly \$1 million a year on a 2-pronged campaign. Its main goals: promoting better teacher training and building public support for more federation spending on

education. "Community leaders have begun to recognize this as a growing crisis," says Mandel. "During the 1980s it was conversation. Now it's money."

Another private effort is the Covenant Foundation, funded by Chicago's Crown family, heirs to the General Dynamics defense contracting fortune. It awards grants to synagogues and schools with innovative education programs that can be replicated elsewhere. About two dozen grants have been given out since 1991, like the one to Daniel Nemser's synagogue in East Lansing. Smaller awards programs exist locally in a few cities, like the Samis Foundation of Seattle, which gives out yearly prizes for teacher excellence.

Yet another family foundation, the CRB Foundation, headed by Montreal's Charles R. Bronfman, chairman of Seagram (and a member of The Jerusalem Report board of directors), spends close to \$1 million a year on efforts to boost teen travel to Israel. CRB has funded marketing studies, developed ways to improve tour programs themselves, and created a savings program with the United Jewish Appeal and Bank Leumi to help families save for youngsters' "Israel experience."

Biggest of all are the two foundations created in the mid-1980s by billionaire Ohio retailer Leslie Wexner at a personal cost of some \$8 million a year. One, the Wexner Foundation, gives out scholarships to would-be rabbis, teachers and community leaders. The other, the Wex-

ner Heritage Foundation, conducts Jewish studies lessons, free of charge, for hand-picked groups of young lay leaders around the country, in hopes of creating a national leadership that is more learned — and more supportive of Jewish education. About 500 have graduated the program so far.

To press for change nationwide, the CJF last year set up the North American Commission on Jewish Continuity. It brings together educators and leaders from Orthodox to Reform to secular, in what could be the broadest Jewish coalition since the founding of the Soviet Jewry movement in the 1960s. But after a year-and-a-half of meetings, the commission has yet to develop concrete proposals for action.

Is all this making a difference? Here and there, yes. Daniel Nemser's Jewish education was the better for it. So was Allison Cohen's. A 16-year-old from Cincinnati, she quit Hebrew school in disgust at age 12, right after her bat mitzvah: "I had bad teachers. I didn't really learn anything, and I thought it was a waste of time." But last year, she went on an "Israel Experience" tour sponsored by the local federation, and came home feeling far more positive. "Everyone should go to Israel at least once to see what it's like to be in a place where Judaism is dominant," she says.

Some reforms are mixed blessings. Detroit's decentralization experiment, for

# THE INTERMARRIAGE MYTH?

**N**othing has spurred support in the last generation for Jewish education like the 1990 National Jewish Population Survey — particularly its finding that U.S. Jews were marrying outside the faith at a rate of 52 percent.

That figure — representing the percentage of Jews wed in the previous five years who married non-Jews — was only one of the survey's shockers. The study, conducted by the Council of Jewish Federations, also found more than half-a-million Jews who said they were practicing another religion. The Jewish community it portrayed was far more Reform and far less Orthodox than any other recent survey had shown. It also found an enrollment in Jewish schools of just 264,000 children, far below previous estimates of 400,000.

But it was the intermarriage figure that hit home. In the past four years, "52 percent" has inspired emergency task forces, conferences and angry sermons.

Nevertheless, it's probably wrong.

"My estimate for the intermarriage rate is about 12 points lower, or 40 percent," says sociologist Steven M. Cohen of Queens College and Hebrew University, the survey's most persistent critic. "That's bad enough anyway. It was 24 percent back in the late 60s."

Cohen's main criticism lies with the survey's methods: "In any survey there are certain types of people we know will be underrepresented, because they don't respond to surveys." To correct the bias, social scientists use standard ratios, or "weights," to overvalue responses from an underrepresented group.

The trouble is, Cohen says, that the standard American weights were applied to the National Jewish Population Survey. Cohen believes this inflated the numbers of Jews in "weighted" groups — poor, uneducated, rural and Southern. Since those very Jews are less likely than others to light Sabbath candles, teach their children Hebrew or marry other Jews, Cohen says, "the weighting system tends to overestimate those Jews

with weaker Jewish identities." Remove the weights, he says, and the Jewish community looks much the way it does in other studies: more Orthodox, with more youngsters learning Hebrew and far fewer "practicing another religion."

CJF survey director Barry Kosmin concedes the weighting was imperfect. "If we'd spent \$2 million or \$3 million we could have knocked that error down a bit," he says. "We only had \$370,000." Kosmin says the margin of error in the survey's total sample, representing 5.5 million Jews and their households, was a respectable 2 to 3 percent. But, he cautions, the margin rises as researchers study sub-

groups like the survey's 1.1 million children.

Brooklyn College sociologist Egon Mayer, an associate of Kosmin's, notes each of the survey's 2,441 respondents represents 1,300 theoretical Jews. Thus 1.1 million children merit only 840 survey entries, giving an error margin of some 10 per-

cent — too high to draw firm conclusions about Hebrew school enrollment.

**A**s for the intermarriage figure, it is based on a sample of fewer than 200 respondents. The margin of error? "Pretty high," Mayer conceded. Perhaps 20 percent? "Maybe more." So intermarriage could easily be 40 percent, as Cohen insists. There's no way to know.

Does any of this matter? Not really, most experts insist. The 52-percent figure may be high, says Brown University sociologist Calvin Goldscheider, but "it's had a very positive effect" by forcing Jews to reexamine their values.

The figure has also boosted public support for Jewish education. Whether it's accurate doesn't matter, educators say — they're not convinced schooling can prevent intermarriage anyway.

"I don't think you can equate levels of intermarriage with success in Jewish education," says Mark Gurvis of Cleveland's Jewish Education Center. "But it's intermarriage that has motivated a lot of the community concern." □

J.J.G.

*The 52-percent intermarriage figure is based on a sample of fewer than 200*

example, eliminated job security and many of the teacher benefits that went with a large bureaucracy, leaving educators demoralized. And last spring, the UJA was rebuffed when it asked the Jewish Agency and the Israeli government to join it in a \$30-million partnership to promote youth travel to Israel.

Ironically, no one knows how far the reforms have reached, for American Jews have an estimated 2,600 separate Jewish schools, with nearly no central supervision. Teachers number some 20,000. Total yearly budgets are estimated at \$1.5 billion to \$2 billion.

No one even knows for sure how many students there are: Numbers range from 264,000 to 450,000, depending on who's counting. One widely accepted figure, from a 1988 census of U.S. Jewish schools by Hebrew University demographer Sergio Della Pergola, puts the total at around 386,000 enrolled students, age 6 to 17, in an estimated population of 710,000.

Those statistics contain good news and bad. True, only half of all school-age Jewish children are enrolled in Jewish schools. But in the 10-12 age group, preceding bar and bat mitzvah, enrollment tops 75 percent. It drops to 48 percent among 14-15-year-olds and barely 25 percent after that.

In other words, three-quarters of all American Jewish youngsters attend Hebrew school at some point. But there are schools and schools. About two-thirds of all enrolled students attend "supplementary schools" like Nolan Klein's and Daniel Nemser's. Most are operated by synagogues and meet evenings and Sunday mornings, typically three times a week in Conservative congregations, twice a week in Reform ones.

The rest of the kids are in all-day Jewish schools: 150,000 young people in 540 institutions. And day schools are clearly the growth sector of Jewish education. They've doubled their enrollment in the last quarter century, while the overall Jewish population has remained stable.

**M**uch of the day schools' growth comes from the Orthodox community, which has all but abandoned after-hours Hebrew schooling in the last generation. But close to a quarter of the Orthodox schools' students are not Orthodox. And non-Orthodox day schools, virtually non-existent in 1970, now make up 30 percent of the total, and their share is growing.

For most Jewish educators, the growth is pure good news. "The Jewish day school is the sine qua non for Jewish living," says Rabbi Robert Hirt, a vice president of Yeshiva University. "Without it you can't acquire the tools to survive as a



Nolan and his mother: "Mostly they do Bible stories, and I just don't believe them"

Jew in the American melting pot."

Several studies have indeed shown dramatically lower intermarriage rates among day-school graduates. One soon-to-be-published Yeshiva U. study shows an intermarriage rate among day-school graduates — Orthodox and non-Orthodox combined — of just 4.5 percent. Then again, only the most motivated families send their children to day school in the first place.

The biggest builder of non-Orthodox day schools is the Conservative movement, with about 17,000 students in its 70 Solomon Schechter schools (named for the seminal figure in the movement's history). A handful are affiliated with Reform Judaism, with just over 2,000 students in 16 schools. Most of the rest are "community schools" operated by local federations or parent groups, like New York's acclaimed Abraham Joshua Heschel School.

"We integrate the child's world," says Peter Geffen, founding director of the Heschel School. "If your worlds are separated, you're making an implicit statement that you have to choose between them. If the worlds are together, being Jewish is part of your being."

Not all the day-school growth comes from rising Jewish fervor. A big part results from parents fleeing public-school decay. Jonathan Moreno, a professor of bioethics in Washington, D.C., frankly admits he chose to send his son Jarrett, 8, to a day school because of "convenience and a reputation for good schooling."

"I don't have a big stake in the religious thing, though it wasn't a minus," Moreno said. "My sense was that he was going to get as intensive an education there as he would get at a secular private school, for half the money."

Still, cost is a major day-school drawback: Tuition averages \$6,000 to \$8,000

per student, going as high as \$11,500 at places like Manhattan's toney Ramaz School. Almost none of the cost is government-subsidized or even tax-deductible, because of court rulings on church-state separation. Most day schools offer scholarships to low-income families. But middle-income families are left in a squeeze.

"It's very, very expensive to send kids to day school," says David Twersky, a New Jersey journalist with two children in a Schechter school. "We want our kids to know something about Jewish culture and Jewish languages. But we're paying \$6,000 per kid this year. That's a very large percentage of our disposable income."

What's more, most day schools are small institutions that can't offer everything that a public school does. Josh Kopp, an 11th grader in Columbus, Ohio, attended a local Orthodox day school until eighth grade, then transferred to a public high school. "If I'd gone to Hebrew high school I wouldn't have had a social life," he says. "Plus I wanted sports, and there was nothing there."

Many advocates of educational reform say the answer to all these problems is simple: Stop talking and start spending. "Day schools are the best thing we've got," says Rabbi Herbert Friedman, one-time national chief of the United Jewish Appeal, now head of the Wexner Heritage Foundation. "The community's leadership should convene and decide what they want to do about it — that X number of schools will be built, that tuition will be set at \$1,000 and the rest will be borne by the community."

Things are moving in that direction, if less dramatically than Friedman wants. Federations nationwide now spend about 24 percent of their domestic budgets — some \$100 million in all — on Jewish education, half of it on day schools.

Money, even lots of it, won't bring most American Jewish kids into day schools, though. "Most Jews consider them parochial and anti-American," says Brown University sociologist Calvin Goldscheider. "Day schools will never cover more than 20 percent of the Jewish population."

Washington attorney Lee Levine confirms that view. He says he and his wife "have never at all considered sending our children to a Jewish school as their regular school." Levine's two children attend an afternoon Conservative Hebrew school. "In public school," Levine says, "my children get to know and interact with people of different cultures, different backgrounds, races and religions. It parallels the world they're likely to enter when they grow up."

So outside the Orthodox community, educators accept that the day schools are a minority choice. "We assume that afternoon schools will continue to exist and continue to have a majority of Conservative kids in them, and that they have to be as good as they can be," says Rabbi Robert Abramson, education director of the United Synagogue of Conservative Judaism. "And my experience is that there are many places where the synagogue schools succeed."

Perhaps. But the failings of after-hours Jewish education — dull classes; ill-trained teachers; bored, unruly students — are the stuff of legend, much of it true. "Many people we interview tell us that Hebrew school permanently alienated them from Judaism," says sociologist Gary Tobin of Brandeis University.

It's no surprise. Teachers remain underpaid. Attendance is spotty, as Hebrew

educational material pour out continually from research institutes in Los Angeles, New York, Jerusalem and elsewhere.

But it's all a drop in the bucket. "In a country with perhaps 20,000 positions in Jewish education, the training institutions are turning out about 70 professionals a year," says Alan Hoffman, a professor of education at Hebrew University's Melton Center for Jewish Education in the Diaspora, currently heading the Council on Initiatives in Jewish Education.

Hoffman's council is running pilot programs in three cities (Milwaukee, Baltimore and Atlanta) to test ways of improving Jewish teaching, through field training, recruitment and pay hikes. No one has yet put a price-tag on the reforms needed nationwide, though. Just the immediate needs — building more day schools, endowing scholarships, recruiting better teachers, adding training insti-

Once the Russian immigration is completed in a decade or so, they say, Israel institutions like the Jewish Agency can't be reshaped to the education needs of American Jewry. "One has to think broadly about how Israel might become a place for training North America's Jewish teachers," says Alan Hoffman. (The Jewish Agency and the World Zionist Organization currently spend about \$40 million a year — less than 8 percent of their combined budget — on Diaspora education; barely 10 percent of that sum serves Jews in the U.S., with the rest providing youth leaders and teachers in South America, Europe and elsewhere.)

**T**he problems of cash-flow and teacher training, however, hide a more basic question: What's the purpose of expanding Jewish education?

Not surprisingly, the answers divide U.S. Jewry down the middle. Orthodox and some Conservative Jews urge the community to invest its resources in helping the most committed Jews resist assimilation. "Jewish education has got to be counter-cultural movement in American society," says Yeshiva University's Hirt.

At the very least, says Abramson of the United Synagogue, that means teaching young Jews they shouldn't marry non-Jews: "If we're not talking about ways to make sure that kids are in-married and continue to be Jewish, we're being stupid and naive."

The problem with this approach is that so many Jews are already married to non-Jews. "It's no longer a question of trying to stop intermarriage," says Barry Komin, research director at the Council of Jewish Federations. "Intermarriage has already happened. We estimate that more than a quarter-million children have one Jewish parent. Even if you're Orthodox at least half of them are Jewish, because their mother is Jewish. That's 130,000 Jewish children we could be writing off. The challenge is to encourage them to be Jewish."

At the opposite pole, the Reform movement is actively embracing intermarried families, hoping to induce them to raise their children as Jews. Intermarried families are streaming into Reform congregations as a result. And many Reform synagogue schools have given up trying to teach that Jews should seek to marry other Jews. "We're very careful not to make judgments in our classrooms, because we have a large number of kids who come from intermarried families," says Gloria Aronson, education director at Seattle's Temple Beth Am.

"I don't tell them it's wrong to intermarry," says Deborah O'Connor, a Temple Beth Am teacher who is herself in-



But the statistics just don't compute: Nobody really knows how many children go to Jewish schools in America

school must compete with sports, dance and other pursuits. Curriculum supervision is haphazard, and content often consists of learning the Hebrew characters to perform bar mitzvah prayers, plus rudimentary Bible and holiday lessons. Most students drop out right after bar mitzvah.

The results can be read between the lines of the 1990 Population Survey. The product of Hebrew school is today's American Jewish life, with its low affiliation, high intermarriage and rampant ignorance of Jewish law and lore.

Hundreds of millions of dollars have been spent over the years to upgrade Jewish supplementary schools. The Reform and Conservative seminaries turn out dozens of trained educators each year. New curricula, teaching aids and

tutions — would come to hundreds of millions of dollars a year.

It is hard to see where this would come from, especially as ongoing government cutbacks strain overworked Jewish welfare agencies. "It's very difficult to shift dollars because you're always competing with what already is," says Cleveland federation director Stephen Hoffman.

The one current idea that might free up serious money for Jewish education is the hotly debated proposal by Israel's Deputy Foreign Minister Yossi Beilin to take UJA cash now going to Israel and divert it to American needs. Fundraisers warn that a UJA campaign without Israel at the top might not attract donors at all. Still, some suggest that the two goals — aiding Israel and teaching young Jews — might be combined.

# A SCHOOL FOR DIVERSITY

From the outside, the Solomon Schechter Upper School in West Orange, New Jersey, looks like any suburban public high school: a squat yellow brick building with a parking lot in front and sports fields behind.

Once inside, the visitor finds Hebrew artwork on the walls, volumes of Talmud on the shelves and yarmulkes on the boys' heads, and decides this is actually a standard private Jewish day school.

Look again. Schechter is a day school, but it's not standard. It's one of just half a dozen non-Orthodox Jewish high schools in America; most liberal Jewish day schools end at grade 6 or 8. Here diversity and questioning of beliefs are encouraged, and girls and boys are treated with full equality, from the sports field to morning prayers in most of the pluralistic school's several morning minyanim. It's an institution whose values resemble those of the broad American Jewish public.

And with two affiliated elementary schools in West Orange and nearby Cranford, plus a network of five other Schechter grade schools that feed graduates from the surrounding counties into the high school, the Solomon Schechter schools of New Jersey could be called the closest thing in America to a Jewish public school system.

"I'm trying to create a Jewish community in this school where students are comfortable learning and growing Jewishly, which includes everything from prayer to community service," says Ruth Ritterband, overall head of the West Orange-Cranford complex. "And at the same time, we're creating a community that's fully involved in the American way of life."

Part of the nationwide network of Solomon Schechter day schools of Conservative Judaism, the West Orange complex got its start in 1965 with a single kindergarten class. It now has a combined student body of 900 on its three campuses. The high school, which will graduate 48 youngsters next spring, received its own \$7-million facility in 1991. The five other Schechter elementary schools around the state, which are administratively separate, have another 1,100 children for a total Schechter system

## *Solomon Schechter is the closest thing in America to a Jewish public school system*

population of about 2,000.

Maintaining Schechter's religious pluralism is a tricky balancing act. The administration and a minority of families are committed to halakha, or rabbinic law, as liberally interpreted by the Conservative rabbinate. Most families are not. "There are a lot of people in the Schechter community with lots of ideas about their Jewishness and how Jewish they want to be, and for me that's a plus," says photographer Ginny Twersky, who has two children here.

Observant families say the school's rapid growth in the last decade has brought growing diversity, a mixed blessing. "It used to be a like-minded community of parents, but it's turning into a sort of Jewish public school," says Rabbi Daniel Allen, who has four children in Schechter. "Now you have kids planning parties on Shabbat

which excludes half the class. You've got debates over equality for girls in the morning minyan — and the newcomers don't even have an opinion. If you're sending your kid to school just to get 'an exposure to Judaism,' you don't care about the nuances. I do."

Similar tensions surface regularly in Schechter schools across the country, as growing numbers of unaffiliated families enter, then seek to lower the schools' religious level. "As the schools grow, there's got to be some implications for observing less," says the national Schechter schools chief, Rabbi Robert Abramson. "In an atmosphere as pluralistic as ours, the principal tends to be much more susceptible to pressure."

The tensions are not just internal. As it is non-Orthodox, Schechter's sports teams are not permitted to compete in the Metropolitan New York Yeshiva League. Instead they play in a league of New Jersey prep schools and Catholic schools.

The school's 12th grade semester-in-Israel program is in a stroller bind. Because of the school's kosher-food-only policy, youngsters spend the kibbutz segment of their stay at a religious kibbutz. But many rebel against Orthodox restrictions they've never faced before. The problem has not yet been solved.

And yet, while the great debates of Judaism and modernity swirl around them, Schechter's students seem to have achieved something that was once considered an exclusively Zionist dream: Jewish normalcy. "We've been doing this all our lives, and I don't feel I'm missing anything," says 12th grader Sarah Allen, a lifelong Schechter student. "It's sort of normal for all of us." □

J.J.G.

ried to a non-Jew. "I do tell them it's wrong to tear a kid in half and give mixed messages. I tell them I'm Jewish and I believe in it very firmly, and for me it's the best religion there is."

With such opposing strategies at work, efforts to forge a national consensus are leading to fireworks.

Agudath Israel of America, the main body of ultra-Orthodox Judaism, refused to join the North American Commission on Jewish Continuity when it was formed last year. Agudath Israel's Rabbi Moshe Sherer told the commission in a letter that asking the Reform movement to help stop assimilation was "like asking the arsonist

to help put out the fire."

Officials of the CJF's continuity commission hope to bridge the gaps by encouraging individual movements and institutions to formulate their own goals, then coming together to agree on ways the overall community can help achieve them. "It's one of the realities that people have different goals for Jewish education," says commission director Jonathan Woocher. "One of our critical pieces is encouraging people to be more goal-conscious."

But some say the entire notion of using schools to change a community may be misguided. "People assume that if you

teach somebody Hebrew for six years, they'll become more Jewish," says CJF researcher Kosmin. "Nobody assumes that if you study Japanese for 10 years you'll become Japanese. I learned Latin for years, but I never became a Roman. The problem is that this whole area of Jewish education and what it achieves is under-researched."

In other words, the body of organized Jewry may be willing to boost its spending on Jewish education, and the spirit of reform may be strong. But the community hasn't agreed on what kind of Jewish future the schools are supposed to build — or whether schools can do the job at all. □



Nov. 11, 1994

By LARRY YUDELSON

Finally, some good news about the state of Jewish education: most teachers in supplementary schools, day schools and preschools see their job as a career, even if they are only working part-time.

That is one finding of a study, conducted by the Council of Initiatives of Jewish Education (CIJE), based on questionnaires filled out by more than 80 percent of the Jewish educators in Atlanta, Baltimore and Milwaukee.

The study also found, however, that only a small percentage of the teachers had any formal training as Jewish educators.

"This goes part of the way to explain why people's supplementary [Hebrew school] experience was the way it was," said Alan Hoffman, the council's executive director.

Hoffman insists that the twin findings "offer a huge opportunity for the Jewish community.

"You have teachers in classrooms for whom investment in their professional backgrounds, both as educators and as Jews, will have immediate payoff," he said.

According to the survey, day-school teachers receive only one-sixth of the continuing education Wisconsin mandates for public-school teachers.

Most of the supplementary-school teachers have had little or no Jewish education since their bar or bat mitzva. And the majority of preschool educators had no more than one day a week of Jewish education as children.



Morton Mandel

In the three cities surveyed, discussion has already begun on what to do in light of the data. One emerging possibility is to create master's degree programs in Jewish education in communities that now lack them.

Such moves toward professionalizing Jewish education will be boosted by the survey, which dispels an image of Jewish educators as transient.

The survey found that two-thirds of the educators had been teaching for more than five years. More than half of even the part-time teachers consider Jewish education their profession. And only 7 percent are Israeli, dispelling another common myth about the educators.

But only 31 percent of the teachers had been trained in Jewish studies, and just more than half had professional education training. A third had no training in either field.

The 983 teachers surveyed, 84

percent of whom were women, were almost evenly divided between day-school, supplementary-school and preschool teachers.

The survey was conducted by Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin, Madison, and Ellen Goldring, professor of educational leadership and associate dean of Peabody College of Education, Vanderbilt University.

The survey was undertaken as part of CIJE's Lead Communities Project, which aimed to use the Jewish educational systems in the three communities as laboratories for re-vamping Jewish education.

Hoffman of CIJE believes that the results can be generalized across North America, noting the similarity of results in the different cities—as well their similarities to previous studies of Jewish teachers in Miami and Los Angeles.

Improving teacher training has been a central mandate for CIJE, which was created in 1990 as an outgrowth of the Commission on Jewish Education in North America.

Headed by Morton Mandel, a billionaire Cleveland industrialist and former president of the Council of Jewish Federations, the commission had warned in its final report of "a shortage of well-trained and dedicated educators for every phase of Jewish education."

The new survey will be officially released at the General Assembly of the Council of Jewish Federations,

Continued on Page 20

## Mandel

Continued from Page 3

being held in Denver next week.

Mandel, whose foundation largely funds CIJE, will be joined in presenting the survey by the researchers and by Israeli Minister of Education Amnon Rubinstein.

CIJE officials hope that against the backdrop of continuing concerns over Jewish continuity in America, and the endorsement of that agenda by Israeli officials, American Jews will turn their Jewish educational system around.

"It's a very involved process; we have to be patient," said Louise Stein, co-chair of Milwaukee's Lead Community Project. "But there's enthusiasm in Milwaukee."

She said her community is looking into creating a master's degree in Jewish education.

Among the suggestions, she said, is a long-distance program with the Cleveland College of Jewish Studies, or a program at the University of Madison under its education and Jewish studies faculties.

Rita Wiseman, principal of Baltimore's Beth Tfiloh Hebrew School, agrees that training makes a difference in the caliber of teachers.

"You can only impart as much knowledge as you have," said Wiseman, who taught Hebrew school for 25 years before becoming

principal this year.

Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

While supplementary-school teachers are less likely to have general education training than their day- or preschool counterparts, 41 percent nonetheless have a university degree in education, and a further 5 percent a degree from a teachers' institute.

Sixty-two percent of preschool teachers, and 60 percent of day-school educators, have a degree in education.

But if Jewish educators start off with a degree, they can expect little professional support for their continuing education.

CIJE officials say that one-shot workshops are not the solution.

"The worst thing that would happen is for people to respond to the data and say, 'We had X amounts of episodic training opportunities; we will now make it X plus 50 percent,'" said Hoffman.

"One has to target specific populations and think of systematic training that has norms and standards built into it," he said.

One particularly disturbing finding for CIJE researchers was the clear gap in Jewish background among the preschool teachers.

Since Jewish preschool education is being hailed as a great way of getting parents involved in the Jewish community, the findings indicate that an opportunity is being squandered.

"Parents of young children will send their kids to Jewish settings, not only because they're Jewish, but because they have heard the best early childhood program happens to be in the synagogue down my street," explained Barry Holtz, senior education officer at CIJE.

But the goal of turning the Jewish preschools into a "holistic Jewish education" runs up against the fact that more than half the preschool educators had no Jewish education after age 13.

What's more, 10 percent were not Jewish, a figure that reached 21 percent in one of the three communities.

For Hoffman, this is one more reason for the Jewish community to take to heart the powerful lesson that has emerged from the field of general teacher education in the last decade: "If one invests in teachers, that pays very high dividends.

"That means investing in their self-image and compensation, and thinking through their role in the community, but it also means investing in their training and their upgrading," said Hoffman.

"We think the North American Jewish community ought to be galvanized by this."

Jewish Telegraphic Agency

THE PLAIN DEALER / THURSDAY, NOVEMBER 24, 1994

# Jewish teachers failing, 2-year study reveals

By IRA RIFKIN  
RELIGION NEWS SERVICE

DENVER — American Jewish leaders — fighting escalating intermarriage and declining religious affiliation — have long touted a solid Jewish education as the best assurance of keeping young Jews within the fold.

But a study released by the Council for Initiatives in Jewish Education shows



Mandel

Jewish educators to be woefully ill-prepared for the task. The two-year study of Jewish educators in Atlanta, Baltimore and Milwaukee revealed that more than 80 percent lack professional training in either

Jewish studies or classroom education.

Council chairman Morton L. Mandel, a Cleveland businessman, said equally ill-prepared educators can probably be found "in every (Jewish) community in America."

"Education is our best shot for insuring Jewish continuity. Yet Jewish education in America is in a state of disarray. . . . This report is like a bombshell."

Mandel's comments came during the annual general assembly of the Council of Jewish Federations, the North American umbrella group for 189 local federations coordinating Jewish fundraising and social services for the estimated 6.1-million Jews in the United States and Canada. More than 3,000 delegates attended the four-day meeting in Denver that ended Saturday night.

As has been the case each year since the 1990 release of a Council of Jewish Federations study detailing the rapid rate of Jewish assimilation into the secular mainstream, this year's general assembly revolved around the issue of "Jewish continuity."

Particular attention was paid to young people. A parade of speakers said the current generation of young people may well be the community's last hope for ensuring the survival of a distinctly Jewish community in America.

But as the council's survey showed, organized efforts to slow the erosion of Jewish religious observance still have a long way to go. One piece of evidence: More than half of all young people raised as Jews marry outside the faith.

"Most students come to college with a 12th-grade understanding of the humanities, but with a sixth-grade understanding, at best, of Jewish subjects," said Rabbi Richard Levy of the Los Angeles Hillel Council, a campus outreach program for Jewish university students.

Levy said college-age American Jews often are so embarrassed by their lack of Jewish knowledge that they shy away from anything on campus relating to Judaism.

"Intermarriage figures are well known," added Edgar M. Bronfman, World Jewish Congress president, "but our lack of knowledge about what Judaism is all about is not so well known."

In his general assembly keynote address, Bronfman, who also is chairman of Seagram's, the Montreal-based distiller, called for reallocation of Jewish communal dollars because Jewish education "must receive a massive infusion of money."

But an estimated 28 percent of the more than \$1 billion in donations collected annually by local Jewish federations and other agencies already is spent on education. Despite that, educators working in Jewish day school, supplemental afternoon and Sunday schools, and even pre-schools remain insufficiently prepared, the council's study noted.

According to the survey, 40 percent of the teachers working in day schools have neither a degree in Jewish studies nor certificates as Jewish educators. That figure rose to 80 percent for supplemental schools, which educate the bulk of American Jews who receive any kind of formal Jewish education.

"One of the most startling findings," said the report, "is that many pre-school teachers are teaching Jewish subject matter to Jewish children — but are not themselves Jews. Overall, 10 percent of the teachers in Jewish pre-schools are not Jewish." --

The study also concluded that a lack of in-service training is compounding the situation. On average, teachers attend no more than four workshops over a two-year span. Jewish day schools also tended to have higher standards for secular studies teachers than for those involved in Jewish studies.

Mandel, who is chairman of Premier Industrial Corp., agreed that Jewish education needs additional funding. But where it may be needed most, he said, is not in funding new educational programs but in teacher training.

"There has not been a sufficient investment in building the quality of Jewish educators," he said.

Even if the Jewish community were to invest immediately in training educators, it would still take years before Jewish educators are better prepared.

In the meantime, Mandel noted, additional young Jews will be lost to the community through assimilation because they have received an inadequate Jewish education.

*Wisconsin Jewish Chronicle, December 9, 1994*

## Educate the educators

<sup>2376</sup> The Council of Initiatives of Jewish Education's Lead Communities Project has performed a valuable service with its study of the working conditions and educational levels of our community's Jewish educators.

This study shows that Milwaukee and the other two participating communities, Atlanta and Baltimore, are in much the same leaky Jewish educational boat. All have teachers that show commendable dedication to their tasks but are woefully underpaid, under-respected, and under-educated for their vital work.

Judaic teachers  
must be the  
best possible.

The latter is something that can be improved most readily. The majority — 85 percent — of Milwaukee Judaica teachers are college graduates, and one-third of them have graduate or professional degrees. They are intelligent people who know the value of study. But only 54 percent have training in education; and 70 percent lack high level training in Jewish studies, the subject they are teaching. While self-study can accomplish much, it usually can't provide the kind of background necessary to create a top notch teacher. And if Jewish education constitutes the front line in the struggle to maintain a-shrinking U.S. Jewish community, then Judaic teachers must be the best possible.

This study already has communal minds pondering solutions. Louise Stein, co-chair of Milwaukee's Lead Community Project, indicated that Milwaukee is contemplating creating a master's degree program in Jewish education. We second the motion. This state and its immediate environs have abundant resources handy to create such a program — at the University of Wisconsin campuses in Milwaukee and Madison (and possibly Marquette University if its plans for a Jewish studies program come to fruition), in Chicago and elsewhere in the Midwest. All the idea needs is a workable plan and community support. We hope both will be forthcoming.



Atlanta Jewish Times, December 16, 1994

# Editorial

## Point Zero On Education

EDITORIAL

Passion is the good part of the message about Atlanta's Jewish studies teachers. What's disturbing is that most of them come into the classroom uneducated themselves. Such were the inescapable conclusions of a new report on Jewish studies teachers in Atlanta.

As Assistant Editor David Holzel reports in "Judaic Teachers Get Low Grades," on page one, Atlanta's approximately 400 Jewish studies teachers are under trained and have had few opportunities to improve. The report was prepared by the Council for Initiatives in Jewish Education, a national group monitoring the three "lead Jewish communities" — Atlanta, Baltimore and Milwaukee.

The Atlanta Jewish Federation hopes to use these grim numbers to poke community activists and philanthropists to channel more energy and money into on education — starting with making our teachers better teachers.

The Federation's own commitment to education has increased in recent years. Allocations to day schools and Jewish Educational Services in 1993-94 were \$14 million — 25 percent of local allocations. Compare that to day schools and the old Atlanta Bureau of Jewish Education allocation in 1989-90: \$1 million — 17 percent of local allocations. Other boosts are Janice Alper's arrival in 1993 to head JES, the 1994 hiring of education planner/consultants at the Federation and the Atlanta Jewish Community Center, and the continuing expansion of Tichon Atlanta, the evening com-

munity high school program.

Educators say the level of training reflected in the CIJE report was below where it should be because the survey was taken at the low ebb in Jewish education here, while the Atlanta Board of Jewish Education and then the JES were administered by the Federation without professional leadership. Although perhaps needed for long-term improvement, clearly the slow restructuring of Jewish education here since 1991 has been damaging in the short term.

The CIJE report pulls together what other Federation-funded Jewish education reports have concluded since 1989 — Atlanta's education delivery system needs help. Now that the foundation has been strengthened, the walls are in desperate need of support. The CIJE report offers a baseline for improvement. Tossing money at the problem is only part of the answer. Atlanta's Jewish community — parents, educators and spiritual leaders, must ac-

Atlanta's Jewish community must acknowledge the problem without being defensive.

knowledge this problem without being defensive. Our education system is filled with committed teachers. Now our community is obligated to give them the tools to deliver a positive, lasting knowledge-base about the depth of a Jewish life.

Making our teachers better will not solve the much ballyhooed continuity crisis. That will only come from more committed Jewish homes. At best, more qualified teachers will make for better schools and, hopefully, more Jewishly knowledgeable students. That's a worthwhile end in itself. □

*Jewish Bulletin of Northern California, December 23, 1994*

## A must: training for Jewish educators

<sup>E 2376</sup> The good news is that many Bay Area religious school teachers are committed Jews with a dedication to Jewish education and a penchant for relating to children.

The bad news, according to a national survey, is that the vast majority of them lack the proper training to teach Judaism.

According to the survey, by the Cleveland-based Council for Initiatives in Jewish Education, those teachers have had little or no education since their bar or bat mitzvahs — and have not received sufficient, updated training in either education, Judaica, or both.

That doesn't mean they're bad teachers. It just means some of them could be a lot better.

The Bureau of Jewish Education in San Francisco and the East Bay's Agency for Jewish Education should be commended for recognizing the need for improvement, and for formulating teacher-enrichment programs aimed at imparting Jewish knowledge and innovative teaching methods.

Wisely, both the Bureau's *laa'id* program and the Agency for Jewish Education's *shoresh* project offer financial incentives for

teachers completing a certain amount of credits. Because those teachers cannot generally support themselves through such jobs alone, the incentives should help attract more participants to those important programs.

Religious school principals would be wise to follow the example of local Jewish education agencies by consistently exposing their teachers to a broad range of educational methods and materials. Although teachers may have an abundance of knowledge, they sometimes need help delivering it so that children will understand and remember.

Ultimately, religious school teachers, together with parents, are some of the most pivotal figures in a child's Jewish life. Teachers have the power to turn a child on, or off, to Jewish culture and ideas, and ultimately to determine whether a child will have a Jewish future.

By sending their children to religious school, parents are sending the message that they want their children to have a Jewish education. As a community, we should do everything possible to ensure that our children's education is the best it can be.



Baltimore

BALTIMORE JEWISH TIMES

NOVEMBER 11, 1994

## Jewish Education Survey

Study finds teachers in Jewish schools dedicated but undertrained.

LISA S. GOLDBERG STAFF REPORTER

**R**esults from a survey of teachers in Baltimore's Jewish schools show that while they are highly committed to Jewish education, they are often poorly compensated and undertrained.

The study, which was presented Wednesday to the board of directors of the Associated Jewish Community Federation of Baltimore, was prepared under the auspices of the New York-based Council of Initiatives in Jewish Education.

Baltimore, along with Atlanta and Milwaukee, agreed to participate in the study as one of the CIJE's three "Lead Communities," or model communities for Jewish education.

Among the findings of the survey were that of Baltimore's 575 Judaic studies teachers, only 23 percent have higher education training in Jewish subjects and education.

In an interview with JTA, Rita Wiseman, principal of Beth Tfiloh Hebrew School, emphasized that training makes a difference in the caliber of teachers. "You can only impart as much knowledge as you have," said Ms. Wiseman, who taught Hebrew school for 25 years before becoming principal this year. Ms. Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

About half of the surveyed teachers said they would like more instruction in Hebrew language and Jewish history. Teachers also said they attend only a handful of workshops every two years, with Orthodox day and preschool teachers attending the fewest.

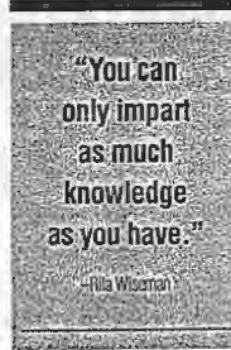
Salaries, the study found, seldom provide the main source of income for a teacher's family, although more than 50 percent said it is an important addition. And Jewish studies teachers are more often than not part-time, with 40 percent teaching less than 10 hours per week. Few receive health, pension or disability benefits, the survey stated.

The lack of benefits, the study

found, is particularly troublesome in local Orthodox day schools. Nearly 60 percent of teachers in those schools reported that their salary is the main source of the family's income, but only 34 percent were offered benefits.

And Baltimore's Jewish educators say there are few opportunities for career advancement beyond teaching, with some qualified instructors indicating that they plan to leave Jewish education for full-time employment in other areas.

"The community has to take a look at levels of compensation" and in-service training, said Chaim Botwinick, executive di-



rector of the Associated's Center for the Advancement of Jewish Education. "We have to recognize the fact that quality education personnel hold the key to effective Jewish education."

The results of the survey, he said, were not surprising.

"If anything, it validates the need to address personnel issues," he said. "The findings really address a compelling argument ... by and large, the insufficient preparation of teachers."

Dr. Botwinick said the Associated is developing focus groups with principals, rabbis and community leaders to study survey findings.

Another work group, he said, will draft a plan to address the "challenges" identified in the CIJE report by the end of the current school year. □

November 11, 1994 • INTERMOUNTAIN JEWISH NEWS •

## CIJE: Jewish teacher training needed

**A** new in-depth study of all the Jewish educators in Atlanta, Baltimore and Milwaukee reveals that classroom teachers have far less professional background and in-service training than is commonly expected of teachers in general education. And yet the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) Nov. 17 at the General Assembly in Denver, the findings offer a powerful first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"Now every Jewish community can know where to start and what

to do," said Alan Hoffman, executive director of CIJE. "This is a major opportunity for North American Jewry."

Among the findings:

- Over 80% of the teachers surveyed lacked professional training either in education or in Judaica — or in both.

- Almost 30% of teachers in supplementary schools had on Jewish schooling after the age of 13.

- Ten percent of the teachers in Jewish pre-school programs are not Jewish; in one community, the figure is as high as 21%.

- Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, yet they attend fewer than two in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)

- And yet, almost 60% of the

teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.

The policy brief, the first of a series based on the CIJE Study of Educators, outlines a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

CIJE's chair, Morton L. Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading philanthropist in the field of Jewish education.

"Although some of these statistics correspond to what we may have suspected anecdotally," said Mandel, "there are also distinct surprises. We believe that Jewish communities should be able to replicate this research method, extrapolate from these conclusions, and begin to address the personnel needs of Jewish education in a meaningful way."

The Jewish Week, New York, NY, December 2, 1994

# BAD MARKS

THE JEWISH WEEK

# INDEX

Compiled & created by Jay Bailey

An intensive, two-year study of Jewish educators in Atlanta, Baltimore and Milwaukee yields some surprising data about teachers in our day schools, supplementary schools and pre-schools.

**Only 19%** have training (a degree or certificate from a university, college, seminary, etc.) in both Jewish Studies and Education.

**17%** of teachers majored in Jewish Studies.  
**22%** are certified in Jewish Education.

**10%** of teachers in Jewish pre-schools are not Jewish.

**34%** had training in neither.

**84%** of teachers are female.



Source: Council for Initiatives in Jewish Education (CIJE) Study of Educators Survey

**38%** of Jewish school teachers have taught for over 10 years.  
**6%** have taught for under a year.

The Jewish Week, New York, NY, December 2, 1994

## Teachers Aid

Israel offers its expertise in training Jewish American educators — a badly needed service, according to a recent report.

STEWART AIN  
STAFF WRITER

**D**enver — Israel's educational resources and expertise have been offered to North American Jewry as another tool to help ensure Jewish continuity.

The offer was made here by Israeli Prime Minister Yitzhak Rabin and Education Minister Amnon Rubinstein to 3,000 delegates attending the Council of Jewish Federation's General Assembly two weeks ago.

Rabin said Israel's destiny is not just to serve as a refuge for Jews but to "assist Jewish communities to maintain their Jewishness. We need to cooperate. ... We have to strengthen Jewish education. And we in Israel are ready to cooperate, to help bring teachers to [learning] centers in Israel so they can be prepared for you."

Rubinstein said in separate remarks that he foresees the establishment of a "world center [in Israel] for the training of senior educators" who number about 1,500. He said they would serve as the heads of the departments of education of the religious denominations, professors of Jewish education and the principals of key Jewish schools and community centers.

He pointed out there are two existing one-year and two-year programs in Israel that have graduated 200 educators who now hold leading positions in the field of Jewish education worldwide. These programs are the Jerusalem Fellows and the senior educators program at the Melton Centre at Hebrew University.

"We believe that we should, that we can, enlarge and deepen these programs as well as introduce shorter term programs for the in-service education of senior educators," said Rubinstein. "Let us together form our new alliance with programs for senior educators because they determine so much of what takes place in education."

Rubinstein said he was only laying out the framework for his proposal and that he wanted Jewish leaders to work with him in developing the partnership.

The executive director of education and continuity for UJA-Federation of New York, John Ruskay, said he welcomed the statements of Rabin and Rubinstein.

"They reflect the apparent readiness on the part of the Israeli government to make available its prodigious resources to the challenges we face in strengthening Jewish education throughout North America," he said. "Given the urgent need to strengthen the quality of Jewish educators, all initiatives are welcomed and deserve the most serious attention."

The executive director of the Council for Initiatives in Jewish Education (CIJE), Alan Hoffmann, said he has already begun assembling a committee of top North American educators to respond to the offer. He said Ruskay and Jonathan Woocher, executive vice president of the Jewish Education Service of North America, are among about a dozen educators who are being asked to serve.

CIJE was founded to implement the 1990 recommendations of the Commission on Jew-



Amnon Rubinstein: "Senior educators determine so much of what takes place in education." Photo by Yolene Halk.

ish Education in North America chaired by Morton Mandel, a billionaire Cleveland industrialist. A key finding of the commission was that there is a "shortage of well-trained and dedicated educators for every phase of Jewish education."

To assess the educational background of Jewish educators today, the CIJE surveyed preschool, supplementary school and day school teachers in Atlanta, Milwaukee and Baltimore. Its questionnaire, which was completed by more than 80 percent of the teachers, revealed that most supplementary school teachers had little or no Jewish education since their bar or bat mitzvah.

Other highlights:

■ A majority of preschool teachers had no more than one day a week of Jewish education as children — and 10 percent of them were not even Jewish. In one community, that figure was 21 percent.

■ Fully 40 percent of day school Judaica teachers and 80 percent of supplementary school teachers had neither a degree in Jewish studies nor certification as Jewish educators.

■ Day school Judaica teachers averaged fewer than two in-service workshops each year. Supplementary school teachers reported that in-service opportunities were infrequent.

The study, which was released at the GA, pointed out that research has found that "carefully crafted in-service can improve the quality of teaching" and thereby make a "decisive difference." In addition, it said that although there are state requirements regarding the training necessary to be a general studies teacher, there are none for Judaica teachers.

Ironically, fully 69 percent of the full-time day school teachers surveyed said they viewed Jewish education as their career. More than half of those who worked only part-time gave the same answer. In supplementary schools, where virtually no teacher is considered full-time, 44 percent considered Jewish education their career. □

*Atlanta Jewish Times, December 16, 1994*



PHOTO BY CHARLES RAFFHOON

Jewish classroom: Almost no one disputes the findings.

## Judaic Teachers Get Low Grades

Survey shows a minority have training in Jewish studies and education.

DAVID HOLZEL ASSISTANT EDITOR

In Jewish lore, a cherished rung in purgatory is reserved for the Hebrew school teacher — that badly prepared pedagogue who has turned generations against Jewish learning. In Atlanta, that image of an undertrained educator isn't total fantasy, a new survey shows.

Circulated among school heads last week, the draft report paints an unflattering statistical portrait of

Atlanta's Jewish studies teachers. (Secular studies teachers were not included.) It shows that most of the 400 teachers surveyed are largely untrained — both in Judaism and as educators. And while teachers at synagogue supplementary schools scored the lowest, the study casts a shadow over the glossier images of Jewish preschools and day schools.

What's noteworthy is that almost

no one is disputing the findings.

"It's nothing new to the educators," said Steven Grossman, director of Ahavath Achim Synagogue's supplementary school. "We've been saying we need serious staff training for a long time."

What is new is the report, for the first time, puts hard numbers to what people long have suspected. It also

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provides a baseline to measure improvement in teacher training, said Steven Chervin, director of the Atlanta Jewish Federation's council for Jewish continuity, an education planning body.

Only 13 percent of Judaica teachers in Atlanta are professionally trained in both education and Jewish content areas, according to the report, prepared by the New York-based Council for Initiatives in Jewish Education, following two years of information gathering.

high level of commitment to Jewish education as a career.

"Most educators are attracted to Jewish education for intrinsic rewards, such as transmitting the joy and enthusiasm for Judaism to children," the report stated.

"The data show these people are stable and by investing in their professional development, it is not wasted money," said Mr. Chervin of the Federation.

Coming up with a plan to raise the quality of Jewish

education, and they're hungry for having more," said Cheryl Finkel, head of the Epstein School, a Conservative day school. To improve teaching quality, "we need to have pre-service opportunities, internship opportunities, mentorships and study courses on several different levels of knowledge," she said.

Any action plan from the Federation will comprise a set of guidelines — rather than binding rules — for raising the professional level of teachers, Mr. Chervin said. The report calls this approach "moral suasion."

"It means we might say to the schools, 'This is the expectation for working conditions' or 'This is the level of in-service training,'" Mr. Chervin said. "It's using the Federation and other agencies as a bully pulpit which, one would hope, people would respond to on a voluntary basis."

### \$1 million needed?

The Federation and educators are looking to Jewish Educational Services, Atlanta's Jewish teacher-training agency, to execute the action plan. Adding academic programs, periodic workshops and incentives to study will cost money. With a budget of \$213,000, the agency, created two years ago to raise the level of teaching professionalism, already runs at a deficit, said Janice Alper, director of JES.

How much money is enough to do the job?

"If the community put \$1 million into a fund that says training is important, we could have the best trained teachers in the country," she said.

Some educators warn against a gloomy interpretation of the report.

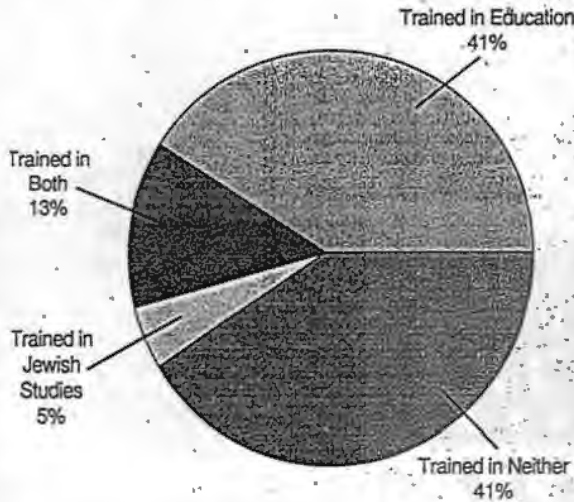
"I don't see in this community a sick system," said Richard Wagner, headmaster of the Greenfield Hebrew Academy, a traditional day school.

The fact that a minority of Jewish studies teachers are cer-

tified "is more indicative of national failure to encourage and require licensure," he said.

"The survey was taken during a transition period, so what was true then is out of date already," said Linda Weinroth, director of Congregation Etz Chaim's religious school.

She referred to a two-year period following the 1991 resignation of Leon Spotts as director of the Atlanta Bureau of Jewish Education, precursor to JES. Until Ms. Alper was hired to



Extent of professional training in education and Jewish studies.

While expected, the report's findings can still shock. "It's disconcerting how little Judaic education people have," Moira Frank, director of Congregation B'nai Torah's preschool, said after reading the report, "but they're teaching Judaica."

Among the report's findings: Atlanta teachers have more formal Jewish education than the average for American Jewish adults, but they are not well educated in their field compared to other types of teachers.

Atlanta's day school teachers — many of whom are not fully prepared before they begin teaching — receive just over one quarter of the in-service training (periodic and ongoing study) that is required for state certification of public school teachers.

Despite limited backgrounds in Jewish studies and infrequent in-service training, most teachers do not engage in formal study of Judaica in other contexts.

Few benefits, such as health, disability and pension, are available to teachers.

### Surprising loyalty

The one bright spot in the report came as a surprise to researchers: Jewish studies teachers, the vast majority of whom are part-time, show a

teachers is the council for Jewish continuity's next task, Mr. Chervin said.

"Hopefully in six months we'll have the criterion of a personnel action plan for high-quality staff development. After that, we'll set up benchmarks and see how we're progressing," he said.

Addressing the issue of benefits is a longer-term goal, he said.

The study shows teachers have little formal Jewish edu-

## Teacher Profile

Atlanta's Jewish studies teachers are predominantly female (87 percent) and American-born (84 percent).

In religious affiliation, 37 percent say they are Reform, 29 percent Conservative, 17 percent Orthodox and 11 percent Traditional. Six percent list other preferences, such as secular.

Among day school teachers, 32 percent are trained in both education and Jewish studies, and 18 percent are not trained in either. Of supplementary school teachers, 9 percent are formally trained in both and 51 percent are not trained in either. Among preschool teachers, 6 percent have degrees or certification in both and 40 percent lack formal training in both areas.

Sixty percent have visited Israel and 52 percent of those lived in Israel for at least three months.

From "The Teaching Force of Atlanta's Jewish Schools."



Steven Grossman: Findings are nothing new.

head JES in the fall of 1993, staff development slowed to a near halt.

The report is a product of Atlanta's participation as one of the Council for Initiatives in Jewish Education's three "lead communities," or education laboratories. The CIJE conducted teacher interviews in each lead community, including Baltimore and Milwaukee. In addition, each lead community administered a teacher survey in 1993.

Combined findings went into a national policy brief, released last month. Those findings were nearly identical to Atlanta's profile, although Atlanta scored lower than the national aggregate in some areas, Mr. Chervin said.

"Atlanta is probably more typical of U.S. [Jewish communities], because we don't have the resources," such as post-graduate Jewish studies programs and a Jewish teachers' college, he said.

Atlanta educators hope the report will be a wake-up call for those who don't know the system is in need of improvement.

"It's a policy and planning document that needs to be taken seriously," Dr. Wagner said.

The next step in evaluating the quality of Jewish education in Atlanta will come in the spring of 1995, with a report on school administrators. □



# JEWISH BULLETIN

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## Bay Area tackles problem

# Religious teachers: They're inspired but under-trained

LESLEY PEARL  
Bulletin Staff

Four of every five teachers in synagogue religious schools don't have the proper training to teach Jewish students, according to a recent national study.

Most of them, in fact, have had little or no Jewish education since their bar and bat mitzvahs and lack sufficient, up-to-the-moment training in education, or Judaica or both.

These were the determinations of a policy brief released by the Cleveland-based Council for Initiatives in Jewish Education last month.

The problem, says S.F. Congregation Emanu-El educator Rabbi Peretz Wolf-Prusan, is that "we have entered a time when we have the greatest need and the smallest available pool of qualified teachers."

While the data seem dismal, there are some bright spots on the education horizon.

The majority of teachers surveyed over the course of two years in Milwaukee, Atlanta and Baltimore, for example, do view

their jobs — mostly part-time and without benefits — as careers.

And in the Bay Area, even though religious schools and their students suffer many of the same educational ills that plague educational institutions across the country, local agencies have responded more quickly.

The Bureau for Jewish Education has addressed the issues to some degree in San Francisco, Marin and Sonoma counties, and on the Peninsula, with its five-year-old *laatid* ("to the future") program.

East Bay's Agency for Jewish Education and the San Jose federation have been working together to offer the *shoresh* ("roots") project, which started two years ago.

Both are teacher-enrichment programs. They include a variety of seminars and workshops that range in scope from how to



Educator Sarah Haselkorn reads a story to students at an assembly at Congregation Beth Am in Los Altos Hills. Photo — Michael Schwartz

talk about God in the classroom to innovative methods for teaching Hebrew. And both offer a financial incentive for instructors completing a certain number of credits.

Those programs, local educators say, are a beginning, but certainly not a solution.

Nationally, educators agree that parents have sent a clear message: They want to give their children a Jewish education yet feel incapable. Indeed, they want a better education for their offspring than they received.

Educators across the country have responded by trying to institute family-education programs and innovative and entertaining ways of learning.

Still, the bottom line with most Jewish education programs is a lack of money.

Allan Hoffman, CIJE executive director, believes funding is absent because most federation campaigns — which many educational institutions depend on for large

See MONEY, Page 34

## Money is stumbling block to training Jewish teachers

Continued from Page 1  
chunks of their funding — have been flat in recent years.

"It's not because there isn't money," he says, pinpointing a recent \$15 million donation Detroit philanthropist William Davidson made to the Jewish Theological Seminary in New York. "It's that no compelling arguments are being made" to obtain the money from private contributors for Jewish education.

Another problem, according to Emanu-El's Wolf-Prusan, is how

the money that is available is used. "We know the problems, and we even know some of the solutions," he says. "The money is being spent in the wrong places. The dollars flow upwards to studies and consultants. We need it to go on the line, to the teachers. I know what I want, and I know what these kids need."

Teacher Sarah Haselkorn, of Congregation Beth Am in Los Altos Hills, knows too, having spent the last two decades in the trenches called classrooms.

When she and her husband moved to the United States from their native Israel 20 years ago, Haselkorn presumed she would teach Hebrew in a synagogue religious school — just because she was fluent.

And despite her having had little education training, she was "thrown right in" to a classroom anyway.

The early years of her career, at Temple Beth Jacob in Redwood City and Congregation Kol Emeth in Palo Alto, "were especially difficult" because of the cultural differences between Israel and the United States, Haselkorn remembers.

Now, however, she is completely comfortable in her role. Students even vie for spots in her fourth- and fifth-grade Hebrew classes at Beth Am.

New teachers, she believes, have an easier time starting out today than she did. That, she says, is due to efforts by the BJE and AJE to tackle the sorts of problems cited in the CIJE report.

About one-third of eligible teachers complete the *laatid* or *shoresh* programs and earn a financial bonus. Even more enroll in the workshops but do not log enough hours to qualify for the money.

"This is an opportunity to talk to each other, hear new theories, find out what others are doing," says Haselkorn. "This program is imperative, especially for new

teachers."

How to inspire congregation-school instructors and keep them motivated is a difficulty, partly because of the part-time nature of the job and partially because many of the teachers must maintain another, primary job and, therefore, have little time to devote to enrichment.

"We need money to provide support and allow teachers to do the kind of work they want to do," says Bob Sherman, San Francisco's BJE executive director. "We provide workshops and seminars. Teachers come and get excited and motivated, but there is no one to really help them implement these new ideas and techniques."

With improved funding, Sherman says, medical benefits could be offered to instructors, adding legitimacy to Jewish education as a career choice, and field supervisors could be hired to give individualized assistance.

"It's like coaching. It's not enough to just teach someone how to bat. It's the constant cheerleading, watching the performance, giving feedback. Right now we're stopping short of that," Sherman says.

To date, though, the kind of concrete ideas proposed by Sherman and others in the field are not getting

through to those in positions of financial and political strength.

So for now, educators such as Helene Holley, principal of the religious school at Congregation Rodef Sholom in San Rafael, must remain content making "the best choices possible."

Holley admits not all 41 of her teachers are both scholarly on Jewish issues and capable of relating well with young people. They are, however, "all committed Jews," she says.

"They might not all be as knowledgeable as I'd hope for, but they all feel a sense of *Am Yisrael*. And if the teachers are dedicated, they'll do the necessary research to teach properly."



Rabbi Peretz Wolf-Prusan teaches at Congregation Emanu-El in San Francisco. Photo — Mike Richman



Robert Sherman



## COVER



Students at work in a classroom at Akiva Hebrew High School.

## Teach our children well

MARCY OSTER Staff Reporter

**L**ittle Jeremy can't read - Hebrew, that is. And Rachel is so bored that she can't wait until the day after her bat mitzva so that she can quit Sunday school.

One reason for these disturbing trends can be found in a 1994 survey conducted by the Council for Initiatives in Jewish Education (CIJE). The survey found that 80% of Jewish educators lack professional training in either education or Jewish studies or both, and they receive little in-service training to overcome this lack of background.

When the policy brief on the background and professional training of teachers in Jewish schools was released last November, Jewish communal professionals and lay people across the country raised their eyebrows at the findings in the three cities surveyed (Atlanta, Baltimore and Milwaukee). They also raised their commitment to study and improve the quality of Jewish educators in their communities.

But parents of Jewish children in religious and day schools don't need a costly study to tell them that their children are tuning out or daydreaming their Jewish education away. The study confirmed what they already knew from talking with their sons and daughters and watching the lack of enthusiasm in their step when it is time for religious schooling.

Jewish leaders in Cleveland were not surprised by the CIJE study's findings, either. Nearly seven years ago, a local study pointed out the problems of Jewish education in Cleveland, and Jewish educators here began making plans to tackle these issues. Today, programs are sending veteran educators back to the classroom for additional training and training young new educators, as well.

Cleveland has come a long way in upgrading Jewish education here, say local and national Jewish education professionals. But until the impact is felt uniformly in the trenches - by students and parents in the classroom and at home - this community still has a long way to go.

Charles A. Ratner, president of the Jewish Education Center of Cleveland (JECC), did not need facts

and figures to tell him about the state of Jewish education here when he co-chaired a study on behalf of the joint Federation/Congregational Plenum Commission on Jewish Continuity. Released in December 1988, the study acknowledged officially the problems that Jewish community leaders and parents already knew about anecdotally.

"Our product wasn't adequate," Ratner told the CJN. Even though 80% of Jewish children in Cleveland

attended some form of formalized Jewish education at some point in their lives, most found the experience "poor" or were simply bored, he says.

The Cleveland study also found that in 1988, as in the three cities in the recent CIJE study, most supplementary schools were staffed with "avocational teachers," and only three of the then-15 congregational schools employed full-time school directors. Parents did not get involved in their children's supplementary Jewish educations and local day schools were half the size they are today.

Seven years ago Cleveland embarked on a long-term, three-pronged plan to improve Jewish education here. Their goals were to build the profession; involve the whole family in Jewish education; and provide more informal Jewish educational experiences.

This was not the first time Cleveland tried to improve its Jewish education, nor the first time inade-

**"We would never stand for this kind of teacher profile in our children's secular education."**

-- Charles A. Ratner, president, JECC



The Teacher Resource Center at the Jewish Education Center of Cleveland provides creative teaching tools for area educators. Pictured are center director Rivkah Dahan and Rabbi Joel Chazin.

quate teacher training has been identified as a problem. Indeed, Ratner carries with him the minutes of a 1925 meeting of the Bureau of Jewish Education (forerunner of JECC) headed by Rabbi Abba Hillel Silver. It addresses issues such as teacher training, reaching the unaffiliated and improving congregational religious schools. More recent reports can be found in the CJN's files. The years may differ, but the issues and the problems are still the same.

Ratner hopes the CIJE educators study will be a call to action on behalf of Jewish education, much like the 1990 National Jewish Population Survey was. (The survey indicated that more than 50% of American Jews were intermarrying.)

"We hope it will wake up the community to the fact that there is a crisis in Jewish education," Ratner says. "We would never stand for this kind of teacher profile

## COVER

in our children's secular education, he points out.

Today, more than six years after the release of the Continuity Commission study, the picture is "far from rosy," says Ratner, as he recites a litany of woes. "There is a crisis (with) Hebrew school teachers," he asserts. Older teachers are leaving and few knowledgeable young people are available to take their places. Despite attempts to increase their salary base, "our day school teachers are still underpaid." Jewish students in congregational schools "still find their religious education to be a turn-off" and, virtually everywhere, parents are "marginally involved."

To change this bleak scenario, the Jewish Community Federation in 1989 allocated more than \$4 million over four years to the Continuity Commission's Fund for the Jewish Future. The goal was to establish new programs to improve Jewish education in Cleveland. Family philanthropic funds, endowment funds and Jewish Welfare Fund campaign dollars were tapped for this ambitious undertaking.

In 1993, a new four-year, \$8.1 million plan was established for the Fund for the Jewish Future, which is now under the stewardship of the JECC.

Ratner believes the new programs have already improved and will continue to improve Jewish education in Cleveland. "Clearly, we have attracted a real critical mass of professionals to help make sure this happens," he says. But, "these are things that take generations to change."

Things have already begun to change noticeably, asserts Sylvia Abrams, director of educational services at JECC. The Jewish Educator Services Program (JESP), offering teacher in-service mini-courses, has exploded with new course offerings and participants.

Last school year (1993/94), 381 educators enrolled in the 64 assorted course offerings, and many took more than one course. Twenty-four of JECC's 26 affiliated

### JECC offers financial incentives to teachers and institutions who participate in training seminars.

congregational and day schools, as well as the Jewish Community Center and area rabbinic boards, have sent their personnel to these programs. In 1987/88, by comparison, only 147 educators enrolled in in-service programs.

The JESP program is also co-ordinated with the Cleveland College of Jewish Studies through a joint committee for planning in-service education; it is staffed by Abrams and Lifsa Schachter, director for the Center of Jewish Education, as the College's Cleveland Fellows director.

Some of this past fall's course offerings include: "Effective Teachers - Effective Attitudes"; "Seminar in Teaching Jewish Texts: Bible"; "Creating Instructional Aids for Very Young Students"; "Lesson Planning"; and "Movement and Music: Ingredients to Enhance Reading Readiness." Practice with a Jewish educator "coach" is also available.

Last year, artist-in-residence Farryl Hadari taught "Puppetry and More" in a year-long seminar to 15 local educators who learned to use the medium to promote communication around Jewish issues. She recently returned for a week of additional training. She is one of several national and international Jewish educators who have been brought to the city.

The courses all provide continuing education units, recognized by the Ohio Department of Education.

JECC offers financial incentives to encourage teachers to attend training sessions. These include completion stipends for educators. Institutional stipends are also available, Abrams points out. If 75% of a supplementary school's teachers complete a minimum of 10 hours of continuing education, the school receives as much as \$7,000, giving the school incentive to make it easier for teachers to participate. Some supplementary schools even require their teachers to attend the continuing education programs. Last year, 12 of the 18 eligible schools qualified for an institutional stipend.

Thirty-one educators are currently enrolled in a Personal Growth Plan, or PGP. Under this program, individual Jewish educators and administrators are given stipends for professional development in JESP courses at the College and at area universities. Educators, for example, have gone back to school for bachelor's and

master's degrees in education or Jewish Studies.

The Executive Educators Program (at the Cleveland College of Jewish Studies) identifies educators with leadership potential and offers them an opportunity to pursue individual courses of study while they remain in their jobs. Some of these educators also meet in high-level community seminars to discuss how to further the goals of Jewish education here.

Rabbi Alan Berkowitz, assistant educational director of the Fuchs Bet Sefer Mizrahi day school, is currently pursuing a master's degree in educational administration at Cleveland State University through the PGP. The program helps him pay his tuition and provides financial incentives at the halfway mark and when he completes his course of study. Rabbi Berkowitz, who has a bachelor's degree in Hebrew and philosophy from Hunter College, and *smicha* (rabbinic ordination), believes the extra schooling "helps make me a stronger professional."

Several Bet Sefer teachers have also returned to school. "What I have seen in the last six years is a tremendous amount of professional growth," Rabbi Berkowitz says. "The teachers who are taking advantage of this are growing professionally and that has had

head of the schools, but as innovators in informal and family education.

The Fellows were recruited nationally, and were expected to move on after their two-year, post-graduate commitment was up, says Schachter. However, many of the Fellows come from Cleveland, or have decided to settle in Cleveland.

The guaranteed positions, at "good salaries for the field" of \$35,000 annually, were, in most cases, higher than the existing salaries of school administrators, explains Schachter. This has caused some resentment of the Fellows by co-workers, and has caused some schools to raise the salaries of principals and other teachers.

The program has also set new communal standards for professional leadership, she says. It has encouraged others to make a commitment to professional growth. However it cannot continue in its present form, because there is not unlimited funding to create positions for the Fellows.

Mark Gurvis, managing director of JECC, who with Abrams makes up the JECC's Office of the Executive, says Cleveland is now planning its own educators survey. While some of this data has been collected infor-



First-grade teacher Shannon Gray tells a story to her class at The Temple-Tifereth Israel, as her teaching coach, Sherri Sperling, looks on.

a positive impact on the education we offer our students."

The rabbi believes it is particularly important for the day school's Judaic studies teachers to receive some formal education training. "Torah knowledge is not enough to be an educator," he says.

Cleveland has also trained a cadre of Jewish education professionals to assume full-time positions created just for them through the Cleveland Fellows program. The new positions, mostly at congregational schools, are supported by the Fund for the Jewish Future.

When the third class of Fellows graduates from the fully funded, two-year master's program this spring, creating 14 professional Jewish educators in total, the program will work solely on its newly created Phase II. This will include the Goals Seminar, the Executive Educators Program, a Family Education Certificate program, and funding for teachers to participate in them. Phase II will also offer new programs to meet the needs of the community.

Lifsa-Schachter, director of the Fellows program at the Cleveland College of Jewish Studies, is pleased with the results of the program. "The idea was that in order to improve Jewish education, we had to find a way to infuse the field with professionally trained Jewish educators who could take on leadership roles," she explains.

These leadership roles, for the most part, are not as

many in the past, a professional survey will establish a base line by which to judge the progress of the JECC, successor to the continuity commission's educational reforms and innovations, he says.

Cleveland businessman and philanthropist Morton Mandel has been involved in finding ways to improve Jewish education since 1979, and through family philanthropic funds he and his brothers have been perhaps the largest contributors to Jewish education in Cleveland and in North America.

Mandel, founding chairman of the CJE, says there is good and bad news to be found in the group's study and what it tells us about Jewish educators here and around the country. The good news, he says, is that "there are some very capable people working in Jewish education, people who see Jewish education as a career and who care a lot." The bad news, he continues, is that "too many of them are not trained in both education skills and in a strong Jewish background."

Mandel expects Cleveland, like most major metropolitan areas, to mirror the average of the CJE study, but hopes that the money invested in new programs here will change that profile. "You always want a good return on your investment," he quips. Still, he admits, "the jury is out on how much good we are going to do."

From where he sits, CJE executive director Alan

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## COVER

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Hoffmann sees Cleveland as very different from the three cities involved in his organization's extensive survey. Cleveland, he says, has been a "pioneer."

"There are a lot of things in Jewish education that communities can learn from Cleveland," he adds. The city is investing more money in Jewish education, proportionately and possibly even absolutely, than any other community in North America, he maintains.

Hoffmann is impressed that even without a formal study, the city has "plunged into raising the level of teachers" through higher salaries, teacher in-service programs, and the Fellows program.

The city is also lucky to have an institution like the Cleveland College of Jewish Studies, he adds. Hoffmann envisions Cleveland as a regional training center for Jewish educators in Midwestern communities.

But Cleveland still has a long way to go, Hoffmann points out. The community still has not arrived at a to-

### Cleveland is investing more money in Jewish education than any other community in North America.

tal action plan, he says. In addition, some key senior leadership positions — "gatekeeper positions" for Jewish education — need to be filled.

Hoffmann points out that finding good educators is not a problem unique to the Jewish community. "Education as a field is grappling with these issues," he says, pointing out that forays into national teacher certification are just beginning.

We will know we have succeeded, Hoffmann says, when the young sons and daughters of the leading Jewish families here and across the country consider the field of Jewish education as exciting, rewarding and compelling as other career choices they are contemplating. "That is a long, long way away," he says. "And I don't think the American Jewish community has generations to wait."

Cleveland's commitment to Jewish education is like a marriage, according to Daniel Pekaraky, founding director of the Cleveland Fellows program, and a CJE consultant from 1991 to 1993.

"There may be hard times, but both parties know there is a deep commitment to work through the problems," he explains.

Pekaraky, who has watched other communities struggle to redefine Jewish education, is impressed with community efforts here. "Thoughtful innovations," such as the Retreat Institute, initiatives in family education and the Fellows Program, "break down traditional ideas of what education is," he marvels.

But even innovations have their problems. "Cleveland's efforts are not perfect, but they are willing to revisit things that are not going as well as they'd like," he says.

The field of Jewish education is changing, says Schachter, who worked in general education before pursuing a doctorate in Jewish education. Jewish educators need the tools to help them analyze, reflect and adapt to meet new challenges and goals, she says.

Cleveland has been able to make strides in educating its teachers in large part because of the College, one of only five community colleges of Jewish studies in the country, says Schachter. Cleveland is the smallest city to host such a college.

Rabbi Rob Toren, JECC director of educational planning, works with professionals and lay people to identify gaps, holes and inadequacies in the community's long-term educational goals. At any one time, Toren has several studies running on aspects of Jewish education here. These studies can include observations, questionnaires and focus groups. But it is very difficult, he admits, to find out if efforts to improve the teaching profession are making a difference in the classroom.

Toren is also a staff member overseeing the Task Force on Family Education. Family education, according to the Continuity Commission report, "reinforce(s) the family's role as the primary transmitter of Jewish values and practices ... In order for parents to model and represent Jewish values and atti-

tudes adequately, they often need more tools and skills than their own childhood Jewish education provided them."

Cleveland's concentration on family education "seems to have made a difference in a lot of congregations and families," says Toren. He cites the fact that rabbis have more relationships with families, the increase in family programming, and the success of the family-education-oriented Fellows program as examples.

But between Nintendo, ballet and sports teams ... "we're still competing for students' attention," says Toren.



Kyla Epstein (playing guitar), Anshe Chesed-Fairmount Temple religious school director, and Howard Creed of the retreat staff, lead song session at sixth-grade retreat earlier this year.

## Creating qualified educators for congregational schools

It isn't easy finding qualified men and women to teach in religious school today, admits Loree Resnik, executive director of Suburban Temple, as well as principal of the congregation's religious school.

In the past, many women did not work and welcomed the opportunity to get out of the house and teach a few hours a week. Today, when trying to attract teachers, "you are looking at somebody who probably has a job five days a week and asking (that individual) to work some more," Resnik says.

And, she adds, "If you are looking for someone who is knowledgeable both Judaically and pedagogically, there aren't too many people" to choose from.

Resnik says she has been able to find quality staff for her school this year, "but it has been difficult." Part of the problem, she explains, is "there is not enough income to make it a career."

This is where the Fellows program has been helpful to Suburban, says Resnik, who is also chairman of the Jewish Educators Council, a forum where educational directors and heads of agencies involved in education address educational issues.

After an extensive application process, Suburban was assigned a graduate of the Fellows program, Lisa Bales, on a part-time basis.

The Fellow has planned family education programs, worked on re-evaluation of the religious school's *sefillah* (prayer) curriculum and Sunday morning worship experience, served as advisor to the student leadership council and as a mentor to first- and second-year teachers.

"It is working out absolutely wonderfully for us," Resnik says. "She has added much to our school and to our programs."

Resnik believes funding the positions is "a valuable use" of community resources. However, if the program funding dries up, the congregation could not continue to support the extra staff person. "We would have to do without it," Resnik says.

Additional dollars from the Fund for the Jewish Future and expanded in-service programs for teachers have been a boon to both congregational and day schools here, says Resnik. Her congregation has benefited from such programs as the Institutional Stipend, Congrega-

tion Enrichment Fund, Retreat Institute and Project Curriculum Renewal.

Cleveland is a model city, says Resnik, who meets educators at conferences in many U.S. cities. "We are the envy of educators and administrators of congregations around the country."

Anshe Chesed-Fairmount Temple religious school director Kyla Epstein is responsible for the Jewish education of over 800 children. Epstein and her staff have taken advantage of many growth programs through the Jewish Education Center of Cleveland and the Cleveland College of Jewish Studies. At least two members of her staff are working toward degrees through the personal growth program. Staff members

are required to participate in continuing education programs and many are taking them through Jewish Educators Service Program and the College. Two members of the administrative staff are participating in the Executive Educators Program.

All faculty members are required to participate in teacher in-service training.

"A commitment of my faculty to Talmud Torah acts as a model. They are concerned about their personal and professional growth," says Epstein. "It takes them out of the realm of being just a Sunday School teacher."

The congregation also has a graduate of the Fellows program, Nancy Lurie, as a full-time member of the staff, as well as a Fellow intern, Mark Davidson. Epstein is pleased that her congregation was chosen to help train young Jewish educators. "We provide an opportunity for these people to get dirty up to the elbow in Jewish education," she explains.

Epstein sees in the city's attempts to improve the quality of Jewish educators and education "a resurgence of energy and revitalization of hope for the future because of people attempting to collaborate in ways we have not done before."

Effective Jewish education is not going to guarantee continuity, but without it we don't have a chance."

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— M.S.O.



# ATLANTA JEWISH WISH

Atlanta Jewish Times, February 24, 1995

Special Camp Section page 32

## Memories

se their eyes, they can still  
1.

emigration at the turn of the century reduced the shtetl population with the Holocaust dealing the final death blow. But 50 years after the end of World War II, Mr. Wise still remembers. The 84-year-old Holocaust survivor is among Atlanta Jews who have a direct or indirect connection to the shtetl.

The shtetl, from the Yiddish *shtot*, or small town, was a tightknit Jewish community that developed in the Poland-Lithuania area in the 16th century. The millions of Jews who lived there were  
3 SHTETL/page 18



Goals in sight: Organizers of a new community high school are, from left, Felicia Weber, Michael Rosenzweig and Steven Berman.

PHOTO BY CHARLES FANSHION

## New High School Push Intensifies In Atlanta

Organizers eye the fall of 1997 as the opening date of their high school.

SUSAN BERNSTEIN STAFF WRITER

**A**dvocates of a second Jewish high school for Atlanta have begun the task of fund raising, forming educational content and staff recruitment. Seventy Atlantans, including parents, rabbis and day school leaders, gathered for a closed meeting on Feb. 12 at Greenfield Hebrew Academy to explore such topics.

Their discussions marked the first step in identifying the Jewish orientation of the school, which organizers hope will open its doors in fall 1997.

"Before we proceed with the other steps of the undertaking, we have to know what we mean when we say this is a Jewish high school," said Michael Rosenzweig, a school organizer. "It's important symbolically as a statement to ourselves and to the community."

Organizers say a Jewish high school in addition to Orthodox-oriented Yeshiva Atlanta will increase the overall number of students enrolled in Jewish day education. A majority of students enrolled in Jewish day schools do not spend 12 years in a Jewish day school environment. One solution may be another Jewish high school choice, said Felicia Weber who, with Mr. Rosenzweig and Stever Berman, heads the second high school effort.

"There is a need for this. The task of keeping young people identified with Judaism is enormous," Mrs. Weber said. "An alternative high school is another piece that will reinforce the effort already being made."

In addition to Yeshiva, Atlanta's other Jewish day

schools are: the Epstein School (Conservative), Greenfield Hebrew Academy (traditional), Torah Day School (Orthodox), and the Davis Academy (Reform).

### Eyes on the prize

National Jewish education experts from the Commission for Initiatives in Jewish Education (CIJE) and the Wexner Heritage Foundation served as consultants for the Feb. 12 meeting. Organizers discussed an integrated model for the school, in which Judaic themes are applied to general subjects, in contrast to a traditional model, in which Judaic and general studies are taught separately.

Focus groups discussed five areas of Jewish studies: Hebrew, Israel, Jewish history  
HIGH SCHOOL/page 21



## Slice Of Life

page 22

## MIDEAST

### Fear of Hegemony?

Egypt is drawing the line at Israel's "nuclear ambiguity"/47

Contents on page 5

**HIGH SCHOOL**/from front page

ry, Jewish text, and prayer and religious practice. Written evaluations produced by each group will serve as the first hard data in forming the school's Jewish orientation, Mr. Rosenzweig said.

An open-to-the-public forum to discuss the school is planned for March 23 at Congregation B'nai Torah.

In addition to an exploration of school philosophy, organizers are taking their first fund-raising steps. Last summer, organizers announced they planned to mail fund-raising letters. Those letters were never mailed. Now organizers plan to raise seed money of

we do?" said Mrs. Diamond, a member of Traditional Congregation B'nai Torah, who has three children enrolled at Hebrew Academy.

Despite the enthusiasm, achieving consensus will be difficult, Mrs. Diamond said. Delegates to the organizational meetings represent a wide Jewish spectrum; from Reform to Traditional.

"They need to determine whether the school is going to be broad-based, to include Orthodox, Conservative and Reform students, or more narrow-based, aimed at primarily Conservative and Reform, with Orthodox children moving over to Yeshiva," said Mrs. Diamond. "It's the crucial issue, and it has not been decided yet."

Carol Nemo, president of the Reform Davis Academy, said the new school should offer students a distinct alternative to the existing Orthodox-oriented Yeshiva.

"The bottom line to all Jewish day school education is the future of Judaism. For the sake of Jewish continuity, a pluralistic, egalitarian school for high school-age students is critical," said Mrs. Nemo.

At the same time, the community need not abandon its support for Yeshiva, Mrs. Nemo added. "Are there enough people and resources to support all these schools? Definitely, yes. Atlanta has a wealth of resources."

Many lay leaders of primary day schools think an alternative high school will bolster their enrollment.

Both Mrs. Nemo and Andy Kauss, vice president of the Epstein school believe that there is high demand for more schools in Atlanta. "There would be a substantial market for a properly constituted school, with a proper Judaic focus or alternatives in Judaic approach, to attract," said Mr. Kauss. "There is more demand for day school education than is being served."

Like other supporters, Rabbi Juda Mintz of Congregation B'nai Torah believes a second high school will be beneficial for the entire community.

"The fact that the average graduate of day schools has not chosen to continue in a Jewish high school speaks loudly for the need of a Jewish high school that would attract a large percentage of these graduates," said Rabbi Mintz.

There is no question that a large pool of potential Jewish high school students exists. Whether they will abandon Atlanta's public schools and prestigious private schools remains to be seen. □

**Day school leaders say another high school will bolster their enrollment.**

\$350,000-\$400,000 immediately by approaching members of the community personally, Mr. Rosenzweig said, adding that an anonymous donation of \$150,000 already has been received.

Organizers also have taken steps to hire a school director, who will lead fund raising, teacher recruitment and student enrollment. Advertisements have appeared in Jewish educational newsletters nationwide to aid the search for a director, Mr. Rosenzweig said.

**Community watching**

The Atlanta Jewish Federation has not allocated funds for the proposed new school, Mr. Rosenzweig said. But Federation education director Steven Chervin is acting as an adviser to the project, Mr. Rosenzweig added.

In 1992-93, the Federation sponsored a task force that investigated the feasibility of a second Jewish high school. Last summer, Federation President David Minkin named the development of a community Jewish high school as one of his main concerns.

Day school parent Jill Diamond, who attended the Feb. 12 meeting, has watched the process with interest.

"This is something we have been talking about with other young Jewish couples for many years, knowing [Greenfield] Hebrew Academy will come to an end at 8th grade. Then what do

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## The Jewish Teacher Demystified

**A statistical profile of Jewish teachers in three cities yields some surprising results.**

**T**he Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on building the profession of Jewish education and mobilizing community support on its behalf.

The Council for Initiatives in Jewish Education (CIJE), established to implement the Commission's recommendations, has been working since 1992 with three communities—Atlanta, Baltimore, and Milwaukee—to create models of systemic change in Jewish education. As CIJE believes that policy decisions must be informed by solid data, the communities engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools,

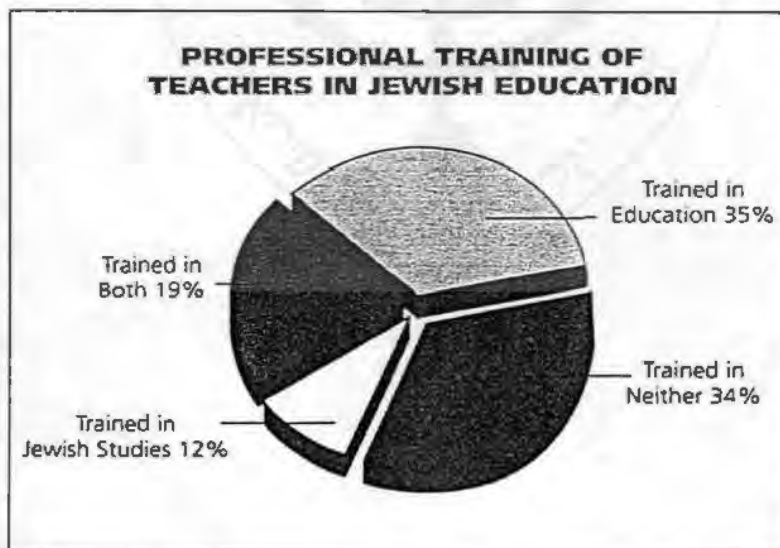
and pre-schools.

The study's initial results serve as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the profiles of their Jewish educators, as presented here in a question and answer format, are similar and likely to resemble those of many other communities.

### Are teachers in Jewish schools trained as Jewish educators?

Most are not. Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. (In the study, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.)

SOURCE: CIJE STUDY



In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. Pre-school teachers are the least prepared in Jewish content when they enter their positions. Moreover, 10% of these teachers are not Jewish; in one community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

### What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before

NESSA RAPOPORT



age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education.

### Do the present levels of in-service training for teachers compensate for their background deficiencies?

No. Most teachers attend very few in-service programs each year. Day school teachers attend fewer than 2 in-service workshops a year on average—far less than the requirement for general studies teachers in the same schools. (Jewish day school teachers in Wisconsin, for example, engaged in about 29 hours of workshops over a five-year period—less than one-sixth of the 180 hours required for state-licensed teachers.)

Supplementary school teachers reported an average of 4.4 workshops in a two-year period, with some variations across communities. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah and only about 50% were trained as educators, the current status of professional development for these teachers is of pressing concern.

Although early childhood educators have more

staff development opportunities because of state-mandated licensing requirements, these opportunities are not sufficient to compensate for the teachers' limited backgrounds.

Even those who teach only a few hours a week can be nurtured to develop as educators through a sustained, sequential program of learning. Currently, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaica training.

### Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. The profession of Jewish teaching is not the "revolving door" many have assumed. Rather, the study shows that teachers, both full- and part-time, are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people. There is also considerable stability: 38% of the teachers have taught for more than 10 years; only 6% were teaching in their first year. And only 6% of the teach-

## Thank You, Teacher

by STUART M. MATLINS

As a child I attended an Orthodox Yeshiva. We translated *Chumash* from Hebrew into Yiddish, then Yiddish into English. As an adult, I remembered Torah study as something dry, boring, irrelevant.

Despite this background, I found myself eagerly attending the Shabbat morning *Chevrach Torah* led by Rabbi Sheldon Zimmerman at Manhattan's Central Synagogue. I had only intended to try out this Reform congregation as a place to go for the High Holy Days, but the warmth and caring of the *Chevra* regulars, ranging in age from mid-teens to mid-eighties, kept me coming back. The provocative, gentle, intellectually demanding, and loving spirit of Shelly's teaching inspired and empowered us to educate ourselves and each other. As we discussed the *parasha hashevu'a*, Shelly guided us to talk about ourselves, our day-to-day behavior and, as I came to understand, the ultimate Jewish question: What does God want us to do with our lives?

During that time, I had been in constant conflict with my teenage son and had little hope for reconciliation. I began to study the Torah passage about how Jacob became Israel after wrestling with an angel. Shelly talked about Jacob in a way I had never even imagined.

At first it seemed disrespectful, almost blasphemous. The Jacob he described was not the *avenu* model ancestor from my childhood memories. He was a difficult and not very honorable guy. But in a transformative moment of encounter, Jacob became Israel.

Our discussion then focussed on transformative moments. I sat there quietly, despondent. I thought about my son. Suddenly, I realized that if Jacob, who I now saw with the eyes of an adult, could change and become Israel, surely there was hope for my child and for our relationship. The text came alive, speaking of the need for endless patience in the knowledge that "turning" is always possible. The text said to me that one's character can change, that with faith everything is possible. Shelly emphasized that if God can forgive us and accept our turning, who are we not to forgive one another? My understanding of this wisdom profoundly changed my attitude toward my son and redeemed our relationship, which has improved ever since. □



Stuart Matlins, student.



Rabbi Sheldon Zimmerman, teacher.

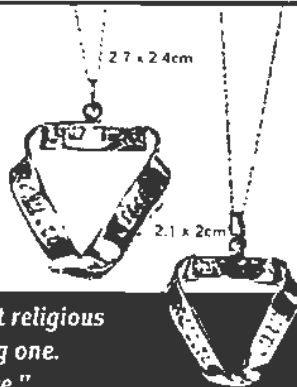
Stuart M. Matlins, a management consultant by profession, is founder and publisher of Jewish Lights Publishing in Woodstock, VT. He served as chair of the Board of Overseers of HUC-JIR in New York and is on the Board of Governors of the College-Institute.

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ers plan to seek positions outside Jewish education in the near future.

This finding presents a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the

**The profession of Jewish teaching is not the "revolving door" many have assumed.**

quality of teaching. The teachers' acute lack of training alongside their intense commitment offers a powerful argument for an investment in teachers as a concrete—and achievable—first step toward improving Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. We need to bring the same high expectations to Jewish education as we do to general education, for the sake of our unique inheritance. □

This summary of The CIJE Policy Brief on the Background and Professional Training of Teachers in Jewish Schools was prepared by Nesso Rapoport, the Council's leadership development officer. The study was conducted by Dr. Adam Gamoran, professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison; Dr. Ellen Goldring, professor of Educational Leadership and associate dean of Peabody College of Education, Vanderbilt University; and field researchers Roberta Louis Goodman, R.J.E., president of N.A.T.E.; Bill Robinson; and Dr. Julie Tammivaara. The authors are grateful for the active participation of the Jewish communities of Atlanta, Baltimore, and Milwaukee.

The Council for Initiatives in Jewish Education, chaired by Morton L. Mandel, is an independent organization dedicated to the revitalization of Jewish education through comprehensive, systemic reform in partnership with local and continental organizations, foundations, colleges and universities, and denominational movements. For copies of the complete policy brief, which includes a plan for action, contact CIJE, 15 E. 26th St., 10th floor, New York, NY 10010, (212) 532-2360.



## Schools That Succeed

A study of the "best practice" Jewish schools reveals their secrets.

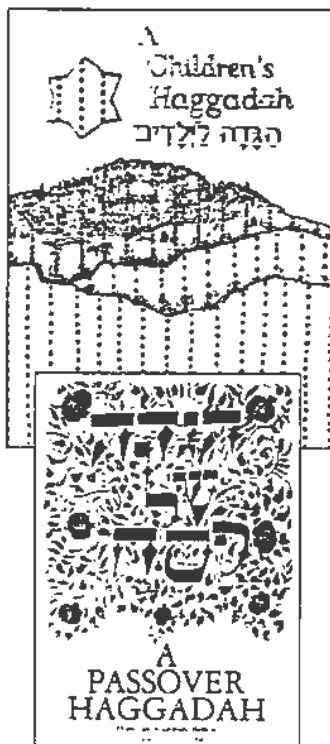
Imagine a congregational school where the children are learning serious Jewish content, where a vast majority of the students continue after their bar or bat mitzvah, where the pupils actually enjoy their Hebrew school experience. This is no fantasy. There are supplementary religious schools that fit this description.

BARRY W. HOLTZ

In order to improve the field of Jewish education, the Best Practices project of the Council for Initiatives in Jewish Education (CIJE) enlisted a team of experts to study and document the "best practice" institutions, the most successful schools and educational programs in North America. Research began with an exploration of exemplary supplementary schools within congregations. This is what they found.

### The School/Synagogue Partnership

A best practice school fits into the overall orientation of the congregation, reflecting the values of the synagogue;



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the synagogue, in turn, confers a significant role and status to the school. A school that is viewed as central to the mission of the synagogue has a greater chance for success.

How does the supplementary school become a valued institution? The key player is the rabbi of the congregation. In virtually every best practice site, the rabbi invests the congregational school with prestige by demonstrating strong interest and sustained involvement.

The lay leadership represents a second critical element in ensuring school success. The synagogue stakeholders must be involved in an ongoing conversation about the school's mission. Best practice schools have a clear sense of their vision and continually involve

the temple leadership in discussions about goals.

Finally, best practice schools see themselves as part of a larger context: the synagogue as an educating community. They are also more likely to integrate their formal program (the "school") with a variety of informal programs, such as camps; *shabbatonim*; family retreats; trips to Israel; and holiday, *tzedakah*, or arts programs.

### The Educational Leaders

All of the best practice schools have effective educational leaders, usually educational directors (or occasionally the rabbi), who, among other tasks, provide continuity, build morale, and

work with rabbis and lay leadership on issues of status and vision. Their primary role is educational, not administrative or organizational. Some focus on supervision and in-service education; others serve as inspirational or spiritual models; still others concentrate on creative programming and curricular improvements.

### The Successful Classroom

Schools ultimately succeed or fail because of what happens in the individual classroom. The best practice schools all emphasize the key role of the teacher in involving and inspiring students. Each of the best schools responds to the three fundamental dimensions of school staffing: recruitment, retention, and professional growth.

Many of the best practice schools have no recruitment problems. In general, good schools tend to perpetuate themselves because their reputations are well-known in the educational community; when openings appear, they have no difficulty in attracting teachers. Other schools have found innovative ways to recruit staff, such as training parents to serve as teachers.

Finding ways to retain outstanding teachers is a crucial component of success. Best practice schools have stable staffs. The key components in retaining teachers are fair pay and, more importantly, a sense of being appreciated by the educational director, the rabbi, and the community as a whole. In congregations where education is highly valued, teacher esteem tends to be high.

An ethos of professional growth and teacher education characterizes all the best practice schools. Professional growth opportunities advance both the quality of teachers and their sense of being valued. Training areas tend to focus on three areas: a) increasing teachers' subject knowledge with sessions on Bible, Hebrew, or Jewish holidays; b) increasing classroom teaching skills such as discussion leading, curricular implementation, or classroom management; c) raising teachers' personal Jewish commitment.

The best practice schools use denominational organizations (such as

## Thank You, Teacher

by JAMIE ROWEN

Having attended Hebrew school at University Synagogue in Los Angeles, I learned to respect the Jewish holidays. But when I turned 10, I started feeling that Judaism had no real meaning for me, and decided I would not have a bat mitzvah.

The Torah troubled me. I didn't like what it said about women or homosexuals. I discussed this with my rabbi, Allen Freehling, who told me not to take it so literally, and to come up with my own interpretations. That helped me, but it wasn't enough. I still felt that the Torah was sexist and prejudiced. Also, I thought that there was no way God could have performed all those miracles.

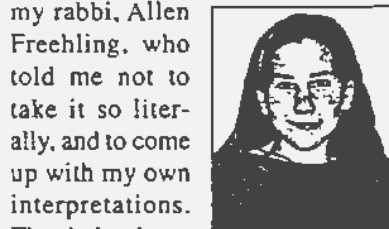
One day my religious school teacher Joelle Keene suggested we discuss the week's Torah portion. I questioned her about the sexism in the story of Adam and Eve. I thought it unfair that the woman was made out of the man, and that she was

blamed for eating the forbidden fruit and getting them thrown out of Eden. Ms. Keene said that we didn't have to look at it that way. Instead of woman being made out of man meaning that men are higher than us, we could interpret the story as saying that men were not complete without us. Instead of the woman eating the forbidden fruit because she was bad, we could say that she did not

want to accept her situation blindly. I still don't agree with Ms. Keene's explanation, but it made me realize that there are many ways to understand the Torah.

I have since celebrated my bat mitzvah and have continued my Jewish education. Rabbi Freehling and Ms. Keene helped me understand what being Jewish means, and because of that, I plan to lead a more committed Jewish life than my parents have. □

Jamie Rowen is an eighth grade student at University Synagogue in Los Angeles, CA.



Jamie Rowen,  
student.



Joelle Keene,  
teacher.

the UAHC), local central agencies, and, at times, commercial Jewish textbook publishers for teacher education sessions. Teachers are also sent to conferences, including those sponsored by the Coalition for Alternatives in Jewish Education and those connected to meetings of denominational educational organizations, such as the National Association of Temple Educators.

### Family Involvement

Family involvement, another important factor in best practice schools, helps support the goals of the school (and probably the quality of discipline in the school), reinforces what children learn in school in the home, gives children a sense that Judaism is not "just for Hebrew school," and empowers

## The key components in retaining teachers are fair pay and a sense of being appreciated.

parents by assisting them in home-based informal education, which has been a feature of Jewish life for generations. Family involvement may include adult learning, family retreats, school-teaching by parents, and an entire curriculum focused on family education.

The CIJE Best Practice study indicates that congregational education can work, and that studying exemplary practice can help us improve the educational settings of today and build the institutions of tomorrow. □

Barry W. Holtz is director of the Best Practices Project of the Council for Initiatives in Jewish Education (CIJE). To receive a copy of the 100-page CIJE report on "Best Practices in the Supplementary School," send a check in the amount of \$4.00 (for photocopying and postage) to the Council for Initiatives in Jewish Education, 15 East 26th Street, 10th Floor, New York, NY 10010.

## Reform Teacher Training Opportunities

The UAHC Education Department offers many training opportunities for teachers in affiliated Reform congregations. In 1994 alone, more than 500 teachers participated in seminars and workshops held at UAHC regional biennials, at teacher education days organized by local boards and bureaus of Jewish education, in conjunction with teacher conferences and conventions, and at individual congregations. Workshops are usually attended in large cities by as many as fifty teachers, and in smaller congregations by as few as three or four. Several UAHC regions also have engaged professional or volunteer educators to organize workshops and consult with congregational schools.

The National Association of Temple Educators (NATE), celebrating its 50th anniversary, and the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) take an active role in Reform teacher training. HUC-JIR offers advanced courses for teachers and M.A.s in Jewish education at both its New York and Los Angeles campuses. NATE provides teacher advocacy, produces guidelines for professionalization, and conducts certification programs for Reform religious schools. NATE members volunteer as teacher trainers for small Reform congregations throughout North America.

In conjunction with NATE, the UAHC Department of Education assists in ongoing teacher education. The Department offers guides for teaching special concerns,

such as spousal abuse, AIDS, sensitivity to the disabled, Jewish competency development, and Holocaust studies. In addition, the Department issues classroom management and literacy development guides on storytelling, lesson plans, defining instructional objectives, student/teacher contracts, and setting goals for literacy. These materials are available to UAHC congregations upon request. To aid teachers with lesson planning, the Department also prepares teacher guides for all of its major textbooks.

Educational concerns in the Reform movement are addressed by the UAHC/CCAR/NATE Commission on Jewish Education in association with HUC-JIR. The Commission publishes *Compass* magazine, which is circulated free of charge to affiliated congregations, rabbis, and educators. Recent issues have focused on Jewish literacy, research in Jewish education, lifelong learning, and trends in Jewish teaching. The Commission also sponsors national Teacher Certification and a mentor program in Judaica, Hebrew, and pedagogy, offering teachers growth opportunities through course work and equivalencies.

For more information, contact the UAHC Department of Education, 838 Fifth Ave., New York, NY 10021, (212) 249-0100. □

—Seymour Rossel, Director  
UAHC Department of Education



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# **CONTENT OF PROFESSIONAL DEVELOPMENT**

- ✓ **THE SUBJECT MATTER THEY ARE TEACHING**
- ✓ **THE PROCESSES OF TEACHING AND LEARNING**
- ✓ **THE STUDENTS THEY TEACH**

# **PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT**

- ✓ **MUST BE SUSTAINED, ONGOING, INTENSIVE**
- ✓ **OFFERS MEANINGFUL ENGAGEMENT WITH IDEAS, MATERIALS AND COLLEAGUES**

- ✓ **TAKES ACCOUNT OF:**

**CONTENT OF TEACHING**

**CONTEXTS OF TEACHING**

**EXPERIENCE OF TEACHERS**

- ✓ **INCLUDES MODELING, COACHING AND COLLECTIVE SOLVING OF SPECIFIC PROBLEMS OF PRACTICE**



# CONDITIONS

- ✓ **Teachers need opportunities to work with colleagues.**
- ✓ **They need the support and advice of a principal who understands issues of teaching and learning and what it takes to change teachers' roles and practice.**
- ✓ **Many teachers need someone, other than the principal, to observe them trying out new practices and provide non-evaluative comments and suggestions.**
- ✓ **They need to be part of a larger learning community that is a source of support.**
- ✓ **Teachers need chances to experience learning in ways consistent with current "best practices" in teaching and to observe such teaching practices as well.**

- ✓ **Teachers may need to develop new understandings of the subjects they teach and the roles they play**
- ✓ **Teachers need to feel that they can critically assess their own practice.**
- ✓ **Teachers need time for learning new ideas and skills.**
- ✓ **Professional development must be re-defined as a central part of teaching and woven into teachers' daily work.**
- ✓ **Teachers need sustained funding and policies to support their professional development.**

(from "Realizing New Learning for All Students" by G. W. McDiarmid, National Center for Research on Teacher Learning)

# **POLICY RECOMMENDATIONS**

**(from "Realizing New Learning for All Students" by G. W. McDiarmid,  
National Center for Research on Teacher Learning)**

- ✓ Establish a Task Force on Professional Development**
- ✓ Create Teacher Networks**
- ✓ Develop On-Line Programs**
- ✓ Create School Professional Development Plans**
- ✓ Establish a Principals' Center**
- ✓ Create Subject Matter Councils**
- ✓ Document Efforts aimed at Teacher Development**

*Ch... when  
- full up to / sd Jan*

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION** <sup>sem/1</sup>

**BOARD SEMINAR**

[UJA/FEDERATION, APRIL 26TH, 1995, 7.45 P.M.]

**CHAIRMAN'S NOTES**

**8.00 ON DAIS: MLM, ADH, JONATHAN SARNA**

- WELCOME ALL TO SECOND CJE BOARD SEMINAR.

IN ADDITION TO OUR BOARD WE HAVE INVITED DISTINGUISHED LEADERS  
- LAY AND PROFESSIONAL - OF THE AMERICAN JEWISH COMMUNITY.

PROFESSOR JONATHAN SARNA, BRAUN PROFESSOR OF AMERICAN  
JEWISH HISTORY AND CHAIR OF THE DEPARTMENT OF NEAR EASTERN  
AND JUDAIC STUDIES (THE YOUNGEST CHAIR IN ITS 40-YEAR HISTORY)  
AT BRANDEIS UNIVERSITY WILL SPEAK TO US ABOUT HIS RESEARCH  
ON THE TRANSFORMATION OF AMERICAN JEWISH LIFE AT THE TURN  
OF THE LAST CENTURY.

- DR. SARNA IS THE AUTHOR OR EDITOR OF 12 BOOKS AND NUMEROUS  
SCHOLARLY AND POPULAR ARTICLES IN AN EXTENSIVE RANGE OF TOPICS  
IN AMERICAN JEWISH HISTORY.

I HOPE THAT IN THE DISCUSSION THAT FOLLOWS WE WILL EXPLORE  
TOGETHER HOW DR. SARNA'S STORY RELATES TO OUR CONTEMPORARY  
EXPERIENCE. WE HAVE DELIBERATELY NOT INCLUDED THE PRESS SO  
AS TO ENCOURAGE THE MOST WIDE-RANGING DISCUSSION.

- TONIGHT IS YOM HASHOAH. AS WE REFLECT ON THE  
TRANSFORMATION OF OUR OWN COMMUNITY, WE DWELL ALSO ON THE  
THE LOSS OF EUROPEAN JEWRY.

WE HAVE INVITED THE ACCLAIMED COMPOSER ELIZABETH SWADOS AND  
HER SINGERS WHO HAVE PREPARED A BRIEF COMMEMORATIVE PROGRAM  
TO MARK THIS DAY. NESSA RAPPOPORT, OF OUR STAFF, WILL  
INTRODUCE THE PROGRAM

sem/2

8.10 [NESSA INTRODUCES THE PROGRAM  
LIZ AND NESSA PERFORM FIRST PIECE  
LIZ PERFORMS SECOND PIECE  
LIZ AND SINGERS PERFORM THIRD PIECE.

NESSA CALLS ON BILLY GOLD TO READ A SHORT EXCERPT.  
BILLY SITS DOWN]

8.17 MLM CALLS ON JONATHAN SARNA

8.50 DISCUSSION

9.30 CONCLUDES WITH COFFEE AND CAKE.



*Chern. ares.*

brd/1

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION****BOARD MEETING****[UJA/FEDERATION, APRIL 27TH, 9.30 a.m.]**

From 9.00 a.m. there is coffee etc. for those who arrive

**9.30 - 9.45:**

**A. WELCOME AND INTRODUCTORY REMARKS [MLM]**

- WELCOME ALL TO BOARD MEETING. TODAY IS YOM HASHOAH WHICH WE COMMEMORATED AT THE OPENING OF OUR BOARD SEMINAR LAST NIGHT.

-MANY OF US WERE PRIVELEGED TO HEAR DR. JONATHAN SARNA, BRAUN PROFESSOR OF AMERICAN JEWISH HISTORY AT BRANDEIS UNIVERSITY, WHO SPOKE ON THE GREAT TRANSFORMATION OF AMERICAN JEWRY AT THE TURN OF THE CENTURY. IT STIMULATED MUCH THOUGHT AND DISCUSSION WE HAD A GREAT TURNOUT AND THE SEMINAR WILL BECOME AN INTEGRAL PART OF OUR BOARD MEETINGS.

- BECAUSE OF A NEW YORK UJA/FEDERATION STAFF COMMEMORATION OF YOM HASHOAH WE HAVE TO CONCLUDE PROMPTLY AT 3.00 P.M.

- RECOGNIZE THOSE WHO ARE ATTENDING THEIR FIRST CIJE BOARD MEETING:

- PROF. WALTER ACKERMAN, OF BEN GURION UNIVERSITY, ON SABBATICAL AT THE CLEVELAND COLLEGE, HAS BEEN CONDUCTING RESEARCH FOR CIJE

- DR. RAYMOND BLOOM, DIRECTOR OF THE JIM JOSEPH FOUNDATION. MAY WANT TO MENTION THE UNTIMELY DEATH OF TIM HAUSDORF SINCE OUR LAST BOARD MEETING. TIM WAS A FRIEND AND VALUED MEMBER OF OUR BOARD.

- CHERYL FINKEL, PRINCIPAL OF THE SOLOMON SCHECHTER SCHOOL IN ATLANTA

brd/2

- MICHAEL ROSENZWEIG OF ATLANTA, AN OUTSTANDING LAYPERSON IN THE ATLANTA JEWISH COMMUNITY
- DR. CARL SHEINGOLD OF CJF (IF HE IS AT THE MORNING SESSION)

- GO THROUGH THE "BOOK" AND THE AGENDA.

**9.45 - 10.00: B. CIJE UPDATE**

GREAT DEAL HAS HAPPENED SINCE OUR LAST BOARD MEETING. CALL ON CIJE EXECUTIVE DIRECTOR, ALAN HOFFMANN, TO BRING BOARD UP DATE.

**10.00 - 12.00: C. REIMAGINING THE PROFESSION**

MLM:

- AS YOU HAVE HEARD, THE POLICY BRIEF FINDINGS LED CIJE TO DECIDE TO DEVOTE 1995 PRIMARILY TO THE AREA OF PROFESSIONAL DEVELOPMENT.

- LAST FEW MONTHS HAVE SEEN WORK IN COMMUNITIES IN CREATING STRATEGIES FOR SYSTEMATIC APPROACHES TO PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND EDUCATIONAL LEADERS.

- AT THE SAME TIME CIJE HAS BEEN WORKING WITH COMMUNITIES ON THE DEVELOPMENT OF PERSONNEL INITIATIVES THAT REFLECT THE FINDINGS OF THE EDUCATIONAL RESEARCH.

- FINALLY CIJE HAS BEEN DEVELOPING NATIONAL STRATEGIES AIMED AT CREATING THE CAPACITY FOR THE NORTH AMERICAN JEWISH COMMUNITY TO SUPPORT SERIOUS WORK IN ON-GOING PROFESSIONAL DEVELOPMENT. THIS WORK GROWS OUT OF WHAT WE ARE LEARNING FROM OUR LEAD COMMUNITIES AND BY WHAT IS HAPPENING IN THE GENERAL FIELD OF EDUCATION IN THIS COUNTRY.

- THIS MORNING YOU WILL HEAR GAIL DORPH DESCRIBE SOME OF THE FINDINGS FROM RESEARCH IN GENERAL EDUCATION ON THE CHARACTERISTICS OF GOOD PROFESSIONAL DEVELOPMENT. SHE WILL ALSO ORCHESTRATE REPORTS FROM OUR LAB COMMUNITIES AND FROM CIJE ABOUT THE CURRENT

brd/3

STATE OF OUR WORK IN PROFESSIONAL DEVELOPMENT.

GAIL THEN TALKS ABOUT "RE-IMAGINING THE PROFESSION" AND

**INTRODUCES:**

- A. **CHERYL FINKEL - HARVARD-CIE INSTITUTE: BUILDING A NETWORK OF EDUCATIONAL LEADERS**
- B. **LOUISE STEIN - MILWAUKEE-CLEVELAND MASTERS PROGRAM: A LONG-DISTANCE PARTNERSHIP**
- C. **LEE HENDLER (NOW IS NOT COMING - GAIL WILL DESCRIBE) - MACHON LEMORIM: AN INTENSIVE PROGRAM FOR EARLY CHILDHOOD EDUCATORS.**

**SHE THEN INTRODUCES THE ISSUE OF "CAPACITY BUILDING"**

- A. **BARRY REPORTS ON THE CUMMINGS PROJECT FOR CONGREGATIONAL SCHOOL EDUCATORS**
- B. **GAIL REPORTS ON THE "TEACHERS TRAINING TEACHERS" IDEA OF TWERSKY - TWERSKY PROMISES TO COMMENT.**

**11.30 - 12.00 ADDITIONAL DISCUSSION:**

**MLM:**

HAVING HEARD THESE EXCITING DEVELOPMENTS AND REPORTS, WE AS A BOARD OF CIE NEED TO ASK OURSELVES CERTAIN TOUGH QUESTIONS:

1. **HOW ARE WE AS A COMMUNITY GOING TO ORGANIZE SO THAT THESE KINDS OF INITIATIVES AND STRATEGIES BECOME PART OF OUR NATIONAL REPERTOIRE?**
2. **WHAT KINDS OF INSTITUTIONS ARE NEEDED TO SUPPORT THIS KIND OF AGENDA?**

brd 4

**BEFORE LUNCH (12.00), YOU ANNOUNCE THAT AT EXACTLY 1.00 P.M. WE WILL BEGIN COMMITTEE MEETINGS:**

**BUILDING THE PROFESSION BLUE TAGS : WEILER ROOM  
COMMUNITY MOBILIZATION GREEN TAGS: BALLROOM E  
CONTENT AND PROGRAM RED TAGS: BALLROOM D  
RESEARCH AND EVALUATION GOLD TAGS: ROSENWALD ROOM**

**12.00 - 1.00: II. LUNCH**

**1.00 - 2.00: III. COMMITTEE MEETINGS**

**2.00 - 2.50: IV. BOARD PLENARY**

- THIS SESSION DEVOTED TO GOALS PROJECT AND ITS DEVELOPMENTS. VERY GLAD THAT MICHAEL ROSENZWEIG OF ATLANTA COULD BE WITH US TO SHARE WITH US THE EXPERIENCE OF A GROUP OF LEADERS IN ATLANTA WHO HAVE STRUGGLED WITH ARTICULATING JEWISH EDUCATIONAL GOALS FOR A NEW SCHOOL IN ATLANTA.

- PROF. DANIEL PEKARSKY WILL SET THIS EXPERIENCE IN THE GENERAL CONTEXT OF THE GOALS PROJECT.

- CALL ON DANNY WHO WILL CALL ON MICHAEL ROSENZWEIG.

- DANNY WILL THEN SUMMARIZE.

**2.50 - 3.00: V. DVAR TORAH:**

CALL ON GERSHON KEKST.

[MORT,

WE MUST ABSOLUTELY LEAVE THE ROOM AT 3.00 SO WE HAVE TO ENCOURAGE ALL TO LEAVE PROMPTLY]

YOU MAY ALSO WANT TO ANNOUNCE THAT THERE WILL BE AN INVITATIONAL FUNDING MEETING UPSTAIRS IN THE WEILER ROOM

NEXT BOARD MEETING WILL TAKE PLACE ON NOVEMBER 2ND WITH THE SEMINAR ON NOVEMBER 1ST.



*PK - Chan. WSV*

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE, WEDNESDAY APRIL 26TH, 1995  
[15 E 26TH ST., 9.30 - 12.30]

### CHAIRMAN'S NOTES

- 9.30 - WELCOME ALL. WELCOME LESTER POLLACK (IF HE ULTIMATLEY DOES COME.)
- GO THROUGH BOOK.
  - THIS IS GOING TO BE A VERY INTENSIVE TWO DAYS FOR OUR STEERING COMMITTEE MEMBERS AND WE ARE ON A VERY TIGHT SCHEDULE. THE MEETING WILL ADJOURN AT 12.30 AND THE SEARCH COMMITTEE WILL CONTINUE OVER LUNCH (12.45) WITH PHILLIPS OPPENHEIM IN THE CORNER ROOM.
  - STAFF WILL REMAIN IN THE BOARD ROOM. STAFF HAVE A VERY FULL AGENDA FOR THE AFTERNOON.
- 9.35 **MASTER SCHEDULE CONTROL (MLM) I**
- NOTE CHANGE IN AUGUST 25 MEETING. IT IS NOW IN NEW YORK.
  - POLLACK MAY NOT BE AVAILABLE FOR NOVEMBER 1-2 BRD. MEETING. DO YOU WANT TO EXPLORE ALTERNATIVES?
- 9.40 **MINUTES AND ASSIGNMENTS (VFL) II**
- NOTE THAT ELLEN'S ASSIGNMENT IS TO BE DISCUSSED IN TODAY'S AGENDA.
  - HAVE ASSUMED 20 MINS. DISCUSSION ON MINUTES
- 10.00 **MONITORING, EVALUATION AND FEEDBACK (III)**
- ELLEN WILL REPORT ON PRELIMINARY DATA ON EDUCATIONAL LEADERS FROM THE SURVEY (10 MINS.)
    - DISCUSSION
  - DEVELOPING EVALUATION CAPACITY:
    - ADAM WILL PRESENT THE MODULE FOR EACH COMMUNITY TO CONDUCT A LOCAL STUDY OF

- ITS EDUCATORS (5 MINS)  
DISCUSSION
- ADH WILL PRESENT THE IDEA OF BUILDING  
EVALUATION CAPACITY FOR COMMUNITIES  
THROUGH A NATIONAL TRAINING PROGRAM.  
(10 MINS.)
  - DISCUSSION

#### **11.15 CIJE AND AFFILIATED COMMUNITIES: GUIDELINES (IV)**

- GAIL WILL TAKE THE STEERING COMMITTEE  
THROUGH THE DOCUMENT DISTRIBUTED IN  
ADVANCE.
- DISCUSSION

#### **12.00 BOARD MEETING REVIEW (V)**

- MLM TAKES US THROUGH THE BOOKS



*Chair*

Morton Mandel

*Vice Chairs*

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

*Honorary Chair*

Max Fisher

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David Arnow

Daniel Bader

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David Hirschhorn

Gershon Kekst

Henry Koschitzky

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Norman Lamm

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Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

*Executive Director*

Alan Hoffmann

May 3, 1995

Professor Jonathan Sarna  
NEJS Department  
Brandeis University  
Waltham  
MA 02254

Dear Professor Sarna,

I want to express my thanks and appreciation for your superb presentation at the CIJE Board Seminar on April 26th. Your lecture was enlightening, stimulating and even inspirational. Our board members, staff and invited guests expressed a great deal of praise about your talk and you left all of us with much to think about.

I hope that the efforts of our late-19th Century predecessors will serve as a model for the visionary leadership and creativity that our community needs today. Thank you once again. I wish you well in your work at Brandeis.

Sincerely,

Morton L. Mandel

JONATHAN DANIEL SARNA

1215 Commonwealth Avenue  
W. Newton, MA 02165  
(617) 969-6530

Department of Near Eastern  
& Judaic Studies  
Brandeis University  
Waltham, MA 02254-9110  
(617) 736-2977; FAX 736-2070

Dr. Jonathan Sarna was born in Philadelphia, and raised in New York and Boston. He attended Brandeis University, the Boston Hebrew College, and Merkaz HaRav Kook in Jerusalem, and obtained his doctorate from Yale University in 1979.

From 1979 - 1990 Dr. Sarna taught at Hebrew Union College-Jewish Institute of Religion in Cincinnati, where he rose to become Professor of American Jewish History and Director of the Center for the Study of the American Jewish Experience. He has also taught at Yale University, the University of Cincinnati, and at the Hebrew University in Jerusalem.

Dr. Sarna came back to Brandeis in 1990 to assume the new Joseph E. & Belle R. Braun Professorship in American Jewish History in the Department of Near Eastern & Judaic Studies. In 1992, he was elected chair of that department; he is the youngest chair in its forty year history. Simultaneously, he also chairs the Academic Council of the American Jewish Historical Society. In addition, Sarna directs the Joint Seminar in American Jewish Studies, edits Brandeis Studies in American Jewish History, Culture and Life with the University Press of New England, and co-edits the American Jewish Civilization Series at Wayne State University Press.

Dr. Sarna has written, edited or co-edited twelve books, including The American Jewish Experience, a reader; People Walk on Their Heads, a volume dealing with Jewish immigrant life in New York; Jacksonian Jew, a biography of Mordecai Noah that was nominated for the National Jewish Book Award; JPS, a history of the Jewish Publication Society, and, with Nancy Klein, The Jews of Cincinnati, a community history.

Articles and reviews by Dr. Sarna appear regularly in scholarly and popular journals, among them Commentary, Moment, and the Journal of American History. In addition, he sits on the editorial committees of American Jewish History and Religion and American Culture; and serves as book review editor in American Judaism for Religious Studies Review.

Dr. Sarna is currently working on several projects, including a documentary history of religion and state issues affecting American Jews, an interpretive history of American Judaism, and an illustrated history of the Jews of Boston. He is married to Dr. Ruth Langer, and they have two children, Aaron and Leah.



cc: mem  
file ✓

## ROGERS &amp; HARDIN

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May 22, 1995

VIA FACSIMILE (216-391-5430)  
AND U.S. MAILMr. Morton L. Mandel  
Chair  
Council for Initiatives in Jewish Education  
P.O. Box 94553  
Cleveland, Ohio 44101

Dear Mort:

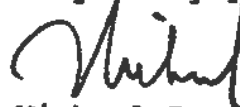
Thanks so much for your thoughtful note of May 11 and your letter of May 19, 1995 enclosing minutes from the CIJE board meeting last month.

We are very excited about the high school initiative and, as I said at the board meeting, our work has been most significantly advanced by CIJE's invaluable assistance. I was delighted to be invited to the board meeting and to have a chance to meet with members of the board informally throughout the day. Thank you again for including me.

I look forward to our continued work together.

Warm regards.

Very truly yours,



Michael Rosenzweig

MR/dru

cc: Mr. Alan Hoffmann (via facsimile 212-532-2646)

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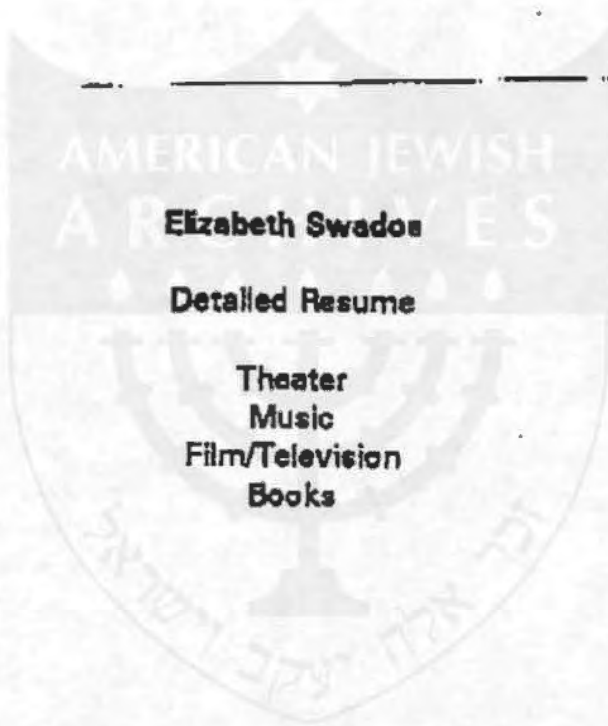
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Att: Nessa Rapoport



Elizabeth Swados

1

Biographical MaterialsTheater

- "Anti-Seraphim," New York City Public Schools.
- "The 49 Years," Manhattan Theater Club.
- "Prince and the Pauper," Manhattan Theater Club, 1994.
- "Missionaries on their Knees," Mark Taper Forum, 1993.
- "Jerusalem," Delacorte Theater, Shakespeare Festival, New York, 1992.
- "Groundhog," Manhattan Theater Club, New York, 1992.
- "New Americans," Theater for New Audiences, St. Clement's Church, TCG Summer Program, New York, 1992.
- "The Story of Job," Under One Roof Theater, New York; John Drew Theater, East Hampton; The Mythos Festival, Philadelphia; Summer Festival, Arcadia, California, 1991-92.
- "Jonah," Shakespeare Festival/Public Theater, New York 1990.
- "The Red Sneaks," Theater for New Audiences, Perry Street Theater/Judith Anderson Theatre, New York, 1989-90.
- "Song of Songs," Central Synagogue, New York, 1989.
- "Swing," Workshop and development of musical extravaganza story of young and elderly people in fictional welfare hotel. Brooklyn Academy of Music, 1988-89.
- "Esther," A Vaudeville Megillah. Performed at the Mosaic Theater, 92nd Street "Y," New York, Boston, Milan, Italy and Spain, 1988. Published by Broadway Play Publishing.
- "Trilogy," Revival of La Mama Trilogy; "Medea." "Electra." "Trojan Women." 1986-87. Winner: Obie Award.
- "Jerusalem," Opera. Performed at La Mama and Lincoln Center, New York, Teatro di Roma, Italy, and satellite broadcast on WBAI, 1988.
- "The Beautiful Lady," Music Theater Opera. Performed at City State Company Rep, New York; The Kennedy Center, Washington, D.C.; Mark Taper Forum, Los Angeles; The New Playwrights Theater. Recipient of four Helen Hayes Award nominations. Winner: Best New Play, 1985.
- "Rap Master Ronnie," a Political Revue. Performed at Top of the Gate in the Village Gate, New York; Odyssey Theater, Los Angeles, HBO Special, 1985.
- "Doonesbury," Musical score. Broadway production in the Biltmore Theater. Performed at the Wilbur Theater, Boston, 1982-84. National Tour 1984-85.
- "Haggadah," Oratorio. Performed at the Public Theater, New York, 1981-83. Live on PBS. Published by Samuel French.
- "Lullabye and Goodnight," Jazz Opera. Performed at the Public Theater, New York, 1981.
- "New York Gypsy Suite," Orchestral Overture performed at Carnegie Recital Hall, New York, 1980.



Elizabeth Swados

2

Biographical MaterialsTheater (cont'd.)

- "Alice in Concert," Pop/Classical opera with Meryl Streep. Full performance at the Public Theater, New York. Winner: Obie Award, 1980.
- "Dispatches," Rock Opera. The Public Theater, New York, Dallas and Los Angeles.
- "Alice in Concert," Pop/Classical Opera with Meryl Streep. The Public Theater, New York, 1979.
- "Runaways," Music Theater. Performed in New York (Plymouth Theater, Broadway) throughout the U.S. and worldwide, 1978-78. Published by Samuel French.
- "Agamemnon," Musical score. Performed at Lincoln Center, New York, 1975-76.
- "Conference of the Birds," Music Theater. Performed in New York, France and Africa, 1974-75.
- "The Cherry Orchard," Musical Score. Performed at Lincoln Center, New York, 1974-75.
- "Nightclub Cantata," Music Theater. Performed in New York, Washington, Boston and France. Featured special language by the survivors of Auschwitz. Winner: Obie Award, Outer Circle Critics Award, 1974-75.
- "Medea," Opera. Winner: Obie Award, Musical Composition, 1973-74.
- "Medea," Opera. Performed in New York, Italy, France, Holland, Belgium, Finland, Denmark, Sweden, Greece, Lebanon, Persia, 1972. Winner: Obie Award, Musical Competition.

In Development

- "Missionaries On Their Knees," A Chamber Opera for the Mark Taper Forum and Brooklyn Academy of Music.
- "Emperor's New Clothes," Orchestral Dramatic work. Mary Tyler Moore, Narrator.

Filmcores

Documentary on Schizophrenia, PBS, 1992.

1986-87

- "A Year in the Life," Six hour mini-series on NBC.
- "Family Sins," starring Jill Eikenberry. CBS Movie of the Week.
- "Changing the Rules," hosted by Ron Reagan, PBS.

1983-84

- "Seize the Day," Independent feature starring Robin Williams, produced by Seaciff Productions. Based on the book by Saul Bellow.
- "What Do Children Think About When They Think of the Bomb?" Independent Feature.

**Elizabeth Swados**

**3**

**Biographical Materials**

**Film Scores (cont'd.)**

"Killing Floor," PBS Feature.

**1979-83**

"Four Friends," Independent Feature for Arthur Penn.

"Too Far to Go," Feature about Francis Ford Coppola.

"Sormahaw," Channel 5 Movie.

"Bamburning," PBS.

"Rappacini's Daughter," PBS.

"Girls in Their White Dresses," PBS.

"King of America."

"Haggadah," PBS.

"Ohms," CBS Movie of the Week.

"Gauguin," CBS Movie of the Week.

"Project Peacock," featuring Meryl Streep, NBC.

"Allos at the Palace," NBC.

Two programs about Ms. Swados featuring her compositions, CBS Camera Three, 1978.

"Sky Dance," "Creation Myths," "Step by Step," Animated films scored for Faith Hubley, 1977. Commissioned by UNESCO for the Year of the Child. Won numerous International awards.

"Nightclub Cantata," WGBH Boston, 1975.

PBS documentary on "Manray," 1975.

"The Girl with the Incredible Feeling," documentary. A film about Ms. Swados featuring her compositions, 1974-75.

"The Empty Space," Documentary film about Peter Brook with music by Ms. Swados, 1974-75.

"Trojan Women," and "Medea," CBS, Camera Three, 1973-74.

Song Cycle setting of the poems of Sylvia Plath, CBS Camera Three, 1973.

**Ballet**

**1986-87**

National Ballet of Canada, Independent Project for Graziela Daniele.

"Popular Science," Independent Project, Rush Dance Company.

"Oedipus," Independent Project for Japanese Choreographer, Min Tanaka.

Independent Project for Lucinda Childs.

**Radio**

"Jerusalem," WBAI, New York, 1986.



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors  
APRIL 27, 1995

## AGENDA

### I. Board Plenary

- |   |               |
|---|---------------|
| A. Welcome and Introductory Remarks                                   | Morton Mandel |
| B. CIJE Update: From the Policy Brief to Today                        | Alan Hoffmann |
| C. Reimagining the Profession   | Gail Dorph    |
| 1. New Initiatives  |               |
| a. Harvard-CIJE Institute: Building a Network of Educational Leaders  | Cheryl Finkel |
| b. Milwaukee-Cleveland Masters Program: A Long Distance Partnership   | Louise Stein  |
| c. Machon L'Morim: An Intensive Program for Early Childhood Educators | Lee Hendler   |
| 2. Creating Capacity  |               |
| a. Transforming the Supplementary School Educator                     | Barry Holtz   |
| b. Teachers Teaching Teachers   | Gail Dorph    |

### II. Lunch

### III. Committee Meetings

- |                                   |                         |
|-----------------------------------|-------------------------|
| A. Building the Profession (Blue) | Chair: Morton Mandel    |
| B. Community Mobilization (Green) | Chair: Charles Ratner   |
| C. Content and Program (Red)      | Chair: John Colman      |
| D. Research and Evaluation (Gold) | Chair: Esther Leah Ritz |

### IV. Board Plenary

- |   |                    |
|---|--------------------|
| • The importance of Goals in Educational Planning   | Daniel Pekarsky    |
| • An example: Creating a New Yigh School in Atlanta | Michael Rosenzweig |

### V. D'var Torah



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
 MASTER SCHEDULE CONTROL

Schedule I  
 Date Prepared: 4/10/95

ELEMENT	1994					1995							1996			
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		N.Y. 8/25			N.Y. 11/1		CLEVE 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5						N.Y. 4/26							N.Y. 11/1		
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 4:00 PM	N.Y. 10/5-6						N.Y. 4/26-27							N.Y. 11/1-2		
4. Sub-Committees:																
A. Building the Profession	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
B. Community Mobilization	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
C. Content & Program	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
D. Research & Evaluation	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
 MASTER SCHEDULE CONTROL

Schedule 1  
 Date Prepared: 4/10/95

-----1994-----//-----1995-----//-----1996-----

ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		N.Y. 8/25			N.Y. 11/1		CLEVE 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5						N.Y. 4/26							N.Y. 11/1		
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 4:00 PM	N.Y. 10/5-6						N.Y. 4/26-27							N.Y. 11/1-2		
4. Sub-Committees:																
A. Building the Profession	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
B. Community Mobilization	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
C. Content & Program	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
D. Research & Evaluation	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
STEERING COMMITTEE**

**AGENDA**

**Wed., April 26, 9:30 am - 12:30 pm**

	<u>tab</u>	
I. Master Schedule Control	1	MLM
II. Minutes	2	VFL
III. Assignments	3	VFL
IV. MEF		
A. Preliminary data on Educational Leaders from the Study of Educators		EG
B. Developing evaluation capacity	6a	
1. Module for a Local Study of Educators		AG
2. Creating Evaluation Capacity for Communities		ADH
V. CIJE and Affiliated Communities: Guidelines	6b	GZD
VI. Board meeting review		MLM

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
EXECUTIVE COMMITTEE**

**WEDNESDAY, APRIL 26, 1995  
6:00 - 7:30 PM**

**AGENDA**

- |      |                              |                  |
|------|------------------------------|------------------|
| I.   | <b>Executive Search</b>      | Morton L. Mandel |
| II.  | <b>CIJE 1995 Budget</b>      | Alan D. Hoffmann |
| III. | <b>Fund Raising Strategy</b> | Morton L. Mandel |
| IV.  | <b>Board Development</b>     | Morton L. Mandel |





→ USP 3/95

**MEETING/WORKSHOP BUDGET REQUEST**

No. 1.3  
Effective 7/2/93  
Page 3 of 4

Entity **CJE**

Project **Board of Directors and Executive and Steering Committee Meetings**

Responsible Person/Meeting Coordinator **Sandra L. Blumenfield**

Purpose **Board, Executive, Steering Committee Meetings and Evening Seminar**

Date(s) of Meeting **April 26-27, 1995** Time of Meeting From: **4/26** To: **4/27/95**

Meeting City/Airport **New York** Arrival Date and Latest Suitable

Arrival Time **April 25, 1995** Departure Date and Earliest Suitable

Departure Time **April 27, 1995** Meeting Agenda Attached? Yes  No

Location: Where? **CJE New York Office** Phone **212 532-2360**  
**UJA-Federation of New York** **212 836-1815**

Address **15 East 26 Street, New York** Fax **212 532-2846**  
**130 East 59 Street, New York** **212 888-7538**

Is the location already reserved? Yes  No

* Attendees <small>(If more space needed please attach separate sheet)</small>	Airport Departure City	Travel Air <sup>1</sup>	Travel Taxi/Drive	Rooms	Meals	Total
Adam Gamoran	Madison, Wisconsin	560	75	290	85	\$ 1,010
Ellen Goldring	Nashville, Tennessee	576	75	290	85	1,026
Virginia F. Levi	Cleveland, Ohio	508	75	290	85	958
Daniel Pekarsky	Madison, Wisconsin	560	75	290	85	1,010
Richard Shatten	Cleveland, Ohio	508	75	290	85	958
Steve Hoffman	Cleveland, Ohio	508	75	290	85	958
<b>Attendee Cost</b>		<b>\$ 3,220</b>	<b>\$ 450</b>	<b>\$ 1,740</b>	<b>\$ 510</b>	<b>\$ 5,920<sup>2</sup></b>

<sup>1</sup> Meeting manager should complete all elements of this form except air fares. This form should then be sent to the Corporate Travel Department who will insert estimated air fares and return the form within 3 working days from the date received. If there are other attendees who will cover their own expenses, list on a separate sheet.

<sup>2</sup> Carry total forward to reverse side

No. 1.3  
 Effective 7/2/93  
 Page 4 of 4

**MEETING/WORKSHOP BUDGET ELEMENTS**

**ATTENDEE COST:** *(Brought forward from front side)* \$ 5,920.00

**DESCRIPTION**

**MEETING ROOM(S):** UJA-Federation of New York  
 (No Charge) \$ - 0 -

**GROUP MEALS:** (CHECK APPROPRIATE BLOCK(S) AND INDICATE THE PER PERSON COST AS WELL AS THE TOTAL)  
 BREAKFAST \$ \_\_\_\_\_ (PER PERSON)   
  LUNCH \$ \_\_\_\_\_ (PER PERSON)   
  DINNER \$ \_\_\_\_\_ (PER PERSON)   
 \$ \_\_\_\_\_

**EQUIPMENT:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \$ \_\_\_\_\_

**GROUP REFRESHMENTS:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \$ \_\_\_\_\_

**OTHER (SPECIFY):** Evening Seminar - Professor Jonathan Sarna 1,245.00  
Consultants' Fees (Adam Gamoran, Ellen Goldring, Adam Gamoran) \$ 3,000.00

**TOTAL MEETING/WORKSHOP BUDGET** \$ 10,165.00

Submitted By <i>Louisa L. Blumenthal</i>	Date <i>02.28.95</i>	Financial Approval:	Date
Air Fares Estimated <i>Bernadina - I.V.I.</i>	<i>02.27.95</i>	Operations Approval:	
Knowledge Center Approval: <i>[Signature]</i>	<i>2/2/95</i>	Final Approval:	

\*Required for budgets allowing less than 30 days notice.



**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**EXECUTIVE COMMITTEE MEETING**

Wednesday, April 26, 1995

6:00 - 7:30 PM

**EXPECTED ATTENDEES:**

Berman, Mandell

Colman, John

Gold, Billie

Hirschhorn, David

Hoffman, Stephen H.

Hoffmann, Alan

Kline, Becky

Levi, Virginia

Mandel, Morton L.

Merians, Melvin

Oppenheim, Debra

Phillips, Jane

Pollack, Lester

Ratner, Charles

Ritz, Esther Leah

Shatten, Richard A.

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**SEMINAR**

Wednesday, April 26, 1995

7:45 PM

**EXPECTED ATTENDEES:**

Ackerman, Walter	Hirshman, Debby	Rauch, Isabelle
Alisa Kurshan	Hoffman, Stephen	Ritz, Esther Leah
Altman, Marilyn	Hoffmann, Alan	Rosenzweig, Michael
Altman, Mort	Holtz, Barry	Sama, Jonathan
Arnou, David	Ingall, Carol	Schatten, Philip
Behrman, David	Janvey, Rae	Scheingold, Carl
Berman, Mandell	John Ruskay	Siegel, Jeanne
Beverly Gribetz	Joseph, Jim	Shatten, Richard
Bloom, Raymond	Kekst, Gershon	Shaw, Steven
Cohen, Steven	Kroll, Jules	Sheingold, Carl
Colman, John	Kroll, Lynn Korda	Shira Breuer
Dorp, Sheldon	Lebeau, Beverly	Shrage, Barry
Dorph, Gail	Lebeau, William	Siegel, Richard
Eldar, Aharon	Lenny Rubin	Silber, David
Ettenberg, Sylvia	Levi, Virginia	Sottile, Michael
Fidler, Genine Macks	Lifsenberg, Asher	Spack, Barbara
Finkel, Cheryl	Lydia Kukoff	Spack, Eliot
Fishbein, Cheryl	Mandel, Morton	Stein, Louise
Fishman, Joshua	Mann, David	Steinhetz, Dvora
Fishman, Esther	Maryles, Matthew	Swados, Liz
Gamoran, Adam	Mencher, Robin	Stephanie Levi
Geffen, Peter	Merians, Melvin	Szonyi, David
Gold, Billie	Milazzo, Ann Marie	Tardash, Lauree
Goldring, Ellen	Neiden, Daniel	Teutsch, David
Gordis, David	Pekarsky, Daniel	Twersky, Isadore
Gottesham, Sally	Perrin, Debra	Wachs, Barbara
Greenfield, Sol	Petrone, Nick	Wachs, Saul
Greenfield, Delores	Rapoport, Nessa	Woocher, Jonathan
Hagar, Benny	Ratner, Charles	Yanowitz, Bennett
Hirschhorn, David	Rauch, Eduardo	STEINMETZ, DEVORA BLUMEN, MICHELLE FRIEDMAN



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD MEETING

Thursday, April 27, 1995

9:00 AM - 4:00 PM

EXPECTED ATTENDEES:

Ackerman, Walter

Berman, Mandell

Bloom, Raymond

Colman, John

Corson, Maurice

Dorph, Gail

Fidler, Genine Macks

Finkel, Cheryl

Finkelstein, Allan

Fishman, Joshua

Gamoran, Adam

Gold, Billie

Goldring, Ellen

Gottschalk, Alfred

Hendler, Lee

Hirschhom, David

Hirt, Robert

Hoffman, Stephen H.

Hoffmann, Alan

Holtz, Barry

Joseph, Jim

Kekst, Gershon

Lamm, Norman

Levi, Virginia

Lipset, Seymour Martin

Mandel, Morton L.

Maryles, Matthew J.

Mencher, Robin

Merians, Melvin

Pekarsky, Daniel

Perrin, Debra

Rapoport, Nessa

Ratner, Charles

Ritz, Esther Leah

Rosenzweig, Michael

~~Shatter, Richard A.~~

Schorsch, Ismar

Shatter, Richard A.

Sheingold, Carl

Stein, Louise

Teutsch, David

Twersky, Isadore

Woocher, Jonathan

Yanowitz, Bennett



Actual

*Actual  
Attendance  
taken*

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**EXECUTIVE COMMITTEE MEETING**

Wednesday, April 26, 1995

6:00 - 7:30 PM

**EXPECTED ATTENDEES:**

~~Berman, Mandell~~

✓ Colman, John

✓ Gold, Billie

✓ Hirschhorn, David

✓ Hoffman, Stephen

✓ Hoffmann, Alan

~~Kline, Becky~~

✓ Levi, Virginia

✓ Mandel, Morton

✓ *Maryles, Matt*  
Merians, Melvin

✓ Oppenheim, Debra

~~Phillips, Jarre~~

~~Pollack, Lester~~

✓ Ratner, Charles

✓ Ritz, Esther Leah

✓ Shatten, Richard

CIJE COMMITTEE ATTENDANCE  
Board Meeting - 4/27/95

Building the Profession Committee

Weiler Room - Blue name tags (14)

	<u>Guests</u>
?-Lester Pollack, Chair	
Y-Gail Dorph, Staff	Y-Walter Ackerman
N-Steve Chervin	Y-Raymond Bloom
N-Max Fisher	Y-Jim Joseph
Y-Joshua Fishman	Y-Isadore Twersky
N-Charles Goodman	
Y-Alfred Gottschalk	
Y-Robert Hirt	
Y-Gershon Kekst	
Y-Norman Lamm	
N-Norman Lipoff	
Y-Morton Mandel	
N-Florence Melton	
N-Richard Meyer	
Y-Ismar Schorsch	
Y-Louise Stein	
N-Maynard Wishner	

Content & Program Committee

Ballroom ~~D~~ - Red name tags (9)

	<u>Guest</u>
Y-John Colman, Chair	
Y-Barry Holtz, Staff	Y-Michael Rosenzweig
Y-Daniel Pekarsky, Staff	
N-Daniel Bader	
Y-Mandell Berman	
N-Chaim Botwinick	
Y-Maurice Corson	
Y-Allan Finkelstein	
N-Henry Koschitzky	
N-David Samat	
N-William Schatten	
?-Richard Scheuer	
Y-David Teutsch	
Isadore Twersky (Going to Building the Profession)	
N-Ilene Vogelstein	

Community Mobilization Committee

Ballroom E - Green name tags (9)

	<u>Guest</u>
Y-Charles Ratner, Chair	
Y-Alan Hoffmann, Staff	Y-Carl Sheingold
Y-Steve Hoffman, Staff	
Y-Nessa Rapoport, Staff	
N-Charles Bronfman	
N-Jay Davis	
N-Darrell Friedman	
N-Jane Gellman	
Y-Billie Gold	
N-Neil Greenbaum	
N-Ann Kaufman	
N-Martin Kraar	
N-Marvin Lender	
Y-Matthew Maryles	
Y-Melvin Merians	
N-Arthur Rotman	
Y-Jonathan Woocher	

Research & Evaluation Committee

Rosenwald Room - Gold name tags (9)

Y-Esther Leah Ritz, Chair	
Y-Adam Gamoran, Staff	
Y-Ellen Goldring, Staff	
~ Y-David Amow	
N-Ruth Cohen	
N-Susan Crown	
Y-Genine Fidler	
N-Irwin Field	
Y-David Hirschhorn	
N-Mark Lainer	
~ Y-Seymour Martin Lipset (LEAVING EARLY)	
Y-Richard Shatten	
Y-Bennett Yanowitz	



Bd Members: 17  
Guests: 10  
Council + Staff: 14

cc: Bd Mem: 20  
L.C.: 8

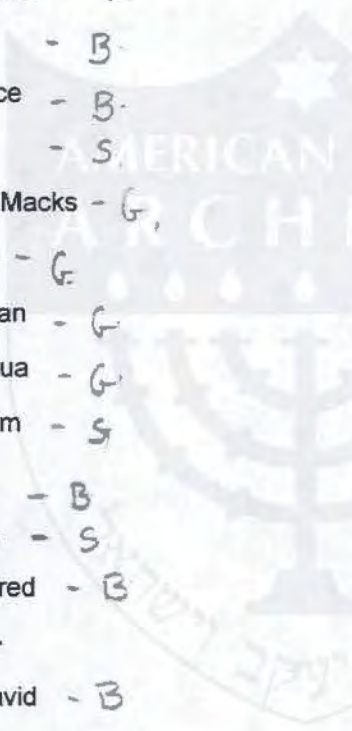
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD MEETING  
Thursday, April 27, 1995  
9:00 AM - 4:00 PM

EXPECTED ATTENDEES:

- |                            |                                   |
|----------------------------|-----------------------------------|
| Ackerman, Walter - G.      | Lamm, Norman - B                  |
| <del>Arnow, David</del>    | Levi, Virginia - S.               |
| <del>Berman, Mandell</del> | <del>Lipset, Seymour Martin</del> |
| Bloom, Raymond - G.        | Mandel, Morton - B.               |
| Colman, John - B.          | Maryles, Matthew - B.             |
| Corson, Maurice - B.       | Mencher, Robin - S.               |
| Dorph, Gail - S.           | Merians, Melvin - B.              |
| Fidler, Genine Macks - G.  | Pekarsky, Daniel - S.             |
| Finkel, Cheryl - G.        | Perrin, Debra - S.                |
| Finkelstein, Allan - G.    | Rapoport, Nessa - S.              |
| Fishman, Joshua - G.       | Ratner, Charles - B.              |
| Gamoran, Adam - S.         | Ritz, Esther Leah - B.            |
| Gold, Billie - B.          | Rosenzweig, Michael - G.          |
| Goldring, Ellen - S.       | Scheuer, Richard - B.             |
| Gottschalk, Alfred - B.    | Schorsch, Ismar - B.              |
| <del>Handler, Lee</del>    | Shatten, Richard - S.             |
| Hirschhorn, David - B.     | Sheingold, Carl - G.              |
| Hirt, Robert               | Stein, Louise - G.                |
| Hoffman, Stephen - S.      | Teutsch, David - B.               |
| Hoffmann, Alan - S.        | Twersky, Isadore - B.             |
| Holtz, Barry - S.          | Woocher, Jonathan - S.            |
| Joseph, Jim - G.           | Yanowitz, Bennett - B.            |
| Kekst, Gershon - B.        |                                   |

Stephanie Levi - G.



17  
37

4/26-27/95 minutes

Copy all Bd Members not present

Copy all L.C. Members not present

Scheuer, Sarna  
Friedman, Patricia  
Vogelstein, Cohen  
Meyer, Hellman



*file*

**People invited to the April 27 Board Meeting but did not attend:**

- DAVID ARNOW ✓
- DANIEL BADER ✓
- MANDELL BERMAN ✓
- CHARLES BRONFMAN ✓
- SUSAN CROWN ✓
- JAY DAVIS ✓
- IRWIN FIELD ✓
- MAX FISHER ✓
- CHARLES GOODMAN ✓
- NEIL GREENAUM ✓
- ANN KAUFMAN ✓
- HENRY KOSCHITZKY ✓
- MARK LAINER ✓
- MARVIN LENDER ✓
- NORMAN LIPOFF ✓
- SEYMOUR MARTIN LIPSET ✓
- FLORENCE MELTON ✓
- WILLIAM SCHATTEN ✓
- MAYNARD WISHNER ✓
- LEE HENDLER
- ROBERT HIRT
- MARTIN KRAAR
- JACK MANDEL
- JOSEPH MANDEL
- ARTHUR ROTMAN
- HENRY ZUCKER
- CHAIM BOTWINICK ✓
- STEVE CHERVIN ✓
- RUTH COHEN ✓

- DARRELL FRIEDMAN ✓
- JANE GELLMAN ✓
- RICHARD MEYER ✓
- DAVID SARNAT ✓
- ILENE VOGELSTEIN ✓



*Lester Kollack*





	CIJE BD MTGS 4/26-27/95	COUNT (YES/MTG.)		15	7	12	82		15
	ATTENDANCE TRACKING			STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
	NAME	PHONE	CODE	Wed,4-26 9:30-12:30	Wed,4-26 1-5:30	Wed,4-26 6-7:30	Wed,4-26 7:45	Thurs,4-27 9:30-3pm	Thurs,4-27 3-4:00pm
1	Arnou, David	PH: 212-869-9700	b				NO	NO	YES TRY
2	Bader, Daniel	PH: 414-224-6464	b				NO	NO	NO
3	Berman, Mandell	PH: 810-353-8390	bx			NO	YES	NO	YES
4	Bronfman, Charles	PH: 514-878-5201	bx			NO	NO	NO	NO
5	Colman, John	PH: 708-835-1209	bsx	YES	YES	YES	YES	YES	YES
6	Corson, Maurice	PH: 614-461-8112	b				NO	YES	
7	Crown, Susan	PH: 312-899-5030	b				NO	NO	NO
8	Davis, Jay	PH:404-696-9440	b				NO	NO	NO
9	Field, Irwin	PH: 310-921-3567	b				NO	NO	NO
10	Fisher, Max M.	PH: 313-871-8000	b				NO	NO	
11	Gold, Billie	PH: 212-799-3120	bx	*FROM 2-4PM		YES	YES	YES*	YES
12	Goodman, Charles H.	PH: 312-899-5020	b				NO	NO	
13	Gottschalk, Alfred	PH: 513-221-1875	b				NO	YES	
14	Greenbaum, Neil	PH: 312-207-3852	b				NO	NO	NO
15	Hirschhorn, David	PH: 410-347-7200	bx			YES	YES	YES	YES
16	Kaufman, Ann P.	PH: 713-461-1760	bx			NO	NO	NO	NO
17	Kekst, Gershon	PH: 212-593-2655	b				YES	YES	YES
18	Koschitzky, Henry	PH: 416-781-5545	b				NO	NO	NO
19	Lainer, Mark	PH: 818-787-1400	bx			NO	NO	NO	NO
20	Lamm, Norman	PH: 212-960-5280	b				NO	YES	
21	Lender, Marvin	PH: 203-397-3977	b				NO	NO	NO
22	Lipoff, Norman	PH: 305-579-0503	b				NO	NO	NO
23	Lipset, Seymour Martin	PH: 703-993-2283	b		A.M. ONLY		NO	NO	
24	Mandel, Morton L.	PH: 216-391-1852	bsx	YES	YES	YES	YES	YES	YES
25	Maryles, Matthew J.	PH: 212-667-7420	bx			YES	YES	YES	NO
26	Melton, Florence	PH: 614-486-2690	b				NO	NO	NO
27	Merians, Melvin	PH: 212-249-0100	bx			YES	YES	YES	YES
28	Pollack, Lester	PH: 212-632-4829	bsx			NO	NO	NO	NO
29	Ratner, Charles	PH: 216-267-1200	bsx	YES	YES	YES	YES	YES	YES
30	Ritz, Esther Leah	PH: 414-291-9220	bsx	YES	YES	YES	YES	YES	YES
31	Schatten, William	PH: 404-351-5315	b				NO	NO	NO
32	Scheuer, Richard	PH: 212-947-9009	b					YES	
33	Schorsch, Ismar	PH: 212-678-8072	b	*WILL LEAVE AFTER LUNCH.			NO	YES*	
34	Teutsch, David	PH: 215-576-0800	b				YES	YES	
35	Twersky, Isadore	PH: 232-7356	b				YES	YES	
36	Wishner, Maynard	PH: 312-899-5524	bx			NO	NO	NO	NO
37	Yanowitz, Bennett	PH: 216-696-3311	b				YES	YES	YES
38	Ackerman, Walter	PH:	g				YES	YES	
39	Bloom, Raymond	PH: 305-576-0833	g				YES	YES	
40	Finkel, Cheryl	PH: 404-351-7754	g				YES	YES	
41	Finkelstein, Allan	PH: 212-532-4949	g				NO	YES	
42	Fishman, Joshua	PH: 212-227-1000	g	ESTHER FISHMAN			YES + 1	YES	
43	Hendler, Lee	PH: 410-363-4135	g				NO	NO	
44	Hirt, Robert	PH: 212-960-5263	g				NO	NO	
45	Joseph, Jim	PH: 305-868-2263	g				YES	YES	
46	Kraar, Martin	PH: 212-598-3505	g				NO	NO	
47	Levi, Stephanie		g					YES	
48	Mandel, Jack N.	PH:	g				NO	NO	
49	Mandel, Joseph C.	PH:	g				NO	NO	
50	Mr. Michael Rosenzweig	PH:	g				YES	YES	
51	Rotman, Arthur	PH: 212-532-4949	g				NO	NO	
52	Sarna, Jonathan	PH:	g				NO	YES	
53	Sheingold, Dr. Carl	PH: 212-598-3530	g				YES	YES	
54	Zucker, Henry	Phone: 216-391-1852	g				NO	NO	
55	Botwinick, Chaim	PH: 410-578-6914	l				NO	NO	
56	Chervin, Steve	PH: 404-870-1601	l				NO	NO	
57	Cohen, Ruth	PH: 414-271-8338	l				NO	NO	
58	Fidler, Genine Macks	PH: 410-358-4934	l				MAYBE	YES	
59	Friedman, Darrell D.	PH: 301-727-4828	l				NO	NO	
60	Gellman, Jane	PH:414-963-9196	l				NO	NO	



<b>ATTENDANCE TRACKING</b>				STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
	NAME	PHONE	CODE	Wed,4-26	Wed,4-26	Wed,4-26	Wed,4-26	Thurs,4-27	Thurs,4-27
				9:30-12:30	1-5:30	6-7:30	7:45	9:30-3pm	3-4:00pm
61	Meyer, Richard H.	PH: 414-271-8338	l				NO	NO	
62	Sarnat, David I.		l				NO	NO	
63	Stein, Louise	PH: 404-870-1608	l				YES	YES	
64	Vogelstein, Ilene	PH: 410-653-0909	l				NO	NO	
65	Dorph, Gail	PH: 212-532-2360	s	YES			YES	YES	
66	Gamoran, Adam	PH: 608-263-7829	s	YES			YES	YES	
67	Goldring, Ellen	PH: 615-322-8037	s	YES			YES	YES	
68	Hoffman, Stephen H.	PH: 216-566-9200	sbsx	YES	YES	YES	YES	YES	YES
69	Hoffmann, Alan	PH: 212-532-2360	sbsx	YES	YES	YES	YES	YES	YES
70	Holtz, Barry	PH: 212-532-2360	s	YES			YES	YES	
71	Levi, Virginia	PH: 216-391-1852	sbsx			YES	YES	YES	YES
72	Mencher, Robin	PH:	s				YES	YES	
73	Pekarsky, Daniel	PH: 608-262-1718	s	YES			YES	YES	
74	Perrin, Debra	PH: 212-532-2360	s				YES	YES	
75	Rapoport, Nessa	PH: 212-532-2360	s	YES			YES	YES	
76	Shatten, Richard A.	PH:	sbsx	YES	YES	YES	YES	YES	YES
77	Woocher, Jonathan	PH: 212-529-2000	s	YES			YES	YES	
78									
79									
80	Dr. Robert Abramson	PH:	f						
81	Mona Riklis Ackerman	PH:	f						
82	Rabbi Daniel Allen	PH:	f						
83	Ms. Mimi Alperin	PH:	f				NO		
84	Ms. Marilyn Altman	PH:	f		MORT ALTMAN		YES+1		
85	Dr. Saul Andron	PH:	f						
86	Rabbi Ramie Arian	PH:	f						
87	Dr. David Ariel	PH:	f						
88	Dr. Steven Bayme	PH:	f				NO		
89	Mr. David Behrman	PH:	f				YES		
90	Rabbi Jack Bieler	PH:	f				NO		
91	Ms. Shira Breuer	PH:	f				YES		
92	Shoshana Cardin	PH:	f				NO		
93	Mr. Jerome Chanes	PH:	f						
94	Rabbi Zuvulun Charlop	PH:	f						
95	Ms. Cindy Chazen	PH:	f						
96	Dr. Steven M. Cohen	PH:	f	ARRIVING LATE			YES		
97	Dr. Norman Cohen	PH:	f				NO		
98	Rabbi Rachel Cowan	PH:	f						
99	Dr. Aryeh Davidson	PH: 212- 678-8029	f						
100	Dr. Carol Diamant	PH:	f						
101	Barbara Dobkin	PH:	f						
102	Dr. Sheldon Dorph	PH:	f				YES		
103	David Dubin	PH: 201-569-7900	f						
104	Ms. Andrea Dubroff	PH: 914-562-6664	f						
105	Mr. Aharon Eldar	PH:	f				YES		
106	Rabbi Joshua Elkin	PH: 617-964-7765	f				NO		
107	Dr. Shulamith Elster	PH: 410-578-6968	f				NO		
108	Mrs. Sylvia Ettenberg	PH: 212-662-3841	f				YES		
109	Eli N. Evans	PH: 212-935-3340	f						
110	Mr. Tom Freudenheim	PH:	f						
111	Rabbi Herbert Friedman	PH:	f						
112	Mr. Peter Geffen	PH:	f				YES		
113	Rabbi Hirsh M. Ginsberg	PH:	f						
114	Ms. Judith Ginsberg	PH: 212-420-0604	f				NO		
115	Dr. David Gordis	PH:	f				YES		
116	Mr. Arnold Greenberg	PH: 203-521-6208	f						
117	Irving Greenberg	PH: 212-867-8888	f				NO		
118	Mr. Sol Greenfield	PH:	f	DELORES GREENFIELD			YES + 1		
119	Mr. Gene Greenzweig	PH: 305-576-4030	f						
120	Ms. Beverly Gribetz	PH:	f				YES		
121	Mr. Mark Gurvis	PH:	f				NO		



ATTENDANCE TRACKING				STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
	NAME	PHONE	CODE	Wed,4-26 9:30-12:30	Wed,4-26 1-5:30	Wed,4-26 6-7:30	Wed,4-26 7:45	Thurs,4-27 9:30-3pm	Thurs,4-27 3-4:00pm
122	Mr. Benny Hagar	PH:	f				YES		
123	Mr. Charles Halperin	PH:	f						
124	Mr. Stuart Himmelfarb	PH: 212-382-0560	f				NO		
125	Ms. Debby Hirshman	PH:	f		SALLY GOTTESHAM		YES + 1		
126	Dr. Bethamie Horowitz	PH:	f				NO		
127	Carol K. Ingall	PH: 212-678-8033	f				YES		
128	Mrs. Rae Janvey	PH:	f				YES		
129	Erica Jesselson	PH:	f				NO		
130	Mr. Richard Joel	PH:	f				NO		
131	Ms. Deborah Kaplan	PH:	f						
132	Ms. Carolyn Keller	PH:	f				NO		
133	Professor Barry Kosmin	PH:	f						
134	Ms. Lynn Korda Kroll	PH:	f		JULES KROLL		YES +1		
135	Ms. Lydia Kukoff	PH:	f				YES		
136	Rabbi Irwin Kula	PH: 212-867-8888	f						
137	Ms. Alisa Kurshan	PH:	f				YES		
138	Ms. Eve Landau	PH:	f				NO		
139	Rabbi Nathan Laufer	PH:	f				NO		
140	Mr. Ted Lazarus	PH:	f						
141	Rabbi William Lebeau	PH:	f		BEVERLY LEBEAU		YES + 1		
142	Mrs. Sara Lee	PH: 213-749-3424	f				NO		
143	Ms. Stephanie Levi	PH:	f				YES		
144	Ms. Rachel Levin	PH:	f				NO		
145	Rabbi Mordechai Liebling	PH:	f						
146	Mr. Asher Lifsenberg	PH:	f				YES		
147	Haskel Lookstein	PH: 212-427-1000	f						
148	Rabbi Brian Lurie	PH:	f				NO		
149	Mr. David Mann	PH: 212-245-8200, X308	f				YES		
150	Dr. Daniel Margolis	PH:	f						
151	Rabbi Simeon J. Maslin	PH:	f						
152	Rabbi Rolando Matalon	PH:	f						
153	Professor Egon Mayer	PH:	f				NO		
154	Ron B. Meier	PH:	f						
155	Rabbi Paul J. Menitoff	PH:	f				NO		
156	Rabbi Joel Meyers	PH:	f						
157	Jack and Helen Nash	PH:	f				NO		
158	Rabbi Kerry Olitzky	PH:	f				NO		
159	Rabbi Michael Paley	PH: 212-358-6113	f						
160	Dr. Chaim and Adina Potok	PH:	f				NO		
161	Jehuda Reinharz, President	PH:	f				NO		
162	Mr. Alan S. Jaffe, President	PH:	f						
163	Rabbi Yaakov Rabinowitz	PH:	f						
164	Dr. Eduardo Rauch	PH: 212-678-8032	f		ISABELLE RAUCH		YES + 1		
165	Dr. Joseph Reimer	PH: 617-736-2996	f				NO		
166	Professor Shulamith Reinharz	PH:	f						
167	Professor Paul Ritterband	PH:	f						
168	George and Pamela Rohr	PH:	f						
169	Ms. Joan Rosenbaum	PH:	f						
170	Passi Rosen-Bayewitz	PH:	f				NO		
171	Harriet L. Rosenthal	PH: 201-736-5921	f						
172	Rabbi Seymour Rossel	PH:	f				NO		
173	Daniel Rubin	PH:	f						
174	Lenny Rubin	PH:	f				YES		
175	John Ruskay	PH: 212-836-1228	f				YES		
176	Professor Nahum Sarna	PH:	f				NO		
177	Dr. Lifsa Schachter	PH:	f						
178	Mr. Philip Schatten	PH: 201-489-6400, x-	f		CHERYL FISHBEIN		YES +1		
179	Dr. Carl Scheingold	PH: 212-598-3530	f				YES		
180	Dr. Gary Schiff	PH:	f				NO		
181	Dr. Alvin Schiff	PH: 516-766-8274	f						
182	Mr. Mac Schwebel	PH:	f						



<b>ATTENDANCE TRACKING</b>				STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
				Wed,4-26	Wed,4-26	Wed,4-26	Wed,4-26	Thurs,4-27	Thurs,4-27
	NAME	PHONE	CODE	9:30-12:30	1-5:30	6-7:30	7:45	9:30-3pm	3-4:00pm
183	Mr. Daniel S. Shapiro	PH:	f						
184	Rabbi Steven Shaw	PH:	f		DAVID SZONYI		YES +1		
185	Mr. Scott Shay	PH:	f				NO		
186	Mr. Robert Sherman	PH:	f						
187	Dr. Susan Shevitz	PH:	f						
188	Ms. Roanna Shorofsky	PH:	f						
189	Mr. Barry Shrage	PH:	f				YES		
190	Mr. Richard Siegel	PH: 212-629-0500	f		JEANNE SIEGEL		YES + 1		
191	Rabbi David Silber	PH:	f		DVORA STEINHETZ		YES + 1		
192	Rabbi Allen Silverstein	PH:	f						
193	Mr. Richard Sipser	PH: 415-751-6983	f						
194	Ms. Virginia Slifka	PH:	f				NO		
195	Mr. Stephen Solendar	PH:	f				NO		
196	Dr. Jeffrey Solomon	PH: 212-836-1740	f				NO		
197	Dr. Elliot Spack	PH: 212-268-4210	f		BARBARA SPACK		YES + 1		
198	Dr. Elliot Spiegel	PH:	f						
199	Ms. Radine Spier	PH:	f						
200	Ms. Carol Starin	PH:	f						
201	Rabbi Jacob Staub	PH:	f				NO		
202	Mr. Michael Steinhardt	PH:	f				NO		
203	Dr. Devora Steinmetz	PH:	f		MICHELLE FRIEDMAN BELFER		YES +1		
204	Ms. Susan Stern	PH:	f						
205	Mr. Stanley Strauss	PH:	f				NO		
206	Rabbi Daniel B. Syme	PH:	f						
207	Margery Tabankin	PH:	f				NO		
208	Ms. Nicki Tanner	PH:	f						
209	Margaret W. Tishman	PH: 212-860-7541	f						
210	Rabbi Gordon Tucker	PH:	f						
211	Professor Saul Wachs	PH:	f		DR. BARBARA WACHS		YES + 1		
212	Mr. Howard Wasserman	PH:	f						
213	Sally Wertheim	PH:	f				NO		
214	Rabbi David Woznica	PH:	f				NO		
215	Rabbi Eric Yoffie	PH:	f				NO		
216	Rabbi Joel Zaiman	PH:	f				NO		
217	Mr. Larry Ziffer	PH:	f						
218	Rabbi Sheldon Zimmerman	PH:	f						
219									
220	SINGERS								
221	Swados, Liz						YES		
222	Tardash, Lauree						YES		
223	Petrone, Nick						YES		
224	Milazzo, Ann Marie						YES		
225	Sottile, Michael						YES		
226	Neiden, Daniel						YES		



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ATTENDANCE TRACKING			15	7	12	83	11	15
REVISED 4-20-95			STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
			Wed,4-26	Wed,4-26	Wed,4-26	Wed,4-26	Thurs,4-27	Thurs,4-27
NAME	PHONE	CODE	9:30-12:30	1-5:30	6-7:30	7:45	9:30-3pm	3-4:00pm
Arnow, David	BN PH: 212-869-9700	b				YES TRY	YES TRY	YES TRY
Bader, Daniel	BN PH: 414-224-6464	b				NO	NO	NO
Berman, Mandell	BN PH: 810-353-8390	bx			YES X	YES	YES NO	YES
Bronfman, Charles	BN PH: 514-878-5201	bx			NO	NO	NO	NO
Colman, John	BSXY PH: 708-835-1209	bsx	YES	YES	YES	YES	YES	YES
Corson, Maurice	BY PH: 614-461-8112	b				NO	YES	
Crown, Susan	BN PH: 312-899-5030	b				NO	NO	NO
Davis, Jay	BN PH: 404-696-9440	b				NO	NO	NO
Field, Irwin	BN PH: 310-921-3567	b				NO	NO	NO
Fisher, Max M.	BN PH: 313-871-8000	b				NO	NO	
Gold, Billie	BSXY PH: 212-799-3120	bx	*FROM 2-4PM		YES	YES	YES*	YES
Goodman, Charles H.	BN PH: 312-899-5020	b				NO	NO	
Gottschalk, Alfred	BY PH: 513-221-1875	b				NO	YES	
Greenbaum, Neil	BN PH: 312-207-3852	b				NO	NO	NO
Hirschhorn, David	BXY PH: 410-347-7200	bx			YES	YES	YES	YES
Kaufman, Ann P.	BXN PH: 713-461-1760	bx			NO	NO	NO	NO
Kekst, Gershon	BY PH: 212-593-2655	b				YES	YES	YES
Koschitzky, Henry	BN PH: 416-781-5545	b				NO	NO	NO
Lainer, Mark	BXN PH: 818-787-1400	bx			NO	NO	NO	NO
Lamm, Norman	BY PH: 212-960-5280	b				NO	YES	
Lender, Marvin	BN PH: 203-397-3977	b				NO	NO	NO
Lipoff, Norman	BN PH: 305-579-0503	b				NO	NO	NO
Lipset, Seymour Martin	BN PH: 703-993-2283	b		A.M. ONLY		NO	YES	
Mandel, Morton L.	BSXY PH: 216-391-1852	bsx	YES	YES	YES	YES	YES	YES
Maryles, Matthew J.	BXY PH: 212-667-7420	bx			NO	YES	WILL TRY	NO
Melton, Florence	BN PH: 614-486-2690	b				NO	NO	NO
Merians, Melvin	BXY PH: 212-249-0100	bx			YES	YES	YES	YES
Pollack, Lester	BSBY PH: 212-632-4829	bsx			X No		NO	
Ratner, Charles	BSXY PH: 216-267-1200	bsx	YES	YES	YES	YES	YES	YES
Ritz, Esther Leah	BSXY PH: 414-291-9220	bsx	YES	YES	YES	YES	YES	YES
Schatten, William	BN PH: 404-351-5315	b				NO	NO	NO
Scheuer, Richard	BN PH: 212-947-9009	b					YES	
Schorsch, Ismar	BY PH: 212-678-8072	b	*WILL LEAVE AFTER LUNCH.			NO	YES*	
Teutsch, David	BY PH: 215-576-0800	b				YES	YES	
Twersky, Isadore	BY PH: 232-7356	b				YES	YES	
Wishner, Maynard	BXN PH: 312-899-5524	bx			NO	NO	NO	NO
Yanowitz, Bennett	BY PH: 216-696-3311	b				YES	YES	YES
Ackerman, Walter	G8 PH:	g				YES	YES	
Bloom, Raymond	BY PH: 305-576-0833	g				YES	YES	
Finkel, Cheryl	G2 PH: 404-351-7754	g				YES	YES	
Finkelstein, Allan	BY PH: 212-532-4949	g				NO	YES	
Fishman, Joshua	BY PH: 212-227-1000	g	ESTHER FISHMAN			YES + 1	YES	
Hendler, Lee	G9 PH: 410-363-4135	g				NO	YES? NO	
Hirt, Robert	BN PH: 212-960-5263	g				NO	YES NO	
Joseph, Jim	BY PH: 305-868-2263	g				YES	YES	
Kraar, Martin	BN PH: 212-598-3505	g				NO	NO	yes
Mandel, Jack N.	BN PH:	g				NO	NO	
Mandel, Joseph C.	BN PH:	g				NO	NO	
Mr. Michael Rosenzweig	G2 PH:	g				YES	YES	
Rotman, Arthur	BN PH: 212-532-4949	g				NO	NO	
Sarna, Jonathan	PH:	g				NO	YES	
Sheingold, Dr. Carl	G2 PH: 212-598-3530	g				YES	YES	
Zucker, Henry	BN Phone: 216-391-1852	g				NO	NO	
Botwinick, Chaim	BN PH: 410-578-6914	l				NO	NO	
Chervin, Steve	BN PH: 404-870-1601	l				NO	NO	
Cohen, Ruth	BN PH: 414-271-8338	l				NO	NO	
Fidler, Genine Macks	BY PH: 410-358-4934	l				MAYBE	YES	

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Stephan  
Levi  
G9

78  
3  
75



ATTENDANCE TRACKING				STEERING	SEARCH	EXECUTIVE	SEMINAR	BOARD	FUNDING
REVISED 4-20-95				Wed, 4-26	Wed, 4-26	Wed, 4-26	Wed, 4-26	Thurs, 4-27	Thurs, 4-27
NAME	PHONE	CODE	9:30-12:30	1-5:30	6-7:30	7:45	9:30-3pm	3-4:00pm	
Friedman, Darrell D. <i>BN</i>	PH: 301-727-4828	l				NO	NO		
Gellman, Jane <i>BN</i>	PH: 414-963-9196	l				NO	NO		
Meyer, Richard H. <i>BN</i>	PH: 414-271-8338	l				NO	NO		
Sarnat, David I. <i>BN</i>		l				NO	NO		
Stein, Louise <i>BY</i>	PH: 404-870-1608	l				YES	YES		
Vogelstein, Ilene <i>BN</i>	PH: 410-653-0909	l				NO	NO		
Dorph, Gail <i>BY</i>	PH: 212-532-2360	s	YES			YES	YES		
Gamoran, Adam <i>BY</i>	PH: 608-263-7829	s	YES			YES	YES		
Goldring, Ellen <i>BY</i>	PH: 615-322-8037	s	YES			YES	YES		
Hoffman, Stephen H. <i>BSXY</i>	PH: 216-566-9200	sbsx	YES	YES	YES	YES	YES	YES	
Hoffmann, Alan <i>BSXY</i>	PH: 212-532-2360	sbsx	YES	YES	YES	YES	YES	YES	
Holtz, Barry <i>BY</i>	PH: 212-532-2360	s	YES			YES	YES		
Levi, Virginia	PH: 216-391-1852	sbsx			YES	YES	YES	YES	
Mencher, Robin	PH:	s				YES	YES		
Pekarsky, Daniel <i>BY</i>	PH: 608-262-1718	s	YES			YES	YES		
Perrin, Debra	PH: 212-532-2360	s				YES	YES		
Rapoport, Nessa <i>BY</i>	PH: 212-532-2360	s	YES			YES	YES		
Shatten, Richard A. <i>BSXY</i>	PH:	sbsx	YES	YES	YES	YES	YES	YES	
Woocher, Jonathan <i>BY</i>	PH: 212-529-2000	s	YES			YES	YES		
Dr. Robert Abramson	PH:	f							
Mona Riklis Ackerman	PH:	f							
Rabbi Daniel Allen	PH:	f							
Ms. Mimi Alperin	PH:	f				NO			
Ms. Marilyn Altman	PH:	f			MORT ALTMAN	YES+1			
Dr. Saul Andron	PH:	f							
Rabbi Ramie Arian	PH:	f							
Dr. David Ariel	PH:	f							
Dr. Steven Bayme	PH:	f				NO			
Mr. David Behrman	PH:	f				YES			
Rabbi Jack Bieler	PH:	f				NO			
Ms. Shira Breuer	PH:	f				YES			
Shoshana Cardin	PH:	f				NO			
Mr. Jerome Chanes	PH:	f							
Rabbi Zuvulun Charlop	PH:	f							
Ms. Cindy Chazen	PH:	f							
Dr. Steven M. Cohen	PH:	f		ARRIVING LATE		YES			
Dr. Norman Cohen	PH:	f				NO			
Rabbi Rachel Cowan	PH:	f							
Dr. Aryeh Davidson	PH: 212-678-8029	f							
Dr. Carol Diamant	PH:	f							
Barbara Dobkin	PH:	f							
Dr. Sheldon Dorph	PH:	f				YES			
David Dubin	PH: 201-569-7900	f							
Ms. Andrea Dubroff	PH: 914-562-6664	f							
Mr. Aharon Eldar	PH:	f				YES			
Rabbi Joshua Elkin	PH: 617-964-7765	f				NO			
Dr. Shulamith Elster	PH: 410-578-6968	f				NO			
Mrs. Sylvia Ettenberg	PH: 212-662-3841	f				YES			
Eli N. Evans	PH: 212-935-3340	f							
Mr. Tom Freudenheim	PH:	f							
Rabbi Herbert Friedman	PH:	f							
Mr. Peter Geffen	PH:	f				YES			
Rabbi Hirsh M. Ginsberg	PH:	f							
Ms. Judith Ginsberg	PH: 212-420-0604	f				NO			
Dr. David Gordis	PH:	f				YES			
Mr. Arnold Greenberg	PH: 203-521-6208	f							

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= 74





CHECKLIST



**Generic Map  
CIJE Steering Committee Meetings**

<b>WEEKS PRIOR</b>	<b>PROGRAMMATIC DEADLINES</b>	<b>ADMINISTRATIVE DEADLINES</b>
10		Finalize meeting assignments and deadlines with actual dates—distribute to staff
10-7	Develop and finalize content for meeting mailing and related materials	Discuss travel and lodging needs (if applicable)
6-5	Submit final mailing materials	Complete meeting approval form and send to Cleveland
	Develop materials for books	
4	Finalize materials for books	Order all supplies for books and meeting
	Begin work on chairman's notes for completion two weeks ahead of time	Send out mailing
3	Prepare additional materials for presentations	Finalize hotel and travel
		Begin production of books
2	Finalize and submit all additional handouts and a/v needs	Draft memo to JCCA: prep and setup
1	Finalize attendance	Order food and purchase beverages
		Meet with JCCA: prep, setup, list of attendees
		Complete books

May 1, 1995

**Generic Map**  
**CIJE Board Committee Meetings**

<b>WEEKS PRIOR</b>	<b>PROGRAMMATIC DEADLINES</b>	<b>ADMINISTRATIVE DEADLINES</b>
	Select and finalize meeting location	Select and finalize meeting location
15	Select/confirm/invite speaker for seminar	Finalize meeting assignments and deadlines with actual dates. Distribute to staff
	Develop and finalize outline of content for all meetings and events	
	Develop and finalize complete lists (names and addresses) of invitees for all meetings and events	
	Draft and submit invitations for mailing	
12		Complete meeting approval form and send to Cleveland
10-8	Develop materials for all mailings and books	
8		Mail invitations; begin to track attendance
7	Submit final materials for mailings and books	
6		Begin production of books
5	Finalize and submit all additional handouts and a/v needs	
4	Select, invite, confirm person for d'var Torah at the board meeting (guest chair for seminar?)	Send out materials mailing
	Begin work on chairman's notes for completion two weeks ahead of time	Finalize location arrangements and catering, security, a/v, count, room set-up
	Prepare and submit additional materials from presentations	
3	Begin camper calls	
2	Preview session with MLM to go over all details of meetings	Complete fact books, name tags, place cards, registration materials, paper, pencils, finalize logistics
1		Send list of attendees to security

<b>WEEKS AFTER</b>	<b>PROGRAMMATIC DEADLINES</b>	<b>ADMINISTRATIVE DEADLINES</b>
0.5	Draft and submit "We missed you" mailing to board/committee members who did not attend	
1		Send "We missed you" mailing to board/committee members who did not attend
2		Thank you notes, board and committee minutes to ADH for approval
3	Follow up camper calls	

May 17, 1995

Steering Committee Meeting Book

1. Master Schedule Control (need to remove, copy, and replace)
2. Minutes (need to remove, copy, and replace)
3. Assignments (need to remove, copy, and replace)
6. Reports
  - a. MEF Workplan (need to remove, copy, and replace)[sub-tab]
  - b. Guidelines (need to remove, copy, and replace) [sub-tab]
7. Calendar of events (leave as is)
8. Board (leave as is) and committees (need to remove, copy, and replace)
9. Policies (leave as is)
10. Agenda (need to remove, copy, and replace)

Board Meeting Book

1. Table of contents (need to remove, copy, and replace)
- A. Minutes (need to remove, copy, and replace)
- B. Reports (need to remove, copy, and replace)
  - i. media chart [sub-tab]
  - ii. revised CIJE update [sub-tab]
- C. Committee updates
  - i. Building the Profession [sub-tab]
  - ii. Content and Program [sub-tab]
  - iii. Research and Evaluation [sub-tab]
  - iv. Community Mobilization [sub-tab]
- D. CIJE 1995 Board of Directors (need to remove, copy, and replace)
- E. Agenda (need to remove, copy, and replace)

Finny  
Please review &  
comment ASAP  
- This is a  
list for Debra  
to refer to.  
Thanks!  
Robin



FROM: Debra Perrin, 76322,2406  
TO: Virginia Levi, 73321,1223  
DATE: 4/13/95 4:47 PM

Re: place cards

Carol - Place card needs

Hi Ginny,

These are the folks who need new name cards (we actually have more than I would've imagined):

- Corson, Maurice ✓
- Field, Irwin - No ✓
- Gottschalk, Alfred ✓
- Greenbaum, Neil ✓
- Koschitzky, Henry X
- Melton, Florence X
- Schorsch, Ismar ✓
- Twersky, Isadore ✓
- Yanowitz, Bennett ✓
- Berman, Mandell ✓
- Kaufman, Ann P. ✓
- ~~Bloom, Raymond~~ sent redo
- ~~Einkel, Cheryl~~ sent redo
- ~~Hendler, Lee~~ sent redo
- Hirt, Robert ✓
- Mandel, Jack N. ✓
- Mandel, Joseph C. ✓
- ~~Rosenzweig, Michael~~ sent redo
- Rotman, Arthur ✓
- ~~Zucker, Henry~~ ✓
- ~~Betwinick, Chaim~~ ✓
- Fidler, Genine Macks ✓
- Woocher, Jonathan ✓
- ~~Perrin, Debra~~ sent redo

Need

Corson

Bloom

Finkel

Allan Finkelstein ← 2 l's.

Hendler

Rosenzweig

Shingold

Ackerman

Rapoport

You will notice that I did not remove the people who have responded as no's. Just in case they change their minds or their plans I figured it was better to have them on the list. This was taken from the list of 4/12/95 prepared by Carol.

Also, just so you know, we received a fax response from Jacob Staub who will not be able to attend the seminar but I couldn't read his response to the board meeting, so I'll speak to his assistant about it on Monday.

Have a wonderful weekend and Hag Sameach.

Thanks for all the help!

Debra



*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
Daniel Bader  
Mandell Benman  
Charles Bronfman  
John Colman  
Maurice Conson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

April 11, 1995

Mary Brown  
The Roger Smith Hotel  
5012 Lexington Avenue  
New York, NY 10017

Dear Mary:

Enclosed you will find New York State and City sales tax and hotel occupancy tax exemption forms for CIJE. Please keep these on file for the upcoming April 25-27, 1995 occupancy dates as well as other dates to be determined.

Please bill room charges only directly to CIJE, 15 East 26th St., New York, NY 10010 for the following people:

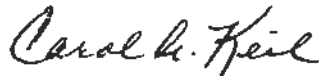
Adam Gamoran  
Ellen Goldring  
Daniel Pekarsky  
William Robinson  
Virginia Levi

**ALL OTHERS WILL PAY AT TIME OF DEPARTURE.**

Reservations will be made by either Debra S. Perrin or Robin J. Mencher of our New York office, or by myself from Cleveland.

Thank you for your assistance. If you have questions please feel free to contact me.

Sincerely,



Carol A. Keil  
216-361-7198

cc:  
✓ Debra Perrin  
✓ Robin J. Mencher



FINANCE  
NEW • YORK  
THE CITY OF NEW YORK  
DEPARTMENT OF FINANCE

CERTIFICATE

TO: THE ROGER SMITH  
Name of Hotel, Apartment Hotel, or Lodge House

501 LEXINGTON AVENUE AT 47TH STREET, NEW YORK, NY 10017  
Address

This is to certify that VIRGINIA F. LEVI is an agent, representative or employee of the undersigned organization, that his or her occupancy on the dates set forth below is necessary or required in the course of or in connection with the affairs of the organization within the City of New York, and that the undersigned organization has paid or will pay the charges for such occupancy.

Dates of Occupancy:

April 25-27, 1995

Council for Initiatives  
in Jewish Education (CIJE)

Name of Corporation or Association

TO BE KEPT ON FILE FOR  
OTHER DATES TO BE DETERMINED.

Sheila Allenick

Name of Official

Virginia F. Levi  
Signature of Agent, etc. for  
purpose of identification

Controller Sheila Allenick  
Title





FINANCE  
NEW • YORK  
THE CITY OF NEW YORK  
DEPARTMENT OF FINANCE

Council For Initiatives In Jewish Education  
P.O. Box 94553  
Cleveland, Ohio 44101  
Attn: Sheila Allenick

DATE: February 15, 1995

EXPIRATION DATE: February 28, 2000

Pursuant to Chapter 25, Title 11, Section 11-2502(d) of the Administrative Code of the City of New York, you are hereby granted exemption from payment of the New York City tax on occupancy of hotel rooms.

A copy of this letter must be furnished to operators of hotels, apartment hotels or lodging houses when claiming exemption from the tax as an exempt corporation or association in connection with the occupancy of any such premises. When claiming such exemption for any agent, representative or employee of your organization, the enclosed certificate must be executed and furnished to the operator of the hotel with respect to each occupancy for each such individual.

Very truly yours,

Hector F. Carrington  
Senior Director  
Operations Division

# Exempt Organization Certification

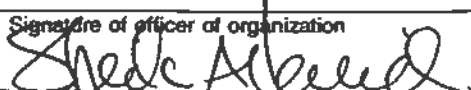
This certification is not valid unless all entries have been completed.

Name of seller <b>THE ROGER SMITH</b>		NYS Vendor ID number		Name of exempt organization making purchases <b>Council for Initiatives in Jewish Education</b>	
Mailing address <b>501 LEXINGTON AVE. AT 47th STREET</b>				Mailing address <b>P.O. Box 94553</b>	
City, village or post office <b>NEW YORK, NY 10017</b>				City, village or post office <b>Cleveland, OH 44101</b>	
State <b>NEW YORK</b>		ZIP code <b>10017</b>		State <b>Ohio</b>	
				ZIP code <b>44101</b>	

I certify that the organization named above holds a valid Form ST-119, *Exempt Organization Certificate*, and is exempt from state and local sales and compensating use taxes on its purchases.

Enter exempt organization number from Form ST-119

**EX 210939**

Signature of officer of organization 	Title <b>Controller</b>	Date prepared <b>4/11/95</b>
--	----------------------------	---------------------------------

## Instructions

### Seller

If all entries have been completed and an officer of the organization has signed the certification, you may accept it to exempt sales to the organization named. The exempt organization must be the direct purchaser and payer of record. Any bill, invoice or receipt you provide must show the organization as the purchaser. Payment must be from the funds of the exempt organization.

This form may not be used to claim exemption for the following:

- the purchase of motor fuel or diesel motor fuel including No. 2 heating oil (see *Purchaser* section)
- the ten-cents-per quart tax on the retail sale of lubricating oil. This tax is imposed on the retail seller and included in the price charged the purchaser.
- the special fee on paging services unless the purchaser is a volunteer fire or ambulance company that has been granted exemption from sales and use tax pursuant to section 1116(a)(4) of the tax law. To claim this exemption, the exempt voluntary fire or ambulance company must supply the paging service with this form and a letter that identifies the exempt organization and states that it is exempt from the special fee on paging devices because it is a volunteer fire or ambulance company (see Notice N-92-17 for additional information.)

The exempt organization must give you certification at the time of the organization's first purchase. A separate document is not necessary for each subsequent purchase, provided that the exempt organization's name, address, and certificate number appear on the sales slip or billing invoice. The certification is considered part of each order and remains in force unless

revised.  
If a certification with all entries completed is not received within 90 days after the delivery of the property or service, you will share with the purchaser the burden of proving the sale was exempt.

You must keep this *Exempt Organization Certification* for at least three years after the date of the last exempt sale substantiated by the certification.

### Purchaser

Complete this certification and give it to the seller.

You may get additional copies of Form ST-119.1 at any district tax office or by writing to the NYS Tax Department, Taxpayer Assistance Bureau, W A Harriman Campus, Albany NY 12227. This form may be reproduced without prior permission from the Tax Department.

Your exemption from New York State and local sales and use tax does not extend to officers, members or employees of the exempt organization. Personal purchases made by these individuals are subject to sales and use tax. An organization's exemption does not extend to its subordinate or affiliated units. When making purchases, subordinate units may not use the exemption number assigned to the parent organization. Such misuse may result in the revocation of the parent organization's exemption.

You may not use this form to make tax exempt purchases of motor fuel, diesel motor fuel, lubricating oil and, if you are not a volunteer fire or ambulance company, to avoid the special fee on paging devices. Since No. 2 heating oil falls within the definition of diesel motor fuel; you may not use this form to purchase it tax exempt. You must use Form FT-1020, *Exemption Certificate for Certain Taxes Imposed on Diesel Motor Fuel and Propane* or Form FT-1025, *Certificate for Exemption from Certain Taxes Imposed on Diesel Motor Fuel*, to claim exemption on heating oil.

Hospitals that have been granted an exemption from sales and use tax pursuant to section 1116(a)(4) of the Tax Law may claim exemption on the purchase of motor fuel by using Form FT-937, *Certificate of Sales Tax and Motor Fuel Tax Exemption for Qualified Hospitals*.

Substantial civil and/or criminal penalties will result from the misuse of this form.

*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Conson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kelst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

April 13, 1995

THE ROGER SMITH HOTEL

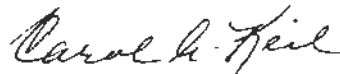
MR. JAMES FOX

Fax 212-758-4061

PLEASE RESERVE SINGLE NON-SMOKING ROOMS, GUARANTEED FOR LATE ARRIVAL FOR THE FOLLOWING PEOPLE ON THE NITES INDICATED:

<u>GUEST NAME</u>	<u># OF NITES</u>	<u>ARRIVAL DATE</u>	<u>DEPARTURE DATE</u>
<u>(BILL ROOM CHARGES ONLY DIRECTLY TO CIJE, 15 E. 26, NY, NY 10010)</u>			
ADAM GAMORAN	2	TUES., 4-25-95	THURS., 4-27-95
ELLEN GOLDRING	2	TUES., 4-25-95	THURS., 4-27-95
VIRGINIA LEVI	2	TUES., 4-25-95	THURS., 4-27-95
DANIEL PEKARSKY	2	TUES., 4-25-95	THURS., 4-27-95
<u>(CONFIRMING 1 NITE COMPLIMENTARY)</u>			
MICHAEL ROSENZWEIG	1	WED., 4-26-95	THURS., 4-27-95
<u>(PAYMENT WILL BE MADE ON ARRIVAL OR DEPARTURE)</u>			
RICHARD SHATTEN	1	WED., 4-26-95	THURS., 4-27-95

THANK YOU FOR YOUR ASSISTANCE. I AWAIT YOUR CONFIRMATION.



CAROL A. KEIL  
PH: 216-361-7198  
FX: 216-391-5430

TOTAL PAGES

TOTAL TIME

SEND : 0043  
RECEIVE : 0044

SEND : 00'27"17  
RECEIVE : 00'32"35

DATE	TIME	TO/FROM	MODE	MIN/SEC	PGS	CMD#	STATUS
01	4/12 14:35	532 2646	G3--S	01"52	04		OK
02	14:41	216 461 4207	G3--S	02"59	04		OK
03	14:58	532 2646	G3--R	02"22	06		OK
04	16:08	972 2 619951	G3--S	00"39	01		OK
05	16:09	532 2646	G3--S	04"59	04		OK
06	16:15 #05:JCF		G3--S	02"06	04		OK
07	16:22	532 2646	G3--R	01"06	02		OK
08	16:23	2164736580	G3--R	01"38	02		OK
09	16:29	532 2646	G3--R	01"27	02		OK
10	16:36	532 2646	G3--R	01"25	03		OK
11	16:41	532 2646	G3--R	00"51	02		OK
12	16:49 2163916058		G3--S	00"54	01		OK
13	16:55	532 2646	G3--R	00"51	02		OK
14	17:14	532 2646	G3--R	02"12	04		OK
15	19:51		----R	00"55	00		INC 420
16	4/13 08:07 GALLERIA		G3--S	01"14	02		OK
17	08:25	532 2646	G3--S	00"36	01		OK
18	08:29 #05:JCF		G3--S	01"03	02		OK
19	09:00	216 575 9396	G3--R	04"22	04		INC 490
20	09:07	532 2646	G3--R	02"14	05		OK
21	09:42	216 575 9396	G3--S	03"15	06		OK
22	10:08	532 2646	G3--S	03"21	06		OK
23	10:16 (216) 566 - 9200		G3--R	01"52	02		OK
24	11:09 (216) 566 - 9200		G3--R	08"03	06		OK
25	11:18 #05:JCF		G3--S	01"32	03		OK
26	11:25	216 574 2216	G3--R	00"40	01		OK
27	13:09	532 2646	G3--S	00"33	01		OK
28	14:35 12128786375		G3--S	01"31	03		OK
29	14:59		G3--R	00"37	01		OK
30	15:05		----R	00"55	00		INC 420
31	15:13	2163443901	G3--R	01"05	02		OK
32	15:22	212 758 4061	G3--S	00"43	01		OK



FROM: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,  
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu  
TO: Ginny Levi, 73321,1223  
DATE: 4/12/95 9:33 PM

Re: Hotel in NY



Sender: goldrieb@ctrvax.vanderbilt.edu  
Received: from ctrvx1.Vanderbilt.Edu by dub-img-4.compuserve.com  
(8.6.10/5.941228sam)

id VAA05402; Wed, 12 Apr 1995 21:31:53 -0400

From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>

Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF V4.2-15  
#7190) id <01HP9J5KHA AE8XNLFU@ctrvax.Vanderbilt.Edu>; Wed,  
12 Apr 1995 20:31:32 CDT

Date: Wed, 12 Apr 1995 20:31:32 -0500 (CDT)

Subject: Hotel in NY

To: 73321.1223@compuserve.com

Message-id: <01HP9J5KHAAG8XNLFU@ctrvax.Vanderbilt.Edu>

X-VMS-To: IN%"73321.1223@compuserve.com"

MIME-version: 1.0

Content-transfer-encoding: 7BIT

Ginny, did someone take care of Hotels for us for the Steering Com,  
and the Board Meeting. I will be arriving late Tuesday evening,  
so I will need two nights.

Also, did you ge my other e-mail about the assignment from the last  
Steering Com Meeting.

Have a good Chag, Ellen

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu  
TO: Ginny Levi, 73321,1223  
DATE: 4/13/95 11:20 AM

Re: Hotel in NY -Reply

Sender: pekarsky@mail.soemadison.wisc.edu  
Received: from wigate.nic.wisc.edu by dub-img-4.compuserve.com  
(8.6.10/5.941228sam)

id LAA27332; Thu, 13 Apr 1995 11:12:57 -0400

Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;  
Thu, 13 Apr 95 10:12 CDT

Message-Id: <2F8D3F6C.CF87.2D14.000@mail.soemadison.wisc.edu>

Date: Thu, 13 Apr 1995 10:11:00 -600

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>

Reply-To: pekarsky@mail.soemadison.wisc.edu

Subject: Hotel in NY -Reply

To: 73321.1223@compuserve.com

X-Gateway: iGate, (WP Office) vers 4.04b - 1032

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; Charset=US-ASCII

Content-Transfer-Encoding: 7BIT

Yes, I would like a room at the Roger Smith for both Tuesday and  
Wednesday nights. Thanks.

Dan P

THE ROGER SMITH HOTEL  
 501 Lexington Avenue  
 New York, NY 10017  
 Tel. (212) 755-1400  
 Fax. (212) 758-4061

Date: April 13, 1995  
 To : Ms. Carol Keil  
 CIJE  
 Cleveland, Ohio  
 Fax : (216) 391-5430  
 From: James Fox  
 Director of Sales  
 Fax : (212) 758-4061  
 Re : ROOM RESERVATIONS

Dear Carol,

We are pleased to confirm the following reservations:

-----  
BILL ROOM CHARGES ONLY DIRECTLY TO CIJE


1) Adam Gamoran	2nts	4/25-4/27/95	Conf# 197
2) Ellen Goldring	2nts	4/25-4/27/95	Conf# 199
3) Virginia Levi	2nts	4/25-4/27/95	Conf# 194
4) Daniel Pekarsky	2nts	4/25-4/27/95	Conf# 200
* 1 nt is complimentary			
5) Michael Rosenzweig	1nt	4/26-4/27/95	Conf# 204

-----  
PAYMENT WILL BE MADE UPON ARRIVAL

1) Richard Shatten	1nt	4/26-4/27/95	Conf# 203
--------------------	-----	--------------	-----------

Should there be anything else we might be able to help you with, please don't hesitate to give us a call.

Best regards,

  
 James Fox  
 Director of Sales

FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu  
TO: Ginny Levi, 73321,1223  
DATE: 4/13/95 9:55 AM

Re: RE: Hotel in NY

Sender: gamoran@ssc.wisc.edu  
Received: from eunice.ssc.wisc.edu by dub-img-2.compuserve.com  
(8.6.10/5.941228sam)  
id JAA13998; Thu, 13 Apr 1995 09:52:36 -0400  
From: <gamoran@ssc.wisc.edu>  
Received: from GAMO.DECnet MAIL11D\_V3 by eunice.ssc.wisc.edu;  
id AA03768; 5.65/43; Thu, 13 Apr 1995 08:52:13 -0500  
Date: Thu, 13 Apr 1995 08:52:13 -0500  
Message-Id: <9504131352.AA03768@eunice.ssc.wisc.edu>  
To: "73321.1223@compuserve.com"@ssc.wisc.edu  
Subject: RE: Hotel in NY

I need a room for Tuesday and Wednesday nights, April 25 and 26. Thanks.

*Need room for Michael R. for April 26,  
at our expense.*

*4-13-95 Per J.W., make RAS reservation for 4/26  
one site only.*



*file*

April 17, 1995

Mr. Michael Rosenzweig  
Rogers & Hardin  
2700 Cain Tower  
Atlanta, GA 30303

Dear Mr. Rosenzweig:

This is to confirm that room reservations have been made for you  
for the nite of Wednesday, April 26, 1995 at the following hotel:

THE ROGER SMITH HOTEL  
501 LEXINGTON AVENUE  
NEW YORK, NY 10017  
PH: 212-755-1400  
FX: 212-758-4061

CONFIRMATION #204

Sincerely,

Carol A. Keil  
216-361-7198

**InterOffice Memo**

**To:** GUEST NAMES LISTED BELOW  
**From:** CAROL KEIL  
**CC:** DEBRA PERRIN  
**Date:** APRIL 17, 1995  
**Subject:** THE ROGER SMITH HOTEL - RESERVATIONS

---

RESERVATIONS HAVE BEEN MADE AND CONFIRMED AS FOLLOWS:

**THE ROGER SMITH HOTEL  
5012 LEXINGTON AT 47TH ST.  
NEW YORK, NY 10017  
PH: 212 755-1400  
FX: 212-758-4061**

<u>GUEST NAME</u>	<u># NITES</u>	<u>CONFIRMATION #</u>	<u>ARRIVAL DATE</u>	<u>DEPARTURE DATE</u>
ADAM GAMORAN	2	197	TUES., 4-25-95	THURS., 4-27-95
ELLEN GOLDRING	2	199	TUES., 4-25-95	THURS., 4-27-95
VIRGINIA LEVI	2	194	TUES., 4-25-95	THURS., 4-27-95
DANIEL PEKARSKY	2	200	TUES., 4-25-95	THURS., 4-27-95
RICHARD SHATTEN	1	203	WED., 4-26-95	THURS., 4-27-95



March 16, 1995

1 ~  
2? ~  
3 ~  
4 ~

Dear 5 ~:

I am delighted to let you know that our forthcoming Board Meeting will begin with a second education seminar for CIJE Board Members and invited guests. Our presenter will be Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University.

Dr. Sarna will interpret for us his ground-breaking historical study of the great American Jewish awakening that led to the founding of the core institutions of our community today. Against a backdrop of despair about the Jewish future, this revitalization transformed Jewish life.

Dr. Sarna's fascinating retrieval of this seminal era of American Jewish history presents ideas that are powerful--indeed, inspirational--about the possibility of change and renewal in a time of crisis, a time that in many ways resembles our own.

The Seminar will take place on the evening of Wednesday, April 26, 7:45 p.m., at New York UJA/Federation, 130 East 59th St., New York.

As April 26 is the evening of Yom HaShoah, the evening program will begin with a Holocaust commemoration arranged by the composer Elizabeth Swados.

The following day's Board Meeting will build on the strong response to the data on the background and professional training of teachers in Jewish schools previewed at the October meeting and presented at the GA by Dr. Adam Gamoran and Dr. Ellen Goldring. The Board Meeting of April 27, also at UJA/Federation, will begin promptly at 9:30 a.m.; refreshments will be served from 9:00 a.m. We will conclude at 3:00 p.m.



*Dr. Mandel read comments & guests reply.  
(were not invited to funding mtg.)*

b  
l  
g  
(N)

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Board Meeting and Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

I plan to bring a guest to the seminar. \_\_\_\_\_  
Name

Yes, I plan to attend the CIJE Board meeting at 9:00 a.m. - 3:00 p.m. on Thursday, April 27 at UJA/Federation of Jewish Philanthropies of New York.

Sorry, I am unable to attend.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State/Province Zip

\_\_\_\_\_  
Phone Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579

*and then reply* b -  
*please funding meeting*

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Board Meeting and Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

I plan to bring a guest to the seminar. \_\_\_\_\_  
Name

Yes, I plan to attend the CIJE Board meeting at 9:00 a.m. - 3:00 p.m. on Thursday, April 27 at UJA/Federation of Jewish Philanthropies of New York.

Yes, I plan to attend the funding meeting at 3:00 - 4:00 p.m.

Sorry, I am unable to attend.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State/Province Zip

\_\_\_\_\_  
Phone Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579

X Ltr.

11.97 MCH-A. 016

March 16, 1995

1 ~  
2? ~  
3 ~  
4 ~

Dear 5 ~:

I am delighted to let you know that our forthcoming Board Meeting will begin with a second education seminar for CIJE Board Members and invited guests. Our presenter will be Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University.

Dr. Sarna will interpret for us his ground-breaking historical study of the great American Jewish awakening that led to the founding of the core institutions of our community today. Against a backdrop of despair about the Jewish future, this revitalization transformed Jewish life.

Dr. Sarna's fascinating retrieval of this seminal era of American Jewish history presents ideas that are powerful--indeed, inspirational--about the possibility of change and renewal in a time of crisis, a time that in many ways resembles our own.

We have scheduled a dinner meeting of the Executive Committee to precede the seminar with Dr. Sarna. The dinner will take place at 6:00 p.m., followed by the Seminar at 7:45 p.m. on the evening of Wednesday, April 26, at New York UJA/Federation, 130 East 59th St., New York.

As April 26 is the evening of Yom HaShoah, the evening program will begin with a Holocaust commemoration arranged by the composer Elizabeth Swados.

The following day's Board Meeting will build on the strong response to the data on the background and professional training of teachers in Jewish schools previewed at the October meeting and presented at the GA by Dr. Adam Gamoran and Dr. Ellen Goldring. The Board Meeting of April 27, also at UJA/Federation, will begin promptly at 9:30 a.m.; refreshments will be served from 9:00 a.m. We will conclude at 3:00 p.m.

*with X-llr exec  
E. J. Co. in N.Y.*

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Executive Committee Meeting, Board Meeting and Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the Executive Committee dinner meeting at 6:00 p.m. on Wednesday, April 26, 1995 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995, at UJA/Federation.

I plan to bring a guest to the seminar. \_\_\_\_\_  
Name

Yes, I plan to attend the CIJE Board meeting at 9:00 a.m. - 3:00 p.m. on Thursday, April 27 at UJA/Federation.

Yes, I plan to attend the funding meeting at 3:00 - 4:00 p.m.

Sorry, I am unable to attend any of these meetings.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State/Province

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579



These data, incorporated in the CIJE Policy Brief, have been of considerable interest to Jewish communities around the country and have received a great deal of media attention. As you know, the CIJE Study of Educators juxtaposed the severe lack of training of most teachers with an unexpected degree of commitment and stability, making a powerful case for communal investment in educators now in the field.

**How can our North American Jewish community meet the challenge of creating serious, comprehensive in-service training to improve the quality of teaching?**

Among the issues we will explore in our April meeting are:

What can be learned about the most effective in-service training for teachers from the field of general education? We will hear from an expert who has studied "success stories" of comprehensive professional development for teachers.

How can professional growth for educational leaders support the revitalization of Jewish schools? We will hear a report on The CIJE- Harvard Leadership Institute, the first in North America to join the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators from a range of denominations and communities to focus on issues of educational leadership.

As communities begin to formulate their action plans for improving their educating personnel, what are some of the local initiatives in which CIJE is involved, and what can be their national implications? We will learn about programs now being launched which provide a range of models that other communities and institutions could replicate.

What kind of partnerships are possible—locally and nationally—to spearhead the professionalization of teachers currently in the field? New examples of such partnerships will be presented at the meeting.

With the growing focus on in-service training, how will communities find the expertise they need to create comprehensive in-service initiatives? On April 27, we will explore the critical question of how to build the national capacity for training in this effort to transform the quality of teaching in Jewish classrooms around the country.

Finally, we will also have the opportunity to hear about an application of the Goals Project to a specific institution—the establishment of a new community high school.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form.

With best wishes,

MORTON L MANDEL -- Chair

F. Ltr

m76\111211 - F.316

March 16, 1995

- 1~
- 2?~
- 3~
- 4~

Dear 5~:

On April 26, 1995, CIJE will hold its second Jewish Education Seminar for board members and invited guests. Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University, will interpret for us his ground-breaking historical study of the great American Jewish awakening that led to the founding of the core institutions of our community today. Against a backdrop of despair about the Jewish future, this revitalization transformed Jewish life.

Dr. Sarna's fascinating retrieval of this seminal era of American Jewish history presents ideas that are powerful--indeed, inspirational--about the possibility of change and renewal in a time of crisis, a time that in many ways resembles our own.

The Seminar will take place on the evening of Wednesday, April 26, 7:45 p.m., at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th St., New York.

As April 26 is the evening of Yom HaShoah, the program will begin with a Holocaust commemoration arranged by the composer Elizabeth Swados.

I hope you will be able to join us. Please complete and return the enclosed reply form.

With best wishes,

MORTON L. MANDEL -- Chair

- ltr reply

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

I plan to bring a guest.

\_\_\_\_\_ Name

Sorry, I am unable to attend.

\_\_\_\_\_ Name (Please print)

\_\_\_\_\_ Address

\_\_\_\_\_ City

\_\_\_\_\_ State/Province

\_\_\_\_\_ Zip

\_\_\_\_\_ Phone

\_\_\_\_\_ Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579

Handing 00

MLM FUND-

March 16, 1995

Dear

I invite you to meet with a small group which will discuss the financial situation of CIJE and some ideas we have about future directions. We will provide you with an update and, at the same time, we will be speaking with you about financial support for the exciting work of CIJE.

This meeting will take place in the Weiler Room of the UJA/Federation building immediately following our Board meeting on Thursday, April 26. We will conclude promptly at 4:00 PM. I do hope that you will plan to attend.

With best wishes,

Morton L. Mandel -- Chair

11/9 SEARCHCO, DOC

March 16, 1995

Pollock  
Ratner  
Ritz  
SAA  
ADH  
RAS

March 16, 1995

- 1~
- 2?~
- 3~
- 4~

Dear 5~:

In addition to the meetings described in the enclosed letters, I remind you that we have both Steering Committee and Search Committee meetings scheduled for Wednesday, April 26. They will both be held in the CIJE offices, 15 E. 26th St., 10th Floor, New York.

An abbreviated Steering Committee meeting will begin at 9:30 AM and conclude at 12:30 PM. It will be followed by a Search Committee meeting in the afternoon during which we will conduct interviews of prospective candidates for the Executive Director position. The Search Committee meeting will conclude by 5:30 PM.

In order to avoid additional travel, we may also schedule candidate interviews before and after the Board meeting on April 27. Please hold all day Thursday, April 27, through 7:00 PM for possible interviews. We will be back in touch with details closer to the meetings.

I look forward to seeing you next month.

Cordially,

Alan D. Hoffmann  
Executive Director



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Steering Committee Meeting, Executive Committee Meeting, Board Meeting and Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the Steering Committee meeting at 9:30 a.m. to 5:30 p.m. on Wednesday, April 26 at JCC Association/CIJE, 15 East 26th Street, New York.

Yes, I plan to attend the Executive Committee dinner meeting at 6:00 p.m. on Wednesday, April 26, 1995 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995 at UJA/Federation.

I plan to bring a guest to the seminar. \_\_\_\_\_  
Name

Yes, I plan to attend the CIJE Board meeting at 9:00 a.m. - 3:00 p.m. on Thursday, April 27 at UJA/Federation.

Yes, I plan to attend the funding meeting at 3:00 - 4:00 p.m.

Sorry, I am unable to attend any of these meetings.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State/Province Zip

\_\_\_\_\_  
Phone Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579

**Memorandum**

**To:** Gail Dorph, Adam Gamoran, Ellen Goldring, Barry Holtz, Ginny Levi,  
Daniel Pekarsky, Nessa Rapoport, Jon Woocher

**From:** Alan Hoffmann

**Date:** March 16, 1995

**Subject:** CIJE Steering Committee Meeting

---

In addition to the Board Seminar and Meeting described in the enclosed letter, I remind you that we have a Steering Committee meeting scheduled for Wednesday, April 26 at 15 E. 26th Street, New York. The meeting will begin at 9:30 AM and conclude at 12:30 PM. While some members of the Steering Committee meet as the Search Committee in the afternoon, we will continue to meet as a CIJE staff group to discuss other aspects of our work until 4:00 PM.

Please complete and return the enclosed fax reply form, indicating your attendance plans.

Staff reply

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Steering Committee and Staff Meetings, Board Meeting, and Seminar with Dr. Jonathan Sarna

Yes, I plan to attend the Steering Committee meeting at 9:30 a.m. to 12:30 p.m., and the afternoon staff meeting on Wednesday, April 26 at JCC Association/CIJE, 15 East 26th Street, New York.

Yes, I plan to attend the seminar with Dr. Jonathan Sarna at 7:45 p.m. on Wednesday, April 26, 1995 at UJA/Federation.

I plan to bring a guest to the seminar. \_\_\_\_\_  
Name

Yes, I plan to attend the CIJE Board meeting at 9:00 a.m. - 3:00 p.m. on Thursday, April 27 at UJA/Federation.

Sorry, I am unable to attend any of these meetings.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State/Province Zip

\_\_\_\_\_  
Phone Fax

Please return this form by fax to 212-532-2646 or by mail to:

Morton L. Mandel  
CIJE  
15 E. 26th Street  
New York, NY 10010-1579

Invitation Letters CK's  
March 16, 1995

**B-L LTR GOES TO B'S, L'S AND G'S**

Primary Doc: MLMB-L.316  
Secondary Doc: 316B-L.LST  
MERGED DOC: MERGB-L.316

**ENVELOPE:**

PRIMARY DOC. TESTEN.  
SEC. DOC. 316B-L.LST  
MERGED DOC: MERGB-L.ENV

**X LTR GOES TO BX'S, BXS'S**

Primary Doc: MLM-X.316  
Secondary Doc: 316X-SC.LST  
Merged Doc: MERGX-SC.316

**ENVELOPE:**

Primary Doc: TESTEN.  
Secondary Doc: 316X-SC.LST  
Merged Doc: MERGX-SC.ENV.

**F LTR GOES TO F'S (Friends - SEMINAR ONLY)**

Primary Doc: MLM-F.316  
Secondary Doc: 316F.LST  
Merged Doc: MERGEF.316

**ENVELOPE**

Primary Doc: TESTEN.  
Secondary Doc: 316F.LST  
Merge Doc: MERGFENV.

**F LTR TO ADDONS FROM NEW YORK**

Primary Doc: MLM-F.316  
Secondary Doc: 316FADD.LST  
Merged Doc: MERGFADD.316

**ENVELOPE**

Primary Doc: TESTEN.  
Secondary Doc: 316FADD.LST  
Merge Doc: MERGFADD.ENV

**SEARCHCO.DOC TO LIST: RITZ, RATNER, POLLACK, COLMAN, RAS, ADH,SHH**

Primary Doc: SEARCHCO.DOC  
Secondary Doc: 316SERCH.LST  
Merged Doc: MERGSRCH.316

NO ENVELOPES - ENCLOSE WITH OTHER MTGS LTR.

**FUND.OOC**

Primary Doc: FUNDLETR.DOC  
Secondary Doc: 316FUND.LST  
Merged Doc: MLMFUND.

NO ENVELOPES - ENCLOSE WITH OTHER MTGS LTR.

**MORE ADDONS TO F LTR FROM NEW YORK**

Primary Doc: MLM-F.316  
Secondary Doc: 316FAD2.LST  
Merge Doc: MERGFAD2.316

**ENVELOPE**

Primary Doc: TESTEN.  
Secondary Doc: 316FAD2.LST  
Merge Doc: MERGFAD2.ENV

*Chair*  
Morton Mandel

APR 12 1995

MEMORANDUM

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wischner

**TO:** Board Members and Invited Guests  
**FROM:** Alan D. Hoffmann, Executive Director  
**DATE:** April 6, 1995

*Honorary Chair*  
Max Fisher

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Conson  
Susan Crown  
Jay Davis

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive in-service education for teachers in the field than currently exists.

Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kehat  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lander  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Metians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

The first CIJE Policy Brief, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the 1994 GA Forum that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

*Executive Director*  
Alan Hoffmann



We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood and the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train "**mentor**" educators--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need to **build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need to **mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

**The Goals Project** was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school and institutional and**

community visions for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

In the **Best Practices Project**, directed by Dr. Barry Holtz, we will soon be adding **Best Practices in JCCs** to our volumes on **preschools** and **supplementary schools**. We continue to present seminars for educators and lay leaders on creating excellence in the supplementary school, and have begun to document selected topics in the areas of **day schools**, beginning with the role and teaching of the Hebrew language. Issues we will address in the best practices realm include how other institutions can learn from the best practices models of success and a study of the process by which an institution becomes a best practice setting--which is of great interest to practitioners in the field.

Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

I look forward to seeing you at the April 27th Board Meeting, which will begin promptly at 9:30 am and conclude at 3:00 pm at UJA/Federation, 130 E. 59 St., New York. Immediately following the Board Meeting, you have been invited to join a group for discussion of CIJE finances to be held in the Weiler room.

With best wishes for a joyous Passover,



Alan D. Hoffmann  
Executive Director

APR 11 1995

*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

MEMORANDUM

*Honorary Chair*  
Max Fisher

**To:** CIJE Steering Committee Members  
**From:** Alan D. Hoffmann  
**Date:** April 11, 1995  
**Re:** Steering Committee Meeting of April 26, 1995

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kelst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 9:30 am to 12:30 pm on Wednesday, April 26 at the CIJE office in New York.

Enclosed you will find a set of materials for your review prior to the meeting:

- I. Agenda
- II. 1995 Workplan for Monitoring, Evaluation and Feedback
- III. Guidelines for CIJE Affiliated Communities

Immediately following the Steering Committee Meeting, the Search committee will meet to interview candidates for CIJE Executive Director.

*Executive Director*  
Alan Hoffmann

*Keep for Copy To: Listing*

**BOARD MEETING  
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
APRIL 26-27, 1995  
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK**

Attendance

**Board Members:** John Colman, Maurice Corson, Billie Gold, Alfred Gottschalk, David Hirschhorn, Gershon Kekst, Norman Lamm, Morton Mandel, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, David Teutsch, Isadore Twersky, Bennett Yanowitz

**Guests:** Raymond Bloom, Genine Macks Fidler, Cheryl Finkel, Allan Finkelstein, Joshua Fishman, Jim Joseph, Stephanie Levi, Michael Rosenzweig, Carl Sheingold, Louise Stein

**Consultants and Staff:** Walter Ackerman, Gail Dorph, Adam Gamoran, Ellen Goldring, Robin Mencher, Daniel Pekarsky, Debra Perrin, Nessa Rapoport, Richard Shatten, Jonathan Woocher

**Copy to:** David Arnow, Daniel Bader, Mandell Berman, Chaim Botwinick, Charles Bronfman, Steve Chervin, Ruth Cohen, Susan Crown, Jay Davis, Irwin Field, Max Fisher, Darrell Friedman, Jane Gellman, Charles Goodman, Neil Greenbaum, Lee Hendler, Robert Hirt, Ann Kaufman, Henry Koschitzky, Martin Kraar, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Jack Mandel, Joseph Mandel, Florence Melton, Richard Meyer, Lester Pollack, Arthur Rotman, David Sarnat, William Schatten, Ilene Vogelstein, Maynard Wishner, Henry Zucker

*Steve Hoffman*  
*Barry Holtz*

*Copy to  
was  
removed  
from Bd Mtg  
minutes.  
However -  
everyone here did  
receive a copy of  
minutes.*

**I. LEADERSHIP SEMINAR**

On Wednesday evening, April 26, board members and guests attended a seminar in which Professor Jonathan Sarna of Brandeis University discussed the 19th century American Jewish awakening which led to a revitalization of Jewish life for the next century. Professor Sarna's presentation was preceded by a Yom Hashoa commemoration arranged by composer Elizabeth Swados and included a brief reading by board member Billie Gold.

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**STEERING COMMITTEE**

**AGENDA**

**Wed., April 26, 9:30 am - 12:30 pm**

- |      |   |     |
|------|---|-----|
| I.   | Master Schedule Control   | MLM |
| II.  | Minutes and Assignments   | VFL |
| III. | MEF   |     |
|      | A. Preliminary data on Educational Leaders<br>from the Study of Educators | EG  |
|      | B. Developing evaluation capacity   |     |
|      | 1. Module for a Local Study of Educators                                  | AG  |
|      | 2. Creating Evaluation Capacity for<br>Communities                        | ADH |
| IV.  | CIJE and Affiliated Communities: Guidelines                               | GZD |
| V.   | Board meeting review  | MLM |



**1995 Workplan on Monitoring, Evaluation, and Feedback**  
March 8th Version

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the lead communities (in each lead community, and combined)
3. Possibly additional policy briefs -- to be decided -- possible topics: salaries/benefits, leaders
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

B. Convening a consultation on the necessary infrastructure and/or preferred objectives of research on Jewish education in the United States, probably in the context of the Board Subcommittee on Research and Evaluation.

II. Building an Evaluation Capacity in North America

A. The CIJE Module for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community.
  - a. Survey instrument
  - b. Interview protocol
  - c. Instructions for both
2. Will identify anchor items to be used in a national data base.

B. Dissemination of the module -- The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation.

1. First tier -- for high-level community consultants, e.g. Sam Weinburg.
2. Second tier -- for committed lay leaders and federation professionals, e.g. Chuck Ratner, Mark Gurvis.
3. Third tier -- for persons who will be entering and analyzing survey data, and/or conducting interviews.

4. Note: this plan falls somewhere between options 2 (centralized agency) and 3 (comprehensive package) from the memo of Feb.9. It has a central address (CIJE), and it offers a comprehensive package, but also provides consultation in implementing the package. Moreover it develops the local capacity to implement and interpret the module.

C. What the Evaluation Seminar would need to get off the ground.

1. A CIJE staff member to coordinate it -- probably a new half-time position.
2. New York staff responsibilities
  - a. test the market -- is this what our clients want?
  - b. hire the coordinator
  - c. work with the coordinator, do some of the teaching
3. MEF staff responsibilities
  - a. work with the coordinator, do some of the teaching, write much of the curriculum (at least for the first year).

D. Scope of the program

1. In year one -- focus on the module for the study of educators
2. In subsequent years -- work on the other areas -- to be determined based on decisions on CIJE's future initiatives.
3. Client needs may require a broader curriculum in the first year. However, it is not clear whether we will have the capacity to offer a broader curriculum yet.

III. Evaluating Our Own Work

A. Options we rejected

1. After discussion, we decided not to evaluate the Personnel Action Plans per se. We decided the evaluation would be largely trivial, the Plans may well be flawed, and the evaluation would be too process-oriented and not sufficiently outcome-oriented.
2. We also decided not to take a direct hand in evaluating programs such as Machon L'Morim. We are not confident enough about the scope, content, and quality of such programs to make the evaluation fully worthwhile for our own purposes. However, we will encourage and provide consultation

for such programs to include evaluation components of their own.

B. Options we accepted

1. We decided that CIJE's MEF team should evaluate CIJE's two major initiatives: The training of trainers, and the training of goals coaches.
2. Exactly what this evaluation entails needs to be developed. The first step is for the NY staff (for training of trainers) and Dan Pekarsky (for training of goals coaches) to articulate the objectives of the programs, and tell us where and when the programs are taking place, so we can begin to design an evaluation.

IV. Planning for the Future

- A. New York staff will consider what future policy issues they want to undertake, so MEF staff can produce relevant information. E.g.'s -- salaries/benefits; characteristics of leaders; community mobilization. First, MEF staff will provide a menu of possible topics.
- B. Informal education -- MEF staff will work on conceptualization for policy research on informal education
- C. Possible Jerusalem seminar on CIJE: What have we learned from three years of MEF?
  - about mobilizing communities
  - about creating and working as a change agent
  - about conducting MEF in communities
  - The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
  - Running this seminar would take a substantial investment of planning time from MEF staff.

V. Products -- the original list of seven products remains, but one item has been deleted: Item #5, Reports on Personnel Action Plans and on vision-driven institutions in the Lead Communities will not be done. Instead, there will be some sort of evaluation report on the training of trainers and the training of goals coaches. The new list of products is:

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities). Deadline: July.

2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities. Deadlines: May.
4. Research papers: One on teacher power, another on the quality of inservice experiences.
5. Reports on training of trainers and on training of goals coaches -- OBJECTIVES AND PLAN TO BE SPECIFIED.
6. Module for "Studying Educators in a Jewish Community." Deadline: April 1.
7. Proposal for collecting data on Leading Indicators, in response to decisions of the CIJE implementation staff.

## GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

### PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. It concluded that – whatever the setting or age group – the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education. CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

### THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

CIJE	COMMUNITIES
<b>Structure and Process</b>	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education	Communities will develop a cadre of lay leaders committed to Jewish educational issues.
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts	Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.



CIJE	COMMUNITIES
<p>CIJE will provide community with "communication" support.</p>	<p>Communities will designate a person to lead the process.            Person's responsibility will include:</p> <ul style="list-style-type: none"> <li>a. managing the process</li> <li>b. communicating the process and products appropriately throughout the community</li> </ul>
<p><b>The CIJE Study of Educators</b></p>	
<p>CIJE will provide a module to help communities implement a study of its educators            This may mean:</p> <ul style="list-style-type: none"> <li>a. seminar describing implementation of project</li> <li>b. series of seminars on analyzing survey results</li> <li>c. seminars on conducting and analyzing interview study</li> <li>d. prepare local person to manage entire process</li> </ul>	<p>Communities will conduct a study of its educators.            This means:</p> <ul style="list-style-type: none"> <li>a. use CIJE's Study of Educator Module</li> <li>b. contribution of findings to the CIJE national database</li> <li>c. designation of local person to lead this process</li> </ul>
<p><b>Personnel Action Plans</b></p>	
<p>CIJE will help communities develop a personnel action plan.</p> <ul style="list-style-type: none"> <li>a. CIJE will provide regular seminars to share provide expertise and opportunities for networking.</li> <li>b. CIJE will consult with community on the process and content of the plan</li> </ul>	<p>Communities will develop a personnel action plan and a strategy for implementing the plan</p>

CIJE	COMMUNITIES
<b>The Goals Project</b>	
<p>CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.</p>	<p>Communities will engage in the Goal's Project This may mean:</p> <ul style="list-style-type: none"> <li>a. engagement in searching for communal goals</li> <li>b. seminars for leadership of educational institutions (synagogues, schools, JCC's)</li> <li>c. individual institutions engaged in articulating their vision</li> </ul>
<b>Pilot Projects</b>	
<p>CIJE will consult on a select number of pilot projects. These projects must.</p> <ul style="list-style-type: none"> <li>a. be oriented toward one of the "building blocks"— 1) building the profession and 2) mobilizing community support</li> <li>b. have implications for adaptation and replication in other communities</li> <li>c. have an evaluation component built into the project from the beginning</li> </ul>	<p>Communities will initiate a select number of pilot projects</p>
<b>The Best Practices Project</b>	
<p>CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.</p>	<p>Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project</p>

CIJE	COMMUNITIES
<b>Ongoing Evaluation</b>	
CIJE will help prepare local personnel to conduct program evaluation.	Communities will commit itself to a process of ongoing evaluation of its educational system, projects and outcomes

— > ל. ע. י. צ. מ. F / = *guy*

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Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

May 3, 1995


Professor Jonathan Sarna  
NEJS Department  
Brandeis University  
Waltham  
MA 02254

Dear Professor Sarna,

I want to express my thanks and appreciation for your superb presentation at the CIJE Board Seminar on April 26th. Your lecture was enlightening, stimulating and even inspirational. Our board members, staff and invited guests expressed a great deal of praise about your talk and you left all of us with much to think about.

I hope that the efforts of our late-19th Century predecessors will serve as a model for the visionary leadership and creativity that our community needs today. Thank you once again. I wish you well in your work at Brandeis.

Sincerely,



Morton L. Mandel

bcc: Chaim Botwinick  
Darrell Friedman



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*Executive Director*  
Alan Hoffmann

May 11, 1995

Genine Fidler  
8009 Melody Lane  
Baltimore, MD 21208

Dear Genine,

I want to thank you for joining us at our board meeting and bringing us up to date on the Breishit: Machon L'Morim project in Baltimore.

Baltimore's decision to take the area of early childhood education so seriously is very important to me. When the data began to emerge from the CIJE Study of Educators, I was genuinely shocked by the lack of preparation of early childhood educators and by the number of teachers who actually were not Jewish. I commend Baltimore for taking up this challenge.

I was gratified that you have been able to interest a local foundation in supporting this endeavor. I look forward to hearing more about this initiative and others that Baltimore will develop.

With warm regards,

MORTON L. MANDEL



bcc: Steve Chervin  
David Sarnat  
William Schatten



**CIJE** Council  
for  
Initiatives  
in  
Jewish  
Education

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*Executive Director*  
Alan Hoffmann

May 11, 1995

Cheryl Finkel  
Epstein School  
335 Colewood Way  
Atlanta, GA 30328

Dear Cheryl,

I would like to thank you for joining us at our board meeting to describe the impact of the CIJE-Harvard Principal's Center Seminar on the principals in Atlanta who participated.

I am particularly delighted that the group has been motivated to continue to meet throughout the year. This demonstrates not only the power of the seminar itself but the importance of good local leadership in supporting these ongoing efforts.

I hope that your own institution as well as the entire Atlanta Jewish community will continue to benefit from its ongoing partnership with CIJE.

With warm regards,

MORTON L. MANDEL

bcc: Ruth Cohen  
Richard Meyer



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Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

May 11, 1995

Louise Stein  
2510 West Dean Road  
Milwaukee, WI 53217

Dear Louise,

I want to thank you for delivering such a thoughtful presentation to our board. The questions and interest elicited by your report on the Milwaukee-Cleveland College partnership was surely as gratifying to you as it was to me. Your characterization of Milwaukee as a "laboratory" with all that implies about excitement as well as risk certainly gave board members a sense of what it has been like to be a living part of the CIJE "lead community" process.

I appreciate your ongoing participation in board meetings and in the committee on building the profession. It speaks to your deep commitment to moving this project forward.

I look forward to hearing more about this latest venture as this program proceeds.

With best wishes,

MORTON L. MANDEL

bcc: Steve Chervin  
David Sarnat  
William Schatten



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*Executive Director*  
Alan Hoffmann

May 11, 1995

Mr. Michael Rosenzweig  
Rogers & Hardin  
2700 Cain Tower  
Atlanta, GA 30303

Dear Michael,

I want to express my personal thanks and the thanks of the entire CIJE Board of Directors for your excellent and informative presentation at our meeting on April 27th. Hearing the kind of work that you and your colleagues have begun in Atlanta is truly inspiring. I believe that the high school initiative that you have launched can serve as a model for many communities in North America and can show that committed communal leaders can develop new ideas that can transform Jewish education in our times.

I am particularly pleased that CIJE was able play a role in helping the community's educational planning process. We all look forward to continuing good news from Atlanta and hope that we will hear from you again as your dream moves closer to realization.

With best wishes,

MORTON L. MANDEL - Chair

Cover ltr for Minutes  
to Bd Mem. who attended Bd. Mtg.

By  
15  
+ 7 staff  
22  
add steering comm. min

May 17, 1995

Maurice Corson  
The Wexner Foundation  
41 S. High Street, Suite 3390  
Columbus, OH 43215

Dear Maurice:

I am delighted that you were able to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in "creating vision-driven institutions," and expand its work into new communities. As we intensify our efforts to train "mentor teachers" for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

There will be much to report at the November board meeting. Please mark your calendar. The meeting will be held at UJA/Federation in New York City, on Thursday, November 2, 1995. It will begin with a CIJE Board Seminar on the evening of Wednesday, November 1.

Best personal regards.

MORTON L. MANDEL – Chair

(enclosures:  
Bd Min.  
plus Bd committee min. (4))

To Bd Mem who did not attend Bd. Mtg.

BN  
(28)

May 17, 1995

David Arnow  
Swig, Weiler & Arnow Mgmt. Co.  
1114 Ave. of the Americas  
New York, NY 10036

Dear David:

I am sorry that you were unable to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

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Best personal regards.

MORTON L. MANDEL -- Chair

(encl: Bd Min.  
plus Bd Comm. Min. (4))



To Exec. Comm. Mem who  
attended Bd Mtg and Exec Comm. Mtg)

BKY  
4

May 19, 1995

Billie Gold  
300 Central Park West  
New York, NY 10024

Dear Billie,

I am delighted that you were able to attend the CIJE Board and Executive Committee meetings last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

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Best personal regards.

MORTON L. MANDEL -- Chair

encl: Bd Min  
Exec Min  
Plus Bd Comm Min (4)

To Exec. Comm who did not attend  
Bd Mtg or Exec Comm. Mtg.

BKN  
5

May 19, 1995

Mandell Berman  
29100 Northwestern Hwy, Suite 370  
Southfield, MI 48034

Dear Bill:

I am sorry that you were unable to attend the CIJE Board and Executive Committee meetings last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

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Best personal regards.

MORTON L. MANDEL -- Chair

encl: Bd Min.  
Exec Comm Min.  
Bd Comm Min. (4)

To Steering Comm Members who  
attended Bd Mtg., Exec Comm. and  
Steering Comm. Mtgs.

BSky  
7

May 17, 1995

John Colman  
4 Briar Lane  
Glencoe, IL 60022

Dear John:

I am delighted that you were able to attend the CIJE meetings last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

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Best personal regards.

MORTON L. MANDEL -- Chair

encl: Bd Min  
Exec Comm. Min  
Steering Comm. Min  
plus Bd Comm. Min (4)

G2

TO: (Board guests -  
Scheingold, Finkel, Rosenzweig)

May 19, 1995

Dr. Carl Scheingold  
Council of Jewish Federations  
730 Broadway  
New York, NY 10003

Dear Carl:

I am delighted that you were able to attend the CIJE Board meeting last month. We all appreciated your remarks. You added significantly to the meeting.

As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

Best personal regards.

MORTON L. MANDEL -- Chair

encl: Bd Min.  
Bd Comm Min. (4)

To: Ackerman  
Levi

G8

May 17, 1995

Walter Ackerman  
26500 Shaker Boulevard  
Beachwood, OH 44122

Dear Walter:

I am delighted that you were able to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

Best personal regards.

MORTON L. MANDEL – Chair

incl: Bd Min  
Bd Comm Mem (4)



May 17, 1995

Ms. Stephanie Levi  
404 Riverside Drive  
New York, NY 10025

Dear Stephanie:

I am delighted that you were able to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

Best personal regards.

MORTON L. MANDEL – Chair

May 19, 1995

Lester Pollack  
Lazard Freres & Company  
One Rockefeller Plaza  
New York, NY 10020

Dear Lester:

I am delighted that you were able to attend the CIJE meetings last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

There will be much to report at the November board meeting. Please mark your calendar. The meeting will be held at UJA/Federation in New York City, on Thursday, November 2, 1995. It will begin with an Executive Committee meeting and CIJE Board Seminar on the evening of Wednesday, November 1.

Best personal regards.

MORTON L. MANDEL -- Chair

*enc: Bd Min.  
Bd Comm. Min (4)  
Exec Comm Min  
Steering Comm. Min.*

May 19, 1995

Ms. Lee Hendler  
2734 Caves Road  
Owings Mills, MD 21117

Dear Lee:

I am sorry that you were unable to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

Best personal regards.

MORTON L. MANDEL -- Chair

*enc: Bd Min.*

*Bd Comm. Min (4)*



# CIJE

Council  
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Chon fit  
✓ Bd Mtg 4/27  
file

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Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

May 25, 1995

Dr. Sally Wertheim  
President  
Jewish Community Federation  
1750 Euclid Avenue  
Cleveland, Ohio 44115

Dear Sally:

I'm sorry that you were unable to attend the seminar sponsored by CIJE on April 26. Steve Hoffman indicated that you would be interested in receiving a tape of the seminar, and I am pleased now to enclose that tape.

Jonathan Sarna is a very animated speaker, part of which you will note in the tape and part of which you had to see to comprehend. In any case, I hope you find the lecture as interesting as did those of us who were there in person.

We look forward to seeing you at future CIJE events.

Sincerely,

Virginia F. Levi  
Associate Director

Enclosure

## LISTED BELOW ARE THOSE RECEIVING MINUTES FROM THE 4-27-95 CIJE BOARD MEETING.

Samples of cover letters are attached and coded as follows:

BY = PEOPLE WHO ATTENDED BD MTG -- SENT BD MINUTES PLUS 4 BD COMMITTEE MINUTES

BN = BD MEMBERS WHO DID NOT ATTEND BD MTG.

BXY = EXECUTIVE COM MEMBERS WHO ATTENDED EXEC MTG -- SENT EXEC MIN, BD MIN, PLUS 4 BD COM MIN.

BXN - EXEC. COM. MEMBERS WHO DID NOT ATTEND -- SENT EXEC. MIN., BD MIN., BD MIN., PLUS 4 BD COM. MIN.

BSXY = STEERING COM MEMBERS ALL ATTENDED -- SENT STEERING MIN, EXEC MIN, BD MIN, PLUS 4 BD COM MIN.

G2 = Scheingold, Finkel Rosenzweig - SENT BD MINUTES PLUS 4 BD COMMITTEE MINUTES

G7 = Lester Pollack, SENT BD MINUTES PLUS 4 BD COMMITTEE MINUTES

G8-- Stephanie Levi, Walter Ackerman - SENT BD MINUTES PLUS 4 BD COMMITTEE MINUTES

G9 = Lee Hendler, -- SENT BD MINUTES PLUS 4 BD COMMITTEE MINUTES

NAME	ADDRESS	SALUTATION	PHONE	FAX	CODE
Walter Ackerman	Cleveland College of Jewish Studies, 26500 Shaker Boulevard, Beachwood, OH 44122	Walter	PH: 216-464-4050	FX: 216-464-5827	g8
David Arnov	Swig, Weiler & Arnov Mgmt. Co., 1114 Ave. of the Americas, New York, NY 10036	David	PH: 212-869-9700	FX: 212-921-4967	bn
Daniel Bader	Helen Bader Foundation, 777 E. Wisconsin Ave. #3275, Milwaukee, WI 53202	Daniel	PH: 414-224-6464	FX: 414-224-1441	bn
Mandell Berman	29100 Northwestern Hwy, Suite 370, Southfield, MI 48034	Bill	PH: 810-353-8390	FX: 810-353-3520	bxn
Raymond Bloom	The Jim Joseph Foundation, 4200 Biscayne Blvd., Miami, FL 33137		PH: 305-576-0833	FX:	by
Chaim Botwinick	Council of Jewish Education Services, 5800 Park Heights Ave., Baltimore, MD 21215	Chaim	PH: 410-578-6914	FX: 410-466-1727	bn
Charles Bronfman	1170 Peel Street, #800, Montreal, Que. CAN H3B 4P2	Charles	PH: 514-878-5201	FX: 514-878-5296	bxn
Steve Chervin	Atlanta Jewish Federation, 1753 Peachtree Road, N.E., Atlanta, GA 30309	Steve	PH: 404-870-1601	FX: 404-874-7043	bn
Ruth Cohen	Milwaukee Jewish Federation, 1360 North Prospect Ave., Milwaukee, WI 53202	Ruth	PH: 414-271-8338	FX: 414-271-7081	bn
John Colman	4 Briar Lane, Glenocoe, IL 60022	John	PH: 708-835-1209	FX: 708-835-4994	bsxy
Maurice Corson	The Wexner Foundation, 41 S. High Street, Suite 3390, Columbus, OH 43215	Maurice	PH: 614-461-8112	FX: 614-461-8276	by
Susan Crown	Ari & Ida Crown Memorial, 222 N. LaSalle St. #2000, Chicago, IL 60601-1102	Susan	PH: 312-899-5030	FX: 312-899-5038	bn
Jay Davis	2167 West Wesley Road, N.W., Atlanta, GA 30327	Jay	PH: 404-696-9440	FX: 404-691-0364	bn
Gail Dorph	CIJE, 15 East 26th St. Rm 1010, New York, NY 10010	Gail	PH: 212-532-2360	FX:	by
Genine Macks Fidler	8009 Melody Lane, Baltimore, MD 21208	Genine	PH: h. 410-484-3256, w. 410-358-4934		by
Irwin Field	Liberty Vegetable Oil Co., P. O. Box 4207, Cerritos, CA 90703	Irwin	PH: 310-921-3567	FX: 310-802-3476	bn
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Code =  
 b - board members  
 f - friends  
 g - invited guests (same list as to board members)  
 l - lead community people (same list as to board members)  
 s - steering committee  
 x - executive committee

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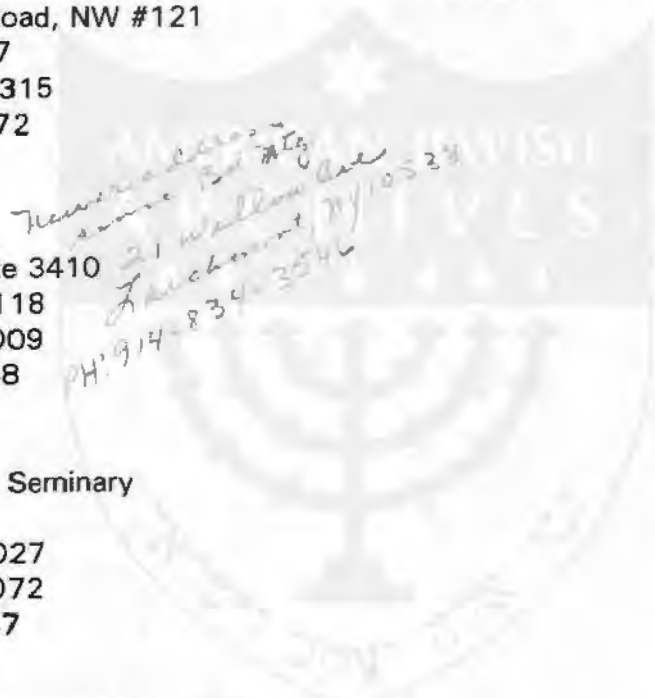
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\* Executive Committee Member  
8/29/94

# FAX

Date: 04/12/95

Number of pages including cover sheet: 4

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From:

Carol A. Keil

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REMARKS:

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Look in your E-mail for the board of directors listing.

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*Carol*



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*Expected attendees faxed to  
Blanche Rothman / CK 4/24/95*

\*\* COMMUNICATIONS REPORT \*\*

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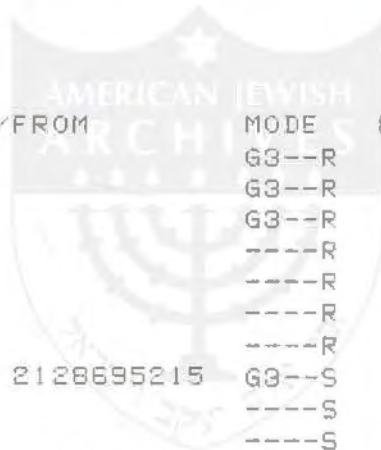
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Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

April 18, 1995  
Mrs. Blanche Rothman  
Meeting Services Supervisor  
UJA-Federation of New York  
130 East 59th Street  
New York, NY 10022

*FK: 212-8361362*

Dear Blanche:

Following is an update regarding our meetings on April 26 and 27, 1995. I'll be back to you with exact counts early next week.

Wed., April 26

- 6:00 PM dinner meeting, should be completely set up by 5:30 PM. - Rosenwald Room. Meal attendance **12 - definite, 2 - maybe. Set up for 17 -- we have some speakers coming (not for dinner).** Menu: H-4: Fillet of Sole.
- 7:30 - 8:00 PM reception for up to 100 people (**78 definite yeses, so far**) should be set up by 7:00 PM - Ballrooms DEF. Please leave it set up so people can return following the presentation, from 9:00 - 10:00 PM.
- 7:45 - 9:15 PM meeting, classroom style, up to 100 people - Ball room A & Jesselson Room. Will need dais with table/podium/mike plus 2 free standing mikes. I've discussed this with Tzvi. *3 people?*

Thurs., April 27

- B:30 AM registration with coffee, tea, mini-danish; up to <sup>43</sup>~~50~~ people - bays. *B-6*
- 9:30 AM sharp - Noon, plenary session, open square covered with cloth, water pitchers and cups, set up for **50 people** Ballroom A & Jesselson Room. I have talked with Tzvi about overhead projector and taping the meeting. *C-8 + cott. ch + fruit*
- Noon - 1:00 PM - Lunch for up to **50 people**, round tables of 8, buffet Bronx Shore w/fresh fruit and cottage cheese. (I assume given reduced numbers, we can remain on second floor for this.)

- 1:00 - 2:00 PM - Four subcommittee meetings of approximately 12, 8, 10, 9: Weiler, Rosenwald, Ballrooms D & E. Coffee and tea in each room. Still several people to hear from. Tzvi knows we need an overhead projector in one room.
- 2:00 - 3:00 PM sharp - Plenary session for 50 people, back to open square in Ballroom A.
- 3:00 - 4:00 PM - Meeting for up to 20<sup>15</sup> people in Weiler Room , need coffee, tea, soft drinks, light refreshments. **Menu: S-1, S-2, S-6.**
- 4:00 - 5:00 PM - Meeting for 10-12 in Bay Room. No food or beverages.

Thanks, as always, for your help. Please let me know if your have any questions.

Sincerely,



Virginia F. Levi  
Associate Director

cc: Tzvi Mackson

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David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

March 16, 1995

Mrs. Blanche Rothman  
Meeting Services Supervisor  
UJA-Federation of New York  
130 East 59th Street  
New York, NY 10022

Dear Blanche:

Following is a schedule of our meetings on April 26 and 27, 1995. I have indicated the space I believe we have reserved for each, and also indicated items which I believe remain open. I will get you counts and lists of guests closer to the meeting dates. Please call me to discuss these open issues.

Wed., April 26

6:00 PM dinner meeting, should be completely set up by 5:30 PM - Rosenwald Room. Maximum possible attendance = 18. Still to be determined: menu. Please send me the menu options.

7:30 - 8:00 PM reception for up to 100 people, should be set up by 7:00 PM - Ballrooms DEF. Can we leave it set up so people can return following the presentation, from 9:00 - 10:00 PM?

7:45 - 9:15 PM meeting, classroom style, up to 100 people - Ballroom A & Jesselson Room. Will need dais with table/podium/mike.

Thurs., April 27

In order to conclude by 3:00, we would like to begin 1/2 hour earlier than planned.

8:30 AM registration with coffee, tea, mini-danish; up to 80 people - Ballroom A.



9:30 AM sharp - Noon, plenary session, open square covered with cloth, water pitchers and cups, up to 80 (people probably closer to 50-60) - Ballroom A & Jesselson Room. I will be in touch with Tzvi about audio-visual needs.

Noon - 1:00 PM - Lunch for up to 80, round tables of 8, buffet Bronx Shore w/fresh fruit and cottage cheese - **Leff Room?**

1:00 - 2:00 PM - 4 subcommittee meetings of up to 20, each: Weiler, Rosenwald, Ballrooms D & E. **Need coffee and tea in each room.**

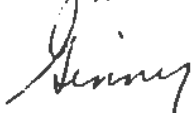
2:00 - 3:00 PM sharp - Plenary session for up to 80 people, back to open square in Ballroom A & Jesselson.

3:00 - 4:00 PM - Meeting for up to 25 people in Weiler Room, **need coffee, tea, soft drinks, light refreshments. Any suggestions?**

That should get us through the day. You may want to fax me menu choices before we talk next. This schedule frees up some space you have been holding for us, such as the smaller meeting rooms, which we now need for only an hour. We will make clear to people that they must vacate immediately following the meeting, and any way we can be helpful as you set up for the next meeting, we will be happy to do.

Thanks, as always, for your help.

Sincerely,



Virginia F. Levi  
Associate Director





Door