MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2011.

Series E: Mandel Foundation Israel, 1984 – 1999.

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CJENA meetings, reports, and correspondence, 1989-1990.

Pages from this file are restricted and are not available online. Please contact the American Jewish Archives for more information.

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ירושלים

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

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**FACSIMILE TRANSMISSION** 

TO: Ginny Levi

**DATE:** August 12, 1990

FROM: Alissa Burstein

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Hello Ginny,

Could you please reFAX MLM's letter to the Commissioners (dated August 7) which you sent to us on August 9--it did not come in clear.

Thank you.

AMERICAN J Hank ISH ARCHIVES

find a way to satisfy him. Warm regards.

# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

4500 Euclid Avenue

Cleveland, Ohio 44103 216/391-8300

ommissio ....

Morron L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman lack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eigenstar shua Elkin i N. Evans Irwin S. Field Max M. Fisher Alfred Gottschalk Arthur Green Irving Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschitzky Mark Lamer Norman Lamin Sara S. Lee Seymour Martin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melron Donald R. Mintz Lester Pollack Charles Ratner ther Leah Ritz arriet L. Rosenthal Alvin I. Schiff Lionel H. Schipper Ismar Schorsch Harold M. Schulweis Daniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz Isaiah Zeldin

#### In Formation Senior Policy Advisors

David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Martin S. Kraar
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woodher
Henry L. Zucker

Director

Henry I., Zucker

Staff

Mark Gurvis Virginia E. Levi July 31, 1990

Dr. David Arnow
Swig, Weiler and Arnow
1114 Avenue of the Americas
New York, NY 10036

Dear David:

Mort has asked me to reply to your very thoughtful letter of July 2501. I am going to the liberty of charing the letter with Seymour Fox who, with Annette Hochstein and David Finn, will prepare the draft report.

I will ask Seymour to discuss your letter with him before a final decision is made on how to use Rabbi Twersky's statement. I am sure they will want your input on this subject.

David, I am still looking forward to meeting with you and your family regarding the follow-up work of the Commission. I'll be in touch with you to set up a meeting.

Warm regards and all the best.

Cordially,

Henry L. Zucker

cc: Morton L. Mandel Seymour Fox

Haule, Suggest 1/2 descrip

SWIG. WEILER AND ARNOW

HLE

1114 Avenue of the Americas . New York . N. Y. 10036 . (212) 869-9700

July 25, 1990

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

Dear Mort:

( i

Hope this note finds you well and that you've been having a good summer. Thanks for your last note.

I am writing in connection with the minutes I received of the June 12, Commission meeting. As you may have heard from Annette, I was disturbed by Rabbi Twersky's statement, partially in reaction to what struck me as its excessively spiritual and mystical tone, but more significantly to the process by which it was designated as the mission statement for the Commission.

While I favor the concept of a succinct mission statement, the process by which such a statement is developed is very important and in my view, shouldn't be the work of one individual however enlightened he or she may be. Annette understood my concerns about the content and process surrounding this statement and assured me that there was, in fact, no intent to use it as a formal mission statement. My concern was allayed until I read paragraph H on page four which reads as follows: "There was general support for including in the report the statement drafted by Rabbi Twersky expanded to encompass all age groups and formal as well as informal education."

I certainly agree that the changes referred to are in order, but in my view they are insufficient. For example, I find use of the Am Ha-Arez concept to be quite problematic. As you can see from the enclosed article from the Encyclopaedia Judaica, this concept is historically laden with pejorative connotations.

SWIG, WEILER AND ARNOW

Page 1wo July 25, 1990

Beyond this, as the statement needs broadening with respect to different age groups, it should also reflect and respect the diversity of Jewish belief manifested by commissioners and the Jewish community itself. In this regard, Rabbi Twersky's statement really misses the mark. He speaks, for example, of education that will "enable young people to confront the secret of Jewish tenacity and existence...." Is there really one such secret? Is it the same secret for Orthodox and Reform Jews? Is it the same secret for Secular Jews?

Similarly, would the Commission really want to imply that all Jews will experience an "irresistible" attraction to learning Torah, even with the highest quality of teaching. I also believe that a suitable mission statement should make some reference to Israel, clearly an important component of the kind of education the Commission hopes to advance. Rabbi Twersky's statement omits any such reference.

In short, as eloquent as Rabbi Twersky's statement is, I don't think it is well suited to represent the aims of this Commission. I'd be happy to discuss this further with you and/or the staff and would be equally willing to help develop a mission statement if you think it would be suitable.

I know how much care has gone into every aspect of the Commission's work hitherto. Something as important as a mission statement, if indeed we are to have one, certainly requires the same attention.

All the best and regardless of the foregoing, congratulations to you for a creative job well done.

Sincerely,

David Arnow

DA/lml

PREMIER INDUSTRIAL CORPORATION	SPECIFY HOW TO SEND MESSAGE	DATE REQUESTED
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TO:  NAME SEYMOUR FOX  COMPANY THAT!  STREET ADDRESS  CITY, STATE, ZIP JETUSALEM  PHONE NUMBER	FROM:	evi
TELEX NO.: 6873015 PREMI UW FAX	NO.: 2163918327_ TIM	E SENT:
M I have your fax of July 25 indicatin	g that money for the Inte	rnational Centre

I have your fax of July 25 indicating that money for the International Centre for Jewish Civilization should go to PEF Israel Education Foundations. We made a grant last year to the American Associates of the International Centre for University Teaching of Jewish Civilization, an organization which is tax exempt under U.S. law, and it is under this name that the grant was approved for payment in September. If we are to pay PEF instead, we will have to return to MAF trustees to ammend the grant. Further, a grant paid to PEF in September will most likely not be received by the International Centre before November.

Is there a reason for not sending the money to the American Associates? Please advise.

On another subject, am I correct that you are expecting Steve Hoffman to join you in your meeting with Charles Bronfman? Exactly when is that meeting?

\*\* TOTAL PAGE.01 \*\*

MEMO TO:

Seymour Fox, Annette Hochstein, Steve Hoffman

FROM:

Virginia F. Levi

DATE:

July 26, 1990

SUBJECT:

FEATURE ON COMMISSION

Attached is a draft for a feature article on the Commission which was initiated when the <u>Jerusalem Post</u> published a somewhat negative article. Please review and comment on the article. With your reactions, I would appreciate your indicating how you think it should be used. It could be submitted to the <u>Jerusalem Post</u>, as originally planned, or could be sent to the local Jewish press. Alternatively, it could be held for press kits in October, or not used at all.

I would appreciate hearing from you on this within the next few days.

cc: Henry L. Zucker

# THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA: CHANGE FOR THE BETTER IS ON ITS WAY

Mort Mandel had always been active in Jewish affairs, especially Jewish educational and philanthropic causes. And in 1987, he remembers thinking about the state of Jewish education.

"There was a general feeling that there was a vacuum, that there hadn't been a general comprehensive look at Jewish education in North America in terms of how to make things more nearly what we wanted them to be," he says. "At the same time, there was a consensus that Jewish education was in a state of disarray. So you had kind of a sick patient and no presciption for making it better."

Thus was born the idea for The Commission on Jewish Education in North America, which will soon issue its recommendations on how to completely change the face of Jewish education.

Mandel, chairman of the board of Premier Industrial Corporation in Cleveland, Ohio, and past president of the Jewish Community Federation of Cleveland, the Council of Jewish Federations and JWB headed the Commission and funded its work with more than \$1 million from his family's Mandel Associated Foundations. He convened 46 of North America's top scholars, educators, philanthropists and community leaders to discuss Jewish education and how to make it better.

This was no easy task, given that the religious denominations have traditionally handled education separately and largely with their own funding.

"It has brought a lot of diverse interests together, instead of everyone going off merrily chasing some of the same dollars," says Commission-member Charles Bronfman, co-chairman of The Ccagram Co., Ltd., owner of the Montreal Expos baseball team and director of the Canadian Council of Christians of Jews.

The Commission has met six times over the last two years, and a small staff of policy advisers put together by Mandel has worked diligently between sessions to poll the Commissioners on the progress of the group, supervise research and schedule events.

In November, The Commission will issue a report calling for sweeping changes in Jewish education.

Among the recommendations:

[] Making Jewish education a profession; increasing concentration on recruitment, training, retention and pay of Jewish educators.

[]Creating a body of research; studying what works in Jewish education and why, how many students and teachers there are, and how much money is being spent.

[] Increasing the level of community involvement; convincing

leaders to make Jewish education a higher priority.

[]Raising funds; securing \$25-\$50 million over the next five years to be used in various research and programming projects.

[]Creating several lead or laboratory communities; having places where educators could come to see the best of what Jewish education has to offer and where researchers could experiment with new programs.

[] Implementing the proposals; a Council on Initiatives in Jewish Education is being created to follow through on the work of the Commission.

Mandel believes that with some focus and a central organization, the status of Jewish education can be elevated.

"It is generally felt that teaching is not a profession," Mandel says. "The pay scales are awry, health and benefit plans are totally inadequate, pension plans are non-existent, there are not clear career paths, there is not an academic base in terms of research and there are only a few Ph D's.

"It's just no place that anybody wants their kid to go to make

Says Dr. Alvin Schiff, a professor of Jewish education at Yeshiva University in New York, past president of the Council for Jewish Education and a member of the Board of Jewish Education of

Greater New York: "About 30% of Jewish kids will never be exposed to Jewish education during their educational lifetimes. Of those who are exposed to Jewish education, only one-third are in Jewish day schools, with two-thirds in supplemental schools.

"The supplemental schools are not effective," says Dr. Schiff,

"because of all the teachers in the 1800 supplemental schools

nationwide, there are very few if any full-time teachers and only

a few full-time principals.

"My thesis is that we have to change the focus of supplemental schools to family education that includes the child. Synagogue personnel have to focus on the family. Unless parents get involved, nothing is going to happen."

Lester Crown, president of Henry Crown & Company, executive vice president of General Dynamics and former chairman of the board of the Jewish Theological Seminary of America, believes Jews are "victims of our own successes. With acceptance of Jews by the general community has come intergration, and with that some loss of identity."

Crown recalls that his own children hated Sunday school, but he does not blame that on the school. "The teaching profession has not received the remuneration or recognition it deserves," he says. "The quality of teaching has not attracted or kept kids in religious schools. That's the community's fault. We have paid them far too little. We have not given them the dignity they

deserve."

Unlike some of the other Commissioners, Lester Pollack, a general partner of Lazard Freres & Company, and vice president of the JwB and of UJA/Federation of Jewish Philanthropies of New York, does not think Jewish education is in "dire straits."

"I think it is in need of augmentation and need of revisitation as needs change," he said.

But identifying a problem and solving it are two different things. Mandel had to worry that the Commission, made up of traditionally separate entities, like the religious denominations, would devolve into finger-pointing.

So the group decided to respect its diversity and keep the focus broad, instead of getting too detailed.

"No matter what denomination the child's parents were, we wanted to be sure that the Jewish education that child got was the best it could be," Mandel says. "So we didn't get into what religious persuasion was the best, we didn't get into the exact definition of what Jewish education should be. The result was we kept everyone together. We all agreed we want to produce a young person who grows up to be a Jewish mensch, but we didn't spell out the precise ingredients of what that meant, because we knew that would be futile."

structured also helped keep it together

and moving forward, according to Dr. Schiff.

The Commission is linked with the three "rubrics" of Jewish education; the Jewish Community Centers Association (formerly JWB), which is the umbrella group for informal Jewish education, JESNA, the umbrella group for formal Jewish education, and the CJF, the funding arm.

### AMERICAN JEWISH

But while it is linked because officials of each of these groups are on the Commission, it is not so closely connected to any one group that it is controlled by that group, Dr. Schiff says.

"Never before in the history of education has such an august body gotten together for a common purpose," he says. "Those people who are ordinarily left out of the picture are in. What makes it even more difficult is that you have major academics, rabbis, leaders and representatives of Jewish education as well. That mix has never, on a national level, been functional."

"It's really been a well-thought out, well-executed effort,"
Pollack says.

Rabbi Joshua Elkin, headmaster of the highly-regarded Solomon Schechter Day School of Boston, Massachusetts, agrees.

"The biggest difference in this commission and others I have served on is the breadth of the participants it has brought to bear on this point," Rabbi Elkin says. "It crosses all four

major denominations. It crosses lay and professional lines. It crosses the Jewish public and private sectors. It brings together groups that normally don't get together. You're speaking with an enormously large sense of consensus."

Mandel and others hope that consensus will translate into positive changes.

### AMERICAN IEWISH

"There is great hope and expectation that by the year 2000 things will be better," Mandel says. "This could be the most important undertaking I've ever been involved in. It has immense potential for doing good."

Bronfman is cautiously optimistic.

"Now it's a question of whether we can get the community mobilized and draw on the brain-power that was around the table and further the goals," he says. "One of the questions is whether we can continue to draw on these resources."

Another problem that mags at the Commission is the timing of the push to raise funds to implement its proposals, coinciding as it will with the \$420 million Operation Exodus effort now underway to raise money for the resettlement of Soviet Jews. "While the timing could be better, it (raising money for Jewish education) has got to start now," says Rabbi Elkin. "We've got to find a way to do both."

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MEMO TO: Members of the Commission on Jewish Education in

North America

FROM: V:

Virginia F. Levi

DATE:

July

Work is currently under way on the next draft of the Commission's final report. In the body of the report each Commission member will be listed with a single line identifier. In the appendix there will be a brief biographical sketch of no more than five lines.

On the attached page are a proposed one line identifier and the biographical sketch which we propose to use for you. Please let me know if you wish to have either changed in any way.

If I have not heard from you by August 1, I will assume that the current versions are acceptable to you.

Mona Riklis Ackerman, President - Riklis Family Foundation, New York, NY

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, New York, NY Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby, Attorney - Robins, Appleby & Taub, Toronto, Ontario

Ronald Appleby Q.C., Robins, Appleby & Taub, Toronto, Ontario
Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved
mainly in business income tax consultations; he speaks and writes regularly on
this subject. He is active in many civic and Jowish causes, including the
Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations,
and United Jewish Appeal.

David Arnow, President - New Israel Fund, New York, NY

<u>David Arnow</u> (Ph.D.), New York, NY Dr. Arnow is a psychologist, President of the New Israel Fund and chair of the UJA/Federation of Jewish Philanthropies of New York Subcommittee on Governance.

Mandell L. Berman, Real Estate Developer, Southfield, Michigan

Mandell L. Berman, Southfield, Michigan
Mr. Berman was President of Smokler Corporation, a real estate developer. He
is Chairman of the Skillman Foundation, President of the Council of Jewish
Federations, and past President of the Detroit Federation. He served as
Chairman of the American Association of Jewish Education and is Honorary
Chairman of JESNA.

<u>Jack Bieler</u>, Supervisor of Instruction - Hebrew Academy of Greater Washington, Silver Spring, Maryland

<u>Jack Bieler</u> (Rabbi), Hebrew Academy of Greater Washington, Silver Spring, Maryland

Rabbi Bieler is Coordinator of Judaic Studies and Supervisor of Instruction at the Hebrew Academy of Greater Washington. He has served as Chairman of the Talmud Department at Ramaz Day School and was a Jerusalem Fellow.

Charles R. Bronfman, Co-Chairman - The Seagram Company, Ltd., Montreal, Quebec

Charles R. Bronfman, Montreal, Quebec
Mr. Bronfman is Co-Chairman and Chairman of the Executive Committee of The
Seagram Company, Ltd., Chairman of The CRB Foundation and Honorary Chairman,
Canada-Israel Securities Ltd. He is Director of the Canadian Council of
Christians and Jews, and active in many civic and Jewish causes.

John C. Colman, Private investor and business consultant, Glencoe, Illinois

John C. Colman, Glencoe, Illinois
Mr. Colman is a private investor and business consultant. He is a member of
the Executive Committee of the American Joint Distribution Committee and is
active in a wide variety of Jewish and general institutions.

Maurice S. Corson, President - The Wexner Foundation, Columbus, Ohio

Maurice S. Corson (Rabbi), The Wexner Foundation, Columbus, Ohio Rabbi Corson is President of the Wexner Foundation. He was a director of the Jewish Community Relations Council of Philadelphia, United Israel Appeal of Canada, and B'nai B'rith. He is active in many Jewish and civic causes.

Lester Crown, Executive of Henry Crown and Company, Material Service Corporation, and General Dynamics, Chicago, Illinois

Lester Crown, Chicago, Illinois
Mr. Crown is President of Henry Crown and Company, Chairman of the Board of
Material Service Corporation and Executive Vice-President of General Dynamics.
He has served as Chairman of the Board of The Jewish Theological Seminary of
America.

----- CONT. MUTTIN.

David Dubin, Executive Director - JCC on the Palisades, Tenafly, New Jersey

<u>David Dubin</u>, JCC on the Palisades, Tenafly, New Jersey
Mr. Dubin is Executive Director of the Jewish Community Center on the Palisades
and author of several articles in <u>The Journal of Jewish Communal Service</u> on
Jewish education within Jewish community centers.

Stuart E. Eizenstat, Attorney - Powell, Goldstein, Frazer & Murphy, Washington, D.C.

Stuart E. Eizenstat, Powell, Goldstein, Frazer & Murphy, Washington, D.C. Mr. Eizenstat practices law in Washington, D.C. and teaches at the Kennedy School of Government at Harvard University. He was Director of the domestic policy staff at The White House under the Carter Administration. He is active in many civic and Jewish organizations and speaks and writes widely on public policy.

Joshua Elkin, Headmaster - Solomon Schechter Day School of Boston, Newton, MA

Joshua Elkin (Rabbi, Ed. D.), Newton, MA
Rabbi Elkin is Headmaster of the Solomon Schechter Day School of Boston. He
has taught in the Jewish Education program at the Hornstein Program in Jewish
Communal Service at Brandeis University and has just completed a year as a
Jerusalem Fellow.

Eli N. Evens, President - Charles H. Revson Foundation, New York, NY

Eli N. Evans, Charles H. Revson Foundation, New York, NY Mr. Evans is President of the Charles H. Revson Foundation which supports programs in urban affairs, Jewish and general education, and biomedical research policy. He has written two books on the history of Jews in the American South.

Irwin S. Field, President - Liberty Vegetable Oil Company, Cerritos, CA

Irwin S. Field, Liberty Vegetable Oil Company, Cerritos, CA
Mr. Field is President of Liberty Vegetable Oil, and Chairman of the Executive
Committee of Luz International Ltd. He is Vice Chairman of the Jewish
Federation of Los Angeles and a past National Chairman of the United Jewish
Appeal. He serves many other national and international organizations.

Max M. Fisher, Former Chairman - United Brands Company, Detrolt, Michigan

Max M. Fisher, Detroit, Michigan
Mr. Fisher was Chairman of the Board of Governors of The Jewish Agency for
Israel, President of the Council of Jewish Federations, and President of the
nited Jewish Appeal. He was Chairman of United Brands Company and has been
involved with many other corporations and civic and Jewish organizations.

Alfred Gottschalk, President - Hebrew Union College, Cincinnati, Ohio

Alfred Gottschalk (Rabbi, Ph.D.), Hebrew Union College, Cincinnati, Ohio Dr. Gottschalk is President of the Hebrew Union College-Jewish Institute of Religion and Professor of Bible and Jewish Religious Thought. He is founder of the School of Jewish Communal Service, Chairman of the Academic Council of the U. S. Holocaust Memorial Council. He also serves as Vice President of the World Union for Progressive Judaism. He has written extensively on aducation and Jewish intellectual history.

Arthur Green, President - Reconstructionist Rabbinical College, Wyncote, PA

Arthur Green (Rabbi, Ph.D.), Reconstructionist Rabbinical College, Wyncote, PA Dr. Green is President of the Reconstructionist Rabbinical College and the author of many books and articles including Tormented Master; A Life of Rabbi Nahman of Bratslay.

Irving Greenberg, President - The National Jewish Center for Learning and Leadership, New York, NY

Irving Greenberg (Rabbi, Ph.D.), The National Jewish Center for Learning and Leadership, New York, NY Rabbi Greenberg is President and co-founder of CLAL: The National Jewish Center for Learning and Leadership. He founded and chaired the Department of Judaic Studies at City College and has taught and written widely on Jewish thoughts and religion.

Joseph S. Gruss, Former Chairman - Gruss & Company, New York, NY

Joseph S. Gruss, Gruss & Company, New York, NY
Mr. Gruss is former head of Gruss & Company. He established the Fund for
Jewish Education in New York in association with UJA/Federation of Jewish
Philanthropies. He has provided full medical and financial support to Jewish
educators, grants to 400 Jewish Day Schools and Yeshivot and to community
organizations dedicated to Jewish outreach, and funds for school building
renovations. He supports Jewish educators through scholarships for high school
and college students.

Robert I. Hiller, President - The Zanvyl Krieger Fund, Baltimore, MD

Robert I. Hiller, Zanvyl Krieger Fund, Baltimore, MD
Mr. Hiller is a consultant to non-profit organizations and President of the
Zanvyl Krieger Fund. He has been chief professional officer of the Council of
Jewish Federations and the Jewish Federations in Pittsburgh and Baltimore.

<u>David Hirschhorn</u>, Vice Chairman - American Trading and Production Corporation, Baltimore, MD

<u>David Hirschhorn</u>, The Blaustein Building, Baltimore, MD Mr. Hirschhorn is Vice Chairman of American Trading and Production Corporation. He is a Vice President of the American Jewish Committee and active in Jewish education in Baltimore.

Carol K. Ingall, Executive Director - Bureau of Jewish Education of Rhode Island, Providence, RI

<u>Carol K. Ingall</u>, Bureau of Jewish Education of Rhode Island, Providence, RI Mrs. Ingall is Executive Director of the Bureau of Jewish Education of Rhode Island, curriculum consultant to the Jewish Theological Seminary and representative of the Council for Jewish Education to the Conference on Jewish Communal Service.

[Carol: I know this is no longer accurate. Please send me your new story.]

Ludwig Jesselson, Former Chairman - Philipp Brothers, Inc., New York, NY

Ludwig Jesselson, Philipp Brothers, Inc., New York, NY
Mr Jesselson has served as Chairman of Philipp Brothers, Inc., Chairman of the
Board of Governors of Bar Ilan University, Treasurer of the Board of Yeshiva
University and President of UJA/Federation of Jewish Philanthropies of New York
Joint Campaign.

Henry Koschitzky, President - Iko Industries Ltd., Toronto, Ontarlo

Henry Koschitzky, Toronto, Ontario Mr. Koschitzky, a former Rhodes Scholar, is President of Iko Industries Ltd. He has served as Chairman of the Board of Jewish Education in Toronto. Mark Lainer, Attorney and real estate developer, Encino, CA

Mark Lainer, Encino, California

Mr. Lainer is an attorney and real estate developer. He is an officer of the Jewish Federation of Los Angeles and Vice President of JESNA. He was founding president of Abraham Joshua Heschel Day School, Vice President of Education at Temple Valley Beth Sholom, Encino, and Chairman of the Bureau of Jewish Education of Los Angeles.

Norman Lamm, President - Yeshiva University, New York, NY

Norman Lamm (Rabbi, Ph.D.), Yeshiva University, New York, NY Dr. Lamm is President of Yeshiva University, founder of <u>Tradition</u> magazine and the author of many books including <u>Faith and Doubt</u>. He was a member of the President's Commission on the Holocaust and lectures extensively on Judaism, law and ethics.

Sara S. Lee, Director - Rhea Hirsch School of Education, Hebrew Union College, Los Angeles, CA

<u>Sara S. Lee</u>, Rhea Hirsch School of Education, Hebrew Union College, Los Angeles, CA

Mrs. Lee is Director of the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles and Vice Chairman of the Association of Institutions of Higher Learning in Jewish Education. She is a frequent contributor to conferences and publications on Jewish education.

<u>Seymour Martin Lipset</u>, Senior Fellow in political science and sociology - Stanford University, Stanford, CA

Seymour Martin Lipset (Ph.D.), Stanford University, Stanford, CA Professor Lipset is a Senior Fellow in political science and sociology at the Hoover Institution at Stanford University. He has been co-editor of <u>Public Opinion</u> and author of many books including <u>Political Man</u> and <u>The Politics of Unreason</u>.

<u>Haskel Lookstein</u>, Principal - Ramaz School; Rabbi - Congregation Kehilath Jeshurun, New York, NY

Haskel Lookstein (Rabbi, Ph.D.), Ramaz School, New York, NY Rabbi Lookstein is Principal of Ramaz School and Rabbi of Congregation Kehilath Jeshurun. He teaches at Yeshiva University and has served in loadership roles with the National Rabbinic Cabinet, the New York Board of Rabbis, the Coalition to Free Soviet Jews and the UJA-Federation of New York.

Robert E. Loup, Real estate developer - Loup-Miller Construction Company, Denver, CO

Robert E. Loup, Loup-Miller Construction Company, Denver, CO Mr. Loup is a real estate developer. He is life president of the Allied Jewish Federation of Denver, National Chairman of CLAL, and past national chairman of the United Jewish Appeal.

Morton L. Mandel, Chairman of the Board - Premier Industrial Corporation, Cleveland, Ohio

Morton L. Mandel, Premier Industrial Corporation, Cleveland, Ohio Mr. Mandel is Chairman of the Board of Premier. He has been President of the Jewish Community Federation of Cleveland, the Council of Jewish Federations, and JCC Association.

Matthew J. Maryles, Managing Director - Oppenheimer and Company, Inc., New York, NY

Matthew J. Maryles, Oppenheimer and Company, Inc., New York, NY Mr. Maryles is a Managing Director of Oppenheimer and Company, Inc., a New York investment banking firm. He is President of Yeshivah of Flatbush, Chairman of the Fund for Jewish Education and Vice President of UJA/Federation of Jewish Philanthropies of New York.

Florence Melton, Founder - R. G. Barry Corporation, Columbus, Ohio,

Florence Melton, Columbus, Ohio,

Mrs. Melton is the founder of R. G. Barry Corporation where she serves as Design Consultant. She has served on the Board of Huntington National Bank, Columbus, and is an inventor who holds a number of patents. Through her philanthropic efforts, she has initiated numerous innovative projects in Jewish and secular education, including a research project at Ohio State University designed to increase the self-image of junior high school children. She has served on many national education boards.

Donald R. Mintz, Attorney - Sessions & Fishman, New Orleans, LA

AMERICAN IEWISH

<u>Donald R. Mintz</u>, Sessions & Fishman, New Orleans, LA Mr. Mintz is a senior partner of Sessions & Fishman and a Professor at Tulane University Law School. He was President of the Jewish Federation of Greater New Orleans and is the immediate past president of Jewish Community Centers Association of North America (formerly JCC Association).

Lester Pollack, General Partner - Lazard Freres & Company, New York, NY

Lester Pollack, Lazard Freres & Company, New York, NY Mr. Pollack is a General Partner of Lazard Freres and Chief Executive Officer of Centre Partners. He is Vice President of the JCC Association and of UJA/Federation of Jewish Philanthropies of New York.

<u>Charles Ratner</u>, Executive Vice President - Forest City Enterprises, Inc., Cleveland, Ohio

Charles Ratner, Forest City Enterprises, Inc., Cleveland, Ohio Mr. Ratner is Executive Vice President of Forest City Enterprises, Inc. He is Vice President of the Jewish Community Federation of Cleveland, Chairman of the Cleveland Commission on Jewish Continuity, and of the Cleveland Jewish Welfare Fund campaign. He is active in other civic and Jewish organizations.

Esther Leah Ritz, Past President of JCC Association, Milwaukee, Wisconsin

Esther Leah Ritz, Milwaukee, Wisconsin
Mrs. Ritz has been President of JCC Association and Vice President of the
Council of Jewish Federations. She is Vice Chairman of Wurzweiler School of
Social Work at Yeshiva University and is a Past President of the Jewish
Federation in Milwaukee.

Harriet L. Rosenthal, Vice President - JCC Association, South Orange, NJ

Harriet L. Rosenthal, South Orange, New Jersey
Mrs. Rosenthal is a Vice President of JCC Association. She was a delegate of
the National Council of Jewish Women to the Conference of Presidents, and
serves on the Board of The National Conference on Soviet Jewry.

Alvin I. Schiff, Executive Vice President - Board of Jewish Education of Greater New York, New York, NY

Alvin I. Schiff (Ph.D.), Board of Jewish Education of Greater New York, New York, NY
Dr. Schiff is Executive Vice President of the Board of Jewish Education of Greater New York, Editor of Jewish Education and Professor of Jewish Education at Jehiva University. He is past president of the Council for Jewish Education.

<u>Ismar Schorsch</u>, Chancellor and Professor of Jewish History - Jewish Theological Seminary, New York, NY

Ismar Schorsch (Rabbi, Ph.D.), Jewish Theological Seminary, New York, NY Dr. Schorsch is Chancellor and Professor of Jewish History at the Jewish Theological Seminary of America. He has served as President of the Leo Baeck Institute and has published in the area of European Jewish history.

Daniel S. Shapiro, Attorney - Schulte, Roth & Zabel, New York, NY

Daniel S. Shapiro, Schulte, Roth & Zabel, New York, NY
Mr. Shapiro is a partner in Schulte, Roth and Zabel. He has served as
President of the Federation of Jewish Philanthropies of New York and is Vice
President of the Council of Jewish Federations.

Margaret W. Tishman, President - UJA/Federation of Jewish Philanthropies of New York, New York, NY

Margaret W. Tishman, New York, NY
Mrs. Tishman is President of the UJA/Federation of Jewish Philanthropies of New
York. She has served in leadership roles with the Jewish Community Relations
Council of New York, the Jewish Theological Seminary, and Yeshiva University.

<u>Isadore Twersky</u>, Professor and Director of the Center for Jawish Studies -Harvard University, Cambridge, MA

<u>Isadore Twersky</u> (Rabbi, Ph.D.), Harvard University, Cambridge, MA Professor Twersky is Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University. He has written numerous scholarly books and studies in Jewish philosophy and law.

Bennett Yanowitz, Attorney - Kahn, Kleinman, Yanowitz and Arnson, Cleveland, OH

Bennett Yanowitz, Cleveland, Ohio Mr. Yanowitz is a principal in the firm of Kahn, Kleinman, Yanowitz and Arnson. He is President of JESNA. He has served as Vice President of the Jewish Community Federation of Cleveland and Chairman of the National Jewish Community Relations Advisory Council. Mona Riklis Ackerman, President - Riklis Family Foundation, New York, NY

Mona Riklis Ackerman (Ph.D.), Riklis Family Foundation, New York, NY Dr. Ackerman is a clinical psychologist and President of the Riklis Family Foundation. She is active in UJA/Federation of Jewish Philanthropies of New York and American Friends of Rechov Sumsum.

Ronald Appleby, Attorney - Robins, Appleby & Taub, Toronto, Ontario

### AMERICAN JEWISH

Ronald Appleby Q.C., Robins, Appleby & Taub, Toronto, Ontario Mr. Appleby is chairman of the law firm of Robins, Appleby & Taub, involved mainly in business income tax consultations; he speaks and writes regularly on this subject. He is active in many civic and Jewish causes, including the Toronto Jewish Congress, Jewish National Fund, Council of Jewish Federations, and United Jewish Appeal.

I don't plan to include address or phone #, but will put

send a copy after I hear from him.)

city + state province on the "full" bio.

MEMO TO: Members of the Commission on Jewish Education in

North America

FROM: Virginia F. Levi

DATÉ: July

.....

Work-Lowerself under my on the many water of wha

Commission's final report. In the body of the report each

Commission member will be listed with a single line identifier.

In the appendix there will be a brief biographical sketch of no more than five lines.

On the attached page are a proposed one line identifier and the biographical sketch which we propose to use for you. Please let me know if you wish to have either changed in any way.

If I have not heard from you by August 1, I will assume that the current versions are acceptable to you.

## המרכז לחקר המדיניות החברתית בישראל



(02) 639271, טל, 3489, ת.ד. 93593, טל, 639271 רח' רב אשי 4, ירושלים

ירושלים, ב' באב תש"ן 1990 ביולי

> לכבוד הגב' אנט הוכשטיין נתיב-יועצים למדיניות ותכנון ת.ד. 4497, ירושלים-91044

AMERICAN JEW שלום רב לך, אנט ARCHIVES

תודה מקרב הלב בעד נייר הרקע לדו"ח הסופי של ה-

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA.

אעיין בחומר ואם יהיו לי הערות בתפקידי כ״הדיוט״, אשמח להמציאן לך ולפרופסור פוקס.

בברכת הצלחה,

ישראל כ״ץ

# 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 Levy

DATE: 15 July, 1990

FROM: Annette Hochstein

NO. PAGES: 2

FAX NUMBER: 216-361 9962

The attached is a long overdue summary of a meeting with Prof. Lipsett. I believe it is of interest to HLZ, MLM and Steve Hoffman. We did receive the proposal and gave it to Steve when he was here.

Quiette

Best regards,

Jack N. and Lilyan Mandel Fund Joseph C. and Florence Mandel Fund Morton L. and Barbara Mandel Fund

#### MEETING WITH MLM AND S.M. LIPSET

#### RE: THE INVOLVEMENT IN ANALYSIS OF CJF POPULATION SURVEY

JUNE 12, 1990, NEW YORK CITY AT THE OFFICES OF THE AJC

#### SUMMARY

Participants: M.L. Mandel, S. Fox, A. Hochstein, S.H. Hoffman, S.M. Lipset

- Prof. Lipset suggested that MAF consider assisting in the funding of two projects related to the Jewish population survey currently undertaken by CJF. Both projects are to be carried out under the auspices of the Wilstein Institute at the University of Judaism in Los Angeles. The projects are:
  - a. A users' conference that would bring together scholars, lay people, and professionals to decide what analyses of the data would be most useful for policy and research purposes and how they should be undertaken.
  - b. The analysis of the data on education from the survey. CJF is not undertaking data analysis, but will make the data available to researchers. (An education module was included in the survey.)
- 2. Funds requested are up to \$50,000 (\$25,000 for each of the above-mentioned projects). MLM pointed out that irrespective of the merit of the project, we would have to consider whether this kind of project is within the realm of MAF.
- In response to a question, Prof. Lipset said that he would be in charge of the project of the analysis of the education data.
- 4. Decision: S.M. Lipset will prepare a brief proposal that he will fax to S.F. and A.H. in Jerusalem. That proposal will be forwarded to M.L.M., H.L.Z, and S.H.H. The proposal should make the case for the projects, they should detail what is involved in each of the projects, what are the anticipated products, what are the anticipated costs, what the specific requests from MAF would be.

# american jewish **ARCHIVES**

Annette-

On July 8 you faxed me a request for payments to Wygoda, Bieler, and Halberstam. While processing the payments, I noticed that the fax was to be nine (9) pages, presumably including backup for the requested disbursements. We only received the first two pages, so I would appreciate it if you could forward another copy of the last seven pages by fax.

20 - Seval

Also, I need additional information concerning the \$40,000 previously requested for the Colloquium. Invoices and descriptions will be needed to support the transfer. In the meantime, can we wire the money to the Keren Mandel account and have it paid from there? Let me know so we can quickly transmit the funds.

I'll be out of the office from July 17-20, so please be in touch with Mike Cole or Dave Freiman if anything urgent arises.

Thanks-

Barry

Depurent th.

No se

MEMO TO:

David S. Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein,

Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel,

Arthur Rotman, Herman D. Stein, Jonathan Woocher,

Henry L. Zucker

FROM:

Virginia F. Levi

DATE:

July 3, 1990

Enclosed are two recent papers written by Joe Reimer about Jewish family education. These were discussed at the June 13 meeting of senior policy advisors and Joe was asked to circulate them.

Also enclosed are two articles from the June 20, 1990 issue of the New York Times which Joe submitted for circulation to senior policy advisors. He suggests that they are directly relevant to two of the training proposals in the Commission's final report.

## The Commission on Jewish Education in North America Time Line, Planning and M.O. -- April 1 to December 31, 1990

The tasks ahead can be viewed under two headings:

- The Commission report and completion of the Commission's work (by June 1990);
- 2. Implementation of the report.

This paper outlines the tasks for item 2, implementation of the report.

<u>WHAT</u> <u>WHO</u> <u>WHEN</u>

- A. The IJE (see paper, February 14)
- 1. Governance
- 2. Structure
- Setting Up, Staffing
  - a. Research, planning
  - b. Lead communities
  - c. Funding facilitation
  - d. Monitoring, evaluation & feedback
  - e. Diffusion of innovation
  - f. Outreach
- B. Implementing the Action Plan & Recommendations
- Immediate steps, for early results and for maintaining the momentum
  - E.g. Developing selected training programs
    Other
- Community/financing
  - a. Encourage local commissions
  - b. Recruit local leadership

WHAT

WHO WHEN

- c. Federation funding for Jewish education
- Encourage private foundations and families



- e. Funding for the IJE & lead communities
- f. Select lead communities

#### 3. Build the Profession

- a. Plan expansion of training
- b. Develop faculty for training
- c. Create and expand special training programs
- d. Improve quality of training
- e. Create professional leadership programs
- f. Provide student fellowships
- g. Develop in-service training programs
- h. Bring about recruitment plan
- i. Undertake survey of candidates
- j. Etc.
- x. Develop standards for salaries & benefits
- y. Develop ladder of advancement
- z. Encourage networking

#### 4. Lead Communities

- a. Determine which concept or scope of lead community
- b. Develop criteria for selection
- Develop selection process
- d. Select lead communities

e. Community interface:

determine principles: e.g. ownership; quality; participation; pluralism; etc..

local planning unit

local funding

f. etc...

AMERICAN JEWISH A R C H I V E S

#### MINUTES

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
JUNE 12, 1990
AT AMERICAN JEWISH COMMITTEE
NEW YORK CITY
10:00 a.m. - 3:30 p.m.

#### ALLendance

Commissioners:

Morton L. Mandel, Chair, David Arnow, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, David Hirschhorn, Henry Koschitsky,

Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Florence Melton, Lester Pollack, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Daniel Shapiro, Peggy Tishman,

Isadore Twersky, Bennett Yanowitz

Policy Advisors

David Ariel, Seymour Fox, Mark Curvis, Annotte Hochstein, Weephen Hoffman, Marilla V. William Jonathan Woocher, Henry Zucker

Guesta:

Bennett Aaron, Robert Abramson, David Finn, Avraham HaCohen, Kathleen Hat, Robert Hirt, Dena Merriam,

Ira Silverman

#### I. INTRODUCTORY REMARKS

Mr. Mandel called the meeting to order at 10:10 a.m. He welcomed participants, and introduced first-time attendees and guests: Bennett Aaron, immediate Past Fresident of the Jewish Community Federation of Philadelphia; Irwin Field, Commissioner, Past National Chairman of the United Jewish Appeal; and Avraham HaCohen, Executive Director, the AviChai Foundation.

The Chair noted that, over the past two years, this richly diverse group has worked together to develop a blueprint to improve the quality and quantity of Jewish education in North America, and, in the process, has learned that we share many common goals for improved Jewish education.

The Chair also noted that the Commission process has linked the public institutions of organized Jewish life with private foundations in what we hope will become a good model of public/private cooperation in the Jewish community.

Commissioners were reminded that, from the beginning, the Commission has planned to go beyond the issuance of a report, to the implementation of its recommendations. It was reported that the Council for Initiatives in Jewish Education is being established, with Stephen Hoffman as its interim Director, to work with individual communities and continental bodies in implementing Commission recommendations.

A number of foundations have been approached for financial support of the implementation process, and others will be solicited in the months to come. They are being asked to fund the Council, and to set aside funds for five years to support implementation initiatives. Foundations seem receptive. Five foundations, so far, have been asked to underwrite the Council, and all have agreed to do so.

#### II. REVIEW OF BACKGROUND MATERIALS

Annette Hochstein, Consultant to the Commission, reviewed the background materials for the meeting. She noted that they constitute a draft of Chapters 2-5 of the Commission's final report. Chapters 1 and 6 remain to be drafted.

Chapters 2-4 are intended to convey to the public the rationale for formation of the Commission, what has been learned through the process, and the action commissioners are recommending. Chapter 5 states the Commission's recommendations.

The purpose of the report is to communicate the Commission's message to the community, and to describe implementation. It focuses on the importance of Jewish education to contemporary life, on the realities of Jewish education today, and on the Commission's plan for improving Jewish education.

We propose to implement the Commission's recommendations through work in several lead communities, and by implementing continental strategies. It is proposed that a Council for Initiatives in Javish Davestien be established, with the goals of working with continental and local institutions to build the profession of Jewish education, and enhancing community support.

It is proposed that the Council be directed by a Board, that it work closely with the national lewish organizations, and that it operate with a small core staff.

Lead communities will be involved in redesigning and improving the delivery of Jewish education. They will test best practices and innovative ideas. They will cultivate new sources of personnel, will involve educators in on-the-job training, and will bring key community leaders into the process. When turned to, Council staff will facilitate local planning for an individual community's needs, and will work with the professional staff of that community in the process.

On the continental level, efforts will be made to involve community leaders, to increase the number of people in training programs, to develop a program of marketing and recruitment, and to increase the salaries and benefits of educators. Work will be undertaken to create innovative and effective programs in Jewish education, to further develop the involvement of family foundations and federations in support for Jewish education, and to establish a research capability.

Mrs. Hochstein concluded by reading the following statement, which had been prepared by Professor Twersky:

"Our goal should be to make it possible for every Jewish child (person) to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish experience, to the power and profundity of Jewish faith. As a motto we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'aretz!'" 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community."

#### III. GENERAL DISCUSSION

Discussion of the proposed document focused on the following themes:

- A. It was suggested that the report should make clear the belief that Jewish education spans the entire age spectrum, and is not limited to the school setting.
- B. The diversity of the Commission has been one of its strengths, and this focus on pluralism should be emphasized in the report. Recommendations of the Commission are applicable to all of the denominational groups.
- C. During earlier deliberations of the Commission, a list of programmatic areas was identified. Several commissioners expressed their desire to see these programmatic areas referred to, dealt with, or discussed in the report and emphasized more directly in the work of the lead communities. It was suggested that the role of the family as an environment for Jewish education deserves more emphasis, as does the role of new communications and media technologies.

D. There was general support for the concept of lead communities. It was suggested that this provides an opportunity for a community to show how it can impact on Jewish education by developing and transferring strategies for success. It will be important to work closely with local leaders, a process for which there are models created by CLAL, JESNA, Wexner and local commissions.

Concern was expressed that the term "lead community" might imply elitism.

- E. The importance of involving key community leaders was emphasized. In that regard, it was suggested that communal leadership should set an example by regularly including elements of Jewish education in meetings. Other suggestions ranged from holding regional leadership meetings to undertaking leadership recruitment.
- F. Several commissioners raised questions about the use of statistical data in the report, in view of the inadequacy of existing statistics. It was suggested that the need for a research capability be emphasized in the report and that Jewish education be described qualitatively, rather than quantitatively.
- G. A question was raised regarding the audience we wish to reach. Does Commission implementation work to improve the quality of Jewish education for the affiliated, the less affiliated, and the unaffiliated, or should we work first with those currently involved, deeply or marginally, and hope, eventually, to draw others into the system?
- H. There was general support for including in the report the statement drafted by Rabbi Twersky, expanded to encompass all age groups and formal, as well as informal, education.
- I. Several commissioners expressed a desire to continue to meet periodically. This would provide interested commissioners and other community leaders the opportunity to review and react to reports on Council activities.
- J. The importance of having funds available to support implementation was emphasized by several commissioners.
- K. It was suggested that the report provide a context for its recommendations by describing the environment into which the recommendations will be introduced. It was noted that, while some will say that Soviet immigration needs overshadow these recommendations, it should be argued that quality Jewish education can't wait for a time when the Jewish community faces no other crises.

- L. Many argued for the importance of building the profession of Jewish educator. This includes encouraging on-the-job training, more intensive recruitment, and enhancement of current training opportunities.
- M. Some commissioners asked whether existing organizations, JESNA in particular, should be charged with implementation, rather than the proposed Council. The presidents of JESNA and JCC Associations expressed their support for an independent Council and their belief that it will become a resource for strengthening national organizations that work for Jewish education.

#### IV. NEXT STEPS FOR FINAL REPORT

David Finn, of the firm Ruder & Finn, was introduced as the person who is putting the Commission's report in final form. Mr. Finn reported that it is his goal to communicate Commission concerns in a way which will encourage positive response from the Jewish community as a whole. With today's comments by commissioners in mind, the report will now be rewritten and distributed to commissioners for their response prior to the final writing.

In the discussion that followed, it was suggested that careful thought be given to how to publicize and disseminate the report for maximum impact. One way to gain the attention of communities would be to invite communities to submit effective projects for possible recognition and reward.

It was suggested that the tone of the report be optimistic, implying that change and improvement are attainable.

#### V. IMPLEMENTATION

Stephen Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, who has agreed to serve as interim Director of the Council for Initiatives in Jewish Education, reported on suggested plans for the Council.

The Council is being established as an independent organization, representative of the diverse interests of the Commission, and cognizant that existing national Jewish communal organizations have particular constituencies, which the Council should be able to transcend. With private foundations emerging as a new force in the Jewish world, it is believed that an independent organization can, by working closely with other national Jewish organizations, advance the Commission's goals most effectively.

The Council will serve as an advocate for Jewish education. It will work toward bridging communities and the national organizations, while focusing resources on Jewish education. It will seek new sources of Jewish educators, and will initiate specific proposals to implement the recommendations of the Commission.

It is envisioned that the Council will have a Board of approximately twenty, representing scholars, educators, communal leaders, and private foundations. It will have a Senior Policy Advisory group and a group of Fellows, whose purpose will be to conceptualize and implement ideas through the lead communities. The Council will have a membership organization comprised of current Commission members and other community leaders with a particular interest in Jewish education. This membership organization will meet annually, and will receive periodic communications on Council activities

It was noted that the Council is being created within the structure of the Jewish community, and will strive to work cooperatively with the major national organizations. The Presidents of JESNA and JWB voiced their support for the creation of the Council, and spoke of their wish to cooperate closely in its activities.

VI. The meeting concluded with good and welfare comments, followed by an inspirational D'var Torah by Rabbi Isadore Twersky, Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University.



## Nativ Policy and Planning Consultants Jerusalem, Israel

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#### **FACSIMILE TRANSMISSION**

TO Henry L. Zucker

DATE: July 10, 1990

FROM: Seymour Fox and Annette Hochstein

NO. PAGES:

FAX NUMBER: 216-361-9962

## american jewish **ARCHIVES**

Dear Hank,

As we are working on the final draft for the Commission report, questions arise for which your input is very much needed. Therefore, we are likely to turn to you in the coming days and weeks for assistance.

Could you please advise us on how exactly MLM and his brothers should be referred to in the report. Attached is page 8 of the background materials where they appear.

Also, we have introduced the suggestions of the policy advisors for pages 5-8. Could you please correct them as soon as possible.

Finally, Professor Twersky among others have asked the question of whether commissioners who did not attend the meeting should be included in the list of commissioners (e.g., page 12 and the appendix). I believe that we discussed this matter at the meeting of the senior policy advisors and we decided that they should be omitted and it was suggested that they receive a letter from MLM.

Best regards.

My Sfox audie

distress, and the fight against discrimination. This would require that all sectors of North American Jewry join forces, pool their energies and resources, and launch an unprecedented undertaking to enlarge the scope, raise the standards and improve the quality of Jewish education. To accomplish this, the Commission would have to analyze the current shortcomings of Jewish education, develop a concrete plan of action with specific goals, and establish a mechanism to oversee the enactment of that plan.

#### How the Commission Was Formed

#### AMERICAN IEWISH

The idea of forming a Commission to tackle the problems of Jewish education was first conceived by Morton L. Mandel and his brothers Jack N. Mandel and Joseph C. Mandel of Cleveland, Ohio, in November, 1986. Morton Mandel has played a central role in the Jewish world during his long career as a community leader, and has been responsible for developing new initiatives for education in his local community, in the Jewish Community Center movement, and in the Jewish Agency for Israel. In calling for the creation of a Commission, Morton Mandel and his brothers, Jack and Joseph, decided to commit their personal energies and the financial resources of the Mandel Associated Foundations to bring about a major change in Jewish education.

In making this move, Mandel was mindful that commissions and their reports had played a significant role in the field of general education over the years. In 1910, The Flexner Report on Medical Education in the U.S. and Canada led to major reform in medical education this field. More recently, national concern about the crisis in education has been aroused by such reports as A Nation At Risk, published by the National Commission

what Jewish life is all about, so that future generations of Jews will be impelled to search for meaning through their own rich traditions and institutions. Judaism must present itself as a living entity and give the Jews of today the resources to find answers to the fundamental questions of life as readily as it did for their ancestors through the centuries. Otherwise it could eventually be overtaken in the minds of young people by other systems of thought that they feel are more meaningful for the modern world.

This dangerous state of affairs is in no small measure the result of the historical, social, and cultural factors that have affected Jewish communal priorities. Attitudes towards Jewish education were affected by many prevalent concerns. Among them was the ongoing debate of integration into American society at large versus that of perpetuating Jewish identity and committment to the Jewish way of life, as well as the ambivalence as to how Jewish education should reflect attitudes towards the issue of church and state. The involvement of the Federations of Jewish Philanthropies, of their leaders, with Jewish education often reflected these tensions.

At the beginning of the federation movement at the turn of the century, the chief em-

phasis was on financial support for the indigent newcomers and on their

while some federations did support Jewish education from the outset, in

Americanization. Federations generally ignored Jewish education, which was left to

cared passionately for

those people who had Jewish education as a special interest. While many outstanding schools, community centers, and summer camps were established by committed

limited

leaders and parents, overall the field met with indifferent support by the leaders of

the community.

In the '20s and the '30s, the situation began to improve, but federations tended to give community support priority to the health and social service fields, and to dealing with problems of anti-Semitism. In the immediate post-War period, the highest community priority was the lifesaving work of Jewish relief, rehabilitation and To the 50's and 60's reconstruction, and the upbuilding of Israel. At the same time, Jewish education became a higher priority and received increased support from federations and from the A more marked shift in attitude took place following the Six-Day war, religious denominations. Today federation leaders attach a higher priority to Jewish education.

Interestingly, in the 30's, the rationale most often given for support was the need to instill pride in the Jew in the face of anti-semitism.

he Jewish ommunity with historic changes once more affecting the world at-large and the Jewish people in particular (the end of communist regimes in Eastern Europe, the ensuing relaxation of emigration quotas, the resurgence of anti-semitism in these countries), a new challenge has emerged for American Jews. Currently, federations are urgently involved with the rescue and resettlement of

Soviet Jewry, and this is emerging as the need which overshadows all other federation concerns.

In the face of such life-and-death issues, the needs of education seem to be less urgent, less insistent, more diffused; a problem that can be dealt with at some point in the future when more pressing problems have been solved. This is an illusion. We may continue to live with emergencies indefinitely, and we can no longer postpone addressing the needs of Jewish education lest we face an irreversible decline in the vitality of the Jewish people.

#### AMERICAN IEWISH

An obvious symptom of the inadequacy of Jewish education is the rise in intermarriage and the consequent turning away from Jewish traditions in the search for fulfillment and meaning in life. According to a recent Gallup (Israel) Poll of American Jews, carried out in December 1989, the number of intermarriages has sharply increased in the past couple of decades, growing from 16% of Jews between the ages of 40 and 59, to 28% of Jews under the age of 40. These figures are consistent with studies of individual communities in North America undertaken in recent years. Today, nearly one out of every three married Jews under the age of 40 is married to a non-Jew. A number of studies indicate that Jews who intermarry are significantly less likely to provide their children with a Jewish education. A study of children of intermarriages shows that only 24% of children in dual faith households identify themselves as Jews.

Another symptom of the problem is that while a large majority of Jewish children have at one time or another received some form of Jewish education, it has often been so sporadic that it has had little impact on their lives. A recent study found that

rolled in any kind of Jewish schooling. Inevitably these children will grow up with a relatively weak identification with and understanding of Judaism, and have difficulty passing on to their children an appreciation of the beauty and richness of Jewish life.

This weakening commitment to Jewish life, which can already be seen in the lives of the current generation of young adult Jews, may become even more apparent among their children and grandchildren. This painful prospect, which community leaders can foresee in their own families as well as in the community at large, has brought to a head concern about the quality and mission of Jewish education.

#### AMERICAN IEWISH

In the past the Jewish family and the Jewish community had certain bonds that gave it remarkable inner strength. Jews grew up in Jewish families and Jewish neighborhoods with a strong Jewish ambience. They were constantly surrounded by the symbols and customs of Jewish life. They came into contact with their cultural and spiritual heritage in a variety of institutions and settings. Thus young people received a strong sense of Jewish identity through experiences in their everyday life. Today

these neighborhoods and the way of life they represented have all but disappeared as have ongoing contacts with grandparents and extended family members.

from the modern world, and Ways must be found to respond to these new circumstan-

ces.

It was to meet these challenges that the idea of creating the Commission on Jewish Education in North America was born.

The underlying assumption that guided the Commission was that the North

American Jewish community had the will and capacity to mobilize itself for education as it had in the past for the building of the State of Israel, the rescue of Jews in



#### Mandel Associated Foundations

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: HENRY L. ZUCKER	Date: July 5, 1990 Urgent
From: S.FOX; A.HOCHSTEIN	Pages 52 Regular
Fax No.:	Time Sent:

Message

#### COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

#### Mission Statement

by

#### Professor Isadore Twersky

Our goal should be to make it possible for every Jewish child to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, to the power and profundity of Jewish faith. As a motto we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'aretz!'" 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

TO : HENRY ZUCKER

FROM: SEYMOUR FOX

I thought it would be useful to suggest some of the ideas that should be included in the answer to Charles Bronfman's letter of June 15 to Mort Mandel:

- 1. The first paragraph deals with the Council: I suggest that Steve Hoffman's presentation on the Council should be woven into the answer. That could include both what he presented at the meeting of the Commission and additional thoughts that he has had since then.
- 2. The second paragraph deals with Lead Communities. I indicated to Charles in my phone conversation with him (before his letter) that we are not taking him for granted but rather that we see his foundation as making an important, active contribution to the work of a Lead Community. Lead Communities will study the various programs he has initiated and adopt those that are appropriate to their work.

Furthermore, we believe that Lead Communities will have to compete with others as they present their ideas to his Foundation. We feel that if a Lead Community, after a good deal of deliberation and consultation with experts, came up with an idea that would be rejected by the CRB Foundation we should assume that there is something wrong with the idea. In other words we believe that we will have to compete like everybody else for CRB funds. We also believe that Lead Communities are going to come up with impressive ideas that hw will want to consider for funding.

Finally, I mentioned to Charles that the Foundation could make an important contribution by testing out its ideas in Lead Communities and seeing that these ideas are being diffused throughout America.

I think we ought to suggest to him that in August, when I come to Montreal for the Hebrew University meetings, Steve Hoffman and/or HLZ join me to continue the conversation with him.

I hope these suggestions are helpful in formulating the answer for Mort. I, of course, would be pleased to help in any other way possible.

Sincerely,

P.P. S. Fox

#### **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:

Ginny Levi

DATE:27 June, 1990

FROM: Seymour Fox & Annette Hochstein

NO. PAGES:

FAX NUMBER:

001-216-361 9962

Dear Ginny,

As promised, here are the minutes from the Commission meeting.

Regards,

URGENT

#### Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון Jerusalem, Israel

ירושלים

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As promised, here are the minutes from the Commission meeting.

Regards,

#### Free Translation

#### THE JERUSALEM FELLOWS

Under the Auspices of the Jewish Agency for Israel

The Fifth Colloquium of the Jerusalem Fellows

June 24-29, 1990

Mitzpe Rachel, Kibbutz Ramat Rachel, Jerusalem

The Fifth Colloquium of the Jerusalem Fellows is sponsored by the Mandel Institute for the Advanced Study and Development of Jewish Education

#### The Jerusalem Fellows

#### Graduates of the Jerusalem Fellows

#### First Year

Mr. Michael Gillis

Mr. Jean-Jacques Wahl

Ms. Susan Wall

Prof. Moshe Sokolow

Mr. Alistair Falk

Mr. Gustavo Perednik

Mr. Peretz Rodman

Dr. Mark Rosenstein

#### Second Year

Mr. Ami Bouganim

Rabbi Robert Binder

Mr. Shmuel Benalal

Dr. Erik Cohen

Mr. Jonathan Cohen

Ms. Lucy Cohen

Mr. Ian Mann

Mr. Daniel Fainstein

Ms. Linda Schaffzin

Dr. Henry Shreibman

#### Third Year

Ms. Frima Gurfinkel

Ms. Marion Gribetz

Rabbi Dr. Howard Deitcher

Rabbi Shmuel Wygoda

Dr. Mark Smiley

#### Fourth Year

Dr. Robert Abramson

Rabbi Jack Bieler

Dr. Yehudah Wurtzel

Ms. Rachel Cohen

Mr. Solly Kaplinsky

#### Fifth Year

Mr. Natan Ofek

Mr. Eliyahu Birnbaum

Dr. Jay Brodbar-Nemzer

Mr. Jean-Charles Zerbib

Dr. Joseph Lowin

Rabbi Michael Myers

Mr. Seymour Kopelowitz

Ms. Rachel Kleinberg

#### Sixth Year

Rabbi Edward Abramson

Dr. Joshua Elkin

Rabbi Gavriel Butbul

Prof. Aryeh Davidson

Mr. Daniel Marom

Ms. Sara Lynn-Newberger

Ms. Joyce Klein

Mr. Jonathan Kestenbaum

#### Seventh Year

Mr. Yuli Edelstein

Rabbi Ben Beliak

Ms. Jan Darsa

Mr. Arnold Zar-Kessler

Ms. Cindy Levin

#### Eighth Year

Mr. Baruch Berman AMERICAN EVS

Mr. Yair Barkaie

Mr. Daniel Mond

Rabbi Yonatan Mirvis

Rabbi Yona Fuld

Ms. Peta Pelech

Ms. Sally Klein-Katz

Ms. Carolyn Keller

Rabbi Jan Katzew

#### Sunday, June 24, 1990

### Mitzpe Rachel

9:30	-	Registration
10:00	-	Opening Remarks Zeev Mankowitz
10:30	-	Coffee Break
11:00	=	An Approach to Jewish Pluralism Eliezer Shweid Moderator: Michael Gillis
12:45	-	Lunch
3:30	-	Coffee Break
4:00	-	Jewish Pluralism: An Historical Perspective Yaakov Katz Moderator: Daniel Fainstein
5:30	-	Discussion Groups
7:00	-	Dinner R C H V E S
8:15	-	Yosel Birstein An Evening of Stories

#### Monday, June 25, 1990

#### Mitzpe Rachel

8:00 - Coffee

8:30 - Professional Consultation -- First Meeting

\* Setting an Agenda for Adult Education
Yonatan Mervis
Sally Klein-Katz
Eddie Abramson

- \* The Syllabus Project for Jewish Studies
  Ami Bouganim
  Jack Bieler
  Dani Marom
  Shmuel Wygoda
- \* Training of Personnel for Jewish Education
  Aryeh Davidson
  Danny Pekarsky
  Yonatan Kastenbaum
- \* The Arts and the Israel Experience Joyce Klein Dani Mond
- \* Challenges for Jewish Education in Changing Societies:
  Lucy Cohen -- Jews in a Multi-Ethnic Society Ian Mann -- Jewish Education at the End of the Apartheid Era
  Gustav Perednik -- The Argentinian
  Perspective

10:00	-	Coffee Break
10:30	-	Integrating Judaism's Basic Texts: Study of Texts in Discussion Groups
11:45	-	Lecture and Discussion Moshe Halbertal Moderator: Shmuel Benalal

#### Wednesday, June 27, 1990

#### Mitzpe Rachel

8:00	-	Coffee
8:30	-	Professional Consultation Second Meeting
10:30	-	Coffee Break
11:00	-	Israel and the Arab World: Assessment of the Current Situation Ehud Ya'ari Moderator: Ben Beliak
14:00	-	Are There Basic Texts for the Jewish People? Textual Study in Discussion Groups
5:15	-	Break
5:30	-	Lecture and Discussion Menahem Brinker Chairman: Peretz Rodman
7:00	_	Dinner R C F V E S
8:00	-	Strategic Thinking on the Future of Jewish Education Seymour Fox

#### Thursday, June 28, 1990

#### Mitzpe Rachel

8:00	-	Coffee
8:30	-	Pluralism in Judaism Workshops:  * David Dishon The Tradition of Debate in Israel
		* Mordechai Nissan and Michael Rosenak Pluralism: Psychological and Philosophical Considerations
		* Gideon Shimoni Ethnicity and Pluralism: Their Influence on Contemporary Judaism
		* Avigdor Shnan Pluralism in

1:15	-	Lunch
3:00	-	From Neturei Karta to Gush Emunim: Personal Views Haim Beer Moderator: Rachel Kleinberg
4:30	-	Project "Eruv": Computerized Networking For Educators Annette Hochstein, Daniel Marom

#### Cinemateque

9:00 - Film: "One of Us"

#### Tuesday, June 26, 1990

### Mitzpe Rahel

8:00	-	Coffee
8:30	-	Absorption of Russian Immigrants: Facts, Problems, Challenges Yuri Stern Moderator: Frima Gurfinkel
10:00	-	Coffee Break
10:30	-	The Mass Aliya: Its Jewish-Zionist Significance Haim Guri Moderator: Jean-Jacques Wahl
12:15	-	Luncheon Meetings in Small Groups with Russian Olim
4:00	-	The Jewish Identity of Russian Olim: Analysis and Forecast Natan Sharansky Moderator: Yuli Edelstein

#### Directorate

Mr. Simcha Dinitz, Chairman

Dr. Avraham Avihai

Dr. Yaakov Adler

Mr. Tzvi Barak

Prof. Yosef Gurney

Mr. Mattitayahu Drobles

Mr. Haim Zohar

Prof. Nechemia Levtzion

Rabbi Aharon Lichtenstein

Mr. Yitzhak Meir

Dr. Haim Skirball

Prof. Seymour Fox

Prof. Natan Rotenstreich

#### Academic Sub-Committee

Prof. Natan Rotenstreich, Chairman

Prof. Walter Ackerman

Prof. Yosef Gurney

Prof. Yitzhak Gilat

Prof. Nechemia Lev-Tzion

Rabbi Aharon Lichtenstein

Prof. Seymour Fox

Prof. Anita Shapira

Ex Officio

Dr. Zeev Mankowitz

Mr. Haim Zohar

#### Academic Staff

Prof. Walter Ackerman

Prof. Ritchie Yoren

Prof. Mordechai Nisan

Prof. Daniel Pekarsky

Prof. Michael Rosenak

Prof. Seymour Fox, Academic Director

Dr. Zeev Mankowitz, Director

Mrs. Rachel Weinberg, Program Coordinator

10:30 11:00 Ticho	- - House, 7	Break Continuation of Discussion HaRav Kook Street
5:30	_	Symposium: The Feasibility of Tolerance within the Framework of Religious Belief: The View of Rabbi Kook Yosef Ben Shlomo Binyamin Ish-Shalom Moderator: Natan Rotenstreich
7:00	-	Dinner
8:15	-	Concert by Russian Olim Children, who are Students of the Rubin Conservatory

# Friday, June 29, 1990 Mitze Rachel 9:00 - Regional Meetings

9:00 - Regional Meetings

\* France

\* South America

\* North America (with Steve Hoffman)

\* Australia

\* South Africa

\* Israel

12:00 - Individual Meetings

#### The Mandel Institute

מכון מנדל

for the Advanced Study and Development of Jewish Education

# AMERICAN JEWISH

The Syllabus Project for the Modern Orthodox Day School: A Consultation

July 2-12, 1990

The Syllabus Consultation is taking place with the collaboration of the Department for Torah Education of the World Zionist Organization and the Melton Centre for Jewish Education in the Diaspora of the Hebrew University of Jerusalem.

The Consultation will take place at the Mandel Institute for the Advanced Study and Development of Jewish Education, 22a Hatzfira Street, Jerusalem.

#### Day 1: Monday, July 2

Shacharit - Yeshurun Synagogue 7:00 7:45 Breakfast - Hotel Tirat Bat Sheva

#### The Mandel Institute

8:45-9:00 Opening: The Syllabus Project

Rabbi Shmuel Wygoda: Coordinator of the

Syllabus Consultation

Panel Discussion: "What is a Syllabus?" 9:00-10:30

Moderator: Professor Seymour Fox, The Mandel

Institute

Panelists: Mrs. Naomi Armon, Ramaz

Rabbi Scott Berman, Ida Crown Jewish Academy

Mr. Ami Bouganim, The Mandel Institute Rabbi Shmuel Wygoda, Hebrew Academy of

Montreal

10:30-10:45 Coffee Break

10:45-12:15 Seminar: A Twelve-Year Syllabus Plan

Tanach: Rabbi Shmuel Wygoda

Talmud: Rabbi Jack Bieler

12:15-1:00 Lunch

1:00-2:30 Seminar: A Twelve-Year Syllabus Plan

(Continued)

2:30 Mincha and Devar Torah

#### Special Evening Activity

#### The Mandel Institute

8:00 Dinner and Keynote Address: "The North American Orthodox Day School in an

Historical and Philosophical Perspective"

Professor Michael Rosenak, Mandel Professor of Jewish Education, Hebrew University

Ma'ariv

#### Day 2: Tuesday, July 3

7:00 Shacharit - Yeshurun Synagogue

8:00 Breakfast with participants of Melton Centre seminars and conferences – Beit Maiersdorf, Room 405, The Hebrew University, Mount Scopus

#### The Mandel Institute

Exhibition: Jewish Studies Curricula developed by the Ministry of Education of the State of Israel
Syllabus Workshops (in chevrutot)
Lunch
Syllabus Workshops (in chevrutot)

#### Special Afternoon and Evening Activity

2:00-3:30	Trip to Gush Etzion
3:30- 4:45	Educational Institutions at Har Etzion Rabbi Yehuda Schwartz, Director of the Yaacov Herzog Institute
4:45-5:00	Mincha and Devar Torah
5:00- 6:30	Meeting with Rabbi Dr. Aaron Lichtenstein, Rosh Yeshiva, Har Etzion
6:30	Visit to Kfar Etzion Museum Ma'ariv

Evening Readings: Workshop Materials

7 00	01 1 1		^
7:00	Shacharit -	Vachurun	Synagogue
1.00	Unachiani. —	I Condidition	Ovilladodddc

7:45 Breakfast Presentation: Ramaz School – Hotel Tirat Bat Sheva

#### The Mandel Institute

8:30- 9:30	Syllabus Workshops (in groups by subject)
9:30-11:00	Lecture: "Issues in the Teaching of Tanach"  Professor Nechama Leibowitz
11:00-11:15	Coffee Break
11:15-12:45	Meeting with Professor Nechama Leibowitz
12:45- 1:45	Lunch, Mincha and Devar Torah
1:45- 4:30	Syllabus Workshops (in <i>chevrutot</i> ) Ma'ariv

Evening Readings: Workshop Materials

	A1 1 11		•
7:00	Shacharit	Vachurun	Synagogue
/ LN1			SVIIAUUUUUE

Breakfast Presentation: Ulpanat Orot/Yeshivat Or Chaim—Hotel Tirat Bat 7:45 Sheva

The Mandel Institu	ute
8:30- 9:30	Syllabus Workshops (in groups by subject)
9:30-11:00	Syllabus Workshops (in <i>chevrutot</i> )
11:00-11:15	Coffee Break
11:15-12:45	Lecture: "Comments on my article Education for Mitzvot – 40 Years Later" Professor Yeshayahu Leibowitz
12:45- 1:45	Lunch, Mincha and Devar Torah
1:45- 4:30	Syllabus Workshops (in chevrutot)

Evening Readings: Workshop materials

Ma'ariv

#### Days 5 and 6: Friday and Shabbat, July 6-7

7:00 Shacharit - Yeshurun Synagogue 7:45 Breakfast Presentation: Mt. Scopus Memorial College - Hotel Tirat Bat Sheva The Mandel Institute 8:30-9:30 Syllabus Workshops (in groups by subject) Syllabus Workshops (in chevrutot) 9:30-12:00 12:00-12:45 Lunch Erev Shabbat Program 7:11 Candle Lighting Kabbalat Shabbat at the Kotel 9:00 Dinner at Hotel Guest Lecturer: Mrs. Frima Gurfinkel, "The 10:00 Problem of Jewish Education for Soviet Jewry" Shabbat Program 7:30 Coffee and Cake 8:00 Morning Services Breakfast 11:00 12:00 Guest Lecturer: Professor Nachum Rackover, "Human Rights in Jewish Law" Lunch 2:00 Rest Guest Lecturer: Professor Nathan 4:30 Rotenstreich, "Israel-Diaspora Relations Today" Walking Tour of Rehavia/Shaarei Hesed with 6:30 Mr. Gadi Wexler 7:30 Mincha Seudah Shlishit 8:31 Maariv and Havdalah

7:00	Shacharit – Yeshurun Synagogue	
7:45	Breakfast Presentation: Ida Crown Jewish Academy and Maimonides Day School – Hotel Tirat Bat Sheva	
The Mandel Instit	ute	
8:30-9:30	Syllabus Workshops (in groups by subject)	
9:30-11:00	Syllabus Workshops (in chevrutot)	
11:00-11:15	Coffee Break	
11:15-12:45	Lecture: "The Importance of Jewish History in Orthodox Education" Professor Mordecai Breuer, Bar Ilan University	
12:45-1:45	Lunch, Mincha and Devar Torah	
1:45- 4:30	Syllabus Workshops (in chevrutot)	
Special Evening Activity		
7:00-10:00	Meeting with Professor Nechama Leibowitz at her home	

Evening Readings: Workshop Materials

7:00 Shacharit - Yeshurun Synagogue 7:45 Breakfast Presentation: Hebrew Academy of Greater Washington and Yeshivat Avraham Tzvi-Hotel Tirat Bat Sheva The Mandel Institute Syllabus Workshops (in groups by subject) 8:30-9:30 9:30-11:00 Syllabus Workshops (in chevrutot) 11:00-11:15 Coffee Break 11:15-12:45 Presentation and Open Discussion: The Jewish History Syllabus Mr. Daniel Marom, The Mandel Institute Lunch, Mincha and Devar Torah 12:45-1:45 Syllabus Workshops (in chevrutot) 1:45-3:30 Special Activity for Eve of Fast of the 17th of Tammuz 3:30-5:30 Guided Tour of First and Second Temple Excavations with Mr. Gadi Wexler

Evening Readings: Workshop Materials

Ma'ariv

7:00	Shacharit – Yeshurun Synagogue
8:30-9:30	Syllabus Workshops (in groups by subject)
9:30-11:00	Presentation and Open Discussion: Jewish Thought Syllabus
	Mr. Jonathan Cohen, The Melton Centre for Jewish Education in the Diaspora, The Hebrew University, Jerusalem
11:00-1:00	Syllabus Workshops (in chevrutot)
1:00-1:15	Mincha and Devar Torah Ma'ariv

Evening Readings: Workshop Materials

7:00	Shacharit - Yeshurun Synagogue
7:45	Breakfast Presentation: Hebrew Academy of Montreal and Frisch Day School – Hotel Tirat Bat Sheva
The Mandel Institu	ute
8:30-9:30	Concluding Workshops
9:30-11:00	Panel Discussion: Implementing the Syllabus
11:00-11:15	Coffee Break
11:15-12:45	Discussion: Implementing the Syllabus
Special Afternoon	Activity
12:45-1:30	Trip to Kibbutz Sha'alvim
1:30-2:15	Lunch and Talk on "Studies in Israel for Modern Orthodox Youth" Rabbi Ma'aleh Galinsky, Dean of Sha'alvim Educational Center
2:15-3:00	Tour of the Yeshiva and Kibbutz
3:00-3:15	Mincha and Devar Torah
3:15-5:00	Discussion: What a High School Graduate Should Know in Order to Study in Our Programs Rabbi Meir Berglas, Dean of Midreshet Moriah Rabbi Meir Schlesinger, Rosh Yeshiva, Sha'alvim
	Response
	Mr. Aharon Eldar, Assistant Director, Department for Torah Education of the World Zionist Organization
7:00	Evening Dinner with participants of Melton Summer Seminars and Conferences, Beit Maiersdrof, The Hebrew University, Mount Scopus
	Ma'ariv

## Day 11: Thursday, July 12

 7:00 Shacharit – Yeshurun Synagogue
 7:45 Breakfast Presentation: S.A.R. Academy – Hotel Tirat Bat Sheva

## The Mandel Institute

8:30-10:00	Question and Answer Period: Issues Raised During the Consultation
	Rabbi Dr. Aaron Lichtenstein
10:00-10:15	Coffee Break
10:15-11:45	From Syllabus Consultation 1990 to Syllabus Conference 1991 Rabbi Shmuel Wygoda Daniel Marom
11:45-12:30	Lunch
12:30-2:15	Open Discussion: From Syllabus Consultation 1990 to Syllabus Conference 1991
2:15-2:30	Mincha
2:30-4:00	Summary Professor Seymour Fox

## Special Closing Evening Activities

#### The Mandel Institute

7:00-9:00 Dinner and Farewell Ma'ariv

## **Participating Institutions**

**Day Schools** 

Frisch Day School, New Jersey
Hebrew Academy of Greater Washington, Baltimore, Maryland
Hebrew Academy of Montreal, Montreal, Canada
Ida Crown Jewish Academy, Chicago, Illinois
Maimonides Day School, Boston, Massachusetts
Mount Scopus Memorial College, Melbourne, Australia
Ramaz School, New York, New York
S.A.R Academy, Riverdale, New York
Ulpanat Orot/Or Chaim, Toronto, Canada
Yeshivat Avraham Tzvi, Monsey, New York

#### The Melton Centre for Jewish Education in the Diaspora

Mr. Jonathan Cohen, Senior Educators Program
Dr. Howie Dietcher, Director of the Senior Educators Program

#### The Department for Torah Education, World Zionist Organization

Mr. Aharon Eldar, Assistant Director Mr. Hanan Haniel, Director

The Mandel Institute

Mr. Ami Bouganim Professor Seymour Fox Mrs. Annette Hochstein Mr. Daniel Marom

## **Participants**

Mrs. Naomi Armon Mr. Yair Barkai Rabbi Meir Berglas Rabbi Scott Berman Rabbi Jack Bieler

Mr. Ami Bouganim
Professor Mordecai Breuer
Mrs. Bella Cohen
Mr. Jonathan Cohen
Rabbi Dr. Howie Dietcher
Ms. Doris Ehrenkrantz
Mr. Aharon Eldar
Professor Seymour Fox
Rabbi Yonah Fuld
Rabbi Ma'aleh Galinsky
Mr. Michael Gillis
Rabbi Charles Grysman
Ms. Frima Gurfinkel

Mrs. Ahuva Halberstam Mrs. Annette Hochstein Professor Nechama Leibowitz Professor Yeshayahu Leibowitz Mrs. Cindy Levin Rabbi David Levin Rabbi Dr. Aaron Lichtenstein Mr. Daniel Marom Rabbi Michael Myers Professor Nathan Rotenstreich Rabbi Meir Schlesinger Rabbi Yehuda Schwartz Rabbi Alan Stadmauer Mrs. Vicki Szvf Rabbi Mishel Teitz Rabbi Shmuel Wygoda

Ramaz School Jerusalem Fellows Midreshet Moriah Ida Crown Jewish Academy Hebrew Academy of Greater Washington The Mandel Institute Bar Ilan University Yeshivat Avraham Tzvi The Melton Centre The Melton Centre Maimonides Day School Torah Department - WZO The Mandel Institute S.A.R. Academy Sha'alavim Educational Center Mount Scopus Memorial College Ulpanat Orot/Or Chaim The Institute for Judaic Studies for Olim from the USSR Maimonides Day School The Mandel Institute Hebrew University Hebrew University Weschester Day School H.A.F.T.R. Yeshivat Har Etzion The Mandel Institute Ida Crown Jewish Academy Hebrew University Yeshivat Sha'alavim Yaacov Herzog Institute Frisch Day School Hebrew Academy of Montreal Hebrew Academy of Montreal Hebrew Academy of Montreal

## עמיתו יכוטולית Thejerusalem Fellows

ARCHIVES

Graduates in the Field 1985-1989

Presented to the Board of Governors of the Jewish Agency

## The Jerusalem Fellows Program A Background Note

In February 1981 the idea of establishing an elite program for the training of Jewish leadership for education in the Diaspora was first mooted. As it was envisaged in its early stages it would:

- attract the finest Jewish educators from all over the world;
- create new standards for excellence for Jewish education;
- be inspired by an ethic of service to the creative continuity of the Jewish people;
- see Jewish pluralism as both a necessity and a value.

The program was launched in mid-1981 under the auspices of the WZO, with Arye Dulzin as Chairman of the Board of Directors, Professor Natan Rotenstreich as Chairman of the Academic Board and Professor Seymour Fox as Academic Director of the program. The initial planning and recruitment took a full year and the first group began its studies in September 1982.

Since 1984, the program has developed in close cooperation with the Jewish Education Committee of the Jewish Agency, chaired by Morton L. Mandel, and thereafter with its Sub-Committee for Senior Personnel, chaired successively by Mendel Kaplan and Isaac Joffe. In 1987 the Joint Program for Jewish Education supplanted Bank Leumi which had, until then, provided funding for the program. With the budget cuts of 1989/90, the program was authorized to seek supplementary funding from private and public sources.

At the outset, the fellowship extended over a three-year period, but this proved to be unfeasible. Thus, since 1986, the fellowship runs for two years and requires a five year commitment to service in Jewish education in the Diaspora.

In order to meet its responsibilities to the world of Jewish education, it has been determined that the 18 fellows in residence each year would be the optimal number. Because of budget cuts, only 14 Jerusalem Fellows were accepted for 1989/90.

## Jerusalem Fellows in the Field

## Argentina

Mr. Daniel Fainstein

Dean of Students and Education at the Seminario Rabinico Latinoamericano in Buenos Aires, a key figure in the training of rabbis and teachers for the burgeoning Conservative Movement in both the Argentine and numerous other Latin American countries.

Mr. Gustavo Perednik

american jewish <mark>A R C H I V E S</mark> Director General of Kehillat Yonah, a comprehensive community center that includes religious facilities, a full school program, training courses for madrichim in informal education and a fledgeling organization for members who have settled in Israel. Mr. Perednik has published a volume of fiction on biblical themes and has just followed it with a study of contemporary Jewish thought.

#### Australia

Mr. Michael Gillis

Coordinator of Teacher Training, Mount Scopus Memorial College, Melbourne. Michael Gillis is a curricular expert in the critical area of the teaching of Judaism in the Jewish day school. Dr. Jay Brodbar-Nemzer

Senior Planning Associate in the Toronto Jewish Congress. Through the Jerusalem Fellows Dr. Brodbar-Nemzer moved from research on the Jewish family into the field of Jewish education. His present duties include professional responsibility for revamping the coordination of communal structures of Jewish education in Toronto.

Ms. Lucy Cohen

Assistant Director of Education — Elementary Schools, Jewish People's and Peretz Schools, Montreal. Ms. Cohen has given special attention to structuring the school syllabus and teacher training. She takes an active role in coordinating various projects undertaken by Jerusalem Fellows graduates in North America.

Rabbi Shmuel Wygoda

Principal, The Hebrew Academy, Montreal. Rabbi Wygoda, an Israeli graduate of the program, has undertaken the principalship of the school for a period of 4 years in conjunction with the Department for Torah Education. Together with a number of Jerusalem Fellows graduates, he has initiated a Jewish studies syllabus project that could have ramifications for Jewish day schools worldwide. On his return to Israel Rabbi Wygoda plans to devote himself to the training of personnel for Jewish education in France.

Ms. Rachel Cohen

M. Jean-Jacques Wahl

M. Jean-Charles Zerbib

Director of the Alliance College and School, Paris. Ms. Cohen has successfully devoted herself to creating a curriculum and school community that has an affirmative relationship to the Jewish tradition while remaining open to the values of the modern world.

Director of School Services, The Alliance Israelite Universelle, Paris. M. Wahl is directly responsible for the farflung educational enterprises of the Alliance in Europe, North Africa and

Canada.

Head of the Department of Youth Educational Programs, Fonds Social Juif Unifie, Paris. In his present position M. Zerbib carries responsibility for liaison with Jewish and Zionist youth movements, educational activities on the campus and outreach to unaffiliated youth in smaller centers throughout France.

Israel

Rabbi Edward Abramson

Assistant Director for Education, Machon Pardes, Jerusalem. Rabbi Abramson has developed a special approach to adult Jewish education that is serious, open and pluralistic and in Pardes has found an outstanding exemplar of these very qualities. He has, in addition, undertaken a part-time position as consultant-coordinator for the Melton Mini-School, an innovative enterprise in the field of adult Jewish education.

Mr. Shmuel Benalal

Tutor and faculty member of the Senior Educators Program, Melton Center for Diaspora Jewish Education, the Hebrew University, Jerusalem. Beyond his general responsibilities, Mr. Benalal has become a key figure in establishing a central presence for the Senior Educators program in Latin America. His success in this sphere can be measured by the quantity and quality of the South American participants in the program.

Rabbi Robert Binder

Educational Director, Teatron Bemadaf, Jerusalem. Rabbi Binder has had remarkable success in translating classic Jewish texts and historical personalities into the language of puppet theatre. He tours extensively with his group in Great Britain and North America and has made a number of TV videos on Jewish themes.

Mr. Eliyahu Birenbaum

Educational Consultant (in conjunction with the Department of Torah Education) to COSLA, the Federation of Central American Communities. Mr. Birenbaum also serves as educational consultant to the Bureau of Community Cultural Services.

Mr. Ami Bouganim

Educational Associate in Nativ Policy and Planning Consultants. Mr. Bouganim has played a central role in various projects relating to the work of the Jewish Education Committee, both in serving as coordinator of the French Educators Project and in publishing Sites and Sources, an educational resource for tour leaders in Israel. He is completing a doctorate at the Hebrew University and is publishing two studies on Jewish identity that will appear in France next year.

Rabbi Gavriel Butbul

Dr. Erik Cohen

Mr. Jonathan Cohen

Rabbi Dr. H. Deitcher

Advisor to the Minister of Absorption, Jerusalem, with special responsibility for the cultural, spiritual and educational absorption of new olim.

Dr. Cohen recently completed a pioneering, multi-volume research project on Jewish education in France under the auspices of the American Joint Distribution Committee and the Fonds Social. The study has given the leaders of French Jewry an indispensable tool for educational planning while serving as a model for researchers elsewhere. He has been commissioned by the Pincus Fund to carry out a comprehensive study of informal Jewish education worldwide.

Academic Tutor to the British Educators Fellowship Program of the Jewish Education Committee of the Jewish Agency. Beyond his central role in this ongoing enterprise, Mr. Cohen is a tutor and faculty member of the Senior Educators Program at the Melton Center for Jewish Education in the Diaspora, specializing in the teaching of Jewish values. He is about to complete a doctoral dissertation on contemporary Jewish thought and education.

Dr. Howie Deitcher serves as the Academic Director of the Senior Educators Program at the Melton Center for Jewish Education at the Hebrew University. Under his devoted guidance the Senior Educators Program has grown in both size and stature and has become a key instrument in the training of senior personnel for Jewish education in the Diaspora.

Ms. Frima Gurfinkel

As part of her legislating Jewish Sources into Russian, Ms. Gurfinkel produced a translation of Rashi's commentary on the Torah. As Director of the Institute for Judaic Studies for Olim from the USSR, she has embarked, with the assistance of the Pincus Fund, on running short-term Judaica seminars for Jewish tourists from the Soviet Union.

Mr. Jonathan Kestenbaum

Mr. Kestenbaum has developed an innovative approach to leadership training in Jewish education and is presently serving as Program Director at Melitz. His task is to give coherence, direction and depth to the myriad of educational initiatives being undertaken by this organization in service of Jewish communities and organizations in the Diaspora.

Mr. Daniel Marom

Director of Publications, Melitz, and Educational Associate at Nativ Policy and Planning Consultants, Jerusalem, where Mr. Marom is exploring the feasibility and possible structure of a network of electronic communication among Jewish educators worldwide. He is also continuing the research project which he began at the Jerusalem Fellows with regard to a comprehensive approach to the teaching of Zionism.

Mr. Natan Ofek

Mr. Ofek has just published, under the imprimatur of the Israel Open University, the first of six volumes in Spanish analyzing Jewish identity in the light of contemporary Jewish literature. Mr. Ofek, in addition, teaches contemporary Jewish literature at the School for Overseas Students at the Hebrew University.

Dr. Yehuda Wurzel

Director of the Jerusalem Media Workshop. Dr. Wurzel, a talented film-maker and educator, is engaged in a number of media projects of Jewish interest and is doing research on the relationship between the arts and Jewish education.

#### Mexico

Ms. Rachel Kleinberg

Coordinator of Teacher Training, The Jewish Education Committee of Mexico. Since her return from the Jerusalem Fellows, Ms. Kleinberg has directed her energies towards academically and professionally enhancing the cadre of senior personnel working in the field of Jewish education in Mexico City.

#### South Africa

Mr. Solly Kaplinsky

Headmaster, United Herzliya Schools, Cape Town. Mr. Kaplinsky has overall responsibility for the running, development and guidance of a school system that embraces some 70% of the Jewish youth of Cape Town. As Headmaster of Herzliya, Mr. Kaplinsky holds a preeminent position in the community and has demonstrated his abilities as an educator and leader.

Mr. Ian Mann

Director of Judaica, United Herzliya Schools, Cape Town. Ian Mann, working closely with his colleagues from the Jerusalem Fellows, has left an indelible impression on Jewish studies at Herzliya, transforming it into an area with depth, vitality and relevance.

## United States America

#### Dr. Robert Abramson

Director, United Synagogue Commission on Jewish Education, New York. After a highly successful career as a day school principal Dr. Abramson now occupies an educational position that impacts on teachers, senior personnel, curricula and educational policy throughout the Conservative Movement in North America.

Department Head, Judaic Studies, Hebrew Academy of Greater Washington. For a number of years Rabbi Bieler has joined forces with his colleagues in the Orthodox Day School Movement to promote the integration of Judaic studies within the larger concerns of the day school curriculum. He is active in encouraging school outreach to the community and plays a leading role in supporting a variety of Jerusalem Fellows' projects in the field. Rabbi Bieler is also a member of the Commission on Jewish Education in North America.

Assistant Professor of Education and Psychology and Head of the Department of Education at the Jewish Theological Seminary, New York. In addition to his administrative and teaching responsibilities, Prof. Davidson is engaged in a research project on the religious development of children. He is also doing a survey for the Commission on Jewish Education in North America relating to current training opportunities for Jewish educators.

Beyond the bounds "Herzliya, Mr. Mann has made a significant contribution to Project Opportunity, a program initiated by the Jewish Education Committee of the Jewish Agency in order to enhance Jewish education in South Africa in a time of change and uncertainty.

Mr. Seymour Kopelowitz

Headmaster, Weizmann Primary School, Cape Town. Mr. Kopelowitz closes the circle of highly talented Jerusalem Fellows working in Jewish education in a society experiencing the threatening strain of rapid change. Mr. Kopelowitz runs an exemplary school, placing great emphasis on staff development while researching the relationship between school organization and the integration of Jewish and general studies.

## United Kingdom

Mr. Alistair Falk

Headmaster, Independent Jewish Day School, London. In addition to the educational contribution that he has made to his own school, Mr. Falk is the moving spirit behind Limud, an annual retreat-conference-seminar dedicated to the further education and enrichment of Jewish educators from the whole of Britain. Limud has maintained consistently high standards and succeeds in attracting additional educators with each passing year.

Rabbi Jack Bieler

Professor Aryeh Davidson

Rabbi Dr. Joshua Elkin

Headmaster, Solomon Schechter Day School, Boston. Dr. Elkin directs what is generally considered a model school. He plays an active role in the Schechter Day School Movement and is a member of the Commission on Jewish Education in North America

Ms. Marion Gribetz

Director of Cultural Arts and the Jewish Museum of the Jewish Community Centers of Boston, South Area. For many years Ms. Gribetz has devoted herself to the role of the arts in Jewish education with special emphasis on the largely untapped resource of museum education. Together with a group of her colleagues from the Jerusalem Fellows, she is exploring new forms of integrating formal and informal education in the sphere of Jewish learning.

Ms. Joyce Klein

Until recently, the Assistant Director of the Shamor Program at Clal. Ms. Klein is now returning to her first love-the performing arts in Jewish education. After leading Theatre for Jewish Education workshops in Israel and Britain, she will focus her energies on devising a theatre format that she will take to Jewish youth groups in the Soviet Union and that may also be used to bolster the Jewish identity of young Russians Jews in North America. Ms. Klein envisions establishing a largescale Living Theatre Education complex in Israel that will serve groups from the Diaspora.

Dr. Joseph Lowin

Director, The Midrasha Institute of Jewish Studies and Department of Adult Jewish Education, Metro West, NJ. Under the directorship of Dr. Lowin, the Midrasha offers a rich array Rabbi Michael Myers

Ms. Sarah L. Newberger

Mr. Peretz Rodman

of classes and extension courses in Judaica and contemporary Jewish civilization. Dr. Lowin has not neglected his personal area of expertise which is Jewish literature. He has just published an impressive study of Cynthia Ozick and is exploring the possibility of editing a series devoted to the great books of Jewish literature.

Principal, Ida Crown Jewish Academy, Chicago. Prior to his recent appointment as principal of Ida Crown, Rabbi Myers served as supervisor of the Associated Talmud Torahs of Chicago and devised a curriculum for the teaching of Torah in the Orthodox day school in close association with Professor Nehama Leibowitz, his teacher and mentor at the Jerusalem Fellows.

Coordinator of Jewish Studies, The Talmud Torah of St. Paul. Ms. Newberger brings to her new appointment two areas of expertise which she developed while studying in Jerusalem and will now seek to translate from theory into practice: an ambitious project of in-service teacher training with special regard to educating towards the fulfilment of mitzvoth.

Assistant to the Headmaster and Chairman of the Hebrew Department, Charles E. Smith Jewish Day School, Silver Spring. Mr. Rodman specializes in linguistics and the teaching of Hebrew as a second language. He sees himself as grappling with one of the great challenges facing Jewish education: making Hebrew the shared language of the Jewish people worldwide.

## Fellows Studying in Jerusalem (1989-1990) Areas of Research

Yair Barkai (Israel)
The Midrash in Jewish Education

Rabbi Ben Beliak (Los Angeles)

Jewish Education on the Campus

Mr. Baruch Berman (USSR-Israel)

Judaic Education for Russian Jews

Ms. Jan Darsa (Boston)
The Place of the Holocaust in Jewish Education

Mr. Yuli Edelstein (USSR-Israel)

Jewish Education for Russian Jewry

Rabbi Yonah Fuld (New York)

Teaching Torah to the Young—a Modern Orthodox Approach

Rabbi Jan Katzew (New York)

Moral Development – a Jewish Perspective

Ms. Carolyn Keller (Boston)
Strategies for Jewish Family Education

Ms. Sally Klein-Katz (Israel)

Israel as a Resource for Adult Education

Ms. Cynthia Levin (Seattle)

Teaching Town to the Young — The Encounter of Tradition and Developmental Psychology

Rabbi Jonathan Mirvis (Israel)
Short Term Judaic Seminars for Visitors to Israel

Mr. Daniel Mond (Australia)

Using the Media to Enhance the Study of Jewish Sources

Ms. Peta Pellach (Australia)

Making the Day School Jewishly Effective

Mr. Arnold Zar-Kessler (Boston)

The Integration of Science and Judaic Studies in Jewish

Education

# THE ACADEMIC FACULTY OF "YE JERUSALEM FELLOWS

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Prof. Natan Rotenstreich, Professor Emeritus at the Hebrew University; Vice President of the Israeli Academy of Arts and Sciences

Academic Director

Professor Seymour Fox, Professor of Education at the Hebrew University

Director

Dr. Ze'ev Mankowitz, Lecturer in Contemporary Jewry and Jewish Education, The Hebrew University

Program Coordinator

Ms. Rachel Weinberg

## Faculty

Prof. Walter Ackerman
Professor of Education, Ben Gurion University of the Negev

Prof. Mordechai Nissan
Head of the School of Education, The Hebrew University

Prof. Michael Rosenak

Mandel Professor of Jewish Education, The Hebrew
University

Mr. Haim Zohar Secretary General of the WZO

## **Faculty Associate**

Mr. Richie Juran
Director of Educational Services, JWB, Israel

## American Faculty Representative

Prof. Daniel Pekarsky
Chairman, The Department of Education Policy Studies, The
University of Wisconsin



FAX: (213	) 471-1278
DATE: 6	-22-90
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-	MARTIN LIPSET
	WILSTEIN INSTITUTE
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TO:

Morton L. Mandel, Chair, David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher, Henry L. Zucker

FROM:

Virginia F. Levi

DATE:

June 27, 1990

Enclosed are the minutes of the Commission meeting of June 12 and the cover letter that accompanied them.



## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

#### Commissioners

Morton L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eizenstat Joshua Elkin Eli N. Evans Irwin S. Field Max M. Fisher Alfred Gottschalk A. ' : ir Green Irv Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschitzky Mark Lainer Norman Lamm Sara S. Lee Seymour Martin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff Lionel H. Schipper Ismar Schorsch Ha Id M. Schulweis D. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz Isaiah Zeldin

#### In Formation Senior Policy Advisors

David S. Ariel Scymour Fox Annette Hochstein Stephen H. Hoffman Martin S. Kraar Arthur Rotman Carmi Schwartz Herman D. Stein Jonathan Woocher Henry L. Zucker

#### Director

Henry L. Zucker

#### Staff

Mark Gurvis Virginia F. Levi Joseph Reimer TO: Members of the Commission on Jewish Education in North America

FROM: Morton L. Mandel, Chair

DATE: June 27, 1990

ARCHIVES

Enclosed are minutes of the June 12 meeting of the Commission.

You can expect to receive a draft of the Commission's final report late in the summer. Staff will contact you shortly thereafter for your reactions.

Late fall, we hope to hold a final celebratory event to make a public presentation of the report. We will be in touch shortly with a date.

MINUTES COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA JUNE 12, 1990 AT AMERICAN JEWISH COMMITTEE NEW YORK CITY

10:00 a.m. - 3:30 p.m.

#### Attendance

Commissioners:

Morton L. Mandel, Chair, David Arnow, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, David Hirschhorn, Henry Koschitsky, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Florence Melton, Lester Pollack, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Daniel Shapiro, Peggy Tishman,

Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff:

David Ariel, Seymour Fox, Mark Gurvis, Annette Hochstein, Stephen Hoffman, Martin Kraar, Virginia Levi, Joseph Reimer, Arthur Rotman, Herman Stein, Jonathan Woocher, Henry Zucker

Guests:

Bennett Aaron, Robert Abramson, David Finn, Avraham HaCohen, Kathleen Hat, Robert Hirt, Dena Merriam, Ira Silverman

#### I. INTRODUCTORY REMARKS

Mr. Mandel called the meeting to order at 10:10 a.m. He welcomed participants, and introduced first-time attendees and guests: Bennett Aaron, immediate Past President of the Jewish Community Federation of Philadelphia; Irwin Field, Commissioner, Past National Chairman of the United Jewish Appeal; and Avraham HaCohen, Executive Director, the AviChai Foundation.

The Chair noted that, over the past two years, this richly diverse group has worked together to develop a blueprint to improve the quality and quantity of Jewish education in North America, and, in the process, has learned that we share many common goals for improved Jewish education.

The Chair also noted that the Commission process has linked the public institutions of organized Jewish life with private foundations in what we hope will become a good model of public/private cooperation in the Jewish community.

Commissioners were reminded that, from the beginning, the Commission has planned to go beyond the issuance of a report, to the implementation of its recommendations. It was reported that the Council for Initiatives in Jewish Education is being established, with Stephen Hoffman as its interim Director, to work with individual communities and continental bodies in implementing Commission recommendations.

A number of foundations have been approached for financial support of the implementation process, and others will be solicited in the months to come. They are being asked to fund the Council, and to set aside funds for five years to support implementation initiatives. Foundations seem receptive. Five foundations, so far, have been asked to underwrite the Council, and all have agreed to do so.

#### II. REVIEW OF BACKGROUND MATERIALS

11 1 2

Annette Hochstein, Consultant to the Commission, reviewed the background materials for the meeting. She noted that they constitute a draft of Chapters 2-5 of the Commission's final report. Chapters 1 and 6 remain to be drafted.

Chapters 2-4 are intended to convey to the public the rationale for formation of the Commission, what has been learned through the process, and the action commissioners are recommending. Chapter 5 states the Commission's recommendations.

The purpose of the report is to communicate the Commission's message to the community, and to describe implementation. It focuses on the importance of Jewish education to contemporary life, on the realities of Jewish education today, and on the Commission's plan for improving Jewish education.

We propose to implement the Commission's recommendations through work in several lead communities, and by implementing continental strategies. It is proposed that a Council for Initiatives in Jewish Education be established, with the goals of working with continental and local institutions to build the profession of Jewish education, and enhancing community support.

It is proposed that the Council be directed by a Board, that it work closely with the national Jewish organizations, and that it operate with a small core staff.

Lead communities will be involved in redesigning and improving the delivery of Jewish education. They will test best practices and innovative ideas. They will cultivate new sources of personnel, will involve educators in on-the-job training, and will bring key community leaders into the process. When turned to, Council staff will facilitate local planning for an individual community's needs, and will work with the professional staff of that community in the process.

On the continental level, efforts will be made to involve community leaders, to increase the number of people in training programs, to develop a program of marketing and recruitment, and to increase the salaries and benefits of educators. Work will be undertaken to create innovative and effective programs in Jewish education, to further develop the involvement of family foundations and federations in support for Jewish education, and to establish a research capability.

Mrs. Hochstein concluded by reading the following statement, which had been prepared by Professor Twersky:

"Our goal should be to make it possible for every Jewish child (person) to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish experience, to the power and profundity of Jewish faith. As a motto we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'aretz!'" 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community."

#### III. GENERAL DISCUSSION

Discussion of the proposed document focused on the following themes:

- A. It was suggested that the report should make clear the belief that Jewish education spans the entire age spectrum, and is not limited to the school setting.
- B. The diversity of the Commission has been one of its strengths, and this focus on pluralism should be emphasized in the report. Recommendations of the Commission are applicable to all of the denominational groups.
- C. During earlier deliberations of the Commission, a list of programmatic areas was identified. Several commissioners expressed their desire to see these programmatic areas referred to, dealt with, or discussed in the report and emphasized more directly in the work of the lead communities. It was suggested that the role of the family as an environment for Jewish education deserves more emphasis, as does the role of new communications and media technologies.

- D. There was general support for the concept of lead communities. It was suggested that this provides an opportunity for a community to show how it can impact on Jewish education by developing and transferring strategies for success. It will be important to work closely with local leaders, a process for which there are models created by CLAL, JESNA, Wexner and local commissions.
  - Concern was expressed that the term "lead community" might imply elitism.
- E. The importance of involving key community leaders was emphasized. In that regard, it was suggested that communal leadership should set an example by regularly including elements of Jewish education in meetings. Other suggestions ranged from holding regional leadership meetings to undertaking leadership recruitment.
- F. Several commissioners raised questions about the use of statistical data in the report, in view of the inadequacy of existing statistics. It was suggested that the need for a research capability be emphasized in the report and that Jewish education be described qualitatively, rather than quantitatively.
- G. A question was raised regarding the audience we wish to reach. Does Commission implementation work to improve the quality of Jewish education for the affiliated, the less affiliated, and the unaffiliated, or should we work first with those currently involved, deeply or marginally, and hope, eventually, to draw others into the system?
- H. There was general support for including in the report the statement drafted by Rabbi Twersky, expanded to encompass all age groups and formal, as well as informal, education.
- I. Several commissioners expressed a desire to continue to meet periodically. This would provide interested commissioners and other community leaders the opportunity to review and react to reports on Council activities.
- J. The importance of having funds available to support implementation was emphasized by several commissioners.
- K. It was suggested that the report provide a context for its recommendations by describing the environment into which the recommendations will be introduced. It was noted that, while some will say that Soviet immigration needs overshadow these recommendations, it should be argued that quality Jewish education can't wait for a time when the Jewish community faces no other crises.

- L. Many argued for the importance of building the profession of Jewish educator. This includes encouraging on-the-job training, more intensive recruitment, and enhancement of current training opportunities.
- M. Some commissioners asked whether existing organizations, JESNA in particular, should be charged with implementation, rather than the proposed Council. The presidents of JESNA and JCC Associations expressed their support for an independent Council and their belief that it will become a resource for strengthening national organizations that work for Jewish education.

## IV. NEXT STEPS FOR FINAL REPORT

David Finn, of the firm Ruder & Finn, was introduced as the person who is putting the Commission's report in final form. Mr. Finn reported that it is his goal to communicate Commission concerns in a way which will encourage positive response from the Jewish community as a whole. With today's comments by commissioners in mind, the report will now be rewritten and distributed to commissioners for their response prior to the final writing.

In the discussion that followed, it was suggested that careful thought be given to how to publicize and disseminate the report for maximum impact. One way to gain the attention of communities would be to invite communities to submit effective projects for possible recognition and reward.

It was suggested that the tone of the report be optimistic, implying that change and improvement are attainable.

## V. IMPLEMENTATION

Stephen Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, who has agreed to serve as interim Director of the Council for Initiatives in Jewish Education, reported on suggested plans for the Council.

The Council is being established as an independent organization, representative of the diverse interests of the Commission, and cognizant that existing national Jewish communal organizations have particular constituencies, which the Council should be able to transcend. With private foundations emerging as a new force in the Jewish world, it is believed that an independent organization can, by working closely with other national Jewish organizations, advance the Commission's goals most effectively.

The Council will serve as an advocate for Jewish education. It will work toward bridging communities and the national organizations, while focusing resources on Jewish education. It will seek new sources of Jewish educators, and will initiate specific proposals to implement the recommendations of the Commission.

It is envisioned that the Council will have a Board of approximately twenty, representing scholars, educators, communal leaders, and private foundations. It will have a Senior Policy Advisory group and a group of Fellows, whose purpose will be to conceptualize and implement ideas through the lead communities. The Council will have a membership organization comprised of current Commission members and other community leaders with a particular interest in Jewish education. This membership organization will meet annually, and will receive periodic communications on Council activities.

It was noted that the Council is being created within the structure of the Jewish community, and will strive to work cooperatively with the major national organizations. The Presidents of JESNA and JWB voiced their support for the creation of the Council, and spoke of their wish to cooperate closely in its activities.

VI. The meeting concluded with good and welfare comments, followed by an inspirational D'var Torah by Rabbi Isadore Twersky, Nathan Littauer Professor of Hebrew Literature and Philosophy and Director of the Center for Jewish Studies at Harvard University.

## Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון Jerusalem, Israel

ירושלים

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**FACSIMILE TRANSMISSION** 

Virginia Levy

DATE: June 26, 1990

FROM: Alissa Burstein

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Please send us the second page of text of the Commission minutes ( you sent it to us on June 20). This is the page after the one that begins "I. Introductory Remarks." We never received it.

Thank you.

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

#### Commissioners

Morton L. Mandel Teatrman ...ona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eizenstat Joshua Elkin Eli N. Evans Irwin S. Field M-v M. Fisher d Gottschalk Arthur Green Irving Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschitzky Mark Lainer Norman Lamm Sara S. Lee Seymour Martin Lipset Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff L: 111. Schipper Ismar Schorsch Harold M. Schulweis Daniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz

#### In Formation Senior Policy Advisors

Isaiah Zeldin

David S. Ariel
Seymour Fox
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Stephen H. Hoffman
Martin S. Kraar
Arthur Rotman
Garmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

#### Director

Henry L. Zucker

Staff

Mark Gurvis Virginia F. Levi Joseph Reimer TO: Members of the Commission on Jewish Education in North America

FROM: Morton L. Mandel, Chair

DATE: June 1, 1990

ARCHIVES

Enclosed is a working paper which will be discussed at the sixth and final meeting of the Commission on Jewish Education in North America on <u>Tuesday</u>, <u>June 12 from 10:00 a.m. to 3:30 p.m. at the American Jewish Committee office</u>, <u>165 East 56th Street</u>, <u>New York</u>. PLEASE NOTE THE CHANGE IN LOCATION.

This working paper supplies the background material for the Commission's final report. After we have the input of the Commission, we will proceed to prepare a final report for presentation to leaders of the North American Jewish community at a celebratory event in October or November.

I look forward to a fruitful meeting on June 12, which I hope will lead to important improvements in Jewish education throughout North America.

6/1/90 or 6/4/90

Memo from MLM to Commission on Jewish Education in North America

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# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Commissioners

Morron L. Mandel Chairman Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman John C. Colman Maurice S. Corson Lester Crown David Dubin Stuart E. Eizenstar Joshua Elkin Eli N. Evans Irwin S. Field M M. Fisher A. .. d Gottschalk Arthur Green Irving Greenberg Joseph S. Gruss Robert I. Hiller David Hirschhorn Carol K. Ingall Ludwig Jesselson Henry Koschirzky Mark Lainer Norman Lamin Dara D. Lee Seymour Marun Lipsei Haskel Lookstein Robert E. Loup Matthew J. Maryles Florence Molton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff Lional H. Schipper Schorsch Harold M. Schulweis Daniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz

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Horman D. Stein
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Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis Virginia F. Levi Joseph Reimer 4500 Euclid Avenue Cleveland, Ohio 44103 216/391-8300

TO:

Members of the Commission on Jewish Education in North America

FROM:

Morton L. Mandel, Chair

DATE:

June 1, 1990

ARCHIVES

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MESSAGE:  Sunday, I read the final set of background materials.— It's wonderful!————————————————————————————————————						

\*\* TOTAL PAGE.01 \*\*

## AVAILABILITY OF BOARD MEMBERS FOR MEETING

Morton L. Mandel

Marc Besen

Jaime Constantiner

Isaac Joffe

Felix Posen

Esther Leah Ritz

Garry Stock

AMERICAN JEWISH ARCHIVES

> Preferable: August 29-September 7 or October 1-14 Week of October 22 First half of November First third of August

#### AVAILABILITY OF BOARD MEMBERS FOR MEETING

Morton L. Mandel

Marc Besen

September 7-19 } N.Y.C Oct 5 Nov 2 abroad. Improbable U.S. Sept Desember / Israel. Gruy & Sept

Jaime Constantiner

Isaac Joffe

Felix Posen

Esther Leah Ritz

Garry Stock

Preferable: August 29-September 7 or October 1-14 Week of October 22 First half of November First third of August

#### AVAILABILITY OF BOARD MEMBERS FOR MEETING

Morton L. Mandel

September 7-14 } October 5 N.y.c. November 2

Marc Besen

December Israel

Jaime Constantiner

Isaac Joffe

Felix Posen

Esther Leah Ritz

Garry Stock

ARCHIVES

Preferable: August 29-September 7 or October 1-14 Week of October 22 First half of November First third of August

## Agenda

## Senior Policy Advisors

Monday, June 11, 1990 2:30 p.m.

		Assignment
I.	Review minutes of 5/11/90	VFL
II.	Discuss desired outcomes of 6/12 meeting	MLM
III.	Feedback to commissioner interviews	MLM
IV.	Review June 12 Agenda	HLZ
٧.	Review and comments on background materials and discussion guide	MLM
VI.	Update on implementation entity	SHH

MINUTES:

Senior Policy Advisors Teleconference

DATE OF MEETING:

May 11, 1990

DATE MINUTES ISSUED:

May 11, 1990

IN CLEVELAND:

Mark Gurvis, Stephen H. Hoffman, Virginia F. Levi

(Sec'y), Herman Stein, Henry L. Zucker

IN JERUSALEM:

Seymour Fox, Annette Hochstein

IN NEW YORK:

Marty Kraar, Joseph Reimer, Arthur Rotman,

Jonathan Woocher

COPIES TO:

David Ariel, Morton L. Mandel

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## I. Status of Final Report and Plans for June 12 Commission Meeting

#### A. Status of Report

It was reported that chapter 2 is being redrafted on the basis of comments by senior policy advisors and that revisions have begun of chapter 3. (Policy advisors were asked to submit any additional comments on chapter 3 directly to SF and AH.) Work is now in process on drafting chapters 4 and 5 for submission to senior policy advisors by May 25. Chapter 1, a brief philosophical statement and chapter 6, concluding remarks, are still to be drafted and will be available for senior policy advisors on June 4. Chapters 2 through 5 should be ready to mail to commissioners on June 4.

#### B. Plans for June 12 Commission Meeting

The discussion that followed focused on whether to proceed with arrangements for a Commission meeting on June 12, in light of this timetable. Arguments for postponement are that (1) the report which will be available for issuance to commissioners on June 4 will not be of the writing quality we seek in the final product and, (2) the timing of mailing will make it virtually impossible for key parts of the report to be discussed with key commissioners before the June meeting.

Arguments for proceeding with the meeting on June 12 include (1) concern that momentum will be lost if the meeting is postponed, (2) that finding another date during the summer will be difficult, and (3) the desire to gain approval for proceeding with the development of the implementation mechanism. It was suggested that the eloquence of the draft report is less essential than the importance of moving the process along.

In further discussion it was suggested that if commissioners have at least an outline of the entire report, with extensive drafts of those parts of the report that are available, it should be possible to obtain the Commission's authorization to complete and issue the report. If it appears that significant concerns remain at the conclusion of the meeting, a small committee of commissioners might be established to serve as an editorial board to work with the authors of the final report. The report would be rewritten in more eloquent prose for publication and presentation at a celebratory event to be scheduled for October.

It was noted that a portion of the Commission meeting should be devoted to presenting plans for the implementation mechanism and for future funding. SHH and HLZ were asked whether postponing the meeting until August would make any real difference in the status of these areas. It was suggested that we have encouraging prospects to report in June.

It was concluded that, assuming a good attendance on June 12, the meeting should proceed as scheduled. At that time we should be prepared to indicate to commissioners what the complete report will contain, including all recommendations. It was suggested that funders be invited to meet before or following the meeting to discuss potential support for the implementation mechanism and to solicit their involvement on the Board.

Following the meeting it was concluded that the June 12 Commission meeting would be scheduled for 10:00 a.m. to 3:00 or 3:30 p.m. (at the latest) and that the decision to hold a meeting of funders would be postponed for further discussion with MLM.

## C. Commissioner Interviews

It was suggested that interviews be scheduled and held with commissioners, to take place as soon as possible. Interviewers should plan to discuss the format of the meeting and to present the general approach of the final report. They should make clear that the document will not be in final form, but that it is hoped it can be approved for final editing at this meeting. An update on the status of the implementation mechanism and fundraising can be made. It may also be useful to review the recommendations which were discussed at the February meeting. In addition, commissioners should be asked about attendance plans and should be strongly encouraged to attend the meeting on June 12.

The proposed interview assignments were reviewed and slightly revised as indicated in Exhibit A, attached.

Interviewers are asked to report the outcomes of these meetings to VFL as quickly as possible.

## Commissioner Interview Assignments and Attendance Plans

Sr. Policy Advisor/Staff	Commissioner	Plans for 6/12 Attendance		
HAT				
Seymour Fox	X Mona Ackerman	No [Hat-yes]		
	→ Charles Bronfman	Yes		
	∠ Eli Evans	Yes		
	Alfred Gottschalk	Yes		
	David Hirschhorn	Yes		
	Sara Lee	Yes		
	Seymour Martin Lipset	Yes		
	★ Isadore Twersky	Yes		
Mark Gurvis	_ Charles Ratner	No .		
	AERJCAN IEWISH			
Annette Hochstein	David Arnow	Yes		
	<ul><li>Henry Koschitzky</li></ul>	Yes		
	Norman Lamm	Yes		
	Haskel Lookstein	Yes		
	→Robert Loup	?		
	* Morton Mandel	Yes		
	1 Matthew Maryles	Yes		
	Florence Melton	Yes		
	4 Esther Leah Ritz	Yes		
	V Ismar Schorsch	No		
Stephen Hoffman	Ronald Appleby	No		
	Max Fisher	No		
	Robert Hiller	Yes		
Joseph Reimer	∠ Jack Bieler	Yes		
•		Yes		
	✓ Arthur Green	Yes		
	- Carol Ingall	No		
	XMark Lainer	Yes		
	✓ Alvin Schiff	Yes		
	— Lionel Schipper	No		
	→ Peggy Tishman	Yes		

Sr. Policy Advisor/Staff	Commissioner	
Arthur Rotman	Stuart Eizenstat — Donald Mintz _ Daniel Shapiro	No No Yes
Alvin Schiff	Joseph Gruss	
Jonathan Woocher	Mandell Berman  × Maurice Corson  David Dubin  Irving Greenberg  Lester Pollack  Harriet Rosenthal  Bennett Yanowitz	No Yes Yes Yes Yes Yes
Henry Zucker	John Colman Lester Crown	Yes Yes
Responses from invited guests	s and commissioners not assigned:	
	Bennett Aaron Robert Abramson Susan Crown Irwin Field David Finn Neil Greenbaum Avraham Hacohen Robert Hirt Ludwig Jesselson Harold Schulweis Ira Silverman Steve Solender Paul Steinberg Barbi Weinberg Isaiah Zeldin	Yes Yes Yes Yes Yes Yes (late) Yes Yes No No will try will try will try
Twelve Sr. Poli	cy Advisors & Staff - all coming	
TOTAL RESPONSE		51 Yes 13 No 3 Maybe 4 No answer

#### THE COMMISSION MEETING -- JUNE 12, 1990

## A. Desired Outcomes:

- 1. Commissioners feel they have joined a great enterprise that may lead Jewish education into a new era. The next decades may see a profound reform/change take place.
- 2. Phase one is being completed today with:
- a. A message about the importance of Jewish education, its state and what can be done about it.
- b. A formulation of that message for the Community at large
- c. A concrete program for implementation: the Commission's message to the Council
- d. The beginning of implementation: the Council, Lead Communities, Funding

#### B. MLM's presentation

Wat 1 & the

1. Welcome Commissioners to the meeting

That ? 15 to see it through

- \* The Commission's work is coming to a close: reason for satisfaction at what has been accomplished and for optimism at prospect of implementation:
- a. Almost two years that the Commission has been meeting (August 1, 1988)

#### b. Thank them for:

- 1. Interest and involvement
- 2. Time they devoted
- -- Excellent attendence at meetings
- -- Meetings with Senior Policy Advisors and Staff

c.We have taken a hard look at one of the most important problems facing the Jewish people - and we are going to do something about it

- d. Confident that our report is offering a concrete and realistic response.
- e. A review of the experience of the Commission supports the assumptions, the principles that guided our work:
  - 1. Pluralism:
  - \* Confident that we are developing a consensus, despite our differences. This commission has demonstrated that it can be done.
  - \* As I look around this room, I sense the power of that consensus
  - 2. Partnership -- private/communal
  - \* Communal: the role of the partners -- CJF, JESNA,

    JCC Association. (Presidents; professionals -- senior

## policy advisors)

- the way the partnership has worked -- in the report we indicate how it will continue to work: e.g. the role of partners in diffusion.
- \* Foundations

Dan Golar

- Learned of important role for Jewish education of several foundations
- Excited about the decision of some to undertake new and important assignments vital to Jewish education
- encouraged at the prospect of foundations working together

Foundations' response to funding -- which will make it possible for quick start. I'll be discussion this in a moment.

\* Partnership even richer thanks to the combination of scholars, heads of institutions of Higher Jewish Learning Lay leaders, philanthropists, educators, rabbis.

The important contribution that rabbis educators and scholars have made: to our understanding of what Jewish education can become and to the content of the report.

## 3. Implementation:

We committed ourselves to do more than issue a report

We will be discussing today the kind of implementation that will be undertaken -- some of it to begin immediately.

4. Funding: See HLZ statement

A R C H I V E S

CALL ON ANNETTE

## [open questions:

- going through the book
- research]

Lagenda

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## Proposed Agenda Commission on Jewish Education in North America Tuesday, June 12, 1990 10:00 a.m. - 3:30 p.m. American Jewish Committee 165 East 56th Street New York, New York

[For review by Senior Policy Advisors on 6/11/90]

	[For review by Senior Policy Advisors on 6/11/90]	
Suggested For	mat: Meet in plenary session all day, with a break for lunc	h
I.	Morning Session	
10-10:20	A. Opening Statement and Chairman's Report	MLM
	<ul> <li>Brief review of the history, process and progress of the Commission, funding process and introduction of Annette Hochstein</li> </ul>	
	- Questions & comments, including remarks of funders	
10:20-10:40	B. Presentation of working paper leading to Commission's report	АН
10:40-12:15	C. Discussion	MLM
	<ol> <li>Reactions to document as a whole</li> <li>Review of each chapter (MLM, SF, Finn, MG, AH, SHH, HLZ available to answer questions)</li> </ol>	
12:15-1:15		
II.	Lunch Break (MLM, SHH, HLZ to meet separately with Bronfman & Crown)	
III.	Afternoon Session	
1:15-2:30	A. Continue morning discussion	MLM
2:30-2:50	B. Report on status of implementation entity	SHH
	<ul> <li>Discussion of this and report on plans for follow-up activities from 6/12 - 10/23? celebratory event</li> </ul>	

2:50-3:20 C. Good and Welfare MLM

Commissioners will be asked to express their views about the work of the Commission and their evaluations of the process, and to make specific suggestions for follow-up.

3:20

Concluding Comments - Isadore Twersky IV.

## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## AGENDA

TUESDAY, JUNE 12, 1990

10:00 a.m. - 3:30 p.m.

## American Jewish Committee 165 East 56th Street New York, New York

I.	Registration; Refreshments	9:30 - 10:00
II.	Plenary Session	10:00 - 12:15
	A. Opening Statement and Chairman's Report	
	B. Presentation of Background Materials	
	C. Discussion	
III.	Luncheon	12:15 - 1:15
IV.	Plenary Session	1:15 - 3:20
	A. Continue morning discussion	
	B. Status of implementation entity	
	C. Good and Welfare	
٧.	Concluding Comments - Rabbi Isadore Twersky	3:20

## June 12, 1990 Commission Meeting Working Agenda

## I. Morning Plenary Session (10:00 a.m. - 12:15 p.m.)

A. Opening Statement (10:00 - 10:20 a.m.)

## 1. Why the Commission?

Throughout the past two years we have been working as a group to examine the problems and opportunities facing Jewish education and to develop a comprehensive plan to dramatically improve Jewish education. As you know, what has driven us is our common concern for the Jewish continuity of our people.

### 2. The Process

We have tried throughout our process to ensure that our results are reflective of the group's deliberations. Therefore, in addition to our meetings, we have had extensive consultations with commissioners in private, as well as active review of all materials by our senior policy advisors group.

What really marks this process as unique is the partnership between public institutions of organized Jewish life and private foundations, and educators. I hope that this reflects a new model of public/private cooperation within the Jewish community that can emerge from our work.

## 3. Findings and Recommendations

At this point we are ready to review our findings and recommendations. The working paper prepared for today outlines the findings, including an analysis of the challenges and opportunities facing us in Jewish education. It also lists the recommendations we will consider. Annette Hochstein will review all of this with us shortly. We hope to have your reactions to all of this today so that we will be able to work towards our final report.

#### 4. Research

In the process of this study we commissioned a number of research papers to help fill the void of knowledge available about Jewish education. A number of papers have been completed and released. These include Isa Aron's paper on professionalism in Jewish teaching; Walter Ackerman's paper on the structures of Jewish education; and most recently, Aryeh Davidson's paper on training. Several others are due shortly and will be released when completed. With each of these, I hope you will share with me or our staff any comments or reactions you may have. Our intent is to include these papers in what we release as the work of the Commission.

## 5. Update on Funding

I know that many commissioners are anxious to know what reactions we are getting in our discussions with funders. Solicitation of funders and matching funders with service providers will be a prime function of our implementation entity. We have made a good beginning in this process.

A major aspect of the implementation mechanism's work is to see to it that long-term support for Jewish education continues to be provided generously by current sources: tuition income, congregational and organizational budgets and fundraising, and gradually increasing federation allocations. However, the implementation mechanism has the special responsibility now to encourage support from some relatively new and critically important sources: family foundations, individual funders, and federation endowment funds. These sources can provide a "quick start" for the initiatives which we are proposing while traditional sources gear up.

Thus far, we have discussed funding with representatives of thirteen private foundations. This includes several foundations not represented on the Commission. We have asked them to set aside substantial funds to address Jewish education initiatives

during the next five years. Several have agreed to share in funding the proposed implementation mechanism. Several have agreed also to set aside substantial sums to fund Jewish education initiatives during the next five years. A number of others have taken our request under advisement and a few are already funding new programs to address major Jewish education needs.

## AMERICAN IEWISH

We are very encouraged by the serious consideration which these sources are giving to stepping up their commitments to support Jewish education. While it is premature to put an exact figure on our projections, we have reason to believe that foundations will increase their Jewish education grants over the next five-year period by twenty-five to fifty million dollars. This is a rough estimate, but we believe it is a conservative one.

## 6. Today's Meeting

Here is what we will be trying to accomplish today.

- a. We are looking for reactions to the working paper, particularly on the recommendations.
- b. We should discuss and agree upon how we will proceed with writing the final report.

- c. We should discuss and agree upon proceeding with the establishment of the follow-up entity.
- d. Finally, we should discuss how to release the report and publicize it--what kind of closing event would be appropriate and helpful to our objectives.
- 7. Stop for comments and questions. (MLM You may want to use this time as an opportunity for funders to comment on your update on funding, and to indicate what their participation might be. A few should be prepared to comment--Crown,

  Bronfman, Hat, Melton, Hirschhorn, Corson.)
- B. <u>Presentation of Working Paper</u> (10:20 10:45 a.m.)
  Introduce Annette Hochstein to briefly review the contents of today's working paper.
- C. <u>Discussion</u> (10:45 a.m. 12:15 p.m. and to continue after lunch)
  We will begin our discussion with an opportunity for general
  comment on the whole paper, and will follow that with a review by
  section.
  - 1. Reactions to document as a whole
  - 2. Review of chapters 2-4.
  - 3. Review of chapter 5.

- II. Lunch Break (12:15 1:15 p.m.)
  We will convene promptly at 1:15 p.m.
- III. Afternoon Plenary (1:15 3:30 p.m.)
  - A. Continue chapter by chapter review (1:15 2:30 p.m.)
  - B. Discussion on process toward final report (2:30 2:40 p.m.)

## AMERICAN IEWISH

- 1. Emphasize that out of today's discussion will come the basis for our final report. A suggested process is as follows: Staff would work with David Finn on a draft report. The report would be reviewed by our senior policy advisors group, or an editorial committee comprised of commissioners, or both. Based on this input a revised draft would be prepared and circulated to the full Commission. Comments and reactions from commissioners would then be worked into a final draft to be reviewed again by the policy advisors or editorial committee. This work should be completed by the end of August. Reactions?
- 2. I would suggest that although this is the final working meeting of this group, it shouldn't be the final gathering. I would plan to convene the Commission in the fall (tentative date -October 23) in order to publicly release the final report, celebrate as a group our accomplishment, and discuss progress on implementaion. Reactions?

- C. Report on Status of Implementation Mechanism (2:40 2:50 p.m.)
  Call on Steve Hoffman to report.
- D. Good and Welfare (2:50 3:20 p.m.)
  Given that this is our last working meeting, this is an opportunity for commissioners to share any thoughts about the overall process and product.

## AMERICAN JEWISH

IV. Concluding Comments (3:20 - 3:30 p.m.)
Call on Rabbi Isadore Twersky.

NOTES ON MEETING WITH MANDELL BERMAN -- 1/24/90

prepared by Jonathan Woocher

I reviewed the draft recommendations with BB. He commented in general terms on a number of areas.

- BB is concerned about not competing with existing institutions in the implementation process. He urges that existing national agencies and organizations be used to the maximum extent possible.
- It will be important to look closely at existing model programs in an attempt to understand what makes them work. This will be critical in guiding further experimentation.
- 3. BB believes that the campus will be a critical arena for promoting Jewish continuity and reaching out to the uncommitted. He urges that this be reflected in the report.
- 4. BB sees the process of getting communities to provide matching funds for local projects as critical. We must sell that access to these funds for implementation.
- Evaluation must be institutionalized in the implementation process. BB urges that JESNA be used in this regard.
- 6. With respect to the mandate and functions of the implementation mechanism, BB believes that community action sites, promotion of research, and personnel are enough of a challenge. He is extremely wary of the implementation mechanism trying to involve itself with the programmatic arenas. He believes it should do less, but do it well.

In general, as emphasizes the importance of early and visible successes. This will attract the additional money needed. The successor to the Commission will need a PR program to keep a flow of money coming.

BB will not be able to attend the meeting on 2/14.



NOTES ON MEETING WITH MAURICE CORSON -- 1/22/90

prepared by Jonathan Woocher

I reviewed the draft recommendations with MC. Most of his comments were directed toward the recommendation to establish an independent implementing mechanism. He continues to question the Wisdom of setting up a full-scale institution with a board, staff, and funding. He would prefer to see existing structures utilized for the implementation by adding this to their mandates and providing additional funding to them. The primary members of such an implementation consortium would be CJF, JESNA, and JWB. They could under their joint auspices organize a separate high level task force on implementation, but this would be linked directly to existing organizations. The operation would be housed at JESNA.

If a free standing implementation mechanism is created, MC believes that it must relate itself positively and cooperatively to the existing structures. This can be best assured by having these agencies share in the governance and executive management of the implementation mechanism together with philanthropists.

MC indicated that he was also still skeptical about the community action site strategy. However, we were unable to discuss this in greater detail due to time constraints.

MC expects to be at the meeting on 2/14.

NOTES ON MEETING WITH LESTER POLLACK -- 1/26/90

prepared by Jonathan Woodler

I reviewed the draft recommendations with LP. He was quite supportive of both the general thrust and specifics of the recommendations.

He particularly noted the importance of advocating priority funding for Jewish education even while we meet the immediate crises facing the community.

One area that he urged be emphasized is the need to build lay leadership development into the process of community mobilization (in the community action sites and generally).

With respect to implementation, LP suggested that we think in terms of three phases (using the COMJEE process as a model): a) the Commission itself, concluding with its report and recommendations;

b) an interim period of planning the implementation (which the Commission is not really doing) and testing approaches;

c) an active implementation phase guided by a permanent implementation body.

I indicated that something like this was being envisioned, which he was pleased to hear.

LP is planning on attending the meeting on 2/14.

cc: Henry L. Zucker Virginia F. Levi

TO: Morton L. Mandal	FROM: Mark Gurvis	DATE: 6/6/90
DEPARTMENT/PLANT LOCATION		REPLYING TO YOUR MEMO OF:

## SUBJECT:

Attached are the following items:

- 1. Working outline for the meeting, including your key points for the plenary sessions.
- 2. Discussion guide for the chapter by chapter review.

These have been shared with SF and AH.

We might want to distribute them to the policy advisors in advance of Monday's meeting so they can be fully prepared to react.

MJ-1714

6/6/90 -

## June 12, 1990 Commission Meeting Working Agenda

- I. Morning Plenary Session (10:00 a.m. 12:15 p.m.)
  - A. Opening Statement (10:00 10:20 a.m.)
    - 1. Why the Commission?

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Rabbi Twersky has prepared a statement which expresses this beautifully, and I would like to share it with you:

Our goal should be to make it possible for every Jewish child to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, to the power and profundity of Jewish faith. As a slogan we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'aretz!'" 'Am ha'aretz,' usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the



Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

I hope you'll agree this is a marvelous statement about our purposes, and I thank Rabbi Twersky for sharing his wisdom with us.

#### 2. The Process

We have tried throughout our process to ensure that our results are reflective of the group's deliberations. Therefore, in addition to our meetings, we have had extensive consultations with commissioners in private, as well as active review of all materials by our senior policy advisors group.

What really marks this process as unique is the partnership between public institutions of organized Jewish life and private foundations, and educators. I hope that this reflects a new model of public/private cooperation within the Jewish community that can emerge from our work.

Page 3

## 3. Findings and Recommendations

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## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## AGENDA

TUESDAY, JUNE 12, 1990

10:00 a.m. - 3:30 p.m.

American Jewish Committee 165 East 56th Street New York, New York

1.	Registration; Refreshments	9;30 - 10;00
II.	Plenary Session AMERICAN JEWISH	10:00 - 12:15
	A. Opening Statement and Chairman's Report	
	B. Presentation of Background Materials	
	C. Discussion	
III.	Luncheon	12:15 - 1:15
IV.	Plenary Session	1:15 - 3:20
	A. Continue morning discussion	
	B. Status of implementation entity	
	C. Good and Welfare	
ν.	Concluding Comments - Rabbi Isadore Twersky	3:20

Page 8

- C. Report on Status of Implementation Mechanism (2:40 2:50 p.m.)

  Call on Steve Hoffman to report.
- D. Good and Welfare (2:50 3:20 p.m.)

  Given that this is our last working meeting, this is an opportunity for commissioners to share any thoughts about the overall process and product.
- IV. <u>Concluding Comments</u> (3:20 3:30 p.m.)

  Call on Rabbi Isadore Twersky.

6/6/90

## Agenda

Senior Policy Advisors

Wednesday, June 13, 1990

8:30 a.m. - 12:00 noon

		<u>Assignment</u>
ı.	Reactions to Commission meeting	мім
II.	Action needed	
	A. Preparation of final report; role of Senior Policy Advisors	SF/AH/Finn
	B. Action to be taken on funding	HLZ
	C. Establishing the implementation entity; plans for first meeting	SHH
III.	Update on research	SF/AH
IV.	Preliminary discussion of final celebratory event	MIM
٧.	Outreach/Public Relations	MG
VI.	Set next meeting of Senior Policy Advisors	MLM

## Proposed Agenda

Commission on Jewish Education In North America
Tuesday, June 12, 1990
10:00 a.m. - 3:30 p.m.
American Jewish Committee
165 East 56th Street
New York, New York

[For review by Senior Policy Advisors on 6/11/90]

Suggested Format: Meet in plenary session all day, with a break for lunch

Suggested For	mat: Meet in plenary session all day, with a break for lunch	
1.	Morning Session	
10-10:20	A. Opening Statement and Chairman's Report	ILM
	<ul> <li>Brief review of the history, process and progress of the Commission, funding process and introduction of Annette Hochstein</li> </ul>	
	- Questions & comments, including remarks of funders	
10:20-10:40	B. Presentation of working paper leading to Commission's report	АН
10:40-12:15	C. Discussion	ILM
	1. Reactions to document as a whole	
	<ol> <li>Review of each chapter (MIM, SF, Finn, MG, AH, SHH, HLZ available to answer questions)</li> </ol>	
12:15-1:15		
II.	Lunch Break (MLM, SHH, HLZ to meet separately with Bronfman & Crown)	
III.	Afternoon Session	
1:15-2:30	A. Continue morning discussion	ILM
2:30-2:50	B. Report on status of implementation entity S	HH
	<ul> <li>Discussion of this and report on plans for follow-up activities from 6/12 - 10/23? celebratory event</li> </ul>	
2:50-3:20	C. Good and Welfare	ILM
	Commissioners will be asked to express their views about the work of the Commission and their evaluations of the process, and to make specific suggestions for follow-up.	

3:20

IV. Concluding Comments - Isadore Twersky

- 8. P. 49 How do we feel about the title, "Council for Initiatives in Jewish Education"?
- 9. P. 51 How do we feel about the continuing role identified for the Commission?

## Chapter 5

This chapter outlines the recommendations of the Commission in detail. It describes our plans to initiate an implementation entity, establish lead communities, initiate continental strategies in personnel and community, and facilitate development in programmatic areas and research.

- 10. The concept outlined for the Council is that of a small entity working in collaboration with existing bodies, which would undertake specific assignments to implement the Commission's recommendations. Are we all comfortable with how this is outlined?
- 11. Pp. 54-55 Are the roles outlined for CJF, JESNA, and JCCA, as well as other bodies, appropriate?
- 12. P. 56 Should the selection process for lead communities be left more open? We haven't yet issued a call for proposals and the process outlined might exclude some communities.
- 13. Pp. 56-57 Are the criteria for lead communities appropriate?
- 14. Pp. 57-59 How do we feel about the ideas suggested for lead communities and for possible sources of recruitment?
- 15. P. 62 Are we comfortable with these targets for recruitment to graduate training programs?
- 16. Pp. 63-64 Are we comfortable with these statements on salaries?
- 17. Pp. 66-67 Is the Council's role in promoting work in programmatic areas clear? appropriate?
- 18. Pp. 68-69 How do we feel about the concept of diffusion outlined in the material?

#### Chapter 6

A brief summary of recommendations.

## June 12 Background Paper - Discussion Guide:

## Chapter 2

The purpose of this chapter is to outline the reasons why and how the Commission was established. It includes a description of the factors leading to widespread concern about Jewish continuity, and outlines how we formed this body.

- 1. P. 3 Is the concern of the Commission the perpetuation of Judaism or of Jewish identity?
- 2. P. 4 "character education" are commissioners comfortable with this formulation?
- 3. P. 6 Do we adequately reflect the urgent need for attention to education despite the crises of the moment?
- 4. Pp. 12-13 Is it helpful to list the commissioners and staff in this way?

# Chapter 3 ARCHIVES

This chapter provides an overview of what we know about Jewish education. It forms the basis for understanding what it is that needs to be addressed, and for why certain interventions are seen as priorities.

- 5. Overall tone of the chapter presents the challenges and problems. Should there be a different balance, reflecting both problems and opportunities? For example, on page 19 we note that 75 80% of Jewish children attend some form of Jewish schooling at some point. Should we emphasize this as a tremendous opportunity or a tragic loss of 1/4?
- 6. Pp. 25-26 Is there evidence of successful supplementary education which can and should be reflected here?

#### Chapter 4

Chapter 4 reviews the Commission process, meeting by meeting, in order to develop an understanding about how we came to our conclusions. Why did we focus our efforts in this way?

7. Is the chronological review, meeting by meeting, helpful to developing an understanding of the logic behind our conclusions?

- III. Afternoon Plenary (1:15 3:30 p.m.)
  - A. Continue chapter by chapter raview (1:15 2:30 p.m.)
  - B. Discussion on process toward final report (2:30 2:40 p.m.)
    - 1. Emphasize that out of today's discussion will come the basis for our final report. A suggested process is as follows:

      Staff would work with David Finn on a draft report. The report would be reviewed by our senior policy advisors group, or an editorial committee comprised of commissioners, or both. Based on this input a revised draft would be prepared and circulated to the full Commission. Comments and reactions from commissioners would then be worked into a final draft to be reviewed again by the policy advisors or editorial committee.

      This work should be completed by the end of August. Reactions?
    - 2. I would suggest that although this is the final working meeting of this group, it shouldn't be the final gathering. I would plan to convene the Commission in the fall (tentative date October 23) in order to publicly release the final report, celebrate as a group our accomplishment, and discuss progress on implementaion. Reactions?

- d. Finally, we should discuss how to release the report and publicize it--what kind of closing event would be appropriate and helpful to our objectives.
- 7. Stop for comments and questions. (MLM You may want to use this time as an opportunity for funders to comment on your update on funding, and to indicate what their participation might be.)
- B. <u>Presentation of Working Paper</u> (10:20 10:45 a.m.)

  Introduce Annette Hochstein to briefly review the contents of today's working paper.
- C. <u>Discussion</u> (10:45 a.m. 12:15 p.m. and to continue after lunch)

  We will begin our discussion with an opportunity for general

  comment on the whole paper, and will follow that with a chapter by

  chapter review. I have some specific questions on each chapter

  that I will want to raise. (MIM see discussion guide)
  - 1. Reactions to document as a whole
  - 2. Review of each chapter
- II. <u>Lunch Break</u> (12:15 1:15 p.m.)
  We will convene promptly at 1:15 p.m.

the proposed implementation mechanism. Several have agreed also to set aside substantial sums to fund Jewish education initiatives during the next five years. A number of others have taken our request under advisement and a few are already funding new programs to address major Jewish education needs.

We are very encouraged by the serious consideration which these sources are giving to stepping up their commitments to support Jewish education. While it is premature to put an exact figure on our projections, we have reason to believe that they will increase their Jewish education grants over the next five-year period by twenty-five to fifty million dollars. This is a rough estimate, but we believe it is a conservative one.

## 6. Today's Meeting

Here is what we will be trying to accomplish today.

- a. We are looking for reactions to the working paper, particularly on the recommendations.
- b. We hope to discuss and agree upon how we will proceed with writing the final report.
- c. We hope to discuss and agree upon proceeding with the establishment of the follow-up entity.