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Local commissions, December 1992.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Art Rotman
Annette Hochstein

DATE: December 10, 1992

FROM: Shulamith Elster

SUBJECT: For Discussion
Agenda Item #1:
Local Commissions

I. UNDERLYING ASSUMPTIONS

- A. The CIJE should provide a framework for the work of the local commissions in the Lead Communities.
- B. Local commissions are particularly of concern, for decision-making on the community level will rest with this group.
- C. The composition of the local commission will include top communal lay leadership, rabbis and educators.
- D. The CIJE can benefit from the experience of communities that have had successful local commission experiences.
- E. Atlanta, Baltimore and Milwaukee have each had experience - to date - with local planning commissions. The Lead Communities Project should build on this experience.

ASSIGNMENTS:

- Preparation of framework for the work of the local commissions (to be determined)
- Report on Cleveland experience (Shulamith)

II. STATUS REPORT: ATLANTA, BALTIMORE AND MILWAUKEE

- A. What is the current status of the community's effort to develop local commissions?
1. How can the local commissions best be organized?
 2. What role can/should CIJE play?
- B.
1. Who has been recruited to lead the effort?
 2. Who has been appointed to the commissions to date?
 3. Do these individuals represent top lay and professional leadership?
 4. What role can CIJE lay leadership play in recruiting local leadership?
 5. How will this be accomplished?
- C. What knowledge do members have about the Lead Communities concept? How has this been communicated?
- D. What plans are in place for presentations on the concept to the commission members?

ASSIGNMENTS:

- Preparation of status report for each of the communities (Shulamith)
 - a. report from Art from trips to the communities
 - b. interviews with planners
- Plan for local presentations (Shulamith)

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December 21, 1992

To: Annette Hochstein

From: Shulamith Elster *SE*

Re: LOCAL COMMISSIONS

FYI...

AMERICAN JEWISH
ARCHIVES





THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

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December 1988

LETTER OF TRANSMITTAL

Rabbi Daniel J. Silver, Chairman
Congregational Plenum
c/o The Temple Branch
26000 Shaker Boulevard
Cleveland, OH 44122

Hon. Milton A. Wolf, President
Jewish Community Federation
1750 Euclid Avenue
Cleveland, OH 44115

Dear Rabbi Silver and Milt,

It is with great honor and pride that we are able to submit to you the report of the Joint Federation/Plenum Commission on Jewish Continuity. The report culminates three years of intensive work. Its recommendations are the most comprehensive attempt by a North American Jewish community to confront the challenges of ensuring Jewish continuity. The report also represents a significant evolution in the partnership between the Federation and the synagogues, a partnership which strengthens Jewish communal life in Cleveland to a very great extent.

In the late 1980's we are 40 years from the transforming events of Jewish life in the twentieth century -- the Holocaust and the rebirth of the State of Israel. And these events, for our children and grandchildren, do not and cannot evoke the same powerful emotions of horror, wonder and awe as they do for those who experienced those historic times. For many, the Holocaust is already as distant as the exodus from Egypt, and Israel is one of over 150 nations in the United Nations, two-thirds of which have been created since 1948. We can no longer count on these transforming events to ensure Jewish continuity.

As we wrestle with this challenge, we are reminded of the situation facing Moses as his life drew to a close. He knew that he had to establish structures to support continuity as the Jewish people became more distant from the exodus from Egypt and the revelation at Sinai. That is why, on his last day, he involved his community in a commemorative event using drama, song, poetry, and teaching. His closing exhortation was "Take to heart all the words with which I have warned you this day. Enjoin them upon your children, that they may observe faithfully all the terms of this Torah. For it is not a trifling thing for you: It is your very life; through it you shall long endure..."

So our challenge today, similar to that faced by Moses, is to bring to life for a new generation the lessons and inspirations of our past and a fervent hope for our future. The challenge is not an easy one.

PRESIDENT • MAX R. FRIEDMAN • VICE-PRESIDENTS • ROBERT SILVERMAN • MORRIS WEISS • SALLY H. WEITHEIS
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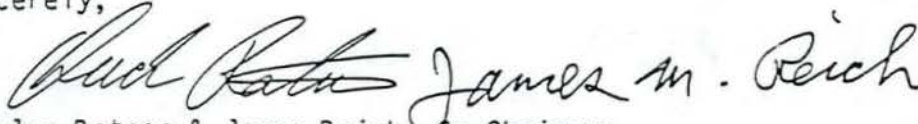
Our children and grandchildren do not have many of the reinforcements that supported the building of our own Jewish identities -- neighborhoods with the sights, sounds, and smells of an enriched Jewish lifestyle; an older generation with first-hand memories of European Jewish culture before the Holocaust; family members who may have experienced the suffering of the Holocaust, or the thrill of the creation of the State of Israel. The Jewish community turned to Jewish schools to inculcate in its children what was traditionally absorbed simply by living in a Jewish household in a Jewish neighborhood. After several decades of unrealistic expectations of our schools, we now know that this approach alone cannot work. Children will not integrate lessons into their lives that are not reinforced at home. They must experience, as well as study, what it means to live a Jewish life.

Our approach to Jewish education must change. Of course, we must bolster formal classroom learning. However, in order to survive as a people, the focus of Jewish education needs to shift from the child to the family, because our families must learn to make a Jewish home and raise a Jewish child. This challenge is all the more complex because so many singles, childless couples, and single parents have replaced traditional family units.

We must recognize that traditional supplementary Jewish school education can no longer approach the unrealistic expectations of the past. Our community must refocus its efforts on strengthening the ability of each school and congregation to integrate parent and family education into the experience of each family that enters its doorway. We must integrate proven "beyond the classroom" education programs into each child's Jewish education experience. We must enhance the ability of our day schools to provide intensive Jewish educational experiences. And we must do these things now, before we raise a generation that knows neither Israel, the Shabbat, nor any compelling reason to be Jewish.

We had tremendous help in our task from dedicated volunteer and professional community leaders throughout the community. We must also recognize the valuable contributions of our Federation staff, Joel Fox and Mark Gurvis, who supported and guided this planning process. Their perseverance through three years of complex planning has resulted in an important opportunity for the community. The programs outlined in this report can have a transforming effect on the entire Jewish education system throughout Cleveland, and over time should touch virtually every family in our community.

Sincerely,



Charles Ratner & James Reich, Co-Chairmen
Joint Federation/Plenum Commission on Jewish Continuity

REPORT OF
THE JOINT FEDERATION/PLENUM
COMMISSION ON JEWISH CONTINUITY

I. INTRODUCTION

Assimilation, intermarriage, identity, affiliation, commitment -- these are code words that have dominated communal discussions for many years. They have become the measures by which we determine the viability of our community -- prospects of our survival.

For so many centuries, and even to this day, physical survival has necessarily been uppermost in our minds. But at this time and in this place, we can move beyond that. It is not that antisemitism has vanished, or that Jews are no longer on the move from troubled lands, or even that Israel's safety is no longer challenged. We must be ever vigilant for ourselves and for Jews wherever they may be in trouble. But the fact is that we have the ability now -- and the need -- to focus on spiritual survival as well as physical survival. Now that we are free to be Jews, how can we be sure that we will remain Jews, and what kind of Jews will we be?

The Environment

As we struggle with this challenge, we encounter forces acting on our community in diverse ways -- some positive, others negative. Our Cleveland Jewish community remains concentrated. Even as Jews move eastward, over 80 percent still live in several contiguous suburbs. Although the vast majority intend to affiliate with the community and raise children as Jews, our recent demographic study shows increasing numbers of intermarried couples, many of whom will not raise their children as Jews. In fact, since the 1980 study was conducted, the overall incidence of intermarriage without conversion in our community has increased from 11.1 percent to 17.3 percent. Even more disturbing is the 33 percent incidence of intermarriage without conversion among our children under age 40. Many of the intermarried families are geographically dispersed at the fringes of the Jewish community, so the image of a strong center with gradually fraying edges may not be inaccurate.

The study shows that 78 percent of our children will have some Jewish educational experience, and that more families are choosing day school education. Unfortunately, the 1983 study of 18 to 29 year-olds in our community revealed great dissatisfaction with Jewish educational experiences. We must be concerned about the quality of education received by many children in the supplementary schools, and certainly about those children who will receive no formal Jewish education. Also of note is the length of time children remain in education programs. Although 90 percent of children of Orthodox families continue their Jewish education past age 14, fewer than half of non-Orthodox children do so.

A Personnel Crisis

Of critical concern in education is our community's personnel situation. Among the 15 congregational schools, there are only three professional educators working as full-time school directors. In all three cases, these professionals receive inadequate compensation.

Of even greater concern is the number of schools where educational directors work fewer than 10 hours a week. In that time, a director is expected to run the basic school program, supervise staff, organize curriculum, and maintain contacts with parents. Insufficient for those tasks, the limited time also precludes any possibility of planning and implementing new programs for family education, parent education, and retreat programs, or taking advantage of communal supports such as the Jewish Educator Services Program or the Israel Incentive Savings Plan. Without strong and visionary leadership among the directors of our schools, our community cannot hope to put in place exciting, vibrant educational programs that will capture the hearts and minds of our families.

The congregational schools rely heavily on avocational teachers, dedicated community members who teach between three and eight hours a week in one or more school settings. The 20 percent turnover each year among these positions reflects the many teachers who move from school to school, searching for the support they need to be able to succeed in the classroom. The turnover also reflects the number of people who each year give up out of frustration. Our communal day schools are unable to offer professional salaries that would enable them to attract and retain the high quality faculty they need. Each August day and supplementary school directors are engaged in a scramble to complete their faculties, and each year it is becoming more difficult.

We do not have a comprehensive Jewish education profession. There are no commonly accepted standards for professional education for either teachers or administrators; there are no appropriate standards for professional compensation, including benefits and pensions; and there are no career ladders. Cleveland is not alone in facing this problem. This is the plight of Jewish education in every community in this country, and in many other Diaspora communities around the world.

Building on Strengths

But, our community also has some important strengths to draw upon: very high rates of synagogue affiliation and school enrollments; stronger teacher education programs developed through both the College of Jewish Studies and the Bureau of Jewish Education; a new Jewish Community Center facility that includes a conference center for school and youth group retreats; and a more productive Federation-synagogue partnership, manifested in the Congregational Enrichment Fund, Israel Incentive Savings Plan, and Community Youth Resource Office.

Paradoxically, a growing disquiet among us may ultimately demonstrate a positive side. Intermarriage has touched many families in the community. Our children, dissatisfied with their own Jewish education, want better for their own children. Increasingly, people fear that Jewish identity and commitment are slipping away from us. More and more, the community is focusing on Jewish education to ensure a bright Jewish future. This has created in our community the most critical element necessary for addressing Jewish continuity issues -- a climate for change!

II. A CLIMATE FOR CHANGE

Initiating Change

In 1979, the Israeli government and the Board of Governors of the Jewish Agency for Israel created the Joint Program for Jewish Education. It was initiated because Jewish leadership perceived significant, long-term, negative trends in Jewish identity in the Diaspora. Because Israel's destiny is so clearly connected to that of the Diaspora, Israeli and other world Jewish leaders perceived this as a threat to Israel as well.

Morton L. Mandel, former president of the Jewish Community Federation of Cleveland and the Council of Jewish Federations, emerged as an active leader of the Jewish Agency's Jewish Education Committee, serving as chairman for several years. Through his experience he became convinced that the single most important element in strengthening Jewish identity would be the involvement of key communal leadership. He also believed that world leadership efforts depended on local efforts that posited and tested hypotheses and program models, and demonstrated success in meeting the challenges of Jewish continuity.

Local Organization

In 1985, Cleveland's Jewish community began to develop its own local process, closely linked to the goals and directions that guided international and national efforts through the Jewish Agency, the Council of Jewish Federations, and the Jewish Education Service of North America. Our goals were to organize communal priorities for Jewish continuity, coordinate responses to those priorities, and foster an environment in which agencies might develop interagency and interdisciplinary approaches to Jewish continuity (See Appendix I -- Mission Statement for the Commission on Jewish Continuity).

Jewish education studies in 1976 (Albert Ratner, chairman, and Bennett Yanowitz, associate chairman) and 1981 (Nathan Oscar, chairman) laid important groundwork in the Cleveland Jewish community. The recommendations of these studies led to new communal efforts in teacher training and fostered efforts by schools to develop family education and "beyond the classroom" educational programs. The establishment of the Congregational Enrichment Fund marked a new era in synagogue/Federation relations and presaged a partnership. The revitalization of the Cleveland College of Jewish Studies in

the mid-1980's ensured a valuable resource that stimulated the Jewish educational field with new visions and exciting, dynamic faculty. These developments formed an important base upon which new efforts could build.

The Commission on Jewish Continuity was conceived as a broadly representative body composed of key communal leadership. Critically important was attracting leadership not traditionally involved with Jewish continuity and Jewish education issues. The commission began its work with a period of self-education, drawing upon leading Jewish thinkers, locally and from around the country, in order to ensure an informed communal perspective on priorities.

A Unique Partnership

At this stage the Federation made a significant departure from its standard planning process. Recognizing that an effort of this scope required the active participation of the congregations, the Federation approached the Congregational Plenum as a full partner to co-sponsor a newly constituted Joint Federation/Plenum Commission on Jewish Continuity.

The joint commission represents a new stage in the evolving relationship between the Federation and the synagogues. The past few years have seen a very productive and fulfilling working relationship through which the community has been able to work in a stronger, more united way on various community concerns, including chaplaincy services, preservation of cemeteries, and strengthening youth activities.

The implementation of the recommendations that follow will build even stronger ties between the synagogues and the Federation and communal agencies. They will enable congregations to share more fully in the community's resources, and will ensure that the community can move forward together to meet the exciting challenges and opportunities of ensuring our communal viability in the 21st century.

III. ESTABLISHING PRIORITIES

Through the exploratory study process, three broad areas emerged as clear priorities: personnel, parent and family education, and "beyond the classroom" education. Commission members believed it was important to narrow the field of study to specific areas in which the community could have the greatest possible impact.

Personnel encompassed the recruitment, training, and retention of staff needed to maintain Jewish continuity activities, as well as enabling the community to respond to emerging personnel needs for new program areas.

Parent and family education was recognized as a critical element in enhancing the effectiveness of educational experiences for children and adults. The emphasis was on efforts to increase parents' ability to serve as Jewish role

models and as partners with schools in the Jewish education of their children.

Finally, "beyond the classroom" education grouped a range of issues around reaching pre-adolescent and adolescent youth in more effective ways, and integrating a variety of informal educational programs and environments into the educational experience of each child.

Each of these priority areas became the focus of a task force charged with developing program responses for its area of concern.

A fourth task force was created as an opportunity for community leaders to pursue a more open agenda and to develop new ideas related to Jewish continuity. Some sought an opportunity to address structural issues related to Jewish education agencies. Others wanted an opportunity to think creatively about what Jewish education programs ought to be. The Blue Sky Task Force was developed, therefore, as a mechanism to accommodate the interests of communal leadership in developing further new priority areas for the community to address.

The task force process enabled a broad range of lay leaders and professionals to engage in serious planning. Each task force met extensively and produced exciting new programs that will dramatically improve the community's ability to address Jewish continuity concerns. Leadership and membership of each task force were designated by the Federation and the Congregational Plenum, but the partnership at the task force level transcended parochial interests to respond in a unified way to communal priorities.

What has evolved is a highly comprehensive and integrated program that will build on the past successes of the community and carry us forward significantly. The programs outlined in the attached reports represent the most comprehensive attempt by a North American Jewish community to address Jewish continuity and Jewish education issues. In effect, Cleveland will become a laboratory for Jewish continuity efforts, and again lead the way in the national and international arena in responding to a critical communal concern.

IV. GUIDING PRINCIPLES AND OPERATING ASSUMPTIONS

Several principles and operating assumptions about Jewish education guided the task forces in their work. These were drawn from experience in the Jewish education field, particularly with parent and family and "beyond the classroom" educational programs. The assumptions were also based on the testimony and consultation of many Jewish educators in Cleveland and around the country. The assumptions can be summarized as follows:

1. Jewish education is a staff-intensive activity, and its success is dependent on the quality of its personnel. The community must invest significantly to build a Jewish education profession. Critical to the

success of such efforts is ensuring visionary and dynamic educational leadership.

2. Each child should have opportunities for educational experiences that provide a Jewish living environment in order to bring classroom concepts to life. Integrating retreats, Israel trips, summer camps, and other "beyond the classroom" programs into a child's educational experience has a life-long impact on Jewish identity building.
3. Jewish schooling for children can succeed only if supported in the home environment. Parents need to be able to represent Jewish values, attitudes, and behaviors to their children. To do this, parents often need more tools and skills than their own childhood Jewish education afforded them.

V. MAJOR RECOMMENDATIONS

The above assumptions form the foundation of the task force recommendations. The implications, challenges, and specific approaches are outlined in the individual task force reports (see Appendices II - IV). Even though developed by three separate task forces, the full range of programs represent an integrated communal approach. The programs link together, support one another, and are best viewed as discrete parts of a whole program to strengthen and refocus Jewish education efforts in our community. The implementation steps required by these recommendations are outlined in Appendix V. Following is a summary of major program recommendations:

- A. Cleveland Fellows -- The College of Jewish Studies will develop a graduate program in Jewish education for students from Cleveland and elsewhere. The faculty and students will be engaged in study, teaching, and program development, within congregations, schools, and agencies. They will raise the level and quality of the local field of Jewish education and lead to positive ramifications beyond Cleveland.
- B. Fellows Graduates Positions -- The graduates of the Cleveland Fellows program will be hired to fill many of the new positions in new areas mandated by the Commission on Jewish Continuity. The positions will include congregational family educators, retreat specialists, master teachers, school directors, and others.
- C. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop a program of individualized professional growth and in-service education to guide teachers already working throughout the community. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and helps lead them to degrees, licensure, or other advances in professional preparation. In addition, the community will implement teacher and institutional stipends to encourage participation in teacher education programs.

- D. Communal Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to address these critical salary gaps.
- E. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions. Each teacher will work in a variety of school settings, combining jobs for a reasonable full-time teaching load. This will help recruit qualified personnel to the field and to specific schools, reducing the need for avocational personnel.
- F. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. In particular, this should foster dramatic growth in family programs. Also, the present cost of using the Treuhaff Conference Center for school and youth group overnight programs will be reduced by half. Beginning with an emphasis on school, family, and youth group programs, the Retreat Institute would develop its resources over time to also support programs for adult groups, leadership groups, and others.
- G. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience. Also, the shares of funding by the family, the school, and the community will be increased to reflect the current cost of Israel trips.
- H. Curriculum Renewal -- Many of the community's schools operate with out-dated or ineffective curriculum. Also, new family education, Israel studies, and "beyond the classroom" education programs should be integrated into school programs. The Bureau's pilot program, Project Curriculum Renewal, should be expanded to work with each school on this critical concern.
- I. Community Youth Resource Office -- This program, started last year as a joint initiative of the Congregational Plenum and the Federation, provides valuable communal supports to youth groups for programming, outreach strategies, and advisor training and placement. Depending on a favorable second year evaluation, this program should receive continued community funding.

- J. Congregational Enrichment Fund Expansion -- This fund has enabled the congregations to develop important new programs in recent years in the areas of parent and family education, and "beyond the classroom" education. Funding has decreased since the program was initiated in 1982. An expansion of funds is now recommended to enable congregations to increase programming.

Throughout the task force reports there are additional recommendations which require implementation by agencies and synagogues, or suggest further community planning. These are listed in Appendix VI.

VI. PROGRAM BUDGETS

The program budgets reflect a four year estimate of the cost of developing and expanding Jewish education supports in accordance with the recommendations outlined above. These budget estimates will undergo further review prior to implementation and be subject to annual review and modification through the monitoring and evaluation work of the Commission on Jewish Continuity. They reflect an extremely ambitious effort by the community to effect significant change in Jewish education. Reflecting the partnership that has supported the commission process, the individual program budgets show both the gross cost of each program, and the net cost in new dollars from the community. Total gross costs are reflected at the bottom of the overall budget.



OVERALL COMMISSION ON JEWISH CONTINUITY BUDGET

NET COST OF IMPLEMENTING RECOMMENDATIONS

	(89-90) Year 1	(90-91) Year 2	(91-92) Year 3	(92-93) Year 4
1. Cleveland Fellows	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350
2. Fellows Graduates Positions	---	---	---	175,000
3. In-Service Education Package	43,000	91,090	110,525	117,300
4. Communal Day Schools	99,150	198,300	264,400	330,500
5. Community Teachers	30,000	40,000	50,000	50,000
6. Retreat Institute	97,250	141,720	160,140	168,457
7. IISP Expansion	41,400	50,400	56,600	65,600
8. Proj. Curriculum Renewal	83,976	94,120	110,447	114,426
9. Youth Resource Office	40,000	40,000	40,000	40,000
10. Cong. Enrichment Fund Expansion	45,000	45,000	45,000	45,000
<hr/>				
TOTAL NET COST	\$ 639,796	\$ 999,630	\$1,228,312	\$1,461,633
<u>TOTAL GROSS COST</u>	\$ 873,534	\$1,318,321	\$1,616,998	\$1,878,569
<hr/>				
Four Year Net Total - \$ 4,329,371				
Four Year Gross Total - \$5,687,422				

COJC PROGRAM BUDGETS

1. Cleveland Fellows

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Professional Salaries	\$105,000	\$190,500	\$200,500	\$211,000
Secretary	16,000	17,000	18,000	19,000
Benefits	14,520	30,000	31,700	33,350
Office Expenses (Phone, postage, etc.)	4,000	5,500	6,500	7,000
Printing & Advertising (Brochures, recruitment materials)	5,000	3,000	3,000	3,000
Administrative Support (bookkeeping, insurance)	2,500	4,000	4,500	5,000
Recruitment Travel	10,000	15,000	15,000	15,000
Conference Travel	1,000	6,000	8,000	8,000
Israel Seminar	--	--	50,000	--
Student Stipends (@ \$10,000)	--	50,000	100,000	100,000
Tuition Stipends (@ \$8,000)	--	40,000	80,000	80,000
Library Books	2,000	2,000	2,000	2,000
TOTAL EXPENSES	\$ 160,020	\$ 363,000	\$ 519,200	\$ 483,350
<u>Income</u>				
Tuition (from stipended students)	--	\$40,000	\$ 80,000	\$ 80,000
Tuition (from add'l students)	--	24,000	48,000	48,000
TOTAL INCOME	--	\$ 64,000	\$ 128,000	\$ 128,000
NET COST	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350

2. Fellows Graduate Positions

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Compensation packages for new positions @ \$35,000	--	--	--	\$ 175,000
NET COST				\$ 175,000

3. In-Service Education Package

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Ongoing In-Service Programs</u>				
Stipends - Coaching programs	\$ 4,000	\$ 6,000	\$ 8,000	\$ 8,000
- JESP (10 hr. courses)	12,000	15,000	18,000	18,000
- CCJS (2-3 credit courses)	10,000	16,500	20,000	20,000
- Institutional	--	30,000	35,000	40,000
Administration				
Instructors - BJE	32,500	34,500	36,500	38,500
Instructors - CCJS	14,600	23,000	29,000	30,000
Field Coaching - BJE	6,000	12,000	18,000	18,000
Admin. Support - CCJS (registrar)	10,500	11,200	11,850	12,900
Admin. Support - BJE (supervision, clerical, materials, marketing)	31,700	33,350	35,325	37,300
Subtotal	\$ 121,300	\$ 181,550	\$ 211,675	\$ 222,700
<u>PGP</u>				
Stipends - Completion	--	\$ 10,000	\$ 15,000	\$ 15,000
- Study - (other than JESP or CCJS)	2,000	2,000	2,000	2,000
Administration				
Instructors - BJE	2,100	4,650	4,900	5,000
Instructors - CCJS	2,900	6,000	6,350	6,500
Supervision @ 10 hrs./participant (½ BJE/½ CCJS)	4,350	9,230	9,800	10,250
Admin. Support - CCJS (registrar)	3,000	3,300	3,650	3,700
Admin. Support - BJE (clerical, materials, postage)	7,100	7,550	8,000	8,450
Subtotal	\$ 21,450	\$ 42,730	\$ 49,700	\$ 50,900
Conference grants	6,000	6,000	7,000	7,000
Israel seminars	12,500	12,500	12,500	12,500
TOTAL EXPENSES	\$ 161,250	\$ 242,780	\$ 280,875	\$ 293,100

Income

Fees - BJE	\$ 6,600	\$ 8,400	\$ 10,200	\$ 10,200
- CCJS	17,500	29,000	35,000	35,000
In Kind - BJE	74,475	80,675	84,900	88,975
- CCJS	<u>19,675</u>	<u>33,615</u>	<u>40,250</u>	<u>41,625</u>
 TOTAL INCOME	 \$ 118,250	 \$ 151,690	 \$ 170,350	 \$ 175,800
 NET COST	 \$ 43,000	 \$ 91,090	 \$ 110,525	 \$ 117,300

4. Communal Day Schools

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Agnon	\$ 28,350	\$ 56,700	\$ 75,600	\$ 94,500
Hebrew Academy	33,000	66,000	88,000	110,000
Solomon Schechter	37,800	75,600	100,800	126,000
(grants for salary supplements)				
 TOTAL COST	 \$ 99,150	 \$ 198,300	 \$ 264,400	 \$ 330,500

5. Community Teachers

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Salaries	\$ 66,000	\$ 94,000	\$ 125,000	\$ 130,000
(@ \$22,000-25,000)				
Benefits (avg. 18%)	12,000	17,100	22,750	23,400
BJE Administration	1,000	1,250	1,500	1,500
(Interviewing, recruiting)				
Advertising	750	825	900	900
BJE Financial Services	1,200	1,400	1,600	1,600
JESNA Exchange Fees	300	450	450	450
(@ \$150/year)				
 TOTAL EXPENSES	 \$ 81,250	 \$ 115,025	 \$ 152,200	 \$ 157,850

Income

Schools' contribution to salaries (@ \$16-21,000)	\$ 50,250	\$ 73,725	\$ 100,700	\$ 106,150
BJE In-kind Services	<u>1,000</u>	<u>1,300</u>	<u>1,500</u>	<u>1,700</u>
 TOTAL INCOME	 \$ 51,250	 \$ 75,025	 \$ 102,200	 \$ 107,850
 NET COST	 \$ 30,000	 \$ 40,000	 \$ 50,000	 \$ 50,000

6. Retreat Institute

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Professional Salaries	\$ 47,500	\$ 75,000	\$ 80,000	\$ 85,125
Secretary	15,000	16,500	18,000	19,500
Benefits	11,250	16,470	17,640	18,832
Printing/Supplies/Postage	2,500	2,750	3,000	3,250
Resource Materials	1,000	1,000	1,500	1,750
Treuhaft Subsidy	20,000	30,000	40,000	40,000 *
NET COST	\$ 97,250	\$141,720	\$160,140	\$168,457

* Subsidy for use of the Treuhaft Conference Center by school and youth groups would level off at \$40,000/year. Additional increases in costs would be borne by the schools or youth groups.

7. Israel Incentive Savings Plan

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Grants to students</u> based on projected no. of trips	\$ 33,600	\$ 42,000	\$ 47,600	\$ 56,000
BJE Administration	7,800	8,400	9,000	9,600
NET COST	\$ 41,400	\$ 50,400	\$ 56,600	\$ 65,600

8. Project Curriculum Renewal

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
<u>Personnel</u>				
Professional Salaries	\$ 71,700	\$ 84,940	\$ 97,456	\$103,804
Secretary	7,500	7,950	8,427	9,027
Benefits	13,464	15,791	18,000	19,181
Subtotal	\$ 92,664	\$ 108,681	\$ 123,883	\$ 132,012
<u>Supplies</u>				
Educational	\$ 2,500	\$ 3,750	\$ 3,750	\$ 3,750
Office/Printing	1,000	1,000	1,000	1,000
Curriculum Slide Prod.	1,000	1,000	1,000	1,000
Subtotal	\$ 4,500	\$ 5,750	\$ 5,750	\$ 5,750

<u>Special Activities</u>				
Curriculum Conf.	\$ 6,000	0	\$ 6,000	0
Beyond-the-classroom				
Curriculum Inst.	1,000	0	0	0
Out-of-town				
Curriculum conferences/	2,500	1,500	1,500	1,500
Library searches				
Jewish School				
observations	0	500	500	500
Israel Consortium				
Consort. Mtgs./national	800	800	1,000	1,000
Israel Melton Inst.	2,000	2,000	2,000	2,000
JESNA in-service/local	1,000	1,000	1,000	1,000
Local travel	500	500	500	500
Subtotal	\$ 14,300	\$ 6,300	\$ 12,500	\$ 6,350
<u>Teacher Stipends for</u>				
<u>Curriculum Work</u>	\$ 6,400	\$ 6,400	\$ 6,400	\$ 6,400
<u>Accounting</u>	\$ 1,500	\$ 1,665	\$ 1,850	\$ 2,050
<u>Postage/Mailing</u>	200	300	300	350
<u>Telephone</u>	300	300	300	300
GRAND TOTAL EXPENSES	\$ 119,864	\$ 129,396	\$ 150,983	\$ 153,212
<u>Income</u>				
BJE In-kind				
Salaries	\$ 23,638	\$ 25,226	\$ 26,936	\$ 28,636
Supplies	900	1,150	1,150	1,150
Special Activities	1,200	2,200	2,250	2,300
Postage/Mailing	100	150	150	150
Telephone	150	150	150	150
TOTAL BJE IN-KIND	\$ 25,988	\$ 28,876	\$ 30,636	\$ 32,386
Conference income	3,500	0	3,500	0
School fees	6,400	6,400	6,400	6,400
TOTAL INCOME	\$ 35,888	\$ 35,276	\$ 40,536	\$ 38,786
NET COST	\$ 83,976	\$ 94,120	\$ 110,447	\$ 114,426

9. Youth Resource Office

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Ongoing funding from community at same level	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>
NET COST	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>

10. Congregational Enrichment Fund Expansion

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Grants to congregations	<u>\$ 130,000</u>	<u>\$ 130,000</u>	<u>\$ 130,000</u>	<u>\$ 130,000</u>
BJE Administration	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
TOTAL EXPENSES	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>
<u>Income</u>				
BJE In-kind	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>
NET COST	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>

VII. GOVERNANCE -- (This section is based on the work of the Blue Sky Task Force.)

It is recommended that the Joint Commission on Jewish Continuity be reconstituted after Federation Board of Trustees and Congregational Plenum approval of its Phase I report. The newly re-constituted Joint Commission on Jewish Continuity will be responsible for:

- Monitoring the implementation of COJC recommendations;
- Designing and conducting evaluation of new programs;
- Facilitating interagency and congregation-agency cooperation;
- Conducting further community planning in Jewish education and Jewish continuity areas;
- Advocating COJC goals with individual schools, congregations, agencies, and community leaders;
- Educating the community regarding COJC goals.

A. Structure -- The following structure is proposed for the newly reconstituted Joint Commission on Jewish Continuity and its subcommittees:

1. Commission

- a) Oversee program budgets and recommend allocations for the task force recommendations.
- b) Coordinate evaluation of new programs.
- c) Conduct advocacy efforts.

2. Program Subcommittee

- a) Oversee implementation of task force recommendations.
- b) Facilitate interagency and congregation-agency cooperation.
- c) Review other new programs as they are developed and undertake new planning studies (with the creation of special task forces if necessary).

3. Professional Advisory Committee

- a) Act as a resource to advise community planning in Jewish education.
- b) Survey national and international Jewish education arena.
- c) Foster cohesion of professional educators throughout the community.

4. Other subcommittees as necessary.

B. MEMBERSHIP

The composition of the Joint Commission on Jewish Continuity and its subcommittees should reflect the unique partnership that has been developed within the commission, including representation from the Federation, the Congregational Plenum, and the communal education agencies. Leadership positions should be shared, with one chairperson designated by Federation and the other by the Plenum.

1. The Commission should be composed of the following:

- a) Commission and program subcommittee co-chairpersons.

- b) Federation Budget, CSPC, WFPC, and Endowment chairpersons or their designees.
 - c) Congregational Plenum -- four designated representatives.
 - d) BJE, CCJS, and JCC president (board chairmen) or designees.
- 2. The program subcommittee should reflect a broader representation of lay and professional leaders from the Federation, synagogues, agencies, schools, and broader Jewish community.
 - 3. The professional advisory committee should be composed of communal agency directors, Federation planning staff, rabbinic leadership, and professional Jewish educators.

C. STAFFING

Federation will continue to provide staffing through its Community Services Planning Department.

D. ALLOCATION OF FUNDS

- 1. The Commission on Jewish Continuity will make annual recommendations to the Federation's Budget Committee for allocation of funds to meet its program needs. These will be in addition to regular annual allocations to beneficiary agencies through the Jewish Welfare Fund. The funds will be targeted for implementing new programs, or expanding existing programs, in accordance with COJC recommendations.
- 2. The COJC executive committee would reserve the right to withhold funds from organizations that fail to meet its implementation or evaluation standards.

VIII. EVALUATION

Evaluation must be an integral part of the implementation of the programs outlined above. Because of the varied nature of the programs' goals and auspices, an overall evaluation design should make use of a multiple-method approach. Evaluation should serve to measure the extent to which program goals have been met; provide mid-course feedback which can guide improvement of programs along the way; and provide valuable information on the effectiveness of the relationships between the various partners, including Federation's role as initiator and facilitator of the process.

IX. CONCLUSION

Our commission is confident that the recommendations outlined in this report are the critical steps that our community must take now to ensure Jewish continuity. Without an ambitious, comprehensive, and integrated approach to the challenges that Cleveland and every Jewish community faces, we will continue to find Jewish identity and commitment growing weaker and weaker. With such an approach, we provide the tools that the community, its institutions, and its families need to bring us forward to a bright Jewish future.

Respectfully submitted,

Joint Federation/Plenum Commission on Jewish Continuity

Co-Chairmen

Charles Ratner and James Reich

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Annette Hochstein

DATE: December 22, 1992

cc: Art Rotman
Barry Holtz

FROM: Shulamith Elster

SUBJECT: **The Local Commissions:**
For discussion

- I. "The most respected rabbis, educators, professionals, scholars and lay leaders will serve on community-wide steering committees to guide the project in a specific community. All sectors of the community - congregations, schools, community centers and federations - will need to be involved. Recruiting top community leaders to the cause of Jewish education and involving all sectors of the community will help raise Jewish education to the top of the communal agenda."

(Program Guidelines)

Original Task Statement:

"To be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders."

Expanded Task Statement:

"To be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders."

These emerge from the Lead Community 'concept' and will focus on the development of pilot projects within Enabling Options of personnel, community mobilization and Israel programs with maximum use of Best Practices identified by the CIJE.

II. Essential Elements:

- a. recruitment of local champion(s) to lead the process and to use his/her influence to recruit others.
- b. establishment of a steering committee to guide the work of the commission. Composition of steering group is critical so as to include key individuals and institutions.
- c. secure appropriate full-time professional support for the project.
- d. development of a vision for Jewish education in the community in partnership with professionals.
- e. development of appropriate working agenda for the work of the group - for the "translation" of the vision into a plan..
 - map of entire educational system --
 1. educator survey (numbers, qualifications, positions, training needs)
 2. institutional profiles with emphasis on resources, strengths and weaknesses
 - initial one-year and then five-year plans
 - formal approach for community support including:
 1. ongoing public discussion
 2. public relations on behalf of Jewish education in general, Lead Communities, Best Practices, pilot projects
 3. new levels of advocacy
 4. new financial commitments to increase local funding for Jewish education
 - focus on content and application in pilot projects in specific settings: educational programs within the Enabling Options - personnel, community support and mobilization and Israel programs.
 - introduction and maximum use of Best Practices and integration with pilot projects in personnel and community leadership.

III. Structure and Membership: The Cleveland Experience

The Cleveland Commission was organized in 1984 with 73 members. The composition of the Joint Commission reflected the unique partnership of federation and congregations, and included endowment funds, BJE, JCC, and a broad representation of lay professional leaders from community agencies including rabbis and professional Jewish educators.

In the initial year, the focus was planning and finding out what was known about Jewish education in the community. A paper by Barry Shrage set the framework for the work of the Commission which eventually focused on four specific areas.

1. Personnel
2. Parent and family education
3. "Beyond the Classroom" educational experiences for pre-adolescents and adolescents (informal education)
4. Blue Sky Task Force

Four task forces were convened and these groups met for two years.

FYI: Ukeles Associates is now involved in a project to assess what has been the impact of individual programs and the collective effort and to devise a formal framework for ongoing evaluation.

Note: Materials on the Cleveland Commission were air mailed 12/21/92.

IV. Checklist for commission membership:

Decision Makers:

- Communal leaders
- Educator leaders
- Rabbinic leaders
- Academics
- Clients (e.g., Parents)
- Local funders - foundations, endowment funds

Consider Representation from:

- Denominations
- Educational institutions - formal and informal (schools, JCC's, campus)
- Other local Jewish organizations
- Local agencies with educational programs

Attachments: Mission Statement-Cleveland
 1991 Progress Report

MISSION STATEMENT
COMMISSION ON JEWISH CONTINUITY

COMMISSION CHARGE:

Cleveland's Jewish community and Jews throughout the Diaspora are faced with a number of challenges and opportunities in their efforts to maintain, strengthen, and transmit Jewish values and traditions to future generations of Jews.

The Commission on Jewish Continuity was created to bring together a group of involved lay and professional leadership to strengthen Jewish continuity and identity in our community.

The Commission's primary goals include:

1. To raise the level of consciousness, promote a community dialogue and serve as an advocate for programs that promote Jewish continuity.
2. To enlarge the pool of community leadership who are concerned with and act upon the challenges and opportunities before us.
3. To create a forum through which members of the Commission can educate themselves on the concepts and issues relating to Jewish continuity.
4. To create a forum through which committee members can bring their own thoughts, ideas, and vision to bear on existing programs and on the development of improved structures and programs.
5. To create an atmosphere conducive to the implementation of a sound program, including formal/informal Jewish educational strategy (including both parent/family and child components), that uses an interdisciplinary, interagency approach and makes the best possible use of communal resources and expertise.
6. To encourage and promote model interdisciplinary and interagency structures for delivery of Jewish educational and identity enhancing services.
7. To help identify the financial resources for the implementation of these models.

The Commission will carry out these responsibilities by working closely with and through the leadership of the primary service delivery systems -- the Congregations, the Bureau of Jewish Education, the Jewish Community Center, and all other institutions and groups involved in strengthening Jewish continuity.

PROGRESS REPORT OF THE COMMISSION ON JEWISH CONTINUITY
(COJC)

EXECUTIVE SUMMARY

The Joint Federation/Congregational Plenum Commission on Jewish Continuity was created to bring together a group of involved lay and professional leadership to strengthen Jewish continuity and identity in our community. The Commission worked with Jewish agencies, schools and synagogues to develop and implement a package of ten programs. This progress report reviews the implementation of these ten programs and highlights questions, issues and challenges arising from their implementation.

The Program Subcommittee of the Continuity Commission is charged with overseeing the implementation of these various projects; facilitating interagency and congregation-agency cooperation; and reviewing other new programs as they are developed in relation to the work of the Commission. The Program Subcommittee is divided into four program review panels, each charged with the review of specific Commission programs.

Now in the second year of program implementation, the Commission is beginning to see the impact of its programs on the students, teachers, families, agencies, schools, and synagogues involved. This progress report conveys a great deal of information about these programs: number of users; effect on participants and institutions; issues for further exploration. What it does not convey are those things harder to quantify and describe in a written report:

- The reaction of a child to his or her first Shabbat experience;
- The response of a teacher to an improved salary and new opportunities for professional development;
- The meaning of a first Israel trip to a teenager using the Israel Incentive Savings Plan;
- The spirit of cooperation, optimism, and excitement fostered by our community's commitment to the continuity of our people.

The Commission will be seeking ways to measure the more intangible impact of its work over the next few months. Nevertheless, much is known about what is happening with the implementation of each of the different programs. The following are the conclusions which the Commission draws from the wealth of information in the progress report.

- Programs have been implemented in a way that is consistent with the goals and objectives outlined in the COJC report. An ongoing governance process ensures community review of program implementation and continued planning around issues arising in the implemen-

tation process. The Commission and its Program Committee have been reconstituted to include representatives from the Federation, Plenum, and implementing agencies. The Commission programs are subject to the full Federation budget review process, and the Federation thoroughly monitors the expenditure of funds.

- Program implementation has been greatly aided by positive and cooperative relationships among and between the various agencies, schools, and synagogues involved. This has occurred on both professional and lay levels.
- The various programs are interrelated and complementary in nature. They support, enhance and blend with each other and with existing educational programs. For example, the Retreat Institute and Project Curriculum Renewal program staffs have worked to coordinate how informal education programs can be integrated into school curriculum, and have jointly sponsored a full-day seminar for teachers on nature as an educational tool and setting. As the Cleveland Fellows Program evolves, it will be another significant example of this, as faculty and students from the program will lend their expertise to many of the other programs.
- Implementation of specific programs has served as a catalyst for change at various institutions. The attention the community has focused on personnel issues has stimulated internal examination and action among synagogues, schools and agencies, consistent with the Commission's goals, and occasionally extending beyond the scope of the Commission's recommendations.
- Related to the previous point, implementation has surfaced new or newly recognized challenges and rising expectations. For example, the salary increases for day school teachers were intended to narrow the gap between our communal schools and other local schools. Teachers, in response to the movement thus far, are now focusing on closing the gap more quickly. These kinds of developments will have future planning implications.
- There is a need to continue to develop support from various constituencies--within the Federation, congregations, and the community as a whole. Funding the program at the increased levels called for will be a major challenge over the next two years and beyond. In addition, the agencies involved in implementation have all raised questions about the security of funding after the initial four years. The Commission has to develop advocates who will understand and maintain the priority of this initiative.
- As a result of the Commission process, the community has been able to attract some exceptionally talented Jewish education professionals to key positions. This is true both for positions

created through the Commission's programs, and for other positions in schools and congregations which have been filled in recent years. As the community has created an environment of serious commitment to and support for Jewish education, it has found professional educators prepared to make a serious commitment to the community.

- In the congregations, where 80% of those who receive a Jewish education are reached, the Commission's programs have started to have a significant impact. Nevertheless there are barriers to overcome, as many synagogue lay and professional leaders are still unaware of the scope and purposes of the COJC initiatives. More effort must be given by the Commission to ensure that congregations understand and use the available resources.

The initial assessment is that the programs of the Continuity Commission are on the right track. There has been a positive response to them by service providers, program participants, lay leadership and the community as a whole. A cooperative and positive environment has surfaced through the project. In implementing such a wide range of programs, it is natural for new challenges and issues to arise. In particular, the Commission must ensure that the new resources put in place are understood and utilized by the various educational institutions in the community. As the Commission moves into its third year of implementation, it will continue to respond to these challenges, monitor and evaluate the programs, and plan for what lies ahead.

COMMISSION ON JEWISH CONTINUITY

Nathan Oscar and Charles Ratner, Co-Chairmen

PROGRAM COMMITTEE, CO-CHAIRMEN

Zachary Paris and Stanley Wertheim

PROGRAM PANEL CHAIRMAN

Alec Berezin
Irvin A. Leonard
Dr. Arthur Naparstek
Robert Solomon

/jaoDSB/36:cojc