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General correspondence and miscellaneous documents,  
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# American Zionist Youth Foundation

המוסד הציוני האמריקאי לנוער

February 7, 1991

Mr. Stephen H. Hoffman  
Executive Vice President  
Jewish Federation  
1750 Euclid Avenue  
Cleveland, Ohio 44115

T-5/1/91

Dear Mr. Hoffman:

I am sending you a copy of the progress report on the research on informal education throughout the Jewish world. The director of the research is Dr. Erik Cohen, and it was initiated by the Youth and Hechalutz Department of the World Zionist Organization. As you can see, the research has been conducted with the support of the Pincus Fund.

It seems to me that we have here the beginning of a very important tool that will help to show us the real picture, and will also help us to know what should be done, and what input should be made to improve informal education. Sadly, due to lack of funding, the research does not include the U.S. It has occurred to me that C.R.B. may find it worthwhile to sponsor a similar research project in the U.S., or at least might to find the idea interesting enough to hear more about the model and the expected results. As you can see, the material that I have enclosed is not for publication or distribution, so I'll be grateful if, after reading it, you return it to me.

Please let me know if there is an interest in pursuing the possibility of having research done in the U.S.

Sincerely,  
*S. Lilach*  
Shaul Lilach  
Director, Community Relations

cc: Mr. Ze'ev Levine, Chairman, Youth and Hechlutz

Mr Gidon Elad, Representative, AZYF

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# Arent Fox Kintner Plotkin & Kahn

Samuel K. Charnoff  
301/657-4812

**February 25, 1991**

Dr. Shulamith Elster  
Headmaster  
Charles E. Smith Jewish Day School  
1901 East Jefferson Street  
Rockville, Maryland 20852

Dear Shulamith:

Attached is a letter Debbie and I have submitted to the Covenant Foundation in support of your nomination for the Covenant Award.

We hope that the Covenant Foundation recognizes, as we do, that you should be selected to receive the award.

Very truly yours,



Samuel K. Charnoff

Enclosure

cc (w/enclosure): Ms. Patrice Teckler  
Michael R. Levy, Esq.

7475 Wisconsin Avenue  
Bethesda, Maryland 20814-3413

Telephone: 301/657-4800  
Cable: ARFOX  
Telex: WU 892672  
ITT 440266  
Facsimile: 301/657-4805

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1050 Connecticut Avenue, NW  
Washington, DC 20036-5339

8000 Towers Crescent Drive  
Vienna, Virginia 22182-2733

# Letter of Support Form

Name of Covenant Award nominee Dr. Shulamith Elster  
Name of person completing this form Samuel K. and Deborah Charnoff  
Address of person completing this form 7550 Heatherton Lane  
Potomac, Maryland 20854  
Relationship to the nominee Former Students

This form should be completed by either a colleague, a former or current student, or a community member who has worked directly with the nominee.

Please describe the nominee's effectiveness as an educator; his or her impact on students both in and out of the classroom; his or her contributions as a teacher-educator to the transmission of Jewish knowledge, values, and identity; and the nominee's pioneering educational activities, if any. Please cite specific examples, if possible. If appropriate, include evidence of the long-term influence the nominee has had as a mentor to colleagues and students.

Please type your comments, limiting them to the front and back of this sheet. A photocopy may be used.

Signature  Date 2/25/91

Please send completed form in time for delivery by 1 March 1991 to Dr. Judith Ginsberg, The Covenant Foundation, Jewish Education Service of North America, 730 Broadway, New York, NY 10003-9540.

As former students of Dr. Shulamith Elster, we firmly believe her to be an excellent choice to receive the 1991 Covenant Award. Dr. Elster's unparalleled dedication to providing the most innovative and comprehensive Jewish education to this country's Jewish children is the model other educators strive to reach.

Dr. Elster's excellence in education originates from her deep commitment to the belief that each student is to be recognized as an individual with different needs and qualities. As Charles E. Smith Jewish Day School alumni, we can attest to her uncanny ability to keep abreast of every current and most former students' lives, focusing not simply on their academic performance and achievements, but also on their personal development and problems. Most impressively, she manages to accomplish this without intruding. This care for each individual student enables her to reach her charges on a personal level not regularly associated with a Headmaster responsible for educating one thousand students a year.

Dr. Elster's respect for the individual student has been translated into the creation of an institution which is responsive to the needs of the students and, accordingly, is in the forefront of Jewish education. Her door is always open to students with ideas and plans they wish to pursue. No idea is dismissed out of hand, because Dr. Elster recognizes that the process of trying and exploring new ideas is one of the most important concepts an educator can convey to a student.

During Dr. Elster's tenure at the Jewish Day School, the School grew into a nationally recognized institution of more than one thousand students. Her ability to reach out to the community to explain the mission and needs of the School resulted in the School obtaining the funding necessary to build and sustain a modern building and educational programs to accommodate its growing student body. At the same time, her hands-on personal approach allowed the School to retain its "small school" atmosphere in which the educational needs of each student could be met.

One of the most noteworthy achievements of the School under Dr. Elster's guidance was the absorption of a large body of Iranian and Russian students during our final years in the School. Dr. Elster recognized the importance of educating all Jewish children and integrating them into everyday Jewish life. She also recognized that this

could not be done successfully without participation of the new students' American peers. Dr. Elster recruited the School's American students to teach the newly arrived Iranian and Russian students basic skills and encouraged reaching out in more personal ways as well. We recognize today that this effort was not intended solely to benefit the foreign students. It was also intended as a teaching tool to convey to the entire student body that, in Judaism, nothing is more important than aiding a person in need.

Her commitment to Judaism's core values and teachings is evidenced in many other ways. For example, each year, the senior class spends their second semester working and studying in Israel. Instilling a strong bond in each student with the State and people of Israel is a central goal of the School. The significance of this goal has never been more apparent. While the War in the Gulf has forced a delay in this year's senior class departure, Dr. Elster has steadfastly continued to insist that the Israel program go forward as soon as conditions in the region make this safely possible. She has resisted efforts to implement an alternative program.

Dr. Elster's selfless dedication to her students and to living the values she teaches is evidenced by two other episodes. While accompanying her daughter's senior class to the airport one year to begin their semester in Israel, Dr. Elster spent hours on the phone at busy J.F.K. making last minute arrangements to ensure that the class' Russian and Iranian students would have no trouble travelling with their classmates, although this meant she would have little time to spend with her daughter. Similarly, just this past year, an alumna of the School became very ill. While we were working with Dr. Elster to coordinate an alumni gathering at the School, she made all the School's resources available to us to not only allow the transformation of the alumni affair into a benefit for the ill alumnus, but attract the community at large to attend in support of the benefit for the ill alumna.

Dr. Shulamith Elster's impact on the lives of so many Jewish Day School graduates is clear. As two of her former pupils, we know that her personal guidance, as well as the guidance of so many other Jewish Day School teachers influenced by her, is in large part responsible for the success we, along with our classmates, have experienced and the commitment to Judaism shared almost universally by all Jewish Day School graduates.

It is for these reasons, and many others, that we urge you to consider Dr. Elster for the 1991 Covenant Award for Exceptional Jewish Educators.



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Mr. Stephen H. Hoffman  
Dr. Shulamith Reich Elster  
Commission on Jewish Education in North America  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mr. Hoffman and Dr. Elster:

I thank you for sending me a copy of A Time To Act. Highlights of the study have been published in The Orchard, the sermonic compendium published by the UJA Rabbinic Cabinet, which is distributed to practically every rabbi in the U.S. as well as federation leadership. In this way, we may have been able to publicize your study and your efforts in a manner that could not be duplicated.

As teachers and spiritual mentors, the UJA Rabbinic Cabinet, which includes rabbis of every denomination, stands ready to assist you in your work. May G-d bless your efforts "to magnify the Torah and glorify it" with success.

With best wishes for a meaningful Pesach, I remain

Sincerely yours,

Rabbi Doniel Z. Kramer  
Director

DZK:md

Enclosures

cc: Rabbi Matthew Simon  
Rabbi Michael Zedek

P.S. May I ask you for another copy of A Time To Act since my copy was taken apart to excerpt the passages that were printed in The Orchard.



## WOMEN'S DIVISION

COUNCIL OF JEWISH FEDERATIONS • 730 BROADWAY, NEW YORK, NY 10003 • 212/475-5000

April 19, 1991

Dear Shulamith,

Many thanks for your outstanding presentation at the recent CJF Spring Quarterly in Washington, DC. It is clear to those of us who studied with you why you were selected for your significant new position. If you are a fraction as effective on the national scene as you were with our women leaders you are obviously going to have a major impact on Jewish education in North America.

You will be interested to know that when we went to Baltimore the day following the Quarterly the president of the Women's Division there was explaining to some members of her board how she was planning to use a segment of the material you presented at her next meeting.

We are very grateful for your generous participation at our session. We look forward to future opportunities to learn from and cooperate with you.

Cordially,

A handwritten signature in cursive script that reads "Sue Stevens".

Sue Stevens  
Director

ss/ss/tf

A handwritten signature in cursive script that reads "Sandra Sheinbein".

Sandra Sheinbein  
Chairwoman

TEACHERS COLLEGE COLUMBIA UNIVERSITY

NEW YORK, NEW YORK 10027

14 June 1991

Ms. Shulamith Elster  
5800 Nicholson Lane  
Apt. 508  
Rockville, MD 20852

Dear Shulamith,

Since the May meeting of the Wexner Seminar was cancelled, we never had the opportunity to celebrate the end of the year and most importantly your new job at the Council on Initiatives on Jewish Education.

I thoroughly enjoyed the social aspects of the Wexner Seminars and the opportunity to get to know you and see you in action. No doubt you are well prepared to handle the challenge of your new job. I hope that you find it challenging and exciting. The CIJE was indeed fortunate to have recruited you. Best of luck.

Have a great summer. I look forward to seeing you again (hopefully) as a fellow New Yorker.

Sincerely,



Pearl R. Kane





26500 Shaker Boulevard Beachwood, Ohio 44122-7197 216-464-4050 Fax 216-464-5827

March 31, 1992

Mort Mandel, President  
Premier Industrial  
1750 Euclid Avenue  
Cleveland, OH 44115

Dear Mort:

I wanted to let you know how much I enjoyed and profited from our recent conversation concerning Jewish education in Cleveland and the Cleveland Fellows. With a few incisive questions and observations, you succeeded in throwing into perspective for me a number of issues I've been wrestling with in (what I came to recognize as) too narrow a context. Our conversation especially helped sharpen my thinking about two issues.

The first concerns personnel. You will recall that we spoke about the inadequacy of the stipends being paid to the students in The Cleveland Fellows Program. In the course of that conversation, you asked me to think carefully and to let you know how much I felt it would take to attract into the program the kinds of individuals whom we would hope to attract. The reason I have not responded to this request (and am not now) is that I emerged from our conversation with the strong sense that the stipend issue cannot adequately be discussed prior to or in isolation from reflection on more fundamental, broader matters. That is, the stipend issue can only be meaningfully addressed after the community has gotten clearer concerning who -- what level of personnel -- it hopes to attract via The Cleveland Fellows Program; and this requires articulating a comprehensive approach to personnel/leadership development in Cleveland. Such an approach must focus on the need to up-grade and retain senior personnel already in place as well as on the desirability of drawing in new personnel at both junior and senior levels. While I have some confidence that a comprehensive plan would include a strong effort to draw into the system the kinds of individuals The Fellows Program now works with, even this could reasonably be re-assessed in developing a larger plan of action. Our conversation concerning this matter led to an excellent conversation with our Review Panel concerning personnel; the attached document articulates (but also goes beyond) some points made in the course of that meeting.

The second issue that you helped to throw into perspective concerns Cleveland's deliberations about the possibility of an organizational restructuring of Jewish educational services. As I noted when we spoke, I regard this matter as very important, the reason being that at present there is an organizational chaos that seriously interferes with our ability to be optimally effective. This chaos arises out of a number of circumstances, including the fact that the Continuity Commission assigned

to three major agencies vague, over-lapping, and potentially competing mandates in the area of Jewish education without creating an authoritative structure/mechanism to facilitate and ensure joint planning, coordination, and conflict resolution.

My concern is that pragmatic considerations will over-ride those that are genuinely educational in the community's process of deliberation. I am especially worried that fiscal concerns (a desire, particularly powerful during a recessionary period, to cut back on costs) and political realities (in particular, the desire of each agency and institution to further its perceived interests) will over-ride what might make the best educational sense. Another concern is that the deliberations will proceed without getting adequate input a) from a broad enough range of local stakeholders or b) from knowledgeable "outsiders" who can eye-ball the Cleveland scene against a background of knowledge concerning other reform/restructuring efforts in both Jewish and general education.

To the extent that these concerns are valid but go un-addressed, I fear for the results. In our conversation, I sensed - I hope accurately - that you shared my own feeling that it is important to approach the re-structuring deliberations in a way that makes educational considerations paramount (I say this without a clear idea at this point of what a system would look like that does treat these considerations seriously). The key participants need to realize that in the long run Cleveland will be better off if it takes the high road even if it is more time-consuming. I will continue doing what I can to encourage the process in this direction.

In any case, I am grateful for the opportunity we had to speak. It helped me focus in on and clarify some issues that seem important to me.

My best wishes for a happy Passover.

All the best,



Daniel Fekarsky

encl.

## THE CLEVELAND FELLOWS PROGRAM - CRITICAL ISSUES AND CHOICES

March 1992

Although vagueness is sometimes appropriate in the formulation of a community's plan of action, at other times clarity is of the utmost importance. In the absence of clarity, there is a danger that the program that now exists will drive the results, rather than the desired results driving the conception and organization of the program. It is therefore critical that we articulate as lucidly as we can what we think will be the likely results of the program now in place and whether, and if so how, these results differ from that which the community hopes for. Note that the phrase "what the community hopes for" covers two distinct matters: a) what changes in educational structure, personnel, and programming it hopes to achieve, b) what changes in the life of the community it hopes to bring into being via such changes in the educational landscape. Both these matters need to be examined as part of the process of clarifying what we are, or should be, about. Getting clearer on these matters is a precondition of addressing our central challenges. In particular, to the extent that what the community hopes for differs from what the program now in place is likely to bring into being, hard thinking needs to be done concerning the attainability of its aspirations and, if they are judged attainable, the conditions that need to be in place if we are to secure those results. I summarize some critical issues in a number of short paragraphs, in hopes of eliciting views concerning what is right, what is wrong, and what is missing from the analysis.

1. Local stakeholders have very different views concerning the individuals who enter The Cleveland Fellows Program. While in some quarters it is assumed that they will be entry-level personnel, ripe for a graduate program of professional development, others have expected those entering The Fellows Program already to be accomplished educators, with the potential to quickly become with the aid of the program, if they are not already, educational leaders. Hence, for example, the expectation of some that the Fellows would make a significant contribution to change in congregations even during their initial internships. Frequently associated with the latter expectation is the belief that such educational leaders will transform the landscape of Jewish education in the settings in which they are working.
2. Systemic change and genuine, lasting innovation are extremely difficult to achieve even for senior educators who have years of experience, good ideas, and political savvy. There is a need to tone down rhetoric that suggests anything else; but this must and can be done in a way that does not undermine the impulse to support serious, long-term efforts at innovation. Properly framed, a candid statement of what can realistically be hoped for from educational innovation (and of what can be expected to happen to the American Jewish community in the absence of efforts to innovate) should be sufficient to catalyze support for educational reform.

3. In actual fact, the program now in place has thus far tended to attract the same kinds of individuals who are attracted to graduate programs in education at institutions like Brandeis, JTS, and HUC. (The important qualification to this generalization is that we do tend to attract somewhat more mature individuals, in some cases with a track record in education, from the Cleveland area.) These individuals tend to be young, talented, and idealistic, but not yet particularly well-versed Judaically or sophisticated as educators. A two-year professional development program can reasonably be expected to strengthen our students Judaically and as educators, and they should certainly emerge from the program as very able educators, considerably stronger than many Jewish educators now in the field in respect of their overall competence and their potential for continuing professional growth. But it is an open question whether most will be ready to assume significant leadership positions immediately upon graduation.
4. The fact that some community-leaders and congregations expect the Fellows to be further along than they are when they enter into the congregational orbit as interns results in disappointment on the part of the congregations, destructive pressures on the Fellows, and resentment towards the program. Unrealistic expectations concerning graduates of the program could prove equally destructive.
5. Can the program as currently organized attract individuals who are already tried-and-true as quality Jewish educators, leaders, and innovators? So far it has not, a circumstance that could be due to the program's newness or to a possible need for a stronger recruiting effort. Such possibilities need to be - and will be! - taken very seriously. Still, there is reason to wonder whether the program as currently organized, inclusive of the incentives package associated with it, can be expected to attract such individuals. If the community is genuinely interested in attracting more than entry-level individuals, especially individuals who, being somewhat older, might also have families to support, the present incentives package may be insufficient to secure such results. A \$35,000 "compensation package" is not a \$35,000 salary; it is more like a \$28,000 salary. A \$28,000 salary might have been very attractive to a single person starting out at the time the program was devised four years ago. It is less attractive even as an entry level salary today, and it will even be more unattractive 1-1/2 years from now when our students enter into the world of full-time work. It may be unrealistic to think that this kind of salary will attract more than entry level people. Similarly, a \$10,000 stipend (which turns out to be taxable) is unlikely to attract more than entry-level individuals, unless they have substantial savings, a working spouse, or a willingness to go into debt.

6. 1-5 pose choices for the community. Here are some possibilities to consider:
- a. Recognize and affirm The Cleveland Fellows Program in the form that it has assumed, develop appropriate community-rhetoric, and galvanize support for the program as defined by this rhetoric. This rhetoric would stress that the program's job is not to attract mid-career individuals who are tried-and-true, but to identify able individuals who are rich with potential and to develop them into a cohort of talented educators who, as individuals and as a group, will improve the quality of the field. Upon graduation, they will already be stronger as educators than many now in the field; and from among them some real leaders may gradually emerge. Moreover, because of their collegial ties and shared universe of discourse, they will be able to make contributions jointly that would be impossible for them as individuals working alone. A strong case can be made for such a program. It must, however, be borne in mind that a program that attracts individuals who are new to the field is riskier than one which primarily attracts mid-career individuals. Entry-level individuals pose the following risks: their ability as educators has yet to be verified; their commitment to Jewish education is still questionable; and, for those coming from elsewhere, their commitment to Cleveland may still be in doubt.
  - b. Develop a plan of action that will effectively attract into Cleveland a different population of Jewish educators -- in particular, individuals that have already established themselves as quality educators. Such individuals are attractive precisely because they are already proven as educators, as well as because, having already spent a number of years in Jewish education, their commitment to this field is less in doubt than it is with entry-level individuals.

Such individuals might reasonably be designated "Senior Fellows". As Senior Fellows they would immediately assume significant, well-paying, full-time positions. At the same time, they would continue to devote time to study and to educational planning in collaboration with other senior Fellows; they would also serve as mentors to less developed but promising educators in the community. Such individuals would become Fellows without going through the program of preparation that we now have in place.

It is clear that this plan of action might entail putting together a much stronger incentives package than is now in place. It might also entail reconceptualizing what it means to be a Cleveland Fellow. The Cleveland Fellows Program would more nearly approximate what it means to be a Fellow in the academic world; it would not be a graduate program -- though it would enable Fellows to pursue an advanced degree, if appropriate.

Although this route seems less risky than the route described under a), it is questionable on other grounds. In particular, are the kinds of individuals envisioned anywhere to be found - and, if so, can they be attracted to Cleveland? The difficulty of this challenge should not be under-estimated.

c. Yet another possibility, and perhaps the sanest one, everything considered, mixes the preceding two possibilities. The Cleveland Fellows Program as now constituted would continue, helping to build up a strong cadre of young educators who share a universe of discourse and the kinds of social bonds that facilitate mutual support and collaboration; at the same time, some communal funds would be reserved to attract "Senior Fellows". Senior Fellows would, as noted above, enter into significant positions in the community without having gone through the Fellows program, but they would play an active role in the life of the Cleveland Fellows community, serving as advisors to students in the program and participating with them in colloquia and other planning activities.

7. One could readily imagine a comprehensive approach to leadership development that incorporates but is broader than what is described in 5 c, and which builds on opportunities for professional growth already in place in the community. In addition to the 2 tiers therein described, there would be two additional tracks:
- a. a tier devoted to promising individuals who are not ready or appropriate for the Fellows Program. In exchange for some commitment to Jewish education, the College might direct their program of study, offer them tuition-free courses, and negotiate for them paying positions in the field.
  - b. a tier dedicated to individuals who are already educational leaders in the community -- for example, congregation-based educational directors or camp directors. On-going opportunities for professional development, including a chance for partial sabbaticals devoted to professional growth, would be at the heart of the effort. Perhaps such individuals could be made a part of the Senior Fellows community.
8. In any event, it is important to give serious thought to what it may be possible to bring into being via The Cleveland Fellows Program; and to decide, from among these possibilities, which combination to emphasize. This can and ought to be done in relation to a larger vision of personnel/leadership development for the community, a vision that includes but is not limited to The Fellows Program.



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צדקה  
THE JEWISH COMMUNITY FEDERATION OF CLEVELAND  
1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

January 28, 1993

Mr. Morton L. Mandel  
4500 Euclid Avenue  
Cleveland, OH 44103

Dear Mort:

In the rush to talk about the CIJE issues with Lead Communities and the inauguration and the campaign leadership (we're in the process of asking Alan Schonberg to chair the '94 campaign), I didn't remember to share with you an observation from the Senior Policy Advisors' meeting.

You may recall that the Senior Policy Advisors of CIJE met in New York on Thursday, January 21. In attendance were Elliott Spack from CAJE, Dan Pekarsky, Jack Bieler, Josh Elkins, Bob Abramson (United Synagogue), Dan Syme (UAHC), Ellen Goldring (our evaluation coordinator), Dave Dubin, John Woocher, and I think a couple of others who I am blocking on.

To the point . . . we spent many hours that day reviewing the work of the best practices and the evaluation project, and inevitably found ourselves getting into a discussion of education issues. It occurred to me, as one of the non-professional educators in the room, that these conversations must be pretty similar to the kind of conversations the education pros have all the time. So at the end of the day, I asked them whether there was anything special in the content of our discussions that distinguished itself from the conversations they have in other settings. I was struck hard by the enthusiastic response they gave on how different and valued the CIJE setting was. They said, in fact, that the same issues come up but not with the same nuances, and there is nowhere that they discuss issues with the same comprehensive analysis and overview as with the opportunity presented by CIJE.

Mr. M. L. Mandel

-2-

January 28, 1993

The Senior Policy Advisors remain very enthusiastic and very eager to dig into the CIJE issues and be of service, and I think we have a fairly talented group around the table to tap into. In fact, I think we should use them more down the road.

I just wanted to share this with you.

Warm regards.

Sincerely,



Stephen H. Hoffman  
Executive Vice-President

SHH:gc

cc: Henry L. Zucker



MEMO TO: CIJE Steering Committee

FROM: Virginia F. Levi



DATE: March 30, 1993

-----  
This will confirm plans for CIJE Steering Committee meetings at 7:30 a.m. on the following dates:

Thursday, April 15

Thursday, May 13

Thursday, June 17

Friday, July 9

Wednesday, August 4

Seymour Fox and Annette Hochstein will participate via telecon.

To: Alan, Barry, Nessa  
From: Gail  
10/2/94

I'm looking for the conceptual frameworks that might hold the steering committee discussion on: What Comes Next? This is not right yet. Any thoughts?

I'm looking for the rubric for the discussion as I look for the framework. That is, for them to examine the list and say: what's missing? or is this what we should be doing? We need to be able to say more than this is a list of the kinds of things we could be doing. What do you think?

#### CIJE INITIATIVES THAT EMERGE FROM POLICY BRIEF

##### Creating Appropriate Forums to Tell the Story

1. convene a national conference on the study, its results and implications
2. make presentations to major federations on the study, its results and implications

##### Helping Communities Improve Their Planning Process around Personnel Issues in Jewish Education

3. create a module on the study that can be "packaged" and "taught" to federation planners  
(This would involve "fixing the instrument" so that it reflects what we have learned; establishing a \_\_\_\_\_ so that the data can be analyzed once collected)
4. develop a "generic" personnel action plan for use in local communities and create a module to "teach" it (including how a community would go about adapting it to meet its needs)

##### Examine Issues that Emerge from the Study that Need Solutions

5. create two task forces to develop national strategies and recommendations
  - a. task force to study issues of salary and benefits
  - b. task force to study issues of licensing and standards

##### Seminars/Consultations in which we share what we know about developing professional development opportunities both for teachers and principals

6. create a series of national/regional seminars on the characteristics/elements of quality professional development programs on teaching and learning for central agency personnel



BUREAU OF JEWISH EDUCATION OF GREATER LOS ANGELES

"Keeping the Jewish People Jewish, Through Education."

November 9, 1993

Dr. Barry W. Holtz
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry:

Thank you for following up on our request in such a timely manner. I am pleased that the leadership of the CJE is prepared to disseminate knowledge of its activities and accomplishments to communities seeking to benefit from knowledge of the Council's important work.

There are several possible opportunities for you to meet and interact with our communal lay leadership and professional staff. There is a possibility that we will conduct a BJE Board Retreat sometime in early March. Last year's retreat brought 50 leaders together at the nearby Brandeis-Bardin Institute for a spirited day of deliberation, discussion and fellowship. Should we schedule a 1994 retreat, I foresee the possibility of a 90 minute presentation and discussion segment for you.

Should there be no retreat, we would be pleased to reserve a full hour of time at our March board meeting (attended by over 50 communal leaders), as well as to arrange additional meetings with key lay leaders, BJE staff, principals, and Federation leadership. Some of these additional meetings could, of course, be organized in addition to your participation in a retreat program.

Please let me know whether these possibilities strike a receptive chord. Within a short period of time we should then be able to finalize arrangements.

Best wishes for continued success!

Sincerely,

[Handwritten signature]

Dr. Ron Reynolds
Director of School Services

cc: Dr. Gil Graff

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**To: Alan Hoffmann**  
**From: Richard Shatten**  
**Re: Assignment from previous steering committee meeting**  
**Date: September 30, 1994**

Among my assignments is a request to review literature on models for community organizing. I did not plan to review literature but instead offered to develop a framework for considering community mobilization. Each is rich with literature and could be considered in greater detail if we are interested. The attached memo suggests that framework. If we choose to pursue any of the content please let me know.

## Methods of Community Mobilization

The CIJE seeks to raise the priority of Jewish education in communities throughout North America. To accomplish this it has proposed a program called Mobilizing Community Support. Our strategy calls for recruiting top community leaders to the cause of Jewish education. Specific efforts will be made to involve lay leaders who are members of the boards of Jewish schools, synagogues, and JCCs in our plans. Federation members will be made aware of the steps that have to be taken in local communities to start the process of improvement.

There are a number of possible models for community mobilization:

1. **Leadership Recruitment** - This is a pure power strategy. It suggests steps in identifying the most powerful people in a community and systematically recruiting them to boards and commissions concerned with Jewish education.

**Examples:** The Business Roundtable, Cleveland Tomorrow, the New York Business Partnership.

**Implication for CIJE:** The current approach should be maintained and augmented at the local level. Processes should be created to identify candidates for leadership positions and develop involvement and recruitment plans for those individuals. The Board of the CIE is a good starting point but the universe of appointments could include Commission on Jewish Continuity, board of bureaus of Jewish education and other significant local and national organizations.

2. **Thought leader recruitment** - (Good ideas prevail) - Some believe that the best way to win over a community is through its opinion and thought leaders. Under this model the people who form opinions - educators, rabbis, professors, planners, leaders of planning committees - would be the core target of community organizing.

**Examples:** Goals for Dallas, the Citizen's League Movement

**Implication for CIJE** - The CIJE should promote more local study commissions, conferences and delphi-type processes that bring content and thought leaders together around a growing agenda. At the national level the board process would be augmented with a national invitation only seminar series to opinion leaders. At the local level CIJE would develop speaker bureau and seminar models that augment understanding.

3. **Public relations** - Some mobilization strategies rely entirely on public relations and community relations to achieve their objectives. After conducting a study the implementation phase is limited entirely to information dissemination - meetings with editors, reporters and columnists.

**Examples:** Council for Economic Development, Brookings

**Implication for CIJE - The CIJE should be systematic in identifying all possible media outlets and strategies for getting our voice into those outlets. The senior CIJE staff should concentrate on relationship building with those key media contacts.**

- 4. Grass roots mobilization - Often change comes from the grass roots demanding a different direction from leadership. In its early years CAJE was represented as such an organization. A grass roots model would focus on organizing those at the consumer level – parents associations for the improvement of Jewish education, teachers and principals united for Jewish education, federation planners for Jewish education.**

**Examples: Citizen Action, CAJE**

**Implications for the CIJE. The CIJE would circumvent the federation process providing funding and organizing guidance directly to community residents with the intent of creating grass roots coalitions.**

**Any successful community mobilization strategy would logically draw from the above mix of strategies. The challenge for CIJE is to determine the mix and then pursue it systematically for a sustained period of time.**

## The Principals' Center

The Principals' Center at the Harvard Graduate School of Education was founded on the belief that school principals do indeed make a profound difference in their schools. Since 1981, the Center has encouraged and supported reflective practice. The Center is an international membership organization of over 600 principals. Approximately half of the members are from outside of Massachusetts. School principals are invited to teach, share information, and help plan and implement their own professional development opportunities. The Center creates an annual professional development calendar for school leaders by bringing together Harvard faculty, school consultants, and Center staff to present the most current information available to educators.



## Council for Initiatives in Jewish Education

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. Through strategic planning and the management of change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which will ultimately impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.

## ABOUT THE PRESENTERS

**Richard Ackerman** is a faculty member at the University of Massachusetts Lowell College of Education, Lecturer on Education at the Harvard Graduate School of Education, and co-director of the International Network of Principals' Centers.

**Roland Barth** is the founding director of the Principals' Center. Currently he is an international consultant for principals and school districts.

**Chuck Christensen**, faculty member at the University of Massachusetts Lowell College of Education, consults extensively to school districts and leadership academies in areas such as school improvement, strategic planning, and leadership development.

**Terry Deal** is a professor of education and human development at Peabody College of Vanderbilt University. He teaches courses in Organizational Theory and Behavior, Symbolism, and Leadership.

**William A. Firestone** is Professor of Educational Administration and Senior Research Fellow in the Consortium for Policy Research in Education at Rutgers University. He is interested in how school organization affects teachers daily lives.

**Ellen B. Goldring** is a professor of educational leadership at Peabody College of Vanderbilt University whose research focuses on the ways increased parental involvement impacts leadership in schools.

**Sharon F. Rallis** is the Program Director of the Designing Schools for Enhanced Learning Initiative of the Regional Laboratory. She coordinates a school transformation network of more than 50 schools in the Northeast.

**Steve Truitt** is Director of Harvard Outward Bound, an academic and school reform project that uses direct and community experience as an educational pedagogy.

## Building a Community of Leaders: Creating a Shared Vision

*Co-Sponsored By*

The Principals'  
Center



and

CIJE  
Council for Initiatives  
in Jewish Education

October 30- November 3  
1994

The Principals' Center  
Harvard Graduate School of Education  
336 Gutman Library, 6 Appian Way  
Cambridge, MA 02138

### Understanding Effective Leadership

What distinguishes an effective leader? Leaders are able to draw on the strengths of others while exerting their influence to achieve success. School councils, experienced faculty, concerned parents, and curious students are part of the challenge to leadership. Participants will:

- develop effective communication skills to establish trusting relationships with key stakeholders;
- refine group leadership skills to develop a shared vision;
- explore the role of values in the development of leadership.

### Developing Case Stories in Educational Leadership

A *Case Story* is both an oral and written description of a real life, leadership situation. The participants of this Institute will have the opportunity to share personal leadership practices and dilemmas facing Jewish educational leaders by blending aspects of the case study method with the tradition, artistry, and imagination of story-telling. The goal is to help school leaders become more involved in their own and others' learning by developing problem solving and analysis skills, thus thinking more critically and systematically about their values and purposes. Participants will:

- write a one-page case story with coaching and feedback from workshop leaders and colleagues;
- share *Case Stories* with one another;
- engage in discussion to gain a deeper understanding of their leadership practices and those of others.

### Creating a Vision

Developing ways to foster the elements of teachers' and principals' personal visions is at the heart of school improvement. A person's vision provides a framework within which we can make use of the

many prescriptions and conceptions of others. In this session participants will:

- learn how to involve others in creating a school vision;
- discuss how principals share their vision with the school community;
- design an implementation process for your school.

### Becoming a Community of Leaders

A school can fulfill no higher purpose than to teach all its members that they can make what they believe in happen and to encourage them to contribute to and benefit from the leadership of others. Each school faces the task of constructing an effective educational and intellectual community around a unique set of issues and individuals. What is needed is leadership from within, from parents, teachers, principals and students. Participants will:

- engage in conversation on how to relinquish authority to others;
- explore how independence, interdependence, and collegiality contribute to the school community;
- prepare to transform a school into a community of leaders.

### Establishing Effective Communication Strategies

Principals no longer work alone. The principal may now have a board of directors, a community board, and a lay board. Disparate individuals come together to advise and direct school curriculum, pedagogy, and philosophical concepts. The principal's role is one of instructional leader, consultant, facilitator, and administrator. In this session participants will learn how to:

- lead consensus building activities;
- get the most from a board;
- create win-win situations.

### Engaging Teachers in the Decision Making Process

Teacher participation is said to help build commitment, enhance collaboration, and ensure that the best information is available for making good decisions in schools. However, participation can be time consuming and may put a damper on change. Not all teachers want to participate in making decisions that go beyond their own classrooms. After exploring the pros and cons of participation this session will:

- examine how principals can structure teacher participation to make it most beneficial for the whole school;
- explore the costs and benefits of teacher participation in decision making;
- brainstorm about how ideas developed in other settings can be applied to Jewish schools.

### Building Teams Through Experiential Education

It is difficult to learn anything without having the opportunity to practice it, whether it be a skill, a behavior, or a point of view. This active session consisting of group problem solving and initiative exercises facilitated by staff from the Harvard Outward Bound Project will allow participants to practice what they have been discussing at the Institute thus far. Participants will:

- engage in small group activities which demand only a willingness to participate and share perspectives;
- explore trust and stylistic aspects of group leadership;
- participate in teambuilding activities.



(2 PAGES)

TO: ALAN HOFFMANN

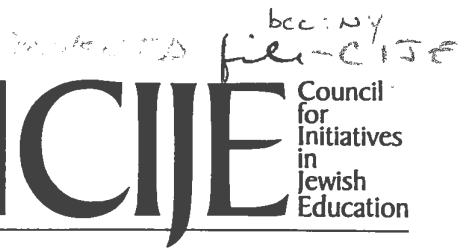
FROM: GAIL DORPH

1. HERE'S A BEGINNING OF WHAT THE CHART THAT WE DISCUSSED TODAY MIGHT LOOK LIKE. I WASN'T SURE IF YOU WANTED TO TRY OUT THE IDEA ON MORT OR NOT SO I'M FAXING IT TO YOU--JUST IN CASE. I DIDN'T HAVE ALL MY NOTES AT HOME SO IT MAY NOT BE A TOTALLY ACCURATE REFLECTION OF THE OTHER LIST.

2. TALKED TO ADAM--HE'S ON TARGET FOR HIS TASK AT STEERING COMMITTEE SESSION.

3. TALKED TO ELLEN--OK FOR HER TO WRAP UP.

4. TALKED TO LOUISE--SHE WILL ASK A QUESTION ABOUT COMMUNAL LEADERSHIP. DOESN'T THINK IT SHOULD BE THE FIRST QUESTION BUT SHE WILL BE HAPPY TO ASK IT.  
BARRY IS GOING TO ASK CHUCK.  
TOMMORROW WE'LL FIND CAROL INGALL.  
WE'LL PRIME DANNY AND SHELLY TO ASK IF WE NEED THEM.



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Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

July 24, 1995

Ms. Sofija Zibuciene  
The Jewish Children's Club Ilan  
Zalman Reizen Foundation for Jewish Culture  
Education and Science of Lithuania  
PO Box 1075  
Vilnius 2001, Lithuania

Dear Ms. Zibuciene:

Thank you for your letter of July 14 in which you request support for The Jewish Children's Club Ilan.

The Council for Initiatives in Jewish Education receives a great number of worthy requests and we find that we cannot support them all. We are, therefore, unable to respond favorably to your request.

Best wishes for success in finding the funding you seek.

Sincerely,

Alan D. Hoffmann  
Executive Director

C - Pls. get SW's form  
TD letter from her &  
see if you can adopt for  
this. - Thanks!

7-77-95  
CK

Alan - With your permission, I'll  
write a turn-down letter.

Giviny  
7/14/95

'95.07.17 19:54

<FAX> 215950

PI

TO: Council for Initiatives in JE

From 370-2-615758  
Vilnius

איילן

P.O.Box 1075, 2001 Vilnius, Lithuania. Tel.: 370-2-612695, fax: 370-2-615758

July 14, 1995

July 14, 1995

**Dear Ladies and Sirs,**

I am writing you about a matter which is very important to our Jewish Children's club "ILAN". Enclosed is a short description of activities and goals of the aforementioned club.

A few days ago we have received official invitations and visas for four club's teachers to take part in the **Conference on Alternatives in Jewish Education that will be held in University of Massachusetts in Amherst in August 10-17**. The Chair of CAJE this year is Mr. Peter Stark (ph. #617- 244-8831) with whom we work for five years in Vilnius Jewish winter camps, who helped us to start our club. This conference is extremely important for our club. It will attract almost two thousand professional Jewish educators. There will be more than 600 sessions, many of which will assist us in work at the Jewish children's club "Ilan."

In the past two of our club's leaders have participated in previous CAJE conferences. The knowledge, literature and materials, which they brought from there, are very useful and important to successful work of our club throughout the year, many of our recent projects are based on ideas and experience that we brought from the conference.

Participation of four of our club's young chancellors in CAJE conference is very important for prolonging the successfully started work. These staves are devoting all their spare time to work with Jewish kids and teens. They actively participated in the organizing of this children club, worked in summer & winter camps (even now they are working as madrichim in two different Jewish camps in Lithuania), took part in workshops on Jewish education. They have already prepared their subjects to be presented at the conference. All of them are doing the best to give the children a strong feeling of Jewish identity and a good knowledge of Jewish heritage in Lithuania.

We want to send four young madrichim to participate in CAJE conference. Their presentations are included in the conference agenda. The only crucial obstacle we are facing now is the financing - we have not raised enough money. At this time we have raised money for staying in USA (500 USD per person), for part of the Conference Participation Fee (\$100 per person) and we can cover Membership Fees (65 USD) ourselves. However, we cannot cover travel expenses (700 USD per person) and Conference Participation Fee (220 USD per person). Unfortunately, we can not partition this money, because they are allotted for each person separately.

As we explained above, the training of these four young Jewish activists (from 19 to 22 years old) is very important for the needs of our community. We do not have any other educational institution for training our Jewish educators.

We are asking you for any financial support you can offer to help us to take part in this conference.

It would be very much appreciated if you could reply at your earliest convenience.

Sincerely yours,

Sofija Zibuciene, chairperson, and all the children from club ILAN

# איילן

P.O.Box 1075, Vilnius 2001, Lithuania. Tel. 370-2-612695, tel/fax: 370-2-615758. Acc. No. 57080234, "Vilnius Bankas", Vilnius

## *Dear Friends,*

In December 1990, we opened the Jewish children's club "Ilan." The club for children from 4 to 16 years old synthesizes Sunday school, traditional studying and aesthetically education while supplementing the State Jewish school and kindergarten quite well. However, the Lithuanian Government does not fund it. This year 12 teachers work with 48 children and teenagers.

During its 6 year history, children have come voluntarily on a regular basis, 2 days per week for 10-12 hours (children of different ages - meet at different times), the madrichim training seminar - 1 day per week. every Shabbat and Havdalah celebration. ILAN gives children an opportunity to study and actively participate in Jewish public life:

- every year on Yom Ha Shoa children read the names of the Jews killed during World War II at the service at the Vilnius synagogue;
- the children, themselves, found the forgotten monument to those slaughtered in Ricshe and during the liquidation of the Vilnius Getto in Panary and have taken it upon themselves to take care of it,
- they organize Chanukah and Purim celebrations: Purim-Shpils are shown to all Vilnius children, their parents and grandparents (last year - even to the Shiauliai Jewish community) and the charity lotteries for Mishloach Manot patients (special presents for the elderly and those in ill - health);
- they organize Pesach Seders (in 1991 - for 27 Vilnius children and for 70 people from the Shiauliai Jewish community, 1992 - 1994 two Seders for 184 children, their parents and grandparents and one especially for students, 1995 - for 140 children and adults from Vilnius Jewish community);
- every year there are winter camps for 130 children For the last five years, American educators and their students have been coming to Vilnius to put on a 8-10 day camp. This is a collective project between ILAN and B'nai B'rith International (the first two camps), the Worcester Jewish High School (MA), this year 22 teenagers and 8 educators came from California, Boston and Worcester for working with 80 teens from hole Lithuanian's Jewish Communities. Together, we plan programs and projects on the current topics concerning Jewish life and culture.
- May, 1995, -- children prepared special gifts for 62 bed-ridden W.W.II veterans and Getto survivors

The children study general Jewish history, Lithuanian Jewish history, Holocaust history, Hebrew, traditions, the Torah, Israel's geography, Jewish art, famous Jewish people, songs, dances and drama. We organized ten camps and seminars with the theme "Jewish Culture, Traditions and History" for

children and teenagers from Vilnius, Shiauliai and Klaipeda, Kaunas. Our madrichim works in Jewish camps and camp sponsored by UN Tolerance program "All Together".

children and teenagers from Vilnius, Shiauliai and Klaipeda, Kaunas. Our madrichim works in Jewish camps and camp sponsored by UN Tolerance program "All Together".

We always invite children and teenagers from smaller communities to all organized summer and winter camps, seminars and outings. The number of people who participate in our activities is limited only by money. For the past 3 years children from the Jewish school have been invited to winter camps. Every year we arrange special programs for children from the Jewish kindergarten.

Another club tradition is a Purim carnival and Purim Shpil. Several times even small children from kindergarten took part in it. All children and adults are invited to the Purim celebration. Last year war veterans immensely enjoyed the children's Purim Shpil. We invited children to this year celebration too. Last year the Purim celebration in Shiauliai was possible only because of the children's devotion, their parents selflessness.

Many present Jewish youth leaders gained their experience by working and participating in club activities. They include Ania and Julia Safjan, Daniel Minceris, Noemi and Judita Zibuc, Simon and David Rozas, Gregory Zundelovich, Misha Traubas, Vadim Lichtenshain, Dima Naidionov. One of our goals is to challenge generations - to pass knowledge from one generation to another. Therefore, university and high school students who have already participated in the club's activities and international camps (J.Safjan, G Zundelovich, A.Podolskij, J Zibucaite, Liora Grodnikaite, Noemi Zibuc, Misha Traubas) teach many subjects. This year they were able to show their peers how to start similar clubs in Klaipeda and Shiauliai.

Although ILAN doesn't have any constant sponsors, every year we have joint projects with organizations in foreign countries who supply things from materials to opportunities to obtain knowledge through participating in some of their camps and seminars. In all, 47 children and 12 staff members took part in different camps and seminars outside Lithuania during the last three years.

Many programs were sponsored by Vilnius firms and foreign organizations: "Helis", "Olizei", YAD, "INI", "Shimex", "Ita", JDC, B'nai Brith, BBYO, "P.N. Soviet Jewry Group", JCRC of the Jewish Federation of Atlantic and Cape May Counties ( special thanks to JCRC -- our General Sponsor for 1994/1995 school year) and private persons. We are also very thankful many kind people from Vilnius and outside of Lithuania for their voluntary work.

In the winter of 1993-94 "Ilan" found itself in a desperate financial position. Without money to pay for heat, it was too cold to continue our work. Only in the end of January we were able to start work again. In September, we asked the Jewish Community of Lithuania in Vilnius for help, but they did not have money for the children. Because of the financial problems and inspire of the creative initiative of the staff and their good will and the children's enthusiasm we have had to cancel well developed programs that were planned for 1993/94 year. Unfortunately, today we are on the verge of financial disaster once again...

Such educational and cultural institutions help to reduce assimilation. We think that similar organizations like ILAN in countries all over the world bring up active, broad-minded, educated people who work for the welfare of all people in society from small children to old people. With this background they will never lose their Jewish routes.

We apply for your help because we, as adults, do not have to leave Jewish children in the Jewish education's "Diaspora."

Sincerely yours,  
Jews from Yerushalayim de Lita



**CIJE** Council  
for  
Initiatives  
in  
Jewish  
Education

---

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Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

September 21, 1995

Bill Robinson  
1525 Wood Creek Trail  
Rosewell, GA 30076

Dear Bill,

As Rosh Hashanah approaches, we want to thank you for your deep commitment to CIJE. It continues to be a key factor in our growing accomplishments.

May the coming year bring all of us health, peace to Israel and renewed energy to meet the challenges facing the Jewish people and the world.

Shanah Tovah,

Alan, Barry, Gail, and Nessa

John Colman  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Morton L. Mandel  
Stephen Hoffman  
Richard Shatten  
Virginia Levi  
Jonathan Woocher  
Adam Gamoran  
Ellen Goldring  
Daniel Pekarsky  
Debra Perrin  
Bill Robinson  
Josie Mowlem  
Seymour Fox  
Annette Hochstein

*John Colman*



FROM: Alan, [73321,1220]  
TO: Debra abcPerrin, [76322,2406]  
CC: Josie abMowlem, [102467,616]  
DATE: 5/30/96 9:29 AM

Re: conversation with Stuart Schoenfeld, program chair of the research network conference  
RESEARCH NETWORK FILE.

KB - CONFIDENTIAL

----- Forwarded Message -----

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu  
TO: (unknown), 73321,1217  
Alan, 73321,1220  
(unknown), 74104,3335  
(unknown), 74671,3370  
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU  
(unknown), INTERNET:DANPEK@MACC.WISC.EDU  
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL  
DATE: 5/23/96 8:47 PM

RE: conversation with Stuart Schoenfeld, program chair of the research network conference

Sender: gamoran@ssc.wisc.edu

Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by arl-img-6.compuserve.com (8.6.10/5.950515) id NAA24582; Thu, 23 May 1996 13:30:07 -0400

From: <GAMORAN@ssc.wisc.edu>

Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #12975) id <01I51MY978VK91VS91@ssc.wisc.edu>; Thu, 23 May 1996 12:29:32 -0600 (CST)

Date: Thu, 23 May 1996 12:29:32 -0600 (CST)

Subject: conversation with Stuart Schoenfeld, program chair of the research network conference

To: 73321.1220@compuserve.com, 73321.1217@compuserve.com, 74671.3370@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu, danpek@macc.wisc.edu, 74104.3335@compuserve.com, Annette@vms.huji.ac.il

Message-id: <01I51MY994EA91VS91@ssc.wisc.edu>

X-VMS-To: ALAN, GAIL, BARRY, NESSA, ELLEN, DANP, BILL, ANNETTE

X-VMS-Cc: GAMORAN

MIME-version: 1.0

Content-type: TEXT/PLAIN; CHARSET=US-ASCII

Content-transfer-encoding: 7BIT

I had a good conversation with Stuart Schoenfeld today. He was genuinely disappointed that we will not lead the symposium at the conference. However, it was clear that what he had in mind for the symposium was not what we had in mind.

I wanted simply to present our research. Stuart thought my idea

of submitting a proposal for next year through the normal channel was appropriate. What Stuart wanted for this year was sort of a meta-research discussion of the research agenda for Jewish education in North America.

Stuart is responding, in what I think is a serious and sincere way, to the call in A Time to Act to develop a research capacity for Jewish education in North America. (Stuart remembered it as a research AGENDA, but I explained that it's not so much an agenda as a CAPACITY that was called for by the Commission.) When he looks over the landscape of research on Jewish education, he sees work of varying quality, but what is most striking to him is the scattershot nature of the work. There are a number of isolated studies, some good, others less valuable, but they are not cumulative, so there is no real emerging body of research-based knowledge in the field of Jewish education. Based on what he knows of CIJE (mainly from ATA, it seems), he thinks CIJE is interested in addressing this problem, and he would like to establish a dialogue between CIJE and the research network to respond to this challenge. His symposium idea was a step in that direction.

As we know, CIJE's mission DOES include developing a research capacity. Our work in this area has been limited to: (a) carrying out some reasonably high-quality research ourselves; (b) developing instruments that others can use, towards a national data base on the characteristics of educators; (c) bringing well-established researchers in secular education into the field of Jewish education. There may be more we can do in this arena, and one approach may involve those who already define themselves as researchers in Jewish education (but who have not produced a cumulative body of research knowledge).

Perhaps now (i.e. this summer) is the time to re-open the question of how we should proceed to establish a research capacity, beyond the work we have already undertaken. I think Stuart is correct in his characterization of the field of Jewish educational research, and he is correct that developing a capacity for research is part of CIJE's mission (but developing an AGENDA for research, aside from our own research, is not).

Stuart will be in Israel from the end of June, so I'd like to meet with him once while I'm there. I had the idea -- but did not mention it to him -- that if we have a day of the "professors seminar" devoted to presenting the study of educators, and if many Israeli outsiders are invited, we could also invite him (and his wife, who is also an educator).

Adam

P.S. He is planning on asking Gail and Alan to serve as discussants or chairs at the conference. I gave him your e-mail addresses.



הקונגרס העולמי השנים-עשר למדעי היהדות

TWELFTH WORLD CONGRESS OF JEWISH STUDIES

September 16, 1996

נשיא  
השופט פרופ' מ' אלון  
ראשי החטיבות  
פרופ' א' אלדד  
פרופ' א' גרוסמן  
פרופ' א' סימון  
פרופ' א' שבד  
פרופ' א' שפירא  
פרופ' י' תא-שמה  
מזכיר  
ר' מרובלין

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Prof. I. Ta-Shma

Secretary  
R. Margolin

Gail Dorph  
Council for Initiatives in Jewish Education  
15 East 26th St.  
New York, NY 10010  
USA

Dear Gail,

As you may know, the World Union of Jewish Studies, which holds its World Congress of Jewish Studies once every four years in Jerusalem, is scheduled to convene once again next summer (July 29 - August 5, 1997). The Congress has traditionally been a significant occasion for the meeting of scholars, for the presentation of papers, some of them on work in progress, and for appropriate publication of scholarship in diverse Jewish fields.

Towards the upcoming Congress, it has been decided that the field of Jewish Education should be incorporated as a discrete area of interest and inquiry. Though it will be formally attached to the division on "Contemporary Jewish Society," it has been agreed that all areas of Jewish education will serve as appropriate and welcome foci of study: philosophy of Jewish education, theoretical studies in curriculum, history of Jewish education, sociological and psychological issues and areas of research in Jewish education, as well as research relating to the teaching of specific subject areas.

If you are working on an area that you would wish to bring to this important congress, and thereby also help in putting Jewish Education "on the map" of academic Jewish concerns please let me know, so that we can begin to plan more specifically.

The World Congress of Jewish Studies is a very large operation and involves many hundreds of participants. It therefore cannot finance participation. However, many universities look upon this congress as a prestigious occasion and local funding is often available.

I hope to hear from you, to learn that you intend to participate and that you have a suitable subject. I look forward to further communication.

Wishing you a happy New Year, I am

Sincerely yours,

Prof. M. Rosenak

cf\ht\rk

ירושלים, כד בתמוז - באב תשנ"ז 5 AUGUST 1997 - JULY 29 - AUGUST 5 1997

**MANDEL FOUNDATION**

15 East 26th Street, Suite 1817  
New York, NY 10010-1579  
Phone: (212) 532-2360  
Fax: (212) 532-2646

**FACSIMILE TRANSMITTAL SHEET**

TO:	SEYMOUR FOX (GUEST)	FROM:	MIRIAM HELLER
COMPANY:	MAYFLOWER HOTEL	DATE:	2/7/00
FAX NUMBER:		TOTAL NO. OF PAGES INCLUDING COVER:	2
PHONE NUMBER:		FAX NUMBER:	212-532-2646
RE:		PHONE NUMBER:	212-532-2360

URGENT     FOR REVIEW     PLEASE COMMENT     PLEASE REPLY     PLEASE RECYCLE

NOTES/COMMENTS:

A copy of the fax to Suzanna.  
I faxed her separately about the other reminders.

*Mi*

## Miriam Heller

---

**To:** Seymour Fox  
**Subject:** Schedule for Cambridge

Dear Suzanna,

Seymour asked me to relay the following options for scheduling meetings for the Educated Jew project in Cambridge, and to please note that he needs to decide on a date early next week.

1. The week of March 12 (best for Nessa)
2. The week of April 9th
3. March 19-20 (Note: Nessa could only work half the day on Monday to be home in time for megilla reading)
4. March 26-27 (Nessa is unlikely to be able to do this)

Options 2, 3 and 4 will only work if Nessa is not going to Israel.

Please share this information with Danny Marom.

Thank you,

Miriam Heller

[WITH MANDEL INSTITUTE HEADING]

*Going FY1  
Preheav + info*

We are pleased to inform you that the Mandel Institute has moved from its offices at Hatzfira street to new premisses.

New address: 8, Hovevei Zion Street, Jerusalem

New Mailing Address: P.O.Box 4556, Jerusalem 91044

New Telephone numbers: 02-662 832

02-662 837

Fax Number:

02-619 951

*— For you going : 02 - 662 - 837 Fax*

Work continues at our offices located at Yehoshafat St.10  
(telephone 02-617 418; 02-619 951)

The Board of Directors and staff of the Mandel Institute wishes you and all our loved ones a healthy, happy, creative and peaceful year.

(Hebrew: Leshana Tova Tikatevu Vetehatemu)



#### **Box 4: Elements of an Institution or Program Profile**

- **Organizational:**
  - type of institution, program (e.g., day school, camp, retreat center, etc.)
  - denominational affiliation
- **Students:**
  - enrollment and graduation trends
  - age range
- **Educators:**
  - numbers of full- and part-time
  - areas of expertise
  - qualifications
  - turnover/retention rates
- **Program components:**
  - subjects
  - degree(s) offered
  - in-service staff development
  - activity duration
  - methods
  - support resources (e.g. library, training) and services
- **Finances**
  - cost per unit of service
  - revenue and expenditure trends
  - major sources of revenue

d. Summarize community expenditure levels for major categories of services. E.g.:

- Central agency
- Day schools
- Supplementary schools
- JCC education services
- Camps

## **2. Needs Analysis**

A needs analysis identifies unserved and underserved needs for Jewish education. It will include:

- Educator's survey

## Mandel Foundation Sample Menu

Buffet style; pitchers of water on tables

Monday, May 7<sup>th</sup> Breakfast 8am 6 ppl

Sliced Nova Scotia Salmon  
hard boiled eggs  
cottage cheese  
assorted bagels and croissants  
cream cheese, butter, and jelly  
whole fruits

Monday May 7<sup>th</sup> –Lunch 12pm –1pm 6 ppl.

Hot soup  
fish dish of some kind  
pasta primavera, mixed salad greens with dressing  
assorted bread and rolls with butter  
assorted homemade cookies  
whole fruit

Monday May 7<sup>th</sup> Dinner 7pm-9pm 45 ppl

Basket of rolls on table, with margarine on side  
wild field greens topped with dried cranberries and roasted walnuts  
laced with vinaigrette  
chicken dish of some sort (chicken marsala, etc.)  
vegetarian option – pasta of some sort  
garlic mashed potatoes  
haricot vert and baby carrots  
buffet desserts, etc.

Tuesday May 8<sup>th</sup> Breakfast – 8am 45 ppl.

Dry cereal with bananas  
packets of hot oatmeal  
hard boiled eggs  
cottage cheese  
yogurt  
assorted bagels and muffins  
cream cheese, butter and jelly  
whole fruits



Tues, May 8<sup>th</sup> Lunch 12 noon to 1pm 45 ppl.

fresh tuna nicoise salad  
penne pasta with fresh sun-dried tomatoes  
egg salad  
whitefish salad  
green salad  
assorted breads and margarine  
Whole Fruits  
Pick-up pastries

[Leave out fruit and pastries as snacks]

Tues, May 8<sup>th</sup> 6pm to 7pm : Wine and Cheese hour – 45 ppl.  
We will bring own wine; how much is the corkage fee?  
cheese platters

Tues May 8<sup>th</sup>, dinner – 7pm to 9pm 45 ppl.  
salad  
salmon dish  
rice pilaf  
vegetable medley  
dessert

Wed. May 9<sup>th</sup>, breakfast – 8am 45 ppl.  
sliced nova scotia salmon  
whole white fish stuffed with white fish salad  
sliced tomatoes and onions  
hard boiled eggs  
cottage cheese, yogurt  
assorted bagels and croissants  
cream cheese, butter, and jelly  
whole fruits

Wed., May 9<sup>th</sup> Lunch – 12 noon 45 ppl.

Deli platters  
breads  
red bliss potato salad  
tri color cole slaw  
pickles  
whole fruit  
pick-up pastries  
( or Chai's Meat Lunch II)

[leave out fruit and pastries as snacks]

Weds., May 9<sup>th</sup> "Dinner – 7pm to 9pm : 12-15 ppl.  
Fish- sea bass etc.  
pasta dish of some sort  
green salad  
apple strudel

## **Mandel Foundation menu for May 16<sup>th</sup> – 18<sup>th</sup>**

2 pitchers of water in large room at 8:30am  
1 pitcher of water in smaller room at 8:30am

2 pitchers of water replenished at 12pm  
1 pitcher of water replenished at 12pm

Larger Room:

May 16<sup>th</sup> –  
Breakfast

6 assorted bagels, cream cheese, butter and jam **and muffins** – bagels cut in halves w/ coffee, tea, decaff. coffee

6 orders of fresh seasonal fruit salad

6 orange juices

Lunch

6 Provencale Chicken and Veg. Platter  
9 assortment of sodas (mostly seltzers and diet sodas)

Snack

6 Fresh sliced fruit platter

May 17<sup>th</sup>

Breakfast

6 Assorted bagels, cream cheese, butter, and jam **and muffins** – bagels cut in halves w/ coffee, tea, decaff. coffee

6 orders of fresh seasonal fruit salad

6 orange juice

Lunch

Chilled Herb Grilled Salmon  
9 assortment of sodas ( mostly seltzers and diet sodas)

Snack

Freshly baked cookies

May 18<sup>th</sup>

Breakfast

6 Assorted bagels, cream cheese, butter, and jam **and muffins** – bagels cut in halves w/ coffee. tea. decaff coffee

6 orders of fresh seasonal fruit salad

6 orange juice

Lunch will have to be ordered from nearby Circa, because UJA does not provide normal meal coverage on Fridays.

Potentially, on one day, we will be adding an additional meal if the committee members invite a guest; we will know definitively closer to the deadline.

Lunch each day will be served in the smaller room.

*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 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

## POSITION DESCRIPTION

*Cc: Phyllis Oppenheimer*  
**January 1995**  
*Zyloca S. S. S. S.*

### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE)

#### Executive Director

The Council for Initiatives in Jewish Education (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 quality of Jewish education on this continent. It concluded that the revitalization of Jewish education -- whatever the setting or age group -- will depend on two essential tasks: building the profession of Jewish education; and 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. Current projects include:

- **Lead Communities** -- working with a number of communities to create laboratories of systemic change at the local level.
- **The Goals Project** -- to engage educational institutions and lay leadership in local communities in a strategic and analytical process designed to clarify and articulate goals for Jewish education and create a plan for achieving them;
- **Best Practices** -- a project designed to identify and document successful models of Jewish education and explore how such models can be translated to other educational settings;
- **Monitoring, Evaluation and Feedback** -- a project which has resulted in a Study of Educators in several communities and a Policy Brief with national implications on the upgrading of Jewish educators.

Headquartered in New York, CIJE has a core staff of seven, a distinguished board and executive committee, as well as outside consultants, including experienced educators, and internationally renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership and organizational change. The staff is currently led by an Acting Executive Director who is on loan from the Centre for Jewish Education in the Diaspora of the Hebrew University in Jerusalem.

CIJE has an annual operating budget of approximately \$1.5 million. CIJE works closely with the Mandel Institute in Jerusalem, a center for the advanced study and development of Jewish education worldwide.

## **CIJE**

Position Description

Page 2.

### **BASIC FUNCTION AND FIRST YEAR'S OBJECTIVES**

Working closely with CIJE lay leadership, the Executive Director will provide direction, strategy and vision for the organization and its programs and projects throughout North America. The Director will also manage day-to-day operations and will serve as a spokesperson, fundraiser and community mobilizer.

The Executive Director will be a national advocate and catalyst for change, generating broad resources to ensure that CIJE impacts on all Jewish education, including day schools, yeshivot, supplementary schools, synagogue-based programs, community centers, programs at colleges and universities, and summer camps, and encompasses Jews from all denominational movements, including Orthodox, Conservative, Reconstructionist, and Reform. By creating carefully crafted research and strategic demonstration projects, and by building community support for implementation, the Executive Director will ensure that CIJE helps shape Jewish education in North America.

It is assumed that the Executive Director will be a builder, conceptual thinker and strategist with strong interpersonal skills. In addition, he/she will be expected to achieve the following during the first twelve months:

- Thoroughly understand CIJE, its history, mission and purpose; programs, projects, research and initiatives; board and staff;
- Forge a partnership with the Chair of the Board and build a collegial relationship with the Board of Directors; recruit new Board members and find ways to best utilize the Board's expertise to help the organization achieve its goals;
- Establish a strong and collaborative relationship with CIJE's staff, researchers, consultants, and other educators;
- Forge good relationships with the Jewish Community in North America, including the CJF, JCCA, JESNA, and the religious denominations; build support among lay leaders and existing players and with seminaries and foundations interested in Jewish education and Jewish communal institutions;
- Become a visible advocate for CIJE with the media, the community, foundations and educational institutions and convene leaders in these pursuits to investigate and support means of improvement of educational methods and systems; personify and communicate the mission of CIJE; increase awareness and mobilize support;
- Seek to further broaden CIJE's financial base; reach out to major donors and foundations; educate them on the importance of CIJE's mission and enlist their support;

## CIJE

### Position Description

Page 3.

- Oversee CIJE's programmatic efforts; further refine CIJE's "product" to ensure that the organization is targeted.

### KEY RESPONSIBILITIES

The Executive Director will be responsible for the following:

#### Board and External Relations

- Know the Chair and members of the Board of Directors well and develop an effective working relationship and partnership with them;
- Challenge and stimulate community leaders and activists so that support is built from outside CIJE as well as from within;
- Explore and establish partnerships with other institutions; work with these partners, and enlist them as catalysts for change in Jewish education.
- Work closely with the Mandel Institute, the Hebrew University and other major Jewish educational organizations in Jerusalem; utilize their resources and expertise.
- Establish and monitor the work programs of subcommittees of the Board of Directors of CIJE.

#### Communications and Public Relations

- Act as a spokesperson, presenting CIJE's mission, goals, objectives and projects to a variety of audiences; get the message out to the community convincing them why CIJE exists and how it can have an impact on Jewish continuity in North America;
- Represent CIJE to its various constituencies conveying the appropriate values, concepts and ideas; act as CIJE's representative and advocate to the media, Jewish and general educational institutions, community leaders, local organizations and supporters, corporations, and foundations;
- Monitor key issues and trends in Jewish and general education and communicate their implications to Board and staff, together with recommended action.

#### Program and Planning

- Work with the Chair, board members and staff to create short- and long-term strategic plans for CIJE which encompass research, demonstration, training, implementation and policy development;



## **CIJE**

### **Position Description**

Page 4.

- Evaluate the quality and effectiveness of projects and programs based on their impact in the community and their ability to foster change;
- Work with an ever-increasing number of laboratory communities to define strategies and develop action plans that mobilize community leadership to effect change;

### Fundraising

- Know and understand fundraising and funding strategies and sources; have a solid grasp of philanthropy in North America; nurture alliances with foundations, community leaders and other potential funders to create a national and local funding base;
- Develop a strategic plan for expanding the funding base for the organization long-term.

### General Management, Administration and Finance

- Provide the leadership to insure that day-to-day operations are smoothly and efficiently managed; direct the staff so that the necessary resources are available to run the entire organization;
- Oversee CIJE's day-to-day finances, including budget and cash flow, using sound business principles.

### IDEAL EXPERIENCE

The ideal candidate should have the following experience and qualifications:

- Broad-based leadership and management experience in a sophisticated environment known for its creativity; candidates could come from Jewish or general education, the rabbinate, the Jewish communal world, or consulting, business or other segments of the private sector.
- A knowledge of the Jewish Community, either as a lay leader, staff member or volunteer;
- Demonstrated ability to effect change systemically; the adaptability and skill necessary to build on a start-up situation; a willingness to take risks for social change;
- Demonstrated experience in conceiving and implementing new policy and programs to stimulate thinking and engage top leadership;

## **CIJE**

### **Position Description**

Page 5.

- A familiarity with and commitment to Jewish education; if not from the education world, the individual should understand and appreciate the arena; must be able to frame the right questions;
- Demonstrated verbal and written communications skills; a track record which includes taking an idea or project out to the community and generating support for it; demonstrated ability to capture the interest of a lay constituency and to raise money;
- A record of success in working in partnership with and marshalling the forces of a group of diverse personalities on a national level, such as community leadership, volunteers, or a board, to create or expand an entity;
- Knowledge, skills, and ability equivalent to a graduate degree in management, education, organizational development or the like.

### **PERSONAL CHARACTERISTICS**

The successful candidate must be a knowledgeable Jew who is absolutely committed to the mission of CIJE, Jewish education, and the future of the Jewish people in North America. In addition, the Executive Director should be the following:

- A passionate, inspiring and dedicated leader, spokesperson and representative who can effect change; must impart credibility, trust, enthusiasm and integrity and motivate others in a similar vein;
- A visionary; a conceptual thinker who is strategic and analytical; able to remain focused on the big picture without becoming bogged down in short-term detail;
- Smart and insightful, with the ability to excite and engage the most intelligent and dedicated talent in Jewish education;
- A team builder, collaborator and coalition builder who can bend when necessary yet be emphatic and decisive when called for;
- Comfortable working with a variety of constituencies, including academe, the communal world, board members, religious leadership and educators;
- Demonstrated personal stability and maturity with ability to withstand the unpredictability and risk of entrepreneurial behavior and group activities.

## **ALAN D. HOFFMANN**

**Alan Hoffmann was born in Johannesburg, South Africa in 1946 where he lived until his aliyah to Israel in 1967.**

**In South Africa, Alan was a leading figure in the major local Zionist Youth Movement and came to Israel with the first wave of volunteers immediately preceding the Six-Day War, having completed his undergraduate education at the University of the Witwatersrand.**

**Upon his aliyah in 1967, Alan served in the paratroop brigade of the IDF and was a member of a kibbutz, and then a student at the Hebrew University.**

**From 1973 to 1976 he was Director of Hadassah Youth Activities in Israel which included the Young Judea Year Course, summer programs, leadership training and representation of Hashachar in Israel.**

**Alan spent three years of graduate study, from 1976 - 1979, at the Harvard Graduate School of Education where he specialized in Education and Social Policy. Upon his return to Israel in 1979 he served as a researcher in the research and evaluation department of the JDC in Israel.**

**In 1980, Alan joined the Melton Centre for Jewish Education in the Diaspora of the Hebrew University. In 1986 he assumed the position of Director of the Centre and has served in that capacity ever since, except for a sabbatical year spent in Ann Arbor, Michigan in 1989 - 90. The Melton Centre at Hebrew University is, worldwide, the largest academic institution devoted to Jewish education. Its activities include: M.A. and Ph.D. programs in Jewish education, training programs in formal and informal Jewish education, the development of curricula and other educational materials and research in Jewish education. The Melton Centre provides consultation services to schools and educational networks throughout North and South America, Western and Eastern Europe, South Africa and Australia. Its Senior Educators program has thus far provided North America with some 60 graduates who occupy key positions in a variety of communities, while the Melton Summer Institute provided ongoing staff development for major U.S. day schools.**

**Alan is married to Nadia, a clinical psychologist, and has four children ranging from 14 to 2.**

### Biography – Gail Zaiman Dorph

Gail Zaiman Dorph has been the Director of the Fingerhut School of Education and a lecturer in education at the University of Judaism. She has received a Bachelors Degree in Anthropology at Northwestern University, a Bachelors Degree in Religious Education from the Jewish Theological Seminary, a Masters Degree in Educational Psychology from Columbia Teachers College, and a Ph.D. in Education from the Jewish Theological Seminary. Her dissertation examines prospective Jewish educators' knowledge and beliefs about Torah and teaching and learning Torah.

Gail is a consummate teacher. She has been teaching children and adults since her career as a teacher began at the age of seventeen. In addition, she has developed curricular materials and consulted on a variety of educational projects and programs all over the United States. Her particular areas of interest relate to two intertwined educational issues: subject matter knowledge for teaching (or in question form, "what do people need to know about a given subject matter in order to teach?") and learning to teach (or in question form, "what do we know about how people learn to teach and how can we better prepare those who would teach?").

Gail was among the first Fellows of the Melton Research Center of the Jewish Theological Seminary which develops curriculum materials for Jewish schools, conducts in-service educational programs for Jewish educators and publishes a highly respected educational journal. Over the last twenty five years, she has been actively involved in many of the Center's projects and programs. She was one of the authors of the Melton Curriculum for supplementary schools. Her work focused particularly on the prayer, mitzvah, holiday line of the curriculum. She has served as a faculty member on their teacher and principal retreat program.

Gail is married to Dr. Sheldon Dorph, the national director of the Ramah Camps. They have three wonderful daughters, Michele, Rena and Yonina.

*DR. BARRY W. HOLTZ*

Dr. Barry W. Holtz is Co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary in New York and Associate Professor in the Department of Jewish Education.

At the Melton Center Dr. Holtz has been the educational editor of the Melton Graded Curriculum Series, supervising the writing, testing, implementation and revision of the curriculum for supplementary schools. He is an editor of The Melton Journal, widely-considered one of the outstanding publications in the field of Jewish education.

Dr. Holtz, a native of Boston and graduate of Tufts University received his PhD from Brandeis University in 1973. He has been a visiting professor at the Hebrew University and, for close to a decade, a regular lecturer at the 92nd Street Y in New York. He regularly presents at national educational conferences and is featured regularly nationwide at adult education programs in synagogues and communal settings.

He is the co-author with Arthur Green of Your Word is Fire: The Hasidic Masters on Contemplative Prayer (Shoken Books) and the editor of Back to the Sources: Reading the Classic Jewish Texts (Summit Books/Simon and Schuster), a guide to reading, understanding and appreciating the great Jewish books. This book, a Book-of-the-Month Club selection, is used as a textbook for university and adult education courses.

Dr. Holtz's most recent work, Finding Our Way: Jewish Texts and the Lives We Lead Today (Shoken Books) was published in 1990. In addition, he is the editor of The Shoken Guide to Jewish Books, a reader's guide to Jewish history, literature, culture and religion scheduled for publication in the Spring of 1992.

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 & Company 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.

VI. Board Meeting - New York - April 20-21

The tentative schedule for the two days is as follows:

Wednesday, April 20

11:00 AM - 5:00 PM - Steering Committee - CIJE Offices  
6:00 PM - Executive Committee Dinner - UJA Federation  
8:15 PM - Opening Session for Board & Guests, including  
- Commissioners - UJA Federation

Thursday, April 21

9:00 AM - Study Session for board and guests  
9:45 AM - Committees meet  
12:30 PM - Lunch  
2:00 - 4:00 PM - Board meeting

Ginny will give Seymour Fox a copy of Barry Holtz's memo on the opening session and ask Seymour if Alan might call him on the morning of February 8 to discuss this.

Once a speaker for the evening session has been selected, we will work on plans for the study session on the morning of the 21st. It appears that the best model would be for the evening speaker to lead the study session the next morning. An alternative might be for one of the Judaic professionals on the board to lead the morning session and to ask a board lay member to do the D'var Torah at the conclusion of the day.

It was reported that the issue of location for the meeting on April 21 is not yet resolved. Ginny and Barry will continue to work on this.

VII. Principals' Institute

Gail has been trying to get information on alternatives to the Vanderbilt proposal, for the purpose of comparing costs as well as broadening our options. It appears that Columbia could work with us on this but that the person we wish to work with, Pearl Kane, is not available to lead it. Gail will talk with Barbara Neufeld of Harvard. Once we have an idea of what is available there, it was agreed that we should make a quick decision on whether to proceed and, if so, with which option. We won't know the degree of community interest until we can provide them with such details as date, time, location, and cost.

Gail and Alan will discuss this on February 9. Gail will prepare a memo on the options once she has spoken with Barbara Neufeld.

VIII. Milwaukee

Alan, Gail and Steve Hoffman had a telecon with Milwaukee on February 3 to discuss how to introduce the policy report to the community. Gail