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4/89.

TOWARDS THE THIRD COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

1. The purpose of this interview is to bring the commissioner up to date on the developments since the second meeting of the Commission. These developments can be seen in the following stages, which might serve as a framework for structuring the interview:

- a. Much work has been done since December 13th (meetings of the planning group and the senior policy advisors, consultations with experts, etc.).
- b. How we moved from the personnel and community options to the notion of demonstration center/community action site - doing it in the field. The Commission, we felt, agreed to these options on the condition that ideas, projects and programs could be developed and implemented that would make a difference and lead to systemic change.
- c. As we did this we had to grapple with difficult questions such as: Who will carry out the work? Who could be responsible for the implementation of demonstration projects?
- d. For all of this, we need input from the commissioners.

2. A sample of interviews conducted recently revealed that different commissioners have very different conceptions of how the Commission is proceeding; the interview will have to be adapted to the individual situation. Although the concept of the IJE is still tentative, with some commissioners it might be desirable to cover the major ideas behind it. With others it may be more useful to deal with the challenge of moving from the decisions of December 13th to the idea of community action sites. In interviews conducted until now, we have found that commissioners tend to concern themselves with particular issues of importance to them. For example, heads of training institutions may be mainly interested in the training component of a demonstration project, where foundation principals may want to understand how their foundation's specific area of interest can be addressed.

3. Irrespective of these differences, we suggest that the following points be covered with all commissioners. They may be presented as questions to which the response or views of the commissioner are sought:

- * a. Review where we were at the end of the second meeting:
 - an agreement to go ahead on personnel and the community as first items (as enabling, as pre-conditions)
 - continued interest in programmatic options
 - some concern and possible skepticism as to how the personnel and community options can be implemented.
- * b. We see the challenge for the next meeting of the Commission as answering the question of how to bring about significant, across-the-board change through personnel and the community.
- * c. In thinking about implementation, we realized that because education takes place on the local level, we would have to get involved in the local scene. This would require some type of demonstration - a community, a network of institutions, or possibly one major institution where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

In a demonstration center, a community would have to grapple with such issues as: in-service training, the recruitment of educators, the status and salaries of its teachers. In a sense, Cleveland's Commission might be seen as a useful example of the beginning of a comprehensive approach, an important new development in educational planning and funding.

While education is mainly a local enterprise, we also realize that several factors will have to be dealt with nationally. For example, some training needs to be done on a regional or national level. Furthermore, across-the-board change can only be achieved if local change is implemented in enough places and becomes nationally accepted policy.

- * d. The demonstration center idea leads to a crucial question: Who will do the work? Who will be responsible for the planning and execution of the demonstration projects? In trying to answer this question the idea is emerging that some form of team or mechanism that will enhance and facilitate implementation may be needed.

- * e. You may want to discuss this issue with the commissioner in some detail and look at the functions that such a team or mechanism may fulfill.
-
- * f. If a mechanism were to be established, it will be necessary to deal with issues such as:
 - What are the criteria for choosing a community action site? What should its size be? What are the important characteristics?
 - How do we guarantee that the projects are of the quality that the Commission aspires to?
 - How will negotiations with the existing institutions in the community be conducted? What kind of local mechanism will need to be established to run the community action site?
 - How will appropriate funding sources be matched with specific projects?
 - What kind of monitoring and evaluation should accompany the implementation of projects? How can feedback be effectively incorporated into the ongoing work?
 - How will innovations be diffused from one community action site to other communities?
 - How will a central mechanism work with local communities to help them rise to their full stature without imposing something on them from the top down?
- * g. You may want to remind the commissioners of what the Commission has already achieved - in two meetings and eight months:
 - Created a pluralistic, private/communal forum for dealing with the issue of Jewish education-Jewish continuity;
 - Charted out what the commissioners perceive as the major areas in need of intervention and development (options);
 - Differentiated between programmatic and enabling options: start with enabling but link to programmatic.
 - Is beginning to consider what content (for personnel and community) and mechanisms are needed to bring about significant change and improvement.

- * h. It is important to emphasize that we need the commissioners' input concerning each of the elements mentioned above.
- * i. Check attendance on June 14.

Dear Seymour,

Some of MLM's, AJN's, and Senior policy advisors' ideas that have emerged during this trip are quickly being raised to the level of principle, of innovation, of major breakthrough. All this without the benefit of careful consideration. Among these two seem to me particularly dangerous to the whole endeavour:

- * The federations as the empowered locus of change in Jewish education

- * The existing national organizations and training institutions as the mechanisms for implementation and the focus of development efforts.

TOWARDS THE FIFTH COMMISSION MEETING

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Purpose of the Interview

This interview is perhaps the most critical to date, as we are seeking the commissioners' response and input, for the suggested recommendations.

The interview should be aimed at ensuring that the commissioner has an understanding of the overall direction in which the Commission is moving:

Personnel and the community will be dealt with across-the-board, within the context of a number of communities. The process will be facilitated by a mechanism for implementation and will be adequately funded.

Individual commissioners may be particularly interested in specific areas (continental strategies; programmatic agendas; research).

II. Elements of the Interview

A. Briefly review the meeting of October 23.

You may want to remind the commissioner that the Commission is committed to two outcomes: a final report and a plan for implementation. At the fourth meeting the plan of action was endorsed (see page 3) and at the fifth meeting we will be presenting a draft of the recommendations for the final report.

B. The recommendations

Beyond the general thrust of the work, it may not be necessary to choose to focus on ~~one~~ recommendation with each commissioner; you may have a special interest.

We are interested in the specific reactions of commissioners - questions that need clarification, suggestions for the recommendations, comments which may be incorporated (directly or implied) into the final report. Accounts of such comments in your interview report might be useful for quoting in the report.

Attached is a summary of the recommendations which can be used for reference (see pages 4, 6). However, it is suggested that you take along the complete document ("A Decade for Renewal") which contains elaborations of each of the recommendations.

Please Note:

The most significant divergence from the current list of recommendations and the full report is in the section on community. HLZ will draft a new recommendation on the community which will emphasize the importance of creating a climate conducive to change in Jewish education and discuss funding in more detail. The idea of a fund for Jewish education will not be included in the recommendation. Rather, the importance of federation funding (through their endowment funds and annual campaigns) and the potential contribution of family foundations will be stressed.

III. Check attendance for February 14th; remind commissioners of the longer hours.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Morris Riklis Ackerman
Ronald Appleby
David Arnow
Mendell L. Berman
Eck Bieker
Charles R. Brandman
John C. Calman
Maurice S. Carson
Lester Crown
David Dubin
Stuart E. Eisenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gotschalk
Arthur Green
Leveng Greenberg
Joseph S. Gross
Robert L. Heller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskell Lookstein
Robert E. Loup
Matthew I. Marples
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ruz
Harriet L. Rosenthal
Yvonne Schiff
Leonel H. Sopper
Imre Schoorich
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Fishman
Isadore Twersky
Bennett Yarnowitz
Isiah Zeldin

Information

Senior Policy Advisors

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

Director

Arthur J. Napshtek

Staff

Samuel E. Lacy
Leo Kanner

April 19, 1989

Mrs. Sara S. Lee
Rhea Hirsch School of Education
Hebrew Union College
3077 University Avenue
Los Angeles, CA 90007-3796

Dear Sara :

The third meeting of the Commission on Jewish Education in North America will take place on June 14 from 10 a.m. to 4 p.m. at Hebrew Union College, 1 West 4th Street, New York, New York.

The purpose of this letter is to report on follow-up work by our staff and senior policy advisors since our December 13th meeting, and to let you know that a staff member will try to meet with you in advance of the June 14th meeting.

Since our last meeting, the Commission staff has been hard at work. At the December 13th meeting, our Commission opted to focus its work initially on two main subjects: (1) the shortage of qualified personnel for Jewish education and, (2) the community, its structure, leadership, and funding. Emphasis on these two enabling options was seen as the key to across-the-board improvements in Jewish education. A number of commissioners urged that we consider, in addition to these two enabling options, various programmatic areas such as early childhood education, day schools, supplemental schools, the Israel experience, etc.

We believe that it is necessary to develop creative, effective, and feasible approaches for dealing with the enabling options of personnel and community and relate them to the various programmatic areas. We need to devise a workable strategy to demonstrate that personnel and community can indeed be acted upon in a comprehensive manner. In personnel, this involves recruitment, training, retention, and profession building. In community, it involves recruiting outstanding lay leadership, improving the climate, and generating substantial additional funding.

Page 2

It seems clear that important change cannot be achieved if it is based at the national level alone. Real change must be undertaken on the local level as well. Most education takes place at the local level. There are already significant local level initiatives to achieve major improvements in Jewish education. The pool of people who can be recruited for tangible local demonstrations includes not only the current cadre of educators, but also rabbis, Judaica scholars, federation executives, and Jewish scholars in the secular and academic world. This adds up to seeking change through a combination of local and national initiatives.

To implement a national-local approach to make comprehensive improvements in Jewish education, we need ways to encourage new ideas and ways to cause these ideas to be implemented. Such efforts would be aimed at emphasizing the personnel and community options, and encouraging the development of local sites which will utilize the personnel and community options to demonstrate that these options can lead to systemic change in delivering Jewish education.

The local community would need to be a full partner in the design of any such programs and in their implementation.

We expect to discuss the whole question of implementation with each commissioner prior to our June 14 meeting. You will be hearing from a staff member to set up an appointment.

We hope, through this interview process, to bring you up to date on what we have been doing since the last meeting of the Commission, and to get your reactions to the various questions and alternatives before us. At the conclusion of the interview process, we will use the commissioners' input to prepare various proposals for review at the June 14 meeting. Your input and reactions are crucial to us as we plan the next steps of the Commission's work.

We look forward to your participation in this interview process and in the June 14 meeting. Best personal regards.

Sincerely,



MORTON L. MANDEL
CHAIRMAN

bcc: David Ariel	Arthur Rotman
Seymour Fox	Carmi Schwartz
Annette Hochstein	Herman Stein
Stephen Hoffman	Jonathan Woocher
Arthur Naparstek	Henry L. Zucker
	Joseph Reimer

This letter was sent to all commissioners.

4/1/89

Commission on Jewish Education in North America
Contacts from 12/14/88 - 6/14/89

Name	Assignment	Post-Commission Meeting Contacts	Comments
I. LAT LEADERS			
Mora Ackerman - Fdn	AJM - 1	{Phone call 1/89.	
Ronald Appelby	AJM - *	{Phoned end of Dec. JR will see in Toronto.	
David Arnow	JR - 2*	{AM saw 2/89. Will call 4/89.	
Hardeil Berman	AJM - 1	{AJM will see before regional mtg.	
Charles Bronfman	SF - 1	{SF saw 2/89. MLM saw 3/89. Will chair regional mtg.	
John Colman	KLZ - 2	{KLZ will call.	
Maurice Corson - Fdn	MLZ - 1	{MLZ will see.	
Lester Crown	SF - 1	{SF saw 2/89. MLM saw 3/89. Will host regional mtg.	
Stuart Elzenstat	AJM - 2	{Met in Jan.	
Ell Evans - Fdn	MLZ - 1	{MLZ will call or see.	
Irwin Field	AR - 2*	{JR will see.	
Max Fisher	MLM - 1	{Should be seen - by MLM?	
Joseph Gruss		{MLM will see with A. Schiff.	
Robert Miller - Fdn	MLZ - 1	{MLZ will see.	
David Mirschhorn	MLZ - 1	{SF saw 4/3. MLZ will call.	
Ludwig Jesselson	AM - 1	{MLM will urge to see AM in Jerusalem.	
Merry Koschitzky	JR - 2	{SF saw 2/89. JR will see.	
Mark Leiner	JR/AJM-2	{JR will see.	
Robert Loup	AM - 2	{AM will call 4/89. JR may see in CO.	
Morton L. Mandel	AM	{OK	
Matthew Maryles	AJM - 2	{Phoned end of Dec. AJM may see.	
Florence Melton	AM - 1	{AM will try to see 4/89.	
Doraid Mintz	AR - 1	{No plan.	
Lester Pollock	AR - 2	{No plan.	
Charles Ratner	SF - 1	{Saw 2/89. Will call 4/89.	
Harriet Rosenthal	AR - 2	{No plan.	
Esther Leah Ritz	AM/AR-2	{AM saw 2/89. Will see 4/89.	
Licval Schipper	AJM - *	{JR will see.	
Daniel Shapiro	AJM - 2	{AR will see.	
Peggy Tishman	AM/AJM-1	{AJM will see.	
Bernett Yanowitz	AJM - 1	{No plan.	

* * needs special treatment; 1 = top priority; 2 = less critical to see now

6/4/89

Commission on Jewish Education in North America
Contacts from 12/14/88 - 6/14/89

Name	Assignment	Post-Commission Meeting Contacts	Comments
<hr/>			
II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	MLM/SF-1	Called 2/89. Will see 4/89.	
Norman Lamm	MLM/AN-1	AN will see 4/89.	
Ismar Schorsch	MLM/AN-1	AN will see 4/89.	
Arthur Green	JR - 2*	JR will see.	
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF - 1	Saw 2/89. Will see 4/89.	
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF - 1	Saw 2/89.	
V. JEWISH EDUCATORS (7)			
Jack Bieler	JR - 2	Will attend educators' meeting - 4/5/89.	
David Dubin	AR - 2	Will attend educators' meeting - 4/5/89.	
Joshua Elkin	JR - 2	Will attend educators' meeting - 4/5/89.	
Irving Greenberg	JR - 2	JW will see.	
Carol Ingall	JR - 2	Will attend educators' meeting - 4/5/89.	
Sara Lee	SF - 1	Called 2/89. Saw 4/89. Educators' mtg. 4/5/89.	
Alvin Schiff	AJM - 1	Will attend educators' meeting - 4/5/89.	
VI. RABBIS			
Haskel Lookstein	AJM - 1	AM saw 1/89. AJM may see.	
Harold Schulweis	JR - 2*	JR will see.	
Isaiah Zeldin	JR - 2*	JR will see.	

TO: Commission Planning Group FROM: Virginia F. Levi DATE: 3/2/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: Commission communications

REPLYING TO
YOUR MEMO OF: _____

Enclosed are copies of communications on the Commission which have come in during the last several days. I will continue to circulate these materials as you get them to me.

Distribution:

✓ Seymour Fox
Annette Hochstein
Morton L. Mandel
Arthur J. Naparstek
Joseph Reimer
Herman D. Stein
Henry L. Zucker

Arthur J. Naparstek

TO: Virginia F. Levi

FROM: Henry L. Zucker

DATE: 2/28/89

NAME

NAME

DEPARTMENT NAME AND LOCATION

DEPARTMENT NAME AND LOCATION

REPLYING TO

YOUR MEMO OF: _____

SUBJECT:

I have had telephone contact with Bob Hiller, Maurice Corson, and Ann Dadson regarding a possible meeting of the principals of the leading Jewish-sponsored foundations. If such a meeting is held, the agenda could include a presentation on the Commission and an introduction to the idea that many of these foundations will wish to participate in financing some of the recommendations which come out of the Commission study.

173 ✓



Brandeis University

COPY

Philip W. Lown
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

February 23, 1989

Rabbi Harold Schulweis
Valley Beth Shalom
15739 Ventura Blvd.
Encino, CA 91436

Dear Rabbi Schulweis,

I enjoyed our conversation on the phone about the Commission on Jewish Education. I believe you and several other commissioners have a view of the role of the synagogue in Jewish education which differs from the mainstream. I tried to put this view - as I see it - into words into a letter to Dr. Naparstek and Mr. Mandel. I enclose the letter for your reactions and look forward to a future conversation.

Sincerely,

Joseph Reimer

enc.

nb

174c



Brandeis University

Philip W. Lowy
School of
Near Eastern and
Judaic Studies

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

Waltham, Massachusetts
02254-9110

COPY

February 23, 1989

Mona Riklis Ackerman, Ph.D.
Riklis Family Foundation
595 Madison Ave.
New York, NY 10022

Dear Dr. Ackerman,

At the last meeting of the Commission on Jewish Education on December 13, I mentioned to you that the options paper on early childhood which I had written based partially on our previous conversation had not yet been distributed. I did want to share it with you.

Too much time has elapsed and I've been busy on other matters. But as I remembered our conversation and your interest in the subject, I wanted you to see how I wrote up this paper on the early childhood age group. As this is only a draft which has not been distributed yet, I would appreciate any comments you might have.

Sincerely yours,

Joseph Reimer

enc.

nb

1750

40

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi

DATE: March 1, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Ginny,

While Annette was in the States she met with Esther Leah Ritz. Their discussion covered many topics. Below is the excerpt from the interview which pertains to MI-NA.

From meeting with E.L. Ritz, Feb. 6, 1989, at JFK airport:

"I shared with ELR the thinking on MINA as it is today and brought her on board since the last Commission meeting (which she did not attend). Mrs. Ritz liked very much the notion of a demonstration center that is not defined from the top but that is worked out together with the site, the community, or institutions - through the 'workshop' idea."



MAR 3 1989

1710

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
Cincinnati • New York • Los Angeles • Jerusalem

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

967 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-5096
(213) 796-0121

February 27, 1989

Mr. Morton Mandel
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

In the weeks that have passed since the December meeting of the North American Commission on Jewish Education, I have thought many times of the extraordinary nature of this undertaking and the challenges and possibilities that the Commission will confront. As I have reviewed the discussions of the December meeting some ideas have emerged in terms of processes that might contribute to advancing the agenda of the Commission. I share these ideas with you in the hope that some of them may prove helpful to you and the staff of the Commission.

While there was the consensus about the importance of the personnel issue in Jewish education, widely divergent views about the nature of the problem and its policy implications were expressed. In reality, there is very little systematic research about the nature of the problem beyond the struggle that all Jewish educational institutions face in recruiting and retaining teaching and administrative personnel. In public education the assessment of the personnel problem has involved leading academicians and public officials. Their deliberations and the research they have initiated reveal that the causes for the personnel problems in education are multiple, and that the causes are in many cases systemic. This leads me to conclude that the question of personnel for Jewish education needs in-depth investigation if effective responses to the problem are to be developed. Such deliberations would be difficult to conduct in Commission meetings and through the interviewing process. I do believe, however, that the Commission could convene and support a special task force to investigate the question of personnel and to report back with recommendations. Such a task force should be limited in size, but not perspective, and should be expected to complete its deliberations within six (6) months to a year.

Mr. Morton Mandel
Page two
February 27, 1989

The assignment of the personnel question to a task force of high quality would enable the North American Commission to focus its attention on the other areas of concern that have been raised.

Another conclusion I drew from the December meeting relates to the high level of commitment of many Commission members to programmatic interventions as the path to improving the quality of Jewish education. While the issue of personnel is certainly central to any programmatic initiatives, there is the possibility of moving ahead in areas of program on a limited and experimental basis. I would add that the concern for developing community leadership and advocacy could be addressed within these experimental models. My assumption is that no single programmatic intervention, such as a focus on early childhood, would serve our or a community's interest. Instead, a constellation of several programmatic options could be developed with a number of communities, each constellation reflecting the unique realities and needs of a particular community. In the light of differences among communities based on size, regional location, communal structure, and demography, it would be appropriate to select communities which reflect the range of differences. Support for these communal experiments in Jewish education would depend on both the resources that the North American Commission could develop, as well as the community itself mobilizing resources from within. In that way, the communities in question would be laboratories for program experiments and for communal leadership development for Jewish education. Such experiments would generate important data about the priority and implementation of the programmatic options we have been considering. In addition, these experiments could serve as catalysts for other communities not initially involved in the experimental phase.

Finally, the documentation and the discussions which the activities of the North American Commission have engendered point to several challenges. First, the quality of Jewish education cannot be addressed without considering institutional and communal realities that impact upon the quality and effectiveness of our educational efforts. Hopefully, the Commission can find a way to facilitate the gathering of those individuals and organizations that need to probe and address these contextual realities. Second, there is a paucity of research of any kind to support our assessment of the problems of Jewish education and to suggest promising remedies.

Mr. Morton Mandel
Page three
February 27, 1989

As a long range goal I would hope that the Commission can be the catalyst for the initiation and funding of key research projects that would enable the Jewish community to plan for the future of Jewish education on a foundation of knowledge.

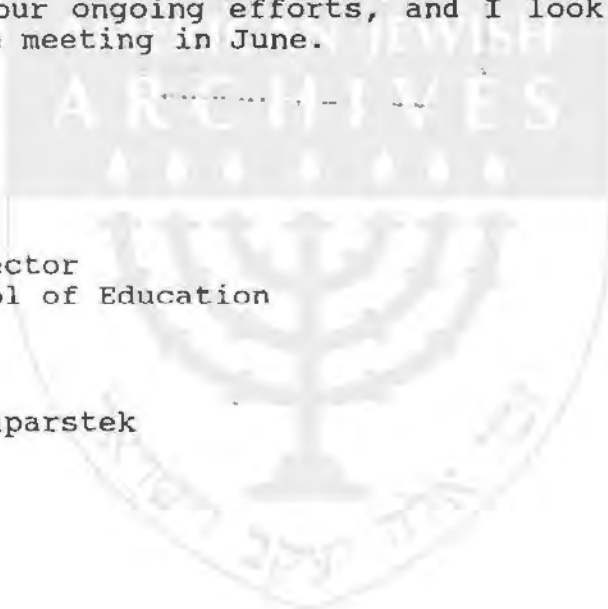
I want to express my appreciation for the opportunity to be a part of the deliberations of the North American Commission. Your commitment to the future of Jewish education in gathering together this outstanding body of leaders and inspiring them to confront the difficult questions we have been discussing presents us with a unique opportunity. The activities of the Commission have already focused the attention of the North American Jewish community on Jewish education in a way that holds forth great promise. I hope this letter makes a contribution to our ongoing efforts, and I look forward to seeing you at the meeting in June.

Sincerely,

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

cc: Dr. Arthur Naparstek





AND THE BUSH וְהַסֵּנֶה
WAS NOT אֵינֶנּוּ
CONSUMED אָכַל

THE JEWISH
THEOLOGICAL
SEMINARY
OF AMERICA

3080 Broadway
New York, NY 10027-4649
(212) 678-8000

FAX (212) 678-8947

Office of the
Chancellor
(212) 678-8071

February 22, 1989

Ms. Annette Hochstein
Nativ Policy and Planning Consultants
10 Yehoshafat St.
Jerusalem 93152
ISRAEL

Dear Ms. Hochstein:

I have received the books and am thrilled. Thank you so much for thinking of me.

Sincerely,

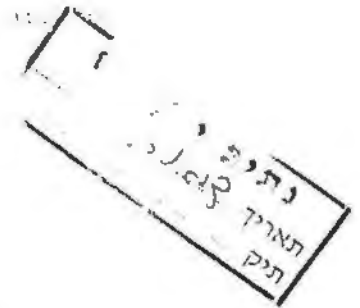
Ismar Schorsch

IS/jlp

The Wexner Foundation

1000 Euclid Avenue
Cleveland, OH 44103

11 11 11 11 11 11
11 11 11 11 11 11



February 3, 1989

Morton L. Mandel
Chairman
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

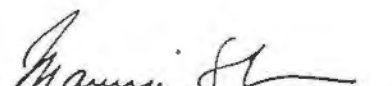
I have just finished reading the minutes of the most recent meeting of the Commission on Jewish Education in North America. I regret that I was unable to attend this meeting, but it appears from the minutes and from what I have heard from Hank Zucker and Art Naperstak the meeting made significant progress towards identifying critical areas for intervention.

I would like to thank you and Art for circulating my letter regarding the need for addressing the critical problem of Jewish campus services.

It is regrettable that someone representing the Hillel structure is not involved in our process. If at all possible, I would urge, even at this late date, that someone who can speak with authority about the college scene be involved in the Commission's work. As you may know, the National Hillel Commission of B'nai B'rith recently appointed a new Executive Director, Richard Joel. I have had several conversations with him, and I personally can't think of anyone who would be more appropriate for this role.

I certainly concur with the conclusions of the meeting on December 13th and look forward to attending the next meeting of the Commission.

Sincerely,


Rabbi Maurice S. Corson
President

MSC/np

1720

JAN 31 1989

SOLOMON SCHECHTER Day School

בית הספר
ש.ז. שכטר

Rabbi Joshua Elkin, *Headmaster*
Helen B. Greif, *Asst. Principal, Lower Div.*
Evelyn B. Lang, *Asst. Principal, Middle Div.*
Arnold S. Cover, *Director of Admissions*
Helen J. Kadish, *Director of Development*
Sharon F. Sugarman, *Business Manager*

Harvey W. Freishtat, *President*
Bernard H. Pucker, *Chairman, Trustees*
Rabbi Israel Kazis, *Vice Chairman, Trustees*
Eliot Shoolman, *Vice Chairman, Trustees*

January 26, 1989

Dr. Arthur J. Naparstek, Dir.
Commission on Jewish Education of North America
45 Euclid Avenue
Cleveland, Ohio 44103

Dear Art,

It was good to speak with you the other day. I am following up on our conversation, and in accordance with your request I am putting some of my ideas in writing in the hopes that they can be shared with others involved in this stage of the Commission's planning.

Based on everything that I have studied and in the literature on educational change, I can say with some authority that it is quite important that at this stage of the Commission's work, we begin thinking seriously about ways in which we can share our progress and instill a modest sense of investment among a broader group of individuals, beyond the actual members of the Commission. Given the fact that the Commission hopes to make a definite impact on the field, it seems quite appropriate to be thinking about ways in which we can nurture and fertilize the field so as to render it more hospitable and ready to receive the major recommendations and the suggested programs that may come out of the Commission's work.

In our phone conversation, you pressed me to become as specific as possible. In following through on that suggestion, I will limit my remarks to the Conservative and Reform Movements. Given the fact that I am most familiar with the Conservative Movement, I will provide the most detail.

The key stake holders in the Conservative Movement are the Jewish Theological Seminary, the United Synagogue of America, the Rabbinical Assembly, the Jewish Educators Assembly, the Solomon Schechter Day School Principals' Council, and the United Synagogue Youth Movement. It seems to me that we should begin the process of engineering a meeting of key representatives from those various constituencies. I don't think that this should be a difficult task. We already have Ismar as the representative of the Seminary, together with myself as a representative from the Schechter Principals, though additional individuals from the Seminary and from the Schechter Day School community could be brought in, if we so choose. It's my sense that Ismar and I could, with the guidance and support of a member of the Commission's staff, convene a meeting to which we might invite the following individuals: The President of the United Synagogue of America; the Chief Executive Officer of the United Synagogue of America; the head of the Department of Education of the United Synagogue; the current President of the Rabbinical Assembly; the current President of the Jewish Educators Assembly; and the Director of the United Synagogue Youth Movement. Most of the particular individuals referred to in this list are people whom I know. While I don't know them well, I have enough connection with them that I feel comfortable with them being involved in such a meeting.

I would see the purposes of such an initial meeting being as follows:

1. To introduce these individuals to the existence of the Commission and to the manner of its work;
2. To lay out for those in attendance the specific areas in which the Commission has chosen to invest its energies;
3. To present the anticipated future time-table of the Commission's activities;
4. To hear reactions from the group and to make some further plans for the periodic sharing of the Commission's progress;
5. To encourage those in attendance (and to provide them with the necessary assistance) to disseminate information on the Commission to members of their constituencies.

The timing for the wider sharing of the information seems very negotiable, but the importance of meeting with the key representatives from each constituency seems very clear to me. With more time, I could give some additional thought to a more specific agenda for that meeting, though I am sure that you and other members of the staff could certainly come up with a good set of items to be tackled at such a meeting.


In thinking about the Reform Movement, I find myself somewhat stymied because I do not know the players well enough. I suggest that you contact Sarah Lee and Alfred Goschalk to learn about the nature of the key players in that movement and to go about the process of blocking out what an appropriate course of action might be.

Finally, I want to add one additional comment concerning a very important organization involved in Jewish Education - the Coalition for the Advancement of Jewish Education (CAJE). I have been involved with CAJE for sometime, and I have a realistic appreciation of what it has and has not accomplished. As you may know, CAJE sponsors an Annual Conference. In August 1989, the 14th Annual CAJE Conference is slated to take place at the University of Washington in Seattle. As I think through the phenomenon of 1,800 individuals involved in Jewish Education gathering together for a week of professional growth, learning, camaraderie, I find myself feeling very strongly that there should be some carefully developed opportunities during the course of the Conference for individuals to learn about the existence of the Commission and the progress that will have been made by that date. I do not envision a large plenary session, nor do I imagine a full-scale leafletting of the Conference. What I have in mind is much more modest. I think that a group of the senior policy advisors, together with members of the Commission, should have a brief meeting to discuss the structuring of a one and a half hour session, possibly given twice during the course of the Coalition, for purposes of briefing interested attendees on what is happening within the Commission's work. I think it would be highly inappropriate for such a large-scale meeting of Jewish Educators to take place without some visibility for the Commission and its work. I would be happy to elaborate further on this at any point, but I did want to mention it at this time because the CAJE planners are now actively involved in the process of putting together the list of sessions to be offered. I believe that the deadline is March 1st, and so there is some reason to move the discussion along sooner than later as to whether it seems appropriate to have some presence of the Commission at the CAJE Conference. →

I hope that these remarks are helpful in communicating my position. I would be happy to speak with you further. I would also be very interested in learning from the concept piece that has been written for other constituencies who may need to become aware and moderately invested in the Commission's work.

Warmest regards to you. I do hope we will have a chance to meet on one of your trips East. All the best.

Sincerely,


Joshua Elkin

JAN 30 1989



Council
of Jewish
Federations, Inc.

730 Broadway, New York, NY 10003/212 475-5000

Cable: Councilfed, New York

Office of the President
Mandell L. Berman

January 25, 1989

Mr. Arthur J. Naparstek
Commission Director
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Art:

I was delighted to receive Maurice Corson's letter on the issue of Educational Services for Jewish students on the campus.

Most of his comments, of course, are to the point. He is certainly correct when he says that the issues of appropriate funding for Hillel Foundations in North America has been limited to some extent by B'nai B'rith's limited funding capacity. However, as Dr. Corson knows, at this point Federations supply more than 50% of the limited dollars that are being spent today on campus programs while it would be my guess that B'nai B'rith spends less than 25%. The problem has always been that Federations tend to support programs close to their own communities, and those campuses which are distant from Federations, Cornell is always the best example, have tended to be either under funded or not funded at all.

The Council of Jewish Federations using a committee that I co-chaired five years ago spent three years examining this subject, and in the process tried to get what we felt to be vital, necessary funding for the B'nai B'rith office in Washington, so that the 100 or so Hillel Foundations could be appropriately programmed and staffed. We simply were unable to accomplish this, in part because of the concern expressed by some Federations relative to the ability of the Hillel B'nai B'rith national organization to appropriately handle the funding.

I would, however, point out to Dr. Corson that there are distinct differences between the variety of campus programming even among the better funded campuses such as Harvard and the University of Michigan. As good as the Harvard program is, I think that the leadership there would agree that for the most

Mr. Arthur J. Naparstek
January 25, 1989
Page Two

part they tend to direct their programming towards the committed students on campus. At Michigan, as I have pointed out so many times, we direct our programming to the uncommitted students, and we are satisfied that by doing that we have been able to reach about two-thirds of the estimated six thousand Jewish students on the Michigan campus. Consequently, when we take a look, as I hope we will, at the variety of existing campus programs, we certainly should consider the variety of approaches that are available to reach the uncommitted on these campuses.

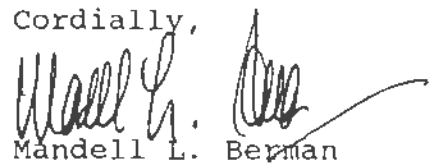
I enclose a copy of the most recent University of Michigan Hillel January and February events calendar that is illustrative of the kind of programming being done there.

As busy as I am, I would be delighted to do what ever I can to be helpful to you, Art, and to the Wexner Foundation should they be prepared to take a more intensive look at the whole issue of fragmented programming for Jewish students on campuses in North America.

I should add that I have been interested since assuming the Presidency of the Council to try to re-focus staff and committee interest on the college campus programming issue. Because of the whole variety of other priorities at the Council that are taking so much of our time, we have not been able to do that as yet.

The Council, however, is the place where the profile of the issue should and can be raised, and I plan to do that just as soon as we can re-prioritize our activities once some of these international pressures abate.

Cordially,



Mandell L. Berman

MLB/bh

cc: Carmin Schwartz
Maurice Corson, D.D.

copy for Wed.
for AJN

AJN ✓
HLZ ✓
VFL ✓

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

January 11, 1989

Dear Yitz:

Thanks very much for your very thoughtful letter of January 3,
and I'm grateful to you for reaching out to share with me your
thoughts.

I will think very carefully about all you have suggested, and
I do look forward to seeing you one day soon.

Warmest regards.

Sincerely,

MORTON L. MANDEL

→ Rabbi Irving Greenberg
President
CLAL
421 Seventh Avenue
New York, NY 10001



CLAL

January 3, 1988

Mr. Morton Mandel
Mandel Associates Foundation
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mort:

This is a belated reaction to the meeting of the commission. On balance, we all should be encouraged by the progress made by the group. I am glad that we also clarified the confusion between the two of us. I truly regret the comment that may have sounded discouraging to the other foundations present from joining in. The main thrust of my words was a plea to you to consider 'specializing' the Mandel Foundation money.

I am deeply impressed at the breadth of the commission and of your desire to get a review of the entire field of Jewish education so as to be able to choose your 'specialty' wisely. At the same time, there is a danger that you may choose an area which is so broad that it could absorb all of your funds and indeed that of others without really showing a result at the end. My point is that Jewish education might be a case of "less is more". Were you to choose the area of personnel but decide to beef up one outstanding institution (say take the Jerusalem Fellows or some such equivalent program and quintuple it) that might make a difference in the outcome. On the other hand, if the money went to increase the present salaries of all the professionals by a marginal factor of five percent then this would not make a dent in the basic problems of the field.

degen Lane!

Almost any of the areas identified would be worthy of a major effort. It is true that there is a lack of research and that in a number of cases, attempts to improve conditions would eventually run into obstacles of shortage of personnel, etc. Nevertheless, in almost each of the areas listed in the report, real improvement can be achieved. Therefore, I remain convinced that if the Mandel Family Foundation would choose one area (or a fragment of an area) where it could make a major difference in the long run, this would be the most constructive way to upgrade Jewish education. It would be my pleasure to consult with you as to which area you choose. In actual fact, every area is needed and in every area there is room for a contribution. So it comes down to a personal or intuitive judgment on your part as to which area you

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And Leadership

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Mandel, Mr. Morton
January 3, 1988

Page 2

wish to take on. It may well be that this model of changing one area would be adopted by the other Foundations (those represented on the Commission and those not) so that in the long run the overall area of Jewish education will be covered better this way than by general approaches.

If you choose to work in the area of personnel, there are three possible models of functioning. One is to enrich all existing institutions--but this runs the risk of having a diluted or marginal effect which changes little. The second would be to take one strong institution and underwrite a major expansion. The third would be to focus specifically on new options, i.e., institutions that could nurture major new figures and forces in Jewish education. (An example would be CAJE or Beit Clal--the retreat center which we are trying to create which will bring scholars together and nurture them and deepen their contacts.) If you make a decision as to which of those models you want to follow and then follow-through and concentrate your efforts, you will make a major contribution.

Among the other important ideas that were offered at the meeting, two stand out. One is the idea of a critical study of Jewish education (Eli Evans' proposal). The other was the need for research. If you took research as your area and made a major investment in it that too would be a contribution--even though right now there is no center for research that could carry your investment. The Evans-type study of Jewish education would involve far less resources, of course. It would probably be done best not by a team making a multi-disciplinary analysis but by using a Flexner/Rockefeller Foundation model, i.e., commissioning one intelligent, critical person to do a thorough and effective assessment. The limited investment involved would leave the Foundation free to do other things as well.

The ideas of reaching out to community leadership and stimulating funding also need not be excluded by the commitment to a specific area that is recommended in this letter.

I remain deeply appreciative of your initiative. The very fact that a leader as respected as you, backed by the impressive resources of your Foundation, is willing to give Jewish education top priority carries an important message and serves as an important model. My prayer is that by specializing and concentrating you

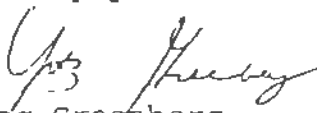
Mandel, Mr. Morton
January 3, 1988

Page 3

will make an even greater contribution at this historic moment.

Warmest best wishes.

Sincerely yours,


Irving Greenberg

IG:blm

10 COM

11/28/89

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89
Mona Ackerman	SF	X	X		
Ronald Appleby	SHH	*	X		
David Arnow	AR		X	X	X
Mandell Berman	JW	X	X	X	
Jack Bieler	JR	X	X	X	X
Charles Bronfman	SF	X	X	X	X
John Colman	HLZ	X	X	X	X
Maurice Corson	JW	X		X	X
Lester Crown	SF	X			X
David Dubin	JW	X	X		X
Stuart Eizenstat	AR		X		
Joshua Elkin	JR	X	X	X	X
Eli Evans	AR	X	X	X	X
Irwin Field	JR				
Max Fisher	MLM	X	X		
Alfred Gottschalk	SF		X	X	
Arthur Green	JR		X	X	X
Irving Greenberg	JW		X		
Joseph Gruss	MLM	*			
Robert Hiller	SHH	X	X	X	X
David Hirschhorn	SF	X	X	X	X
Carol Ingall	JR		X	X	X
Ludwig Jesselson	MLM	X			
Henry Koschitzky	JR	X	X		

* Not yet a commissioner

11/28/89

Commissioner Attendance Record

Commissioner	Assigned to	8/1/88	12/13/88	6/14/89	10/23/89
Mark Lainer	JR	X	X	X	
Norman Lamm	AH	X	X	X	X
Sara Lee	SF		X	X	X
Seymour Martin Lipset	SF	X	X	X	
Haskel Lookstein	JR	X	X	X	
Robert Loup	AH	X	X		
Morton Mandel	AH	X	X	X	X
Matthew Maryles	AH		X	X	X
Florence Melton	AH	X	X	X	X
Donald Mintz	AR	X	X	X	
Lester Pollack	JW	X			X
Charles Ratner	SF	X	X	X	
Esther Leah Ritz	AH	X		X	X
Harriet Rosenthal	JW	X	X	X	X
Alvin Schiff	JR	X	X	X	X
Ismar Schorsch	AH	X	X	X	X
Harold Schulweis	JR				
Lionel Schipper	JR	*			
Daniel Shapiro	AR	X		X	
Peggy Tishman	AH	X	X	X	
Isadore Twersky	SF	X	X	X	
Bennett Yanowitz	JW	X	X	X	X
Isaiah Zeldin	JR				

* Not yet a commissioner



49C
STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

SEYMOUR MARTIN LIPSET
CAROLINE S. G. MUNRO PROFESSOR
OF POLITICAL SCIENCE, PROFESSOR OF
SOCIOLOGY, AND SENIOR FELLOW,
HOOVER INSTITUTION

210 HOOVER MEMORIAL BUILDING

November 22, 1989

Ms Annette Hochstein

Dear Ms Hochstein:

Here are questions which I consider useful for an analysis of American Jewish behavior. They can be used to explain differences in education as well as orientation to U.S. society and Israel.

1. The strength of American Jewish life depends heavily on ties to Israel.
2. I would feel comfortable belonging in Israeli society.
3. I can describe how close I feel to Israel as:
 - a) very close
 - b) fairly distant
 - c) very distant
4. I think anti-Semitism is a serious problem in the U.S. today.
5. When it comes to the crunch, Jews can only depend on other Jews.
6. I feel pride in the U.S. as a model of democracy for the rest of the world.
7. Of my three best friends, the following are Jews:
 - a) none
 - b) one
 - c) two
 - d) three
8. The reasons why I like being a Jew are:
 - a) I am personally more comfortable with other Jews
 - b) I like Judaism's values of social justice
 - c) I like being part of a community
 - d) I believe in the Torah
 - e) Because of Israel

Could you please let Shmuel and Seymour Fox know I got tickets and will arrive on Thursday, December 21. Please also thank them on my behalf.

Cordially,

Martin Lipset

Seymour Martin Lipset

SM/L/jss

Janette
"51' 51"

דב - אלכס

AMERICAN JEWISH
ARCHIVES

ל' - 13'

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דב אלכס -

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"מקד"

Q'K

(Alvin Schiff 23.10.87)

Draft - 11/14/89

406 C

Dear :

The next meeting of the Commission on Jewish Education in North America will take place on Wednesday, February 14, 1990, at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59 Street, New York, NY 10022. We anticipate a full agenda for this meeting and plan to begin promptly at 9:30 a.m. (refreshments will be served at 9:00 a.m.) and meet until 5:00 p.m. Please note the change in meeting times from previous meetings.

At this meeting, we will consider recommendations and findings for the Commission's report, including a proposed mechanism for implementing the action plan considered at our meeting last month. Your input at this time will be critical. Please mark your calendar now and plan to attend.

Details and draft materials will be sent in advance of the meeting.

Sincerely,

Morton L. Mandel

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216/991-8300

413 C

Commissioners

Morton L. Mandel
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Jack Bieler
Charles R. Bronfman
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David Duban
Stuart E. Eisenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gotschalk
Arthur Green
Irving Greenberg
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Ludwig Jesselson
Henry Koschitzky
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David S. Ariel
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Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

November 2, 1989

Dear :

Enclosed are the minutes of the October 23rd meeting of the Commission on Jewish Education in North America.

This was another excellent meeting of the Commission. There was full participation from all of the persons present. I am more and more enthusiastic about the work of the Commission and about the complete dedication of so many commissioners.

We are about to enter the crucial part of the Commission's work, namely determining our findings and recommendations. Also, we have begun to consider what we must do to see that our findings and recommendations are implemented. We want Jewish education to be firmly established as a very high priority for the North American Jewish community, with the full moral and financial support of the community. And we want the good ideas of the Commission to be translated into action.

The next meeting of the Commission will be devoted to our findings and plans for their implementation. Specific information on time and place will be forthcoming as soon as possible. Between now and the next meeting we will send you a good deal of advance material which we hope you will read and consider before you come to the meeting. We look forward to involving you in the process of developing concrete findings and recommendations for our final report.

It continues to be a pleasure to work with you.

Morton L. Mandel

54 COR
OCT 12 1989

TO: Virginia F. Levi FROM: Morton L. Mandel DATE: 10/10/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT:

This will summarize a conversation I had with Dr. Fred Gottschalk in New York on September 29. We met for lunch, and were together from about 12:30 to 2:30. During that time, I brought Dr. Gottschalk up to speed on the activities of the Commission, and he was quite interested. Regrettably, he will not be able to attend our meeting on October 23, because that is the same day as an all-day meeting of his Board.

The general thrust of our discussion was how we best could interface the Rabbis in the movement, particularly with regard to those who are interested in the Jewish educational aspect.

At the outset of our discussion, Fred felt that we were doing pretty well working with him, but as the conversation progressed, he agreed that it might make a lot of sense to convene a group of about ten, who would represent the various aspects of the reform educational apparatus, as well as the appropriate members of the rabbinate. This work group would, of course, include Rabbi Dan Syme. We agreed that such a meeting would be held most appropriately in December, January or February, and that he and I will coordinate as to when we would do this.

Essentially, this meeting would be an opportunity to bring this group up to date with regard to the Commission, and also give them the opportunity to input their ideas to the Commission. It was hoped that, by this connection, we will at least get them feeling that we are concerned with their reactions, and want to enlist their assistance.

As a further idea, we thought it might make sense for me to contact Rabbi Alex Schindler directly, in view of his leadership position with the Union of American Hebrew Congregations.

Fred was extremely supportive of the Commission work, and wants to do everything he possibly can to facilitate our objectives. He is solidly behind all that we are doing.

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MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Henry L. Zucker
FROM: Mark Gurvis *MG*
DATE: October 11, 1989

Last winter I had an opportunity to participate in a focus experience for a collaborative project of the Hebrew Union College and University of Judaism in Los Angeles. The project, funded by the Milken Foundation, focused on how the two institutions could best prepare Jewish professionals for a changing Jewish community.

I recently received the enclosed summary of the project report from Sara Lee, and asked her if I might share it with a number of people. There may be some value in looking at the full report, particularly its conclusions, to see if there are ideas of interest to the Commission.

Feel free to contact Sara directly for any further information related to this project.





HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

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3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796

(213) 749-3424

September 14, 1989

Mr. Mark Gurvis
The Jewish Federation
1750 Euclid Avenue
Cleveland, OH 44115


Dear Mark:

On behalf of my co-chairman, Dr. Alvin Mars, and myself, I want to thank you for your participation in our deliberations about preparing Jewish professionals for a changing Jewish community. The process is now over and the findings have been collected in a document of over 300 pages, including minutes of all committee meetings and transcripts of the two focus experiences. This document has been delivered to the Milken Foundation, which funded the planning grant, and to the Hebrew Union College and University of Judaism. The findings will provide a basis for future programs that the two institutions might wish to implement to address the issues raised in our deliberations.

I have enclosed the introduction to the document which summarizes the process and the ideas which were generated. By providing you with this introduction we hope to share with you a reminder of the process and a summary of the major ideas which we generated. It is our way of expressing our gratitude for the time and effort which you contributed to the project. We hope that the many wonderful insights and suggestions will enrich our efforts to prepare the outstanding professional leadership which can guide the Jewish community into the next century.

As we approach Rosh Hashanah I extend our sincerest best wishes for a year of health, fulfillment, and peace.

Sincerely,


Sara S. Lee
Director
Rhea Hirsch School of Education

SSL/fj

Encl.

INTRODUCTION

Over the past year the Milken Foundation has fostered a unique interchange between faculty and students and alumni of the University of Judaism and Hebrew Union College as the leadership and alumni of both institutions have joined hands to deliberate the issues confronting us as we prepare professionals to contend with a changing Jewish community.

JOINT FACULTY PLANNING COMMITTEE

A joint faculty planning committee was impaneled by the two institutions. Dr. Alvin Mars, Vice President for Academic Affairs, University of Judaism, and Ms. Sara Lee, Director of The Rhea Hirsch School of Education, Hebrew Union College, co-chaired the committee with the assistance of project coordinator, Rabbi Naomi Levy. The committee consisted of three faculty members from each institution, representing the rabbinic programs, the schools of education, communal service and administration:

- Dr. Isa Aron, HUC
- Dr. William Cutter, HUC
- Ms. Gail Dorph, UJ
- Dr. Elliot Dorff, UJ
- Dr. Leslie Koltai, UJ
- Dr. Bruce Phillips, HUC

The committee met regularly throughout the year attempting to refine the goals before us. The committee's tasks fell into three areas: a) identifying questions to be addressed by the project; b) planning the focus experience; and c) deliberations from the following fields of expertise: a) ministerial education; b) sociology; c) institutional change; d) professional education; and e) Jewish thought.

THE FOCUS EXPERIENCE

The medium selected for the collection of data was the focus experience. Two focus experiences, the first in January and the second in April, were conducted over a 24-hour time period at the University of Judaism's Conference Center in Ojai, California. The focus experience brought the faculty planning committee together with expert consultants, alumni of both institutions

(rabbis, educators, communal service workers, and administrators), and students training for these professions.

THE EVOLUTION OF OUR THINKING

Initially, our project's goal was to deliberate how Jewish professionals might be better prepared to deal with disenfranchised, non-normative populations (i.e. the single parent, the blended family, the intermarried, substance abusers, battered wives, etc). However, when the planning committee was convened it quickly became clear that we could not address the particular concerns of any group, however large, however pressing, without examining the subtle and quite obvious shifts in the larger structures of the Jewish community. Basic assumptions had to be unearthed and reassessed. Ultimately, our project arrived at the following statement of purpose:

This Project Seeks to Address the Questions of Change And:

1. The professional's ability to identify change.
Such change may include: demographics, technology, morality, political and economic factors, patterns of leisure, social, and conceptual transformations.
2. Its impact upon professionals and the institutions which they serve.
How does change effect the professional's self perception, role and function.
3. How the professional develops a capacity to evaluate change and respond to it, or initiate it.
We seek to examine the skills, knowledge, and attitudes that professional must possess in order to evaluate change and respond to it, recognizing that the maintenance of the status quo is an appropriate response.
4. How the professional as an individual responds and reacts to change.
How the individual chooses to set personal priorities.
5. The Jewish tradition.
How does Jewish tradition plays a critical role in all facets of this process.

FOCUS EXPERIENCE #1

Our first focus experience brought together the following experts:

Dr. Ian Mitroff, Distinguished Professor of Business Policy, The University of Southern California; Co-Director of the Center for Crisis Management.

Dr. Arnold Eisen, Associate Professor of Religious Studies, Stanford University.

Dr. Seymour Lipset, Caroline Munroe Professor of Political Science, Professor of Sociology, and Senior Fellow at the Hoover Institute.

The January focus experience was aimed at defining the types of changes that are taking place within the Jewish community, and at examining the magnitude of those changes. Only then could we begin to assess how communal change might be leading to a redefinition of the role of the professional in the Jewish community. The following issues emerged from the conference (as excerpted from conference transcripts):

1. The ethos of American culture is hostile to the very notion of tradition. Jews are among the least religious groups within this country, tending to identify with secular high culture.
2. Our community's sense of ethnicity is closely tied to belief in two folk myths: anti-semitism and Israel. Each of these folk myths is quickly declining as current events challenge them. Given that these myths may be central to Jewish identification, we are facing a crisis of great proportion in the coming generation.
3. The institutional structures--the Federation, the synagogue--which emerged in their current forms in the 1950's, no longer correspond to the current realities of the Jewish community. This lack of correspondence may threaten the basis of the institutionalized Jewish community in the near future, yet our institutions are quite unresponsive to this problem.
4. Judaism itself has shifted from an all-encompassing life system to a part-time recreation. Our community has evolved from a people who adhere to structures of community to a population of consumers of things religious. They are less adherents to community than consumers within the community.

The April focus experience brought together the following scholars:

Dr. Joseph Hough, Professor of Christian Social Ethics,
Professor of Religion, Professor of Ethics and Public Policy,
Claremont College

Dr. Egon Mayer, Professor of Sociology, Brooklyn College;
President of the Association for the Sociological Study of
Jewry

The following issues emerged from the conference (as excerpted from
conference transcripts):

1. The role of the Jewish professional must encompass much more than the particular tasks at hand. The professional is both a professional, and a representative of a religious system. Thus, for example, the rabbi must be able to respond to the perceived needs of the congregation while advocating for greater understanding of and involvement in Jewish life.
2. The focus should not be merely on what Jewish values and tradition must be transmitted, but rather, on how that information is communicated and distributed.
3. The sharp separation between theory and practice which exists in our respective institutions creates a great strain for the professional. The two realms must be brought into relation by exploring alternative means of education. Perhaps some subjects are best taught in the classroom, while others are best learned in the field.
4. Academic institutions are essentially conserving institutions, focusing more or less on ideals, whether in terms of the ideal professional, or world, or community. Communities, on the other hand, are more in flux by definition, because their conditions are rapidly changing. Therefore their focus is not on the ideal but on the practical way to develop responses and solutions to the day-to-day problems that they encounter. Thus the professional education program needs to take this strain into account as it prepares Jewish professional to enter into Jewish communal life.
5. There are multiple self-definitions involved in the institutions that train Jewish professionals. They include:
 - a) Defining oneself as the academy or university where the preeminent value is research and the main purpose is conducting research;

b) Defining oneself as a seminary, where the purpose is to purvey the religious tradition and prepare others to do the same;

c) Defining oneself as a professional school where the purpose is to prepare professionals for a given field.

Common to all three models is that each has a definition of community service; however, each defines it differently. Most of our institutions see themselves as comprising all three of the above and are never sure at any given moment which they ~~are~~. But this attempt to balance these various self-definitions often leads to confusion over what our core values are.

6. Alumni may be the most important bridge between the community and the academic institution, for they represent the nexus point between theory and practice.

What might that mean in terms of the ongoing relationship between academic institutions and their alumni? What responsibilities might ensue from that relationship? Should we institute advanced study for our graduates after they have been out in the field? How do we take the knowledge that they have acquired in the community, as it is informed by theoretical understanding, and bring it back into our system as a means for evaluating what is taking place in the academy? How do we help alumni to serve as agents of change in the community? Are they the most important conduit for such impact? Clearly, the potential impact of recent alumni on the communities they serve is enormous. And so, the challenge we face in the preparation of future professionals cannot be emphasized enough.

CONCLUSION

The project enabled both institutions to create a deliberative model for the investigation of their programs of professional education. In the process of examining these issues, the project became a model for bringing institutions possessing divergent ideologies to transcend their differences in order to address larger issues confronting them both. Thus the process was extremely valuable in itself, and served as a catalyst for internal institutional change and introspection, for it forced us not only to look outward but to turn inward in evaluating change and its impact upon the role of professional education.

Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

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FACSIMILE TRANSMISSION

TO: Prof. Seymour Martin Lipset

DATE: October 11, 1989

FROM: Annette Hochstein

NO. PAGES: 1

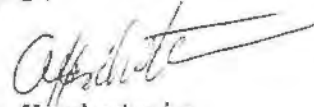
FAX NUMBER: 001- 415-723-1687

Dear Prof. Lipset,

Before his departure for Turkey, Seymour Fox mentioned that you might be sending a short description of the proposed market analysis for the North American Commission on Jewish Education. If the document is available, I believe that the most efficient way of getting it to us would be by faxing it to my office. (fax number is 972-2-699951).

Let me take this opportunity to wish you a happy, healthy, fruitful and peaceful new year.

Sincerely,


Annette Hochstein

FAX SENT

DATE: 5/10/89 3710

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FACSIMILE TRANSMISSION

TO: Mr Henry L. Zucker
FROM: Annette Hochstein
FAX NUMBER: 216-341-9962

DATE: October 5, 1989
NO. PAGES: 4

Dear Hank,

Attached are some background documents that
may be helpful towards your meeting with
Henry Crown.

Best Regards

Annette

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. LESTER CROWN

INTERVIEWER: PROF. SEYMOUR FOX

DATE: MONDAY, MAY 8, 1989 10:30-12:30 P.M.

PLACE: CHICAGO, ILL.

Summary:

Mr. Crown reiterated his interest in having the Commission wait for the results of the work of individual foundations and build on their results, and thus we would know what works before we went into any kind of macro activity.

Susan Crown and Barbara Manilow attending the meeting as well.

The thought of discussing what we know currently from best practice and putting that together in first conceptions of what demonstration sites could be, was well thought of by Mr. Crown but he continued to return to giving the foundations an opportunity to "do their thing."

On the other hand, he was looking for whatever possible input the Commission could make to the work of his foundation and he thought that other foundations would be equally interested.

He described his own conversations with Larry Tisch and trying to get him to offer his expertise and understanding of the media toward our work.

Mr. Crown sees essentially two major roles of the Commission: one is to stimulate interest of individuals and funders and foundations. And he beleives this the Commission has already

succeeded in doing. And then is to sort of market, diffuse, distribute information on anything related to best practice, to vision, etc.

He showed a good deal of interest in the Cleveland Commission and I promised him that we would send the report of the Cleveland Commission. He would like most of this material to be funneled not only through him, but through Barbara Manilow and Susan Crown. I agreed to stay in contact, not only with Mr. Crown, but with Barbara and Susan.

Mr. Crown will not be able to attend the meeting on the 14th; he will be at the Air Show in Paris selling airplanes.

In the conversation, a good deal of interest was expressed about the area of personnel, and they brought to my attention one project which they believe has had some impact in Chicago in the area of general education. It's called the Golden Apple Award, and its director is Dren Geer. The number is 312-407-0006, it's the Foundation of Excellence in Teaching.

Jonathan Woocher is going to be involved in a series of consultations for the Crown Foundation and I think we ought to coordinate our efforts with his.

As I indicated, they have not settled on their area of work as yet.

Mr. Crown thinks it would be a useful idea to participate in the meeting of the funders and I think we ought to plan that meeting as soon as we can.

This meeting was another instance where Mr. Crown showed a great deal of interest and support for the work of the Commission and though he will be missed on the 14th, I think that his absence

should not be misunderstood.

He carried on a full meeting despite the fact that he was under great business pressure, and yet devoted a good deal of energy and time to our problems.

JESNA



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Jonathan S. Wooner
 Executive Vice President

56004

NOTES ON MEETING OF MORT MANDEL WITH ISMAR SCHORSCH - 9/25/89

Dr. Schorsch was enthusiastic about assisting the Commission in reaching out to other constituencies within the Conservative movement.

He has established an "education cabinet" which will include key professional leadership from the United Synagogue, Solomon Schechter Principals Association, Melton Research Center, Jewish Educators Assembly, and the Jewish Theological Seminary. It was agreed that Dr. Schorsch would invite MLM to speak at the second meeting of this group, projected for late January or early February. MLM's office will need to be in touch with Dr. Schorsch to arrange a specific date and time.

Dr. Schorsch also offered to make contact with Rabbi Albert Lewis, President of the Rabbinical Assembly, to facilitate a contact from MLM. MLM asked him to hold off on this until a general approach has been worked out for contacting the rabbinic leadership of all of the movements.

Jonathan Wooner

DATE: 9/25/89

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FACSIMILE TRANSMISSION

TO: Hank Zucker and Ginny Levi

DATE: September 25, 1989

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 3

FAX NUMBER: 001-216-361-9962

Attached is a rough draft of the letter
for the Commission.

Best Regards

Annette

Sy

47004

Date

Dear Sal,

I left the last meeting of the Commission deeply impressed by our discussions and their outcomes. I believe they set the stage for the next phase of our work, that of implementation. This is the topic commissioners urged us to place on our agenda.

In the past, we identified the areas in which we want to intervene: personnel, the community, programmatic options. We have discussed strategies including the establishment of Community Action Sites.

For the fourth meeting of the Commission, we have formulated a plan for action. It is outlined in the enclosed materials. The proposed plan reflects the Commission's goals of effecting across-the-board change. It also offers concrete recommendations for implementation, for initiating change simultaneously on a number of fronts and a feasible way to begin.

We have a substantial agenda for our meeting of October 23rd:

- * To review the proposed action plan.
- * To discuss first steps to be taken for implementation, including the consideration of a mechanism to facilitate implementation.

We are working on a draft of the recommendations for our final report. We hope to discuss this at a subsequent meeting of the Commission.

I look forward to seeing you on October 23rd. The meeting will take place at _____ (address) from _____ until _____.

Let me extend my best wishes for a healthy, happy and peaceful year.

Shana Tova,

MEMO TO: David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein,
Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel,
Joseph Reimer, Arthur Rotman, Herman D. Stein, Jonathan
Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: September 25, 1989

Attached, for your information, are reports on interviews of the following commissioners conducted by Seymour Fox and Arthur Rotman.

1. Stuart Eizenstat
2. Eli Evans
3. Alfred Gottschalk
4. David Hirschhorn
5. Seymour Martin Lipset
6. Charles Ratner
7. Isadore Twarsky

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

128 I

Date of Interview: September 19, 1989
Interview with: Stuart Eisenstadt — Location: Washington, DC
Interviewer: Art Rouman Duration: One hour

Stuart Eisenstadt was full of praise for the staff work of the Commission. He had rarely participated in any meeting where the staff work was as thorough.

As to the problems facing the Commission's successor, he identified relations with the synagogues and the denominations as the "toughest nut." From his experience the synagogues are not only jealous of any non-synagogue entity but are even jealous of one another, and in his community three conservative synagogues, for example, have not been able to come together to operate a common school, as desirable as that would obviously be. This is an indication of the difficulties that would be faced in trying to get various groupings in the community to come together which Eisenstadt feels will be crucial to the success of the Commission.

Eisenstadt is very intrigued with the idea of a Community Action Site. He cautions that we should not spread ourselves too thin. Better to have fewer sites but provide each one with the proper resources. This approach would call for no more than about three or four sites and not more. More than that would dissipate the funds and energies available so that we would end up just doing somewhat more of the same. Eisenstadt feels that it's not an incremental change that's called for, but a dramatic change which can only be made possible by a concentration of resources.

Washington would be ideal for one of the community action sites. The current president of the Federation is the past president of the JCC and is familiar with the Jewish educational thrusts, at the nursery school, some in the adult education programs and its day camps. In other words, the CAS, if located in Washington, would be assured of a sympathetic voice at Federation.

A problem locally, as he sees it, is that the Federation does not have the resources to be helpful. The campaigns have been flat, after taking inflation into account. This does not allow for any expansion or any increase of allocations to any of the functional agencies. This has inhibited the development of creative programming.

Eisenstadt understands very well the catalytic mission of the CAS in each community. He thinks that the "carrot" approach could do wonders in bringing various elements of the community together.

The Commission is on the right track in selecting personnel and community as its targets. He agrees completely and suggests that we stick to those targets for at least the first few years since success in these areas would enable other things to happen.

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

1291

Date of Interview: 9/14/89 Location: Revson Foundation
Interview with: Eli Evans New York City
Interviewer: Art Rotman Duration: One Hour

Evans had obviously prepared for the interview. He had asked me a few days before the interview for additional background material and it was evident from the discussion that he had read it and was familiar with the minutes of the last meeting.

Evans had a number of what he referred to as "questions" but which were really points of disagreement.

1. The governance of the "successor" to the Commission. He understood very well the necessity for having the mix of Commission members that we had including philanthropists, educators and academics. However, he was concerned that there seems to be an assumption that the work of whatever successor would emerge from the Commission would be composed in the same way. He thought that this would be disastrous. "Form follows function." In other words, the form that was suitable for the work of the Commission is not at all the form which should apply in the case of the "successor" as its function is completely different. Evans sees the function as being one of creating new opportunities, negotiating on a local and national level, etc. It is his opinion that this can best be done by a small Board of no more than 10 to 12 people and the personnel should be picked "ad persona." Consideration of representing various points of view should be secondary. We should avoid involving people who represent particular interests and/or who are diplomatic in their views. He suggests that MLM should convene a small group in consultation with some of the members of the current Commission, but that, in his experience, one person alone making those decisions is the best route. He wouldn't necessarily exclude people who are currently members of the Commission but, on the other hand, he would also not be limited by the Commission roster. People should be selected "ad persona" whether or not they had been members of the Commission.
2. Evans basically disagrees with the Community Action Sites as a starting point with a national entity almost as an afterthought. He doesn't think that the Commission leadership, both lay and professional, realize how "tough" it is to operate in a local community on behalf of a foundation. He has had considerable experience in his

career in doing this and does not underestimate the difficulties. It is also, he feels, an "extremely expensive" way to go and would not provide in the long run what the Commission is after.

The difficulties on the local scene could be anticipated. While many in the community leadership will be pleased that their community had been selected as a site, there would be many who would be negative. The local community would no doubt be asked to come up with a portion of the funding for whatever is needed. This, in itself, would cause resentment since not all of it would be new money and some of it, at least, would be taken from existing community priorities. There is also a danger that the CAS would be seen as interfering. In his experience, too often, foundations or entities established by foundations operating in this area, no matter how skillful, are nevertheless seen as arrogant. It will require staff with highly honed skills of diplomacy to function in this arena and such staff would be difficult to locate.

3. Evans discerns a premise in the Commission documents that a relatively short period of time would be required for the Commission's successor to be effective. His own feeling is that we are talking about a much longer period of time, perhaps five to ten years and that this should be understood from the beginning. Whatever funding is provided should be available for an extended period of time. It is his experience that too often "philanthropists" become excited, provide funding for a year or two and then disappear. This would be fatal.
4. Evans is of the opinion that insufficient attention has been paid to the "infrastructure" which would be needed on a national level to make the Community Action Sites viable. He mentioned training and development of educational personnel, providing curricula, the development of new ideas, books, videos, etc. It is not merely a matter of going into a local community and saying "let's do the same a little better." It is his opinion that there needs to be a radical breakthrough on a national level of support for whatever is done on a local level. In addition to the educational materials and training, he suggests making sure that educational personnel have the appropriate salaries and fringes. Insurance, including retirement, disability, life insurance, etc., can be provided much more economically on a national level because of the economies of scale.

A portion of whatever funds are provided should be earmarked for the development of a national communications program directed to

Evans also suggested a national program of both master teachers and/or "fellows" which, in addition to training, there would be provision for monetary awards and salary supplements. This, too, could be done best on a national level.

5. Evans does not feel that enough attention has been paid to the scope of funding which would be necessary. It is his opinion that providing one or two million dollars per year would be a waste. The effort requires the assurance of the availability of at least \$10,000,000 to \$15,000,000 per annum for a period of ten years.
6. In a community, leadership will be excited, particularly by ideas. They will buy a package of personnel shortage and retention but only if it is tied to the provision of new ideas, new curricula, exciting video, etc.

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

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C

September 18, 1989

Dear Isadore:

I want to comment on your very thoughtful letter of August 9, and I like your suggestion that we arrange for a small group (five or six commissioners) to meet with a small group of Israelis for a day or two of intensive discussion regarding Jewish education in Israel. I'll introduce this idea at the appropriate time.

I agree with your thought that "we need to attach priority to action over contemplation." We said from the beginning that ours will be a proactive Commission, not one which simply issues a fine report and then lets it go to sleep. We do, indeed, expect to be proactive, and at the next meeting of the Commission, will be surfacing ideas that make this very clear.

Finally, I want to react to your suggestion that we talk about the money needed to implement the good ideas we expect to develop. We have begun to address this question, and there will be a beginning report on this subject at our October 23rd meeting. My current thinking is this: there will need to be a substantial sum of money committed by family foundations to enable us to get a quick start on the ideas which are developed by the Commission. The foundations will need to be counted on for at least the next five years. I have a dollar amount in mind, but it is premature to discuss it.

However, the long-term financial solution needs to be a responsibility of the total Jewish community. This need will focus on federations. They will have to be convinced that

- 2 -

Jewish education is the high priority in the community budget. A number of federations are already beginning to reflect this priority in their allocations. A nucleus of federations is already moving in the right direction, and hopefully, will be examples to be emulated by others. Much work remains to bring federations up to an adequate level of funding. Fortunately, federations have a new pocketbook in the form of endowment funds, which have grown rapidly in the last ten years, and which continue to grow rapidly.

I want to tell you once again how much I appreciate your investing your very valuable time in the work of the Commission, and I hope that it will prove to be a source of satisfaction to you.

Warm regards.

Sincerely,

MORTON L. MANDEL

Dr. Isadore Twersky
Harvard University
Center for Jewish Studies
6 Divinity Avenue
Cambridge, MA 02138

FAX SENT

DATE: 12/13/89

49 COM

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FACSIMILE TRANSMISSION

TO: Henry L. Zucker & Ginny Levi

DATE: September 14, 1989

FROM: Prof. Seymour Fox

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

Thanks for the draft of MLM's answer to I. Twersky. I believe the letter is right on target and like the content very much. I have only one small suggestion to make -- the last sentence on the last line of paragraph 2 might read "will be surfacing -- already at the upcoming meeting of the Commission -- ideas that make this very clear." I assume that the style is not final, and that the introduction will be somewhat less formal.

Best regards,

SF
P.S. We are interested to know how all the meetings
at the quarterly, related to the Commission, went.

430 ✓

THE JEWISH THEOLOGICAL SEMINARY OF AMERICA
3080 BROADWAY NEW YORK, NEW YORK 10027
212 678-8000

1st High Holiday
C. S. Polak
reception

OFFICE OF THE CHANCELLOR
212 678-8073

י"ב אלול תשמ"ט

September 12, 1989

Dear Colleague,

I hope the summer has brought you the kind of creative respite that will sustain you for another year. My thoughts are with you as you attend to the taxing preparations without which no set of High Holiday services can generate the uplift, insight, and resolve that might make a difference in the life of a troubled individual. I write to lend you support in this sacred task. You do not stand alone. I care deeply about the welfare of our movement and am eager to share with you some observations for further discussion.

The custom of visiting the gravesites of relatives ever dear to us just prior to Rosh Hashanah provides a trigger for introspection, for bringing the past into the present. I sense the anguish of those uprooted by the Holocaust who are fated to complete their lives without benefit of any tangible link to the roots of their being. Thus my mind turns naturally to the memory of my parents, not least because my vision of the future is tied to the values of my past.

I come from a family of educators. My grandfather on my mother's side was the long-time director of a Jewish boarding school in Esslingen in southwest Germany which served the Jews of Baden and Württemberg. A compassionate and robust man of humble origins, Theodor Rothschild loved children, nature and Judaism. By the 1920s he enjoyed a regional reputation as an innovative educator, a Jewish communal leader, and an outspoken political liberal. A few years ago, in a belated gesture of contrition and justice, the state of

recapture its youth for Judaism. If I can judge by the testimonies of former Hanoverians whom I have met from time to time around the world, he touched the life of many a youngster, most notably by his determination to include the many children of Eastern European parents in the programs he created.

We arrived in this country in March 1940 and by the summer my father had been hired as the rabbi of Congregation Mercy and Truth in Pottstown, Pennsylvania, a small Conservative synagogue of some 150 members of immigrants and first generation American Jews from Eastern Europe. He was to stay for twenty-four difficult and rewarding years till his retirement in 1964. As you would expect in a small congregation, he did everything, the quintessential kolboinic, from attending the daily minyan morning and evening, writing the weekly bulletin, training the volunteer choir, to serving as the official Jewish spokesman to the Christian community. When I was a child, Brotherhood Week was still a symbol in search of reality.

But what stands out in my mind as most laudatory in that exemplary career was my father's tireless commitment to teaching the young. To be sure, he did not have much choice, given the absence of trained personnel. But he could have settled for a lot less. Yet he refused, often at great personal sacrifice. He administered both the Hebrew and Sunday schools himself, taught the older classes, prepared the boys for bar-mitzvah, and recruited his own family to beef up the staff. For years my mother captivated the first graders of the Hebrew school with her animated teaching and boundless affection. Similarly, despite formidable cultural disparities, my father could mesmerize children with a good story, arouse their curiosity with a tantalizing nugget of erudition, and goad their conscience with a moral dilemma. My parents were united in a calling: to ennoble young lives through Judaism.

at The University of Judaism. Finally, it is my hope this year to form an educational cabinet of the top professional leadership in the movement in both formal and informal education to improve coordination and stimulate long term planning.

But Jewish education is too important to be left entirely in the hands of professional educators. To prosper at the local level, it desperately needs the passionate engagement of the rabbi. Yet the trend in the Conservative rabbinate over the last generation has been for many a rabbi to gradually lose contact with the young. The welcome enhancement of rabbinic status and the bracing enlargement of rabbinic roles have been at least partially achieved at the expense of intense rabbinic involvement in Jewish education. To teach children, let alone run the Hebrew school, to elevate the spiritual content of bar-mitzvah preparation through instruction by the rabbi, to interface with Ramah or Schechter youngsters, or to tutor the most committed in Jewish texts — these activities no longer constitute part of our self-image. "Two things it's never too late to do; to die, and to become a melamed in a cheder," goes a bitter, old Jewish folk saying, and so we incline to seek our rewards in more prominent and less threatening arenas, often in response to the expectations of our lay leadership.

We should not overlook the debilitating consequences of this withdrawal. All-too-often there is little follow-up with the youngsters who are exposed to programs of intensive Jewish education — Ramah, Schechter, or a USY pilgrimage. Their religious needs or leadership ability are ignored by structures and patterns etched in stone. Synagogues may even grow wary of recruitment for Ramah or be tempted to turn a cold shoulder toward the families of Schechter schools. The once admirable standards of our afternoon schools are subject

active generalship of the rabbi, the synagogue will rarely risk the strain to support, absorb, and build upon the educational triumphs of other sectors of our movement. Quality Jewish education is not only the best defense we can mount against the blandishments of the open society, but also the key to regaining the elan our movement enjoyed for much of the postwar era.

I offer these remarks with the deference that befits my distance from the trenches. They are extended neither to criticize nor deprecate, but rather to stimulate a dialogue that will yield an agenda worthy of the largest religious movement in American Judaism. I solicit your comments and counsel. Above all, I reach out to you in search of a partnership prepared to reorder the priorities of our movement.

In bringing this audit and autobiography to a close, I pray that you may be inscribed in the Book of Life for a year of health and vigor, a year of success and fulfillment.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ismar".

Ismar Schorsch

IS:slk

22 FEB 74
SUSAN CROWN

THE COVENANT PROGRAM

I. OBJECTIVES

1. To recognize individuals who exemplify excellence in Jewish education.
2. To encourage the development, evaluation, dissemination and replication of creative Jewish educational programs.
3. To build a sense of fellowship and mutual support among talented Jewish educators.
4. To elevate the visibility and prestige of Jewish education within the Jewish and general communities.

II. RATIONALE

In Jewish education today, the whole is equal to less than the sum of its parts. Although there are pockets of excellent performance in Jewish education throughout North America, these examples have not permeated the field as a whole. Jewish education in general remains beset by low morale, tepid support, mediocre performance, and inconsistent results. Thus, it does not have the impact on the quality of Jewish commitment and communal life that many -- including the many educators who do outstanding work -- seek and desire.

Changing this situation will require many kinds of initiatives. However, one important strategy to improve the field is to broaden and deepen the pockets of excellence which already exist. By recognizing hard-working, creative and effective educators who represent "the best and the brightest" in the field, and then allowing them to leverage their talents and skills by providing the necessary resources, we hope to make them pacesetters.

The Covenant Program is designed to 1) give such individuals public recognition; 2) offer resources to develop new projects; 3) provide opportunities for talented educators to share their work with others; and 4) create readily accessible channels for dissemination of effective programs. The ultimate goal of the Covenant Program is to make a major impact on the overall quality of Jewish education.

III. PROGRAM DESCRIPTION

The Covenant Program will have four major components:

- 1) Covenant Awards: Cash awards of \$10,000 will be made to a maximum of ten outstanding Jewish educators each year. These awards will be widely publicized.

- 2) Covenant Grants to sponsor creative projects: Award winners will be eligible during the three-year period following receipt of their award to apply for grants of up to \$100,000 (over a three-year period, with a maximum of \$35,000 in a single year) to undertake new projects in Jewish Education.
- 3) An annual gathering of educators: Award winners from the current and prior years will be invited to attend. The gathering will include: a) demonstrations of model programs, b) seminars with prominent educational and Jewish leaders, and c) discussions of important issues in the field.
- 4) A presentation stipend: Award winners will be sponsored so they can present their projects and methods at the CAGE conference, The General Assembly or other appropriate forums.

IV. PROGRAM GOVERNANCE AND ADMINISTRATION

The Covenant Program will be administered by JESNA, in partnership with the Crown Foundation. The program will have its own governing board consisting of representatives of the Crown Foundation, JESNA, and at-large representatives (including one or more educators.) This board will make decisions about all policy matters relating to the program and will have authority over all expenditures.

In carrying out its activities, the program will use two panels:

1. Nominators for Covenant Awards: Between fifty and one hundred individuals will be designated as nominators. They will be drawn from among top-level professionals in education, members of the clergy, knowledgeable lay leaders, and other individuals interested in Jewish Education.
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V. BUDGET

See attached.

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Must have extensive knowledge of the texture of the field and a commitment to the potential of Jewish Education. Must be energetic, creative and a capable, organized administrator. Must be personable and able to work well with many different kinds of people.

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PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

8-30-89

☐ TELEX NO.☐ MAILGRAM

X FAX NO. 011-972-2-6995

NO. OF PGS. 9
(INCL. COVER SHEET)☐ URGENT - Time sensitive - must go at once☒ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME S. FOY + A. HOCHSTEIN
 COMPANY NATIV POLICY & PLANNING
 STREET ADDRESS
 CITY, STATE, ZIP Jerusalem, ISRAEL
 PHONE NUMBER

FROM:

NAME V. LEVI
 COMPANY PREMIER
 DEPARTMENT
 COST CENTER 090
 2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163610327

TIME SENT:

MESSAGE:

S+ A - Attached are (1) revised interview schedule plus attachments (thank you for the clarification) and (2) Twersky's letter. I am also sending Mark's CATE memo and Aryeh D's proposal to Sr. Policy Advisors, but believe you already have those documents.

Regards, Ginny

8/30/89

TO: Those Assigned to Interview Commissioners

FROM: Ginny Levi

RE: NEXT ROUND OF INTERVIEWS WITH COMMISSIONERS - REVISED INTERVIEW
SCHEDULE

.....

Following the June 14 Commission meeting, assignments were made for the next round of interviews with commissioners. A list of commissioner assignments is attached. We ask that you arrange to complete your assigned interviews and submit your reports by September 15 or as soon thereafter as possible. Following is a summary of what we seek from the interviews and a suggested approach. You are encouraged to structure the interviews to the specific interests of the commissioners with whom you are speaking.

I. Purpose of Interviews

- A. To debrief on the June 14 meeting
- B. To begin a conversation on outcomes of the Commission's work
- C. To prepare for the fourth Commission meeting

II. Basis for DiscussionA. Debrief

- 1. General reaction to the June 14 meeting or, for those who did not attend, provide a summary and elicit reactions to this, the background materials, and the minutes.
- 2. Build on the sense of progress--from fairly abstract thinking to practical recommendations. Emphasize that the Commission is moving towards recommendations for implementation.

B. Anticipated Outcomes of the Commission's Work

- 1. An Action Plan that will include:
 - a. The development of Community Action Sites (see footnote)

.....

Community Action Sites:

The Commission decided at its last meeting that the way to approach the challenge--the way to start bringing about change--will involve some form of demonstration in the field. The Commission, therefore, decided to consider establishing a program to develop Community Action Sites.

A Community Action Site could involve an entire community, a network of institutions or one major institution where ideas and programs that succeeded, as well as new ideas and programs, would be implemented. These Community Action Sites would involve the assistance of national institutions and organizations.

- b. A plan for enabling the development of North American elements (e.g., expansion of quality training opportunities)
 - c. A funding program (possible sources of funding; short and long-term funding)
 - d. Concrete recommendations on personnel and the community (e.g., expanded role for communal organizations; substantially increased financial support; steps for building the profession of Jewish educator, etc. . .)
 - e. An agenda for the next decade: the programmatic options (possibly expanding the option papers to identify the major agenda items for each programmatic area)
 - f. A successor mechanism for the Commission. (How do commissioners view their own future involvement; how do they feel about a possible annual meeting to discuss progress; other possible formats?)
2. In order to ensure that the Commission can decide on the basis of the best available information and analysis, MLM has commissioned a series of papers (see attached list).
 3. All of this will be summarized in a Commission report (see draft outline of final report).
 4. Implementation

How will implementation be brought about? Who will do this? Who will see to it that the plan will be implemented, that the Commission will be pro-active in bringing about change? Many commissioners believe that some mechanism will need to be established that will facilitate the implementation of Community Action Sites and to be a catalyst for the implementation of the other elements.
 5. A Mechanism for Implementation

If so, what kind of a mechanism should this be? Some of the functions that have been suggested have included:
 - a. To serve as broker between expertise on the national level and local initiative and expertise.
 - b. To encourage foundations and philanthropists to support innovations and experimentation in the Community Action Site.
 - c. To undertake the diffusion of successful lessons learned in the process of implementation in the Community Action Site.
 - d. To help establish monitoring and evaluation systems for the demonstration projects.

Page 3

6. The fourth meeting of the Commission: October 23 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City, 10 a.m. to 4 p.m. Check attendance plans. Review the tentative content of the meeting:
1. Discussion of a possible action plan
 2. Discussion of a possible mechanism of implementation
 3. Update on community/financing paper
 4. Possibly first presentations on background papers

Please keep me informed of your progress and remember to send me your interview reports for distribution.



8/29/89

Commissioner Interview Assignments

Sr. Policy Advisor/StaffCommissioner

Seymour Fox

Mona Ackerman
Charles Bronfman
Lester Crown
Alfred Gottschalk
David Hirschhorn
Sara Lee
Seymour Martin Lipset
Charles Ratner
Isadore Twersky

Annette Hochstein

David Arnow
Norman Lamm
Robert Loup
Morton Mandel
Matthew Maryles
Florence Melton
Esther Leah Ritz
Ismar Schorsch
Peggy Tishman

Stephen Hoffman

Ronald Appleby
Robert Hiller

Morton Mandel

Max Fisher
Joseph Gruss
Ludwig Jesselson

Joseph Reimer

Jack Bieler
Josh Elkin
Irwin Field
Arthur Green
Carol Ingall
Henry Koschitzky
Mark Lainer
Haskell Lookstein
Alvin Schiff
Harold Schulweis
Isaiah Zeldin

8/29/89

Page 2

Sr. Policy Advisor/StaffCommissioner

Arthur Rotman

Stuart Eizenstat
Eli Evans
Donald Mintz
Daniel Shapiro

Jonathan Woocher

Mandell Berman
Maurice Corson
David Dubin
Irving Greenberg
Lester Pollack
Harriet Rosenthal
Bennett Yanowitz

Henry Zucker

John Colman

Unassigned

Lionel Schipper

HARVARD UNIVERSITY

305C

DEPARTMENT OF NEAR EASTERN
LANGUAGES AND CIVILIZATIONS

6 DIVINITY AVENUE
CAMBRIDGE, MASSACHUSETTS 021 38
(617) 495-5757

August 9, 1989

Mr. Morton L. Mandel
Commission on Jewish Education
in North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

Upon reading the minutes for our third meeting—the verse Ecclesiastes (IV:12) “and a threefold cord is not quickly broken” immediately came to mind—I found that personal perspectives on the commission's first year of existence crystallized.

We came to the August meeting with a sense of great expectations; even the defective air conditioning on a very hot day did not affect our mood or produce any flabbiness in our resolve. The idea of a major commission which would focus on the importance and needs of Jewish education was itself a stimulant which we hoped would become a catalyst. That was clearly my reason for accepting your invitation to join. I have no vested interests, personal or institutional. I am driven by our concern for meaningful Jewish continuity, for a Jewish community that is resilient and resourceful, creative and constructive. (Survival, as I indicated, is not a problem; our concern is how many of us will be privileged to participate in the ongoing, confident community enthralled by the beauty of Judaism and the mystery of Jewish history.) Our challenge and responsibility is to help increase the numbers of educated, committed Jewish men and women who are excited by the values and visions of Judaism. The meeting heightened these expectations: the attendance was impressive; the discussion was wise and enthusiastic.

The second meeting started a bit sluggishly, I felt, but the decision to focus on personnel and community, while maintaining our broad definition of education (formal and informal), was constructive and seemed promising. Clarification and confirmation of this decision at our recent meeting were welcome, indispensable steps.

Now, it seems we need to attach primacy to action over contemplation. The one thing we do not need is more research. It is time to move with zeal and determination. I, for one, am less interested in an eloquent report than in ennobling, repercussive action. There is something grandiose about hoping to formulate a report which will set the stage for the next ten or twenty years. Our actions will set the stage; our achievements will deliver a resounding, influential message. The echoes of our commitment will be heard everywhere.

As for the specific question of what should guide the choice of a community, I would suggest three complementary answers: (1) communities with demonstrated success where good schools exist—sustain, strengthen and expand them so they may serve a larger constituency; (2) communities with a glaring need—see to it that schools are established so that the children—and adults—have a chance of joining the survivors; (3) between these two extremes, communities with good will and commitment where new schools have just been established but are not yet firmly ensconced—strengthen and solidify them so that they may succeed in fulfilling their mission. Informal education in each case would be integrated into a plan of action.

You have repeatedly said that the commission belongs to the commissioners. The most important prerequisite for having this statement become a reality is that the commissioners know how much money is available for distribution. Obviously we shall not be able to make any meaningful recommendations without this information. Even if we focus on community action sites, the amount of money to be allocated is relevant to our assessment of sites and the measure of interplay we seek to encourage between personnel and curriculum or related matters. In addition, the commission may feel that it is desirable to suggest some additional projects—small but promising initiatives. Without knowing what sums are available, we shall not be in a position to speak or act intelligently.

Allow me a final suggestion. Israel was excluded from our agenda. Nevertheless, the problems of Jewish education, of continuity and identity, of transmitting, preserving and enhancing our heritage are essentially similar. Even problems of personnel and curriculum are similar. Israelis must also be educated, committed Jews. Moreover, in addition to the fundamental commonality, the Israeli component or connection has frequently surfaced in our deliberations concerning North America. While we should beware of "making many committees" and I, for one, would not want to see you encourage a proliferation of commissions—they have generally plagued Jewish institutional life, as you know—it might be useful to have a small group (five or six commissioners) meet with a small group of Israelis for a day or two of intensive discussion oriented towards some carefully-structured themes.

I trust you are having a pleasant summer.

With best wishes,

Sincerely,

Isadore

Isadore Twersky
Littauer Professor of
Hebrew Literature
and Philosophy

Tic

22413M

SUSAN CROWN

THE COVENANT PROGRAM

I. OBJECTIVES

1. To recognize individuals who exemplify excellence in Jewish education.
2. To encourage the development, evaluation, dissemination and replication of creative Jewish educational programs.
3. To build a sense of fellowship and mutual support among talented Jewish educators.
4. To elevate the visibility and prestige of Jewish education within the Jewish and general communities.

II. RATIONALE

In Jewish education today, the whole is equal to less than the sum of its parts. Although there are pockets of excellent performance in Jewish education throughout North America, these examples have not permeated the field as a whole. Jewish education in general remains beset by low morale, tepid support, mediocre performance, and inconsistent results. Thus, it does not have the impact on the quality of Jewish commitment and communal life that many -- including the many educators who do outstanding work -- seek and desire.

Changing this situation will require many kinds of initiatives. However, one important strategy to improve the field is to broaden and deepen the pockets of excellence which already exist. By recognizing hard-working, creative and effective educators who represent "the best and the brightest" in the field, and then allowing them to leverage their talents and skills by providing the necessary resources, we hope to make them pacesetters.

The Covenant Program is designed to 1) give such individuals public recognition; 2) offer resources to develop new projects; 3) provide opportunities for talented educators to share their work with others; and 4) create readily accessible channels for dissemination of effective programs. The ultimate goal of the Covenant Program is to make a major impact on the overall quality of Jewish education.

III. PROGRAM DESCRIPTION

The Covenant Program will have four major components:

- 1) Covenant Awards: Cash awards of \$10,000 will be made to a maximum of ten outstanding Jewish educators each year. These awards will be widely publicized.

- 2) Covenant Grants to sponsor creative projects: Award winners will be eligible during the three-year period following receipt of their award to apply for grants of up to \$100,000 (over a three-year period, with a maximum of \$35,000 in a single year) to undertake new projects in Jewish Education.
- 3) An annual gathering of educators: Award winners from the current and prior years will be invited to attend. The gathering will include: a) demonstrations of model programs, b) seminars with prominent educational and Jewish leaders, and c) discussions of important issues in the field.
- 4) A presentation stipend: Award winners will be sponsored so they can present their projects and methods at the CAGE conference, The General Assembly or other appropriate forums.

IV. PROGRAM GOVERNANCE AND ADMINISTRATION

The Covenant Program will be administered by JESNA, in partnership with the Crown Foundation. The program will have its own governing board consisting of representatives of the Crown Foundation, JESNA, and at-large representatives (including one or more educators.) This board will make decisions about all policy matters relating to the program and will have authority over all expenditures.

In carrying out its activities, the program will use two panels:

1. Nominators for Covenant Awards: Between fifty and one hundred individuals will be designated as nominators. They will be drawn from among top-level professionals in education, members of the clergy, knowledgeable lay leaders, and other individuals interested in Jewish Education.
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Yeshiva U.'s Lamm: A rabbi under siege

By JONATHAN MARK

RABBI NORMAN LAMM stood under the spotlight of Lincoln Square Synagogue, singing the prophetic portion for the morning of Tisha b'Av, the day commemorating the destruction of the Temple, partially brought about — according to tradition — because of "needless hatred" between Jews.

"They bend their tongues like bows," sang Lamm from the Book of Jeremiah. "Beware every man of his friend...; what man is so wise that he understands this?"

Lamm's 61-year-old face was stubbled, weary. He had not shaved in days, in the spirit of mourning and introspection that Tisha b'Av demands. But Lamm, the president of Yeshiva University, spent the weeks before Tisha b'Av thinking and speaking about the "needless hatred" between Jews today, in 1989, and the possible destruction of the time that binds the Jewish people.

In late June, for example, he drove to a Chabad house to address the Rabbinical Council of America, or RCA,

an Orthodox pulpits association increasingly prone to rigidity and "party discipline." More than a few liberal Orthodox rabbis who are familiar with the RCA use the word "McCarthyism" to indicate the rumors, innuendos and witch hunts against members who were perceived to be "on the left," mainly on the issues of pluralism and the status of women.

Lamm stood before this group and said "extremism is...deadly." In the present ideological climate, "moderation requires thinking and courage...not ideological wimpishness."

Lamm's voice was a lonely Jeremiah that day, but things may not be that much better for him at his own university. While Yeshiva University is the bastion of the Modern Orthodox movement, "there are many within the rabbinic faculty who are against what the school believes in," said one recent graduate.

"Without a doubt," said Rabbi Kenneth Brander of Lincoln Square, "there are definite discrepancies between RIETS [Rabbi Isaac Elchanan Theological Seminary, the university's rabbinical school], the rabbi yeshiva [the rabbis overseeing the ordination process] and Rabbi Lamm."

Said one recent RIETS graduate, "The rabbis who think Lamm's way. Lamm believes in *Yerusha U.* — the school's motto, meaning an academic program based on a fusion of secular knowledge into the traditional yeshiva curriculum — and they don't want that."

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Yeshiva University's Lamm: A president under siege

(Continued from Page 2)

Orthodoxy. They very much leaned to delegitimizing what Lamm says and stands for."

What does Lamm stand for? "What I've always stood for," he said with a laugh. "Apparently, I learned nothing from experience."

Lamm stands for the same Orthodoxy he learned as a child in Brooklyn in the 1920s and 1930s, swaying as he prayed in the shieblack, the clubby, vest-pocket shule that sprouted in the Williamsburg storefronts and brownstones. He was trained at Torah Vodaath, a European-style Orthodox institution. After high school, before entering Yeshiva College, he took a year off to study Talmud with his grandfather. By day, he studied the tractate *kiddushin* and rabbinic responsa; by night, he read "almost all the classics of psychoanalytic literature, Freud, Jung and Adler."

"My grandfather, a Galician rabbi, encouraged me" to go to Yeshiva University and further his secular interests while continuing to study Judaism. "Now," said Lamm, "very often, Orthodox Jews take a harder line, rejecting secular education totally or [accepting it] begrudgingly, if you need it for a vocation but not for culture."

In 1945, Lamm entered Yeshiva, majoring in chemistry. "I believed Jewish tradition is compatible with learning all about the world."

When Israel was born, Lamm and his college friends packed blankets to be sent to Israel during the War for Independence — hiding a rifle between the folds of each

to Jewish use, helping design boilers and engines for the newly reborn Jewish state. He lived in the mountains, sleeping on a camp cot in a room without running water, lowering a pail 100 feet into a waterfall to drink or wash up. His head of chemicals pretended to run a fertilizer company when the operation was aided by the Federal Bureau of Investigation.

Lamm was ordained by Y.U. in 1951 and assisted Rabbi Joseph Lockstein at Ketzeth Jeschurun in Manhattan before moving east-town to The Jewish Center in 1958.

The Center "was a very stuffy place when I got there," recalled Lamm of the Anglo-German congregation that insisted its rabbi and officers wear full-dress top hats during services. "I tried very hard to warm it up a bit, without sacrificing the attractiveness of formality. Though I'm sure the Holy Temple was also quite formal, without all the schmoozing and parade of Easter bonnets."

"When Rabbi Lamm came to the West Side," said Riverdale's Rabbi Jonathan Rosenblatt, "he caused the same kind of excitement that Rabbi Steven Riskin did a generation later. He was one of the first to preach to a wide audience, but with a depth of sources, content, and in an intellectually cogent manner. He wasn't just eloquent or a performer. He brought a real subtlety of homiletic and halachic interpretation into what, up to that time, had been a lightweight genre."

Lamm achieved renown as a scholar in the secular world; his writings comparing Talmudic and

Justice William O. Douglas in the 1966 *Miranda* decision and the 1967 reaffirmation of the constitutional right against self-incrimination. He also testified before a Senate subcommittee on the right-to-privacy according to Jewish law.

After becoming president of Yeshiva University in 1976, Lamm found himself presiding over the school's descent into financial ruin. Within three years of assuming of-

'I prefer being a mensch even when doing battle with those who are opposed to me.'

fice, he sat in the law offices of Weil Gotshal signing his name to Chapter 11 bankruptcy papers.

He had to sign seven copies. In the middle of the third, he stopped, "as if an angel were gripping my hand," he recalled. "I just couldn't do it anymore. How could I sign what would have been a terrible thing not only for Y.U. but for the entire Jewish community?"

The clock on the law office wall showed 10:35 p.m. Lamm turned to former Rep. Herbert Tenzer, then chairman of Y.U.'s board.

"Herbert, I can't do it," Lamm said. The lawyers were baffled. "Herbert, call the governor," Lamm said.

Tenzer looked at the clock. It was

conscience. It saw the school producing leaders who were, by and large, overly cautious and deferring to their more fundamentalist colleagues.

In addition, as more Yeshiva students spent time studying in Israeli yeshivot, a more extreme Israeli Orthodoxy was brought back to Y.U., conflicting with Y.U.'s "centrist" sensibility.

Lamm, himself, did not want Y.U. to stray too far from yeshiva in "the Torah world." As those other institutions became more separatist, however, Lamm's desire to maintain an ideological tether became strained.

Despite the university's claim that it was promoting Modern Orthodoxy, "Modern Orthodoxy" was increasingly a derogatory term in Orthodox circles, prompting pleas of "guilty with an explanation," similar to what surrounded the word "liberal" in the 1988 presidential campaign.

Similar to the "liberal" experience, it seemed that the only ones who supported the tattered flag of "Modern Orthodoxy" were the Jews who came of age in the pre-fundamentalist years of the 1940s, '50s and '60s, not the younger generation who think of that era as academically and theologically flawed.

"Frankly, they were shallow," said a young Y.U. rabbi about that older generation. "Modern Orthodoxy meant sub-standard Orthodoxy."

There were enough Jews from that generation who were still alive, who kept the school alive.

Rabbi's door and a Lamm porter, "those breadsides from one quarter, one piece, then up."

"It seems like little things, the Modern Orthodox stu-
"But the real effort is that you, the four years of your adult training, having accomplished every minute. For a month, it's better than for six months. But after four years, you get pressed and finished out. And people wonder why so few Modern Orthodox leaders are coming to Y.U. I wager that if you tried reading one of Lamm's articles a wall, it wouldn't stay up for minutes before being ripped down."

"If I raised my hand in [c] and said the kind of things Lamm says," said a former student, "I would catch serious heat. I would be regarded as heretical outside Orthodoxy."

"A Rebbe has a right to voice opinions," said Dean Chai. "Academic freedom is not in question."

But a newly ordained rabbi insisted that he felt intimidated by right-wing rabbis on the faculty who made it clear to the student that they controlled his path of ordination, not Lamm.

"If a rabbinical student is lacking in courage in the face of intimidation," retorted Lamm, "has no business being a rabbi."

Lamm was speaking as a university president, however, not a student who needed to please more-immediate teachers and

CONGREGATION SHEARITH ISRAEL The Spanish & Portuguese Synagogue

DECEMBER 1988—Dinner offerings for Feb. 1989.
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Call or write for information

Congregation Shearith Israel • The Spanish & Portuguese Synagogue
 8 W. 70th St. (corner Central Park West) New York, NY 10023 • (212) 873-0300

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Who will win, guns or roses?

FAX SE

DATE:

16.7.89

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Sara Lee

DATE: July 16, 1989

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-213-747-6128

Dear Sara,

Many thanks for doing all the CAJE work. It looks really promising. In order for us to have effective input into the questionnaire that is being prepared for the group meetings, we would like to receive a copy of the current draft. Please fax it to us as soon as it is available.

Thank you.

Warm Regards,

Annette

FAX SENT

DATE: 7/11/89
1117

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

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: Sara Lee

From: Seymour Fox

Date: July 11, 1989

Pages:1

Dear Sara,

We had received your letter to Mort of June 22nd and conveyed both to him and to Hank how pleased and impressed we were with what you had arranged with CAJE. I would love to discuss your fax on the phone and will try to reach you in the coming days. If I remember, 7:30 a.m. Los Angeles time is a good hour for you.

I will make a first try on Thursday June 13th. If I am way off on my timing, please fax some alternate suggestion. I would also like to discuss with you at that time our conversations with Isa and other researchers.

Thanks again for all your help,

Sincerely,



P.S. The best fax number for correspondence with me is that of
Nativ: 972-2-699-951

URGENT to Fox

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
3077 UNIVERSITY AVENUE
LOS ANGELES, CALIFORNIA 90007-1796

FAX COVER SHEET

TO:	<i>Prof. Seymour Fox</i>	<i>-699951</i>
FROM:	<i>David L.</i>	
# OF PAGES (INCLUDING COVER)	<i>6</i>	
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July 7, 1989

Professor Seymour Fox
The Melton Center for Jewish Education
in the Diaspora
Mount Scopus, Jerusalem 91905

Dear Seymour:

Today, I spoke with Hank Zucker and he suggested that I be in touch with you in regard to the CAJE evening with Mort Mandel. I hope that you have received a copy of the letter which I wrote to Mort after the meeting with the CAJE people. If not, I am sending a copy, since I will make reference to it. Hank told me that you will be preparing the background material for Mort's presentation, and I wanted to point to some of the thinking behind the plan for the evening.

In regard to points 1 and 2 of Part I, it is important that Mort will talk personally about what has brought him to this point in time and this Commission. The expectations for its achievements should give hope to the CAJE conference participants without raising their expectations too high. It will be helpful in regard to point 3 to retrace the thinking of the Commission to this point, including the process, as well as the product. Given the audience, you can readily understand why we think personnel as an issue needs to be emphasized. I think it will be important to share the many points of view on how we can get - and keep - Jewish educators, as well as how we can contribute to their professional growth.

Last, but not least, point 4 should convey to the group that the Commission hopes to learn a great deal from them about their perspectives on the issues that have been raised, particularly the personnel issue. It appears now that Josh Elkin and I will be the two other participants on the panel.

I think that Part II is self-explanatory, and we are hoping to prepare a very helpful questionnaire that will get people to share some important information about themselves, their motivations, their problems, and their needs as Jewish educators.

Professor Seymour Fox
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This questionnaire will not only introduce the questions listed under Part II, but will provide data that will be very useful to us after the program itself. If you have any questions about the background to Parts I and II, please feel free to be in touch with me.

I have been told that basically Merv is very comfortable with the program as outlined and that I am to meet with the CAJE people to work on the questionnaire and the format for the group discussions and the summary session. If there is any way in which I can be helpful to you as we approach this event, please contact me.

In closing, I believe that this will be an evening that will add to the thinking of the Commission as much as it will enrich the participants in the CAJE conference. I look forward to seeing you at the next meeting.

Sincerely,



Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

Attachment

JUN 26 1989

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION
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RHEA THORP, SCHOOL OF EDUCATION

JEWISH UNIVERSITY MENSA CLUB ANGLICAN CATHOLIC SYNOOD COUNCIL
JULY 1989

June 22, 1989

Mr. Morton Mandel
Premier Industrial Foundations
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

This letter is a report of my meeting with the representatives of CAJE held on Monday, June 19. It was an excellent meeting in which all of us worked diligently to develop the best possible structure for your participation in the forthcoming CAJE conference. The proposal which follows is for your consideration, and we hope you will find it both comfortable and challenging.

The evening of Tuesday, August 15 will be dedicated to a conversation between the Commission on Jewish Education in North America and the participants in the 14th annual CAJE conference in Seattle. We propose that the conversation take place in a three-part program over the course of the evening.

Part I - A presentation by you and two other Commission members to a plenum. You would make the major presentation, lasting about 30-40 minutes, covering the following topics:

- 1) A reflection on who you are, your involvement in the Jewish communal world, and your current interest in Jewish education.
- 2) Your rationale for convening this commission and your hopes for its achievements.
- 3) The issues and concerns that the Commission has identified to date, with particular emphasis on the concern with personnel.
- 4) Your hopes for what can be learned from the CAJE conference participants in terms of the personnel issue.

Mr. Morton Mandel

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After your presentation two other commissioners would reflect briefly (5-7 minutes) on their perspective on the personnel issue. Our ad hoc committee suggests that Joshua Elkin, a practitioner, be one of the panelists and that a woman be the other. Since so many Jewish educators are women, it is important to have a woman presenter. The committee offers two possibilities for your consideration. The first is to invite Esther Leah Ritz to present on this panel, and her presentation offers another lay perspective. The other suggestion, encouraged by Annette and Art in subsequent telephone conversations, is that I be the other panelist. If that is your wish I will arrange to be present at the conference for the program, since I do not depart for Europe until Friday, August 18.

Part II (1 hour) - The conference participants will be divided into discussion groups according to the roles they occupy in Jewish education (i.e. day school teacher, supplementary school principal, early childhood educator, etc.). In these groups they will fill out a brief questionnaire, to be prepared by the CAJE people, which will start them thinking about their motivations and issues as Jewish educators. Then the discussion will move to a consideration of the following questions:

- 1) What do you believe it would take to recruit people into roles in Jewish education?
- 2) What keeps you in the field, and what additional forces would reinforce your staying? What might lead you to leave the field of Jewish education? What could change that situation?
- 3) What do you need for your task as a Jewish educator, especially in the area of continuing education, professional growth, etc? What support would be necessary for you to take advantage of such opportunities?
- 4) What do you believe would be the most significant factor in making a difference in the personnel issue in Jewish education?

Part III (45 minutes) - The recorders of the discussion groups will meet with you and the other commissioners to discuss the results of the group discussion. In particular, it will be important to identify recurring themes in many of the groups and the responses to them.

Mr. Morton Mandel

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This final step in the process will afford you and the commissioners an opportunity to analyze the suggestions put forth by Jewish education practitioners at the conference. We would conclude with an attempt at summary.

This is the program we are suggesting and I would like to endorse the proposal enthusiastically. In addition, the CAJE representatives hope that you will personally invite all the commissioners to attend the CAJE conference and this important evening. Not only will the discussions be rich and fruitful, but the format of the discussion groups will enable us to generate an important data base. If the proposal meets with your approval, I would suggest that you communicate your agreement to: Mr. Joel Grishaver, Torah Aurah Productions, 4423 Fruitland Avenue, Los Angeles, CA 90058, who represents CAJE for this program. I would also appreciate your notifying him and me about your decision about the other two panelists.

It has been a pleasure representing you in these deliberations, and I am thrilled that this conversation between CAJE and the Commission will take place.

Cordially,

Sara S. Lee

Director

Rhea Hirsch School of Education

SSL/fj

cc: Arthur Naparstek