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Subseries 1: Meetings, 1990–1998.

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Board of Directors subcommittee. Community Mobilization,  
October 1994-January 1996.

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## CIJE COMMITTEE ASSIGNMENTS

As of 12-31-94

### Building the Profession Committee

Lester Pollack, Chair

Gail Dorph, Staff

Steve Chervin

Max Fisher

Joshua Fishman

Charles Goodman

Alfred Gottschalk

Robert Hirt

Gershon Kekst

Norman Lamm

Norman Lipoff

Morton Mandel

Florence Melton

Richard Meyer

Ismar Schorsch

Louise Stein

Maynard Wishner

### Content & Program Committee

John Colman, Chair

Barry Holtz, Staff

Daniel Pekarsky, Staff

Daniel Bader

Mandell Berman

Chaim Botwinick

Maurice Corson

Alan Finkelstein

Henry Koschitzky

David Sarnat

William Schatten

Richard Scheuer

David Teutsch

Isadore Twersky

Ilene Vogelstein

### Community Mobilization Committee

Charles Ratner, Chair

Alan Hoffmann, Staff

Steve Hoffman, Staff

Nessa Rapoport, Staff

Charles Bronfman

Jay Davis

Darrell Friedman

Jane Gellman

Billie Gold

Neil Greenbaum

Ann Kaufman

Martin Kraar

Marvin Lender

Matthew Maryles

Melvin Merians

Arthur Rotman

Jonathan Woocher

### Research & Evaluation Committee

Esther Leah Ritz, Chair

Adam Gamoran, Staff

Ellen Goldring, Staff

David Arnow

Ruth Cohen

Susan Crown

Genine Fidler

Irwin Field

David Hirschhorn

Mark Lainer

Seymour Martin Lipset

Richard Shatten

Bennett Yanowitz

## MEMORANDUM

TO: Members of the CIJE Board Committee On Community Mobilization

FROM: Chuck Ratner, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As you know, the board meeting on October 6th will concentrate on the outcomes of the research on personnel in Jewish education conducted by CIJE staff consultants, Drs. Gamoran and Goldring.

This study has significant policy implications for Jewish education throughout North America. After the presentation, each of the CIJE board committees will have the opportunity, in a separate meeting, to discuss the importance of these findings for its particular area.

In our committee, we will examine the ways in which this striking data can rally community support toward building the profession of Jewish education. Identifying our key constituents, both within local communities and nationally, we will look at strategies that could engage them most effectively. I hope we will also be able to talk about some initial ideas for telling the CIJE story to the broader public.

CIJE is especially fortunate that Nessa Rapoport has recently joined our professional staff and will be staffing our committee. As you can see from the enclosed bio, Nessa brings to this central aspect of our mission a great deal of experience in writing, public speaking, and the communication of ideas to a wide range of general and Jewish audiences.

October 6th promises to be a most stimulating day. I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.



Nessa Rapoport was born in Toronto, Canada. She graduated from the University of Toronto and the University of London, England in 1974, and did doctoral work in English literature at the City University Graduate Center in New York.

In 1978 she joined Bantam Books where, from 1980 to 1990, she was a senior editor. Editing both fiction and non-fiction, she specialized in autobiography. Among the national bestsellers she edited were Keeping Faith: Memoirs of a President, by Jimmy Carter; Iacocca: An Autobiography, by Lee Iacocca, which became the bestselling book of the 1980s; and Ferraro: My Story, by Geraldine A. Ferraro. She has also taught at several university writers' programs and publishing workshops, including Radcliffe, Dartmouth, and UCLA-Irvine.

Her first novel, Preparing for Sabbath, was published by William Morrow & Co. in 1981, reprinted by Bantam Books in 1982, and reissued by Biblio Press in 1988, with an introduction by Rosellen Brown.

With Ted Solotaroff, she edited Writing Our Way Home: Contemporary Stories by American Jewish Writers (Schocken Books, 1992). She also co-wrote the screenplay for Saying Kaddish, a one-hour network drama, starring Tovah Feldshuh and Phyllis Newman, that aired nationally on ABC in March 1991 and was re-broadcast in prime time on PBS in 1993 and 1994.

Nessa Rapoport's next work, A Woman's Book of Grieving, was published by William Morrow & Co. in May 1994.

A winner of the Chateleine Fiction Competition in Canada, Rapoport has published several short stories, including the title story of the anthology of American-Jewish women's writing, The Woman Who Lost Her Names (Harper & Row, 1980), which is included in Writing Our Way Home. Her essays and reviews have appeared in a variety of magazines and newspapers, most recently New York Woman and The New York Times.

She is a frequent speaker on topics of Jewish culture and imagination.

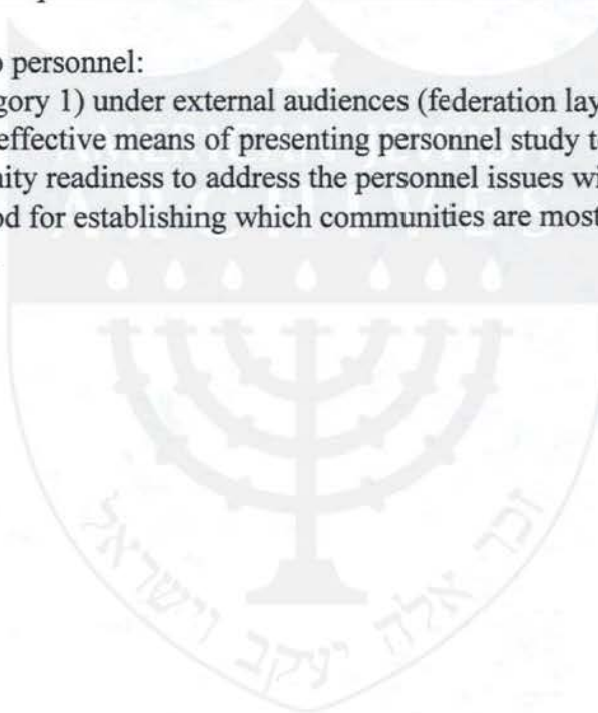
From 1991 to 1994, she was Associate Director of Communications at The Jewish Theological Seminary of America. She is also a founder and board member of The Jewish Healing Center, a national service, education and resource organization whose mission is to meet the spiritual needs of Jews living with illness, in conjunction with normative medical care.

In the fall of 1994, she joined the Council for Initiatives in Jewish Education (CIJE) as Leadership Development Officer.

October 3, 1994

MINI-COMMITTEE MEETING: "Mobilizing Community"

1. NR to present revised map of constituencies and inventory for "Telling the Story." NR to explain that "Mobilizing Lay Leaders" document is in formation.
2. Brief general discussion of how we will create a workplan for "Telling the Story":
  - A. Establish criteria for prioritizing constituencies.
  - B. Prioritize constituencies.
  - C. Construct a workplan: Match chosen constituencies to inventory; build a timeline.
3. Specific application to personnel:
  - A. Examine category 1) under external audiences (federation lay and profession leaders).
  - B. Discuss most effective means of presenting personnel study to this audience, with the goal of creating community readiness to address the personnel issues within communities.
  - C. Discuss method for establishing which communities are most ready (i.e. which are closest to "holy trinity").
4. Discuss a co-chair.





**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**Board Committee On Community Mobilization**

**October 6, 1994**

**AGENDA**

**I. Introduction**

**Chuck Ratner**

**II. CIJE Personnel Report: Implications for Community Mobilization**

**A. Engaging Key Leadership**

**Steve Hoffman/  
Nessa Rapoport**

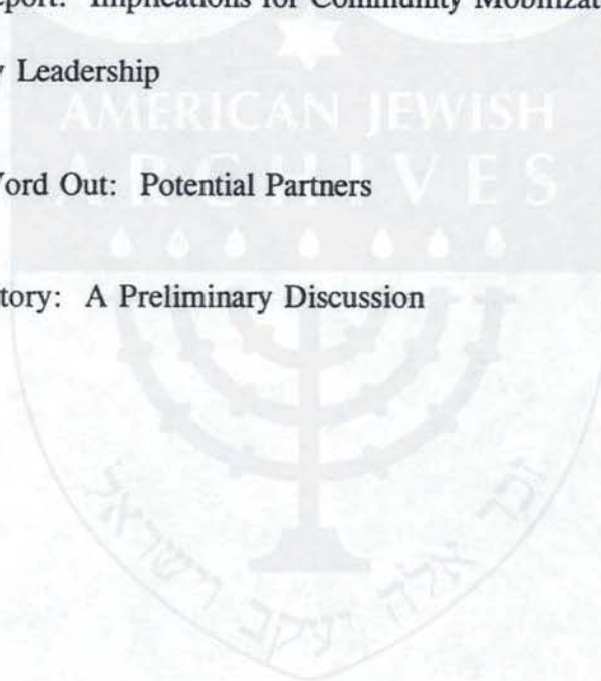
**B. Getting the Word Out: Potential Partners**

**Alan Hoffmann**

**III. Telling the CIJE Story: A Preliminary Discussion**

**IV. Next Steps**

**Chuck Ratner**



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Community Mobilization Committee

Name	Attending <sup>10/6</sup> 7/21 Meeting?
Charles Ratner, Chair	Yes
Charles Bronfman	Yes
Jay Davis	No
X Darrell Friedman*	No
X Jane Gellman*	Yes
Billie Gold	?
Neil Greenbaum	No
Alan Hoffmann*	Yes
X Steve Hoffman*	Yes
Ann Kaufman	Yes
X Martin Kraar*	No
Marvin Lender	No
Matthew Maryles	Yes
Melvin Merians	Yes
Lester Pollack	?
X Arthur Rotman*	Yes
X Jonathan Woocher*	Yes



13

WHAT ABOUT NESSA

Ballroom E

[Expect 10-12 people]

\*Not a Board member

*Chair*  
Morton Mandel

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

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
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 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

**MEMORANDUM**  
**Board Committee: Community Mobilization**

TO: Committee Members  
FROM: Chuck Ratner  
DATE: April 11, 1995  
RE: Board Committee Meeting, April 27, 1995

I am pleased to be sending you the attached report, which brings us up-to-date on the domain of community mobilization since the October board meeting. As you can see, the discussion held at our committee meeting about how best to mobilize the Jewish community around the findings of The CIJE Study of Educators was instrumental in the subsequent presentation of the GA Forum and the first CIJE policy brief on the background and training of teachers.

In October, we spoke about the possibility of press coverage, enabling these findings to reach a wider audience. By now you will have received selected examples of the coverage we have continued to receive since the brief was released in November.

Mobilizing communal leaders and policy makers is critical to the transformation of Jewish education in North America. I look forward to continuing to work with you, at the April committee meeting and in the future, on this challenge.

With best wishes for a happy Passover.



**CIJE: Community Mobilization**  
**Update: October 1994 to April 1995**

CIJE has continued to move ahead on the three areas within the domain of community mobilization:

1. "Telling the story" of CIJE's approach to and work within Jewish education.
2. Working in local communities to create informed lay and professional advocates for Jewish educational change, within institutions and communally.
3. Mobilizing lay leadership on behalf of Jewish education and creating a comprehensive plan for this effort.

**1. "Telling the Story"**

At the October board meeting, the Board Committee on Community Mobilization discussed the traditional ways that the organized Jewish community has rallied around crises--and the different nature of the crisis in Jewish education: that is, Jewish education demands a long-term effort, not a "quick fix"; it is not about the relief and rehabilitation of beleaguered Jews abroad but about the rescue of ourselves. Committee members also talked about the inherent difficulties in showing the passionate, personal face of Jewish education. (There is no equivalent in Jewish education to Israeli air bases, to which one could take communal leaders for a gripping, immediate illustration of the issue.) We need a new model for creating sustained advocacy for Jewish education and new champions on its behalf.

The committee then explored the most effective way to use the CIJE data on the background and training of Jewish teachers to mobilize the Jewish community. The initial findings of The CIJE Study of Educators held "bad news" about teachers' training but "good news" about their stability and commitment to teaching as a calling. CIJE fashioned the GA Forum and the press materials around the committee's recommendation that we emphasize not only the crisis reflected in the data but that success is possible and that there are solutions to professionalizing teachers. A wrap-up and sample of the ensuing media coverage has been sent to all CIJE board members.

**Communications and Publications**

We are now in the process of setting up a data base that will allow us to reach the constituencies of CIJE and disseminate our materials and findings in an effective, timely way. These constituencies include Federation lay leaders, executive directors and planners, and members of continuity commissions--local and national--who affect policy for Jewish education; senior educators and bureau professionals; faculty at the training institutions, congregational arms, and regional colleges; rabbis extensively involved in Jewish education; foundations that support Jewish education; national organizations with Jewish educational missions; and Jewish and general press; among others.



In the course of 1995, CIJE will be producing several publications of particular relevance to lay leaders involved in Jewish education. These will include:

1. A brief that answers the question: What are the necessary components of an excellent supplementary school?, based on the Best Practices seminars Dr. Barry Holtz has been offering lay and professional leaders.
2. A brief summarizing what is known in general and Jewish education about effective in-service education for teachers in the field.
3. An essay for a general audience about the importance of goals and vision in Jewish education.
4. The publication of our April Board Seminar lecture by Dr. Jonathan Sarna for wider dissemination.

We will also be producing a second CIJE Policy Brief, which will--like the first brief on the background and training of teachers in Jewish schools--make available further policy-oriented data from the CIJE Study of Educators to the North American Jewish community. There is great interest in research on salary and benefits, as well as on the background and training of educational leaders (principals and school directors).

## **2. Work in Local Communities**

In addition to our ongoing consultations with the three laboratory communities--Atlanta, Baltimore, and Milwaukee--CIJE has begun conversations with several new communities interested in a systemic change approach to Jewish education. CIJE staff and consultants are in the process of articulating the mutual responsibilities and expectations such partnerships would entail.

## **3. Mobilizing Lay Leadership: A National Partnership**

A new standing CJF Committee on Jewish Continuity has recently been established, creating a formal working relationship between CJF, JESNA, and CIJE for Jewish education and continuity. This committee will allow a coordinated strategic approach continentally to mobilizing community support for Jewish education, bringing together the resources of the three bodies, in consultation with the religious movements, JCCA, and others. Community mobilization for Jewish education requires a massive effort of policy planning, advocacy, collaboration, and resource development; no single institution can undertake such an effort alone. CIJE's design has posited a model of working



partnerships, both locally and continentally, to create the leadership and stimulate new resource allocation for Jewish education. At the board committee meeting on community mobilization we will hear a presentation on the new CJF committee's goals and agenda.

### **A Comprehensive Plan**

Among the greatest challenges of CIJE's work in the domain of community mobilization is that of exponentially increasing the number of communal leaders who are advocates for Jewish education. North American Jewry has successfully rallied for its fellow Jews in this dramatic century of our history. Now we need to create a vital, flourishing Judaism within the open society of America. Jewish knowledge and education are at the core of a strong Jewish identity, but they must be transmitted in compelling new ways. CIJE will be creating an advisory committee of people from a range of fields, within Jewish life and outside it, to begin to design an approach to this challenge.

Nessa Rapoport



Minutes: CIJE Board Committee on Community Mobilization

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Charles Ratner (Chair), Matthew Maryles, Melvin Merians,  
Carl Sheingold (Guest); Jonathan Woocher

Staff: Stephen Hoffman; Alan Hoffmann; Nessa Rapoport

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1. The Domain of Community Mobilization: An Overview

Introduction:

When thinking about community mobilization on behalf of Jewish education, it was noted that in North America today, questions about the structure and process of the Jewish community turn very quickly into questions of meaning. Today, many Jewish institutions are asking the questions posed in the CIJE Goals process: What is the purpose of being Jewish? What kind of Jews do we want our graduates to be? What kind of Jewish communities do we want to create? It is therefore a ripe moment to engage community leadership around issues of Jewish education, whose subject is ultimately the vision, meaning and purpose of being Jewish. And it is in the domain of community mobilization that some of the most interesting questions are being asked.

Response to the CIJE policy brief:

Alan Hoffmann reported that CIJE has begun to engage with three new communities--Hartford, San Francisco and Seattle --about undertaking their own educators surveys and focusing on the personnel of Jewish education. Cleveland is also embarking on an educators survey. There was agreement that the message of the policy brief will have to be reiterated in an ongoing way as communities sense that if they are interested in continuity and change, they will have to address the question: Who are the teachers charged with conveying the Jewish tradition to our children and how can they engage in serious, substantive professional development to fill in the missing pieces of their training?

It is important to be able to show that what CIJE is advocating--comprehensive professional development for teachers and educational leaders--can make a real difference. CIJE is documenting models of Best Practice for in-service training in general and Jewish education, and has already been a partner with Baltimore and Milwaukee in developing new and innovative programs, as reported at the board meeting.

We went on to discuss two very specific opportunities to inform and mobilize nationally around Jewish education:



2. The New CJF Committee on Jewish Continuity

Jon Woocher described the new committee as one that will formalize the relationship between CJF, JESNA, CIJE and other partners (the JCCA, the religious movements) on behalf of Jewish education, primarily within the federated system. There was some discussion about whether this committee will serve as a catalyst/advocate or as an actual programmer for a national system. It was agreed that until now there has not been one address that can coordinate the functions and activities of a range of institutions whose mission is Jewish education. This committee is a way to bring key players to the table in order to push the overall agenda: "strategic planning and community organization at the national level for Jewish education and continuity."

From CIJE's perspective, community mobilization is essential for the transformation of the scope, quality and content of Jewish education. A national framework is therefore required. CJF brings its experience of community organizing and building coalitions; the other partners bring their expertise in building Jewish identity through education.

3. Reconceptualizing the GA

Carl Sheingold outlined the reconceptualization of the GA. Until now, the GA has been a stand-alone event; it was not designed to bring about change. Now the question being asked is: How can the GA bring about change throughout the year, so that participants leave the GA with an agenda and network that will infuse their work from year to year. This reformulation is part of a five-year plan that will include the GA in Jerusalem in 1998.

Programmatically, the GA will be different as well. Rather than concurrent forums and workshops, it will be organized around a series of institutes on different themes. People would sign on for an "institute" (on Israel-Diaspora relations; on Jewish continuity) and follow a track throughout the GA, including Shabbat and study. This new organization allows for the possibility that Jewish continuity, education and identity will not be simply one institute topic but can potentially infuse the others as well.

Conclusion:

The meeting closed with the sense that the new CJF committee and the restructured GA provide two national frameworks to advance the agenda of community mobilization for Jewish education. CIJE is also actively examining the question of how to engage people who are not within the federation context to become champions of Jewish education. This is on our agenda for 1995.

## **Community Mobilization: 1/22/96**

**Premise:** Unit of change will be the community (reviving 3 to 23). Therefore, target is key lay leaders within the community framework.

### **1. Champions (50)**

Elder statesmen/women; Chuck Ratner generation

### **2. Communities (12)**

Leadership: Institutional  
Wexner

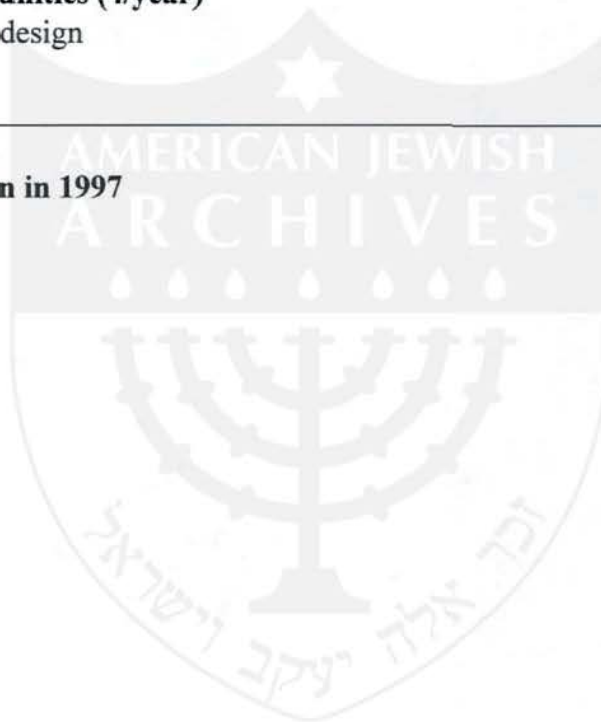
### **3. New Wexner Communities (4/year)**

Need to create a design

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### **Leadership convocation in 1997**

Content  
Cultivation  
Process  
Follow-up





**Community Mobilization: 1/22/96**

**A. Lay Leadership Initiative:** Possible strategy; models

[Wexner report]

**B. Publications:**

1. Update on dissemination
2. Coordinated 1996 publications

**C. Communal Vision Seminar**

[One-page description]

**D. Two Brief Discussions: Telling the Story**

1. Lay leadership & CIJE programs
2. What have we learned and how do we tell it?

**E. Board Meeting:**

1. Seminar: Finalize speaker
2. Meeting: Finalize subject



**Report on the Wexner Heritage Foundation Alumni Retreat:  
"What Works: Innovations for Revitalizing American Jewry"  
Dec. 1-3, 1995**

**Background:**

In February 1995, CIJE and the educational staff of the Wexner Heritage Foundation began a series of planning meetings designed to culminate in the first of their annual alumni retreats devoted to Jewish education.

In the past, the retreats have had a variety of themes; their purpose was solely the educational enrichment of the alumni. CIJE's main goal was to offer the Foundation a different conception--that of turning Wexner alumni from consumers of elite adult education to leaders of educational change in their own communities. There are now 500 graduates of the Wexner program. They have the energy and means to make a difference in the quality of Jewish education in their communities--but frequently do not know how.

CIJE suggested that this retreat for the East coast alumni focus on the subject of "From Personal Transformation to Communal Transformation," attempting to build a bridge between the enthusiasm of Wexner alumni for Jewish learning and their leading a charge for quality Jewish learning in their home communities.

Our initial meeting led to a series of planning meetings throughout the winter and spring of 1995 to design the program and select the teachers and workshop leaders. CIJE's core staff, as well as Dan Pekarsky, were involved in the conception and in proposing appropriate teachers.

**The Retreat:**

The organizing idea was to begin with the alumni's own conceptions--alongside traditional conceptions--of the educated Jew and the relationship of those conceptions to vision-guided educational institutions. Four settings were chosen as those most likely to interest the alumni: adult learning; camps; day schools; and the Israel teen experience.

The organizing structure of the retreat was the one proposed by CIJE: From visions of the educated Jew to the reality of making change within communities. In practice, the intensity of emphasis on goals and vision as essential to transforming practice was somewhat diminished, although Dan Pekarsky ran an orientation seminar for the faculty on the theme of the educated Jew and vision that set the frame for the entire weekend.

The retreat began with four presentations by Wexner alumni who had founded new Jewish institutions. What followed were consecutive workshops for each setting that led participants from envisioning the ideal institution through case studies of institutions that work. The final workshop was on "leadership and the challenge of change," looking practically at what can be done--and what it takes to do it. The weekend's closing speech by Nathan Laufer was an explicit directive to the alumni: to return home and begin to change the Jewish educational landscape.



**Evaluation:**

CIJE staff members were very impressed with the caliber of the alumni, whose intelligence and commitment were evident. It is also true that although some of the alumni have indeed found their way into positions of educational leadership (notably, the Atlanta graduates), many have not. We believe this group is very important to the goal of community mobilization in North America.

The retreat was considered successful by both Wexner and CIJE. CIJE was warmly thanked, in writing and orally throughout the weekend. CIJE shipped packets of our materials and had sent Barry Shrage copies of the Sarna essay at his request; all were distributed, and several alumni have subsequently called to request multiple copies of the policy brief and the Sarna essay to distribute in their own communal meetings.

**Next Steps:**

Alan has met at length with Herb Friedman and is in active contact with Nathan Laufer to discuss ways of our continuing to work together. Among the options under consideration is that CIJE work with those Wexner cohorts currently in the two-year learning program in Seattle, San Francisco, and Portland, so that as graduates they could become the core of a "lead community" process in those cities.

Further discussions are planned on how to mobilize Wexner graduates in communities that are already in CIJE's orbit, as well as communities under consideration for our future work.

I have attached a copy of the note included in every attendee's Wexner packet.

Nessa Rapoport

### *A NOTE OF THANKS*

The Talmud tells us that whoever cites the source of their work brings redemption to the world (Tractate Megillah 15A)

In that spirit, we gratefully acknowledge the collaboration of the Council for Initiatives in Jewish Education (C.I.J.E.) in the envisioning and architecture of this program. C.I.J.E. is an independent organization dedicated to the revitalization of Jewish education across North America.

Their superb professional staff consisting of Dr. Gail Dorph, Ms. Nessa Rapoport, Dr. Barry Holtz, Dr. Daniel Pekarsky, and their executive director, Dr. Alan Hoffman, spent several days questioning, arguing, suggesting, and advising us on the content and process of this alumni retreat. Their aid was invaluable.

The C.I.J.E. staff will be attending this weekend and we hope you will take advantage of their presence to engage them in conversation and learning.



*Chair*  
Morton Mandel

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

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
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Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

## Vision in Communities: A Shared Jewish Universe

What might it mean for a community to have a guiding Jewish vision, informing its policies and practices in education and other domains? Can there be, in any meaningful sense, a serious community notion of its Jewish outcomes? Such questions have been explored by Professor Michael Rosenak of the Hebrew University, the leading philosopher of Jewish education of our time.

Professor Rosenak has formulated the view that the diversity typical of American Jewish communities, while substantial, does not preclude the development of a meaningful, shared universe among us. He has identified five elements that make up this shared universe:


1. Study (undoubtedly in very different ways) of the same sacred literature that addresses matters of ultimate concern;
2. A common vocabulary (words, phrases, concepts), rich and distinctive in historical and cultural associations;
3. Certain shared practices concerning, for example, tzedakah or ritual observances appropriate at communal functions;
4. An attitude that says, "The problems faced by some segment of the Jewish people are problems that all Jews must seriously address"; and
5. Identification with Israel as a special place--and not just another place where Jews happen to live.

These five elements suggest a set of communal and educational goals that can be shared across denominational and other divides. On Wednesday February 14, from 4 pm to 7 pm at the CIJE offices, we will explore in an intimate seminar with Professor Rosenak the possibilities of this vision for our communities and for the Jews of North America. The subject of a genuinely shared Jewish vision, despite our differences, is more critical than ever.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Community Mobilization Committee

<u>Name</u>	<u>Attending 4/21 Meeting?</u>
Charles Ratner, Chair	Yes
Charles Bronfman	No
Jay Davis	Yes
Jane Gellman*	No
Billie Gold	Yes
Neil Greenbaum	Yes
Alan Hoffmann*	Yes
Steve Hoffman*	Yes
Martin Kraar*	Yes
Marvin Lender	No
Matthew Maryles	Yes
Melvin Merians	Yes
Lester Pollack	Yes
Arthur Rotman*	Yes
Richard Shatten*	Yes



[Expect 12 people]

\*Not a Board member