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TO: FAX NO. (011) <u>9722-699-951</u>	FROM: FAX NO. () <u>361-9962</u>
Name <u>Annette Hochstein</u>	Name <u>Virginia Levi</u>
Company <u>NATIV</u>	Company <u>Premier</u>
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Annette - Here are the changes of DA, HDS, HLZ + me. I'll send you MLM's when I get them. (I'm sending a set to Dena, too.) I don't expect any others from policy advisors. I'll forward those I get from commissioners as they arrive.

Genny

Sara S. Lee	--	Director, Rhea Hirsch School of Education, Hebrew Union College
Seymour Martin Lipset	--	Caroline S.G. Munro Professor of Political Science and Sociology and Senior Fellow, Hoover Institution, Stanford University
Haskel Lookstein	--	Principal, Ramaz School; Rabbi, Congregation Kehilath Jeshurun
Robert E. Loup	--	Past National Chairman, National Center for Learning and Leadership (CLAL)
Matthew J. Maryles	--	Chairman, Fund for Jewish Education, UJA/Federation of Jewish Philanthropies of New York
Florence Melton	--	has initiated projects in Jewish and secular education
Donald R. Mintz	-- <i>past</i>	President, Jewish Community Centers Association of North America
Lester Pollack	--	President, Jewish Community Centers Association of North America
Charles Ratner	--	Chairman, Cleveland Commission on Jewish Continuity
Esther Leah Ritz	--	Past President of Jewish Community Centers Association of North America
Harriet L. Rosenthal	--	Vice-President, JCC Association
Alvin I. Schiff	--	Executive Vice-President, Board of Jewish Education of Greater New York
Ismar Schorsch	--	Chancellor and Professor of Jewish History, Jewish Theological Seminary of America
Daniel S. Shapiro	--	Past President, Federation of Jewish Philanthropies of New York
Margaret W. Tishman	--	Immediate Past President, UJA/Federation of Jewish Philanthropies of New York
Isadore Twersky	--	Rabbi, Professor and Director of the Harvard University Center for Jewish Studies
Bennett Yanowitz	--	President, Jewish Education Service of North America (JESNA)

COMMISSION STAFF AND CONSULTANTS

Senior Policy Advisors

David S. Ariel	--	President, Cleveland College of Jewish Studies
Seymour Fox	--	Professor of Education, the Hebrew University, Jerusalem
Annette Hochstein	--	Director, Nativ-Policy and Planning Consultants, Jerusalem
Stephen H. Hoffman	--	Executive Director, Jewish Community Federation of Cleveland <i>Vice President</i>
Martin S. Kraar	--	Executive Vice-President, Council of Jewish Federations
Arthur J. Naparstek	--	Professor of Social Work, Case Western Reserve University <i>Reserve</i>
Arthur Rotman	--	Executive Vice-President, JCC Association
Carmi Schwartz	--	Executive Vice-President Emeritus, Council of Jewish Federations
Herman D. Stein	--	University Professor and Provost Emeritus, Case Western Reserve University
Jonathan Woocher	--	Executive Vice-President, JESNA
Henry L. Zucker	--	Director, Commission on Jewish Education in North America

Director

Henry L. Zucker

Research and Planning

Seymour Fox, Director
Annette Hochstein, Associate Director

Staff

Estelle Albeg	--	Research Assistant, Nativ-Consultants, Jerusalem
Mark Gurvis	--	Director of Social Planning and Research, Jewish Community Federation of Cleveland <i>Director</i>
Virginia F. Levi	--	Program Officer, Premier Industrial Foundation
Debbie Meline	--	Research Assistant, Nativ-Consultants, Jerusalem
Joseph Reimer	--	Assistant Professor, Benjamin S. Hornstein Program in Jewish Communal Service, Brandeis University

Consultants

Research and Methodology

Prof. Michael Inbar	--	Past Dean, Faculty of Social Sciences, the Hebrew University, Jerusalem
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Communications

David Finn	--	Chairman of the Board, Ruder Finn
Dena Merriam	--	Editorial Director, Ruder Finn

CHAPTER 1: FACING THE CRISIS

The Crucial Importance of Jewish Education in Contemporary Jewish Life

There is a deep and widespread concern in the Jewish community today that the commitment to basic Jewish values, ideals, and behavior may be diminishing at an alarming rate. A substantial number of Jews no longer seem to believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications not only for the richness of Jewish life but for the very continuity of the Jewish people.

DA: Twersky's point is that unity, not continuity, is at risk.

Throughout history Jews have faced dangers from without with courage and steadfastness; now a new kind of commitment is required. The Jews of North America live in an open society that presents an unprecedented range of opportunities and choices. This extraordinary environment confronts us with what is proving to be an historic dilemma. [!]while we cherish our freedom as individuals to explore new horizons, we recognize that this very freedom poses a dramatic challenge to the future of the Jewish way of life. The Jewish community must meet the challenge at a time when young people are not sure of their roots in the past or of their identity in the future. There is an urgent need to find better ways to ensure that Jews maintain and strengthen the commitments that are central to Judaism.

In our uniquely pluralistic society, where there are so many philosophies and ideologies competing for attention, and where the pursuit of Judaism increasingly involves a conscious choice, the burden of preparation for such a decision ^{requires} ~~resides with~~ education. Jewish education must be compelling -- emotionally, intellectually, and spiritually -- so that Jews, young and old, will say to themselves: "I have decided to remain engaged, to continue to investigate and grapple with these ideas, and to choose an appropriate Jewish way of life." Jewish education must be sustained, expanded, and vastly improved if it is to achieve this objective. It must become an experience that inspires greater numbers of Jews to learn, feel, and act in a way that reflects a deep understanding of Jewish values.

A System Under Strain

The difficulties facing Jewish education bear some resemblance to the problems of education in general in North America. Well-known reports have documented the serious ^{shortage} ~~lack~~ of teaching talent and a slackening of academic standards, as well as other problems facing the educational system. A severe lack of funds, resources, status, and vision is causing the system to strain and crack. Jewish education is equally impoverished in regard to these basic requirements.

DA: Refer to these reports by name or at least footnote.

In North America today, Jewish education is often limited in scope: at times it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Many additional elements that should be central to the mission of Jewish education --

such as Jewish values and ideals, the attachment to the State of Israel and concern about Jews throughout the world, the meaning of prayer, the relationship with God and community -- are often lacking. It is imperative that at this moment in history Jewish education become a formative rather than merely an informative experience. Without such change, it will be increasingly difficult to pass on to future generations a strong identity with and commitment to Judaism.

DA: What about Hebrew?

The core of Jewish education must be character education. Its goal must be no less than shaping the inner lives of people. It must find a way to transmit the essence of 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 many people by other systems of thought 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 the priorities of the Jewish community. While there has always been support for Jewish education from the religious denominations (the Orthodox, the Conservative, and the Reform), and while many outstanding schools, community centers, and summer camps have been established, the volunteer

their children an appreciation of the beauty and richness of Jewish life.

In the past, the Jewish family and the Jewish community had certain bonds that gave them remarkable inner strength. Jews grew up in families and 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

DA:

there are fewer such life. Today these neighborhoods and the way of life they represented, ~~have all or disappeared, as has the lifestyle that brought~~ ongoing contact and interrelationship with grandparents and extended family members, *has nearly disappeared.*

The 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.

DA: Add some hopeful notes It's not only bleak.

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

Part of the difficulty encountered in Jewish schools, particularly the supplementary school, is the discrepancy between what takes place in the school setting and the environment at home. If there is no appreciation or respect for Jewish values and traditions in the home environment, it is understandable why children will not be motivated to participate seriously and continuously in Jewish schooling.

A study based on direct observation of supplementary schools reveals a clear connection between a child's home life and the effectiveness of Jewish education:

... the explanation for failure of students in the Jewish school lay in their parents' and their own perception that there was no compelling reward to be expected from their education.... The 12-year-olds who complained that "Hebrew school doesn't matter" were speaking truthfully about the attitudes and behaviors they saw valued at home and in the community. For them, going to Harvard "counted"; studying a portion of the Torah did not. (Schoem, 1982, p.318.)

Studies show that interest in Jewish learning continues to drop as Jews enter adulthood. Among college-age students, no more than an estimated 25% avail themselves of Jewish education services. And only one in ten Jewish adults continues to be involved in any type of organized Jewish learning.

Deficiencies in Educational Content

Much of the subject matter presented in Jewish education fails to inspire students. One reason is that Jewish education has not yet had the

DA: produced sufficient resources in the

~~benefit of enough high-quality professional thinking and planning in the~~
areas of curriculum development and educational content.

Although general education is beset by many problems in this regard, it continues to invest substantial resources to create centers that specialize in such areas as science education, the teaching of the humanities and social sciences, and the development of methods of language instruction. Very little of a comparable nature is being done in the field of Jewish education.

For example, there are few centers that specialize in developing effective methods for teaching the Hebrew language, Jewish history, and the great Jewish texts -- the Bible, the Talmud, and the key philosophical writings from the medieval period to the present day. Very few teachers have been encouraged to specialize and take leadership in any of these areas. Nor have they been supported in their efforts to create educational materials for Jewish schools and informal education. Consequently, there is a dearth of appropriate curricular and educational materials for early childhood education, the day and supplementary schools, informal education, and adult education.

As a result of this deficiency, the vast majority of Jews are not adequately exposed to the great ideas of the Jewish tradition. And without such awareness it is virtually impossible to develop a deep and lasting commitment to Jewish learning.

The Lack of Reliable Data

Very little research on Jewish education is being carried out in North America. There is a paucity of data about the basic issues, and almost no evaluation has been made to assess the quality and impact of programs.

Because of this, decisions are taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring. We do not know what people want ^{or need} to learn, and we seldom know what works in Jewish education. We do not even know much about what students know at different stages of their education. There are not enough standardized achievement tests. There is not sufficiently accurate information on the number of teachers in the system, their qualifications, and their salaries.

We also need more extensive investigation into the history and philosophy of Jewish education in order to enrich the creative process that will help design the Jewish education of tomorrow.

Inadequate Community Support

The Jewish community has not yet recognized the indispensable role it must play in order for Jewish education to achieve its goal. Community leaders have often failed to make the connection between the educational process and the knowledge that leads to commitment.

It is for this reason that the top community leadership in North America has, for the most part, not rallied to the cause of Jewish education as it has to other pressing needs of the Jewish people. The constituencies of so many national and local organizations have also not yet recognized that Jewish education is indispensable to their futures.

As a result, the environment in the Jewish community is not favorable to the kind of massive investment that is required to bring about systemic change. This affects the priority given to Jewish education, the status of the field of Jewish education, and the level of funding that is granted.

Inevitably, the lack of community support limits the aspirations, inhibits the vision, and stifles the creativity of those involved in all aspects of Jewish education.

DA: Underdeveloped (see p. 26)
The Underdeveloped Profession of Jewish Education

There is a severe shortage of talented, trained, and committed personnel for the field of Jewish education. It is estimated that there are some 30,000 positions for Jewish education in North America, of which about 5,000 are full-time. There will be several thousand positions in the school system that are unfilled when school opens in September. Yet only 101 students graduated in 1989 from all Jewish education training programs. The vast majority of the available teaching positions will be filled by individuals who have not been trained as Jewish educators.

DA: Need to say
what are the
institutions.

Most of those who enter the field do so with far less education than their counterparts in the public education system. Thus, while over half of public school teachers hold a Master's Degree, this is true of only a small percentage of teachers in Jewish day schools. It is estimated that nearly one out of every five (17%) teachers in day schools does not have a college degree. Fewer than half of the teachers in the supplementary schools have had a high school Jewish education. Informal educators are trained in various disciplines but receive almost no pre-service training in Jewish education.

One reason for the difficulty in attracting serious professionals to the field is the part-time nature of many of the teaching positions. Of the total number of Jewish school teachers, it is estimated that only about 15% to 20% hold full-time positions. Isa Aron and Bruce Phillips have reported in "Findings of the Los Angeles Bureau of Jewish Education Teachers Census" that only 23% of all the teachers in Los Angeles teach more than 20 hours per week, while 54% teach under 10 hours.

Low salaries, a serious problem in general education, ^{are} is even more prevalent in Jewish education. Only 14% of Jewish educators in Los Angeles earn \$20,000 or more, while 41% earn under \$3,000 a year. Only 20% receive health benefits. In 1988, supplementary school teachers carrying a 12-hour work load per week earned an average annual salary of \$9,000. Early childhood teachers earned \$8,000 to \$10,000. Full-time day school teachers carrying a 30-hour ^{teaching} work load per week earned an average annual salary of \$19,000. These figures

are lower than the average public school teacher's salary of \$25,000 for kindergarten teachers and \$30,000 for elementary school teachers (according to the latest National Education Association figures), which in itself is recognized as woefully inadequate.

Moreover, throughout the United States, supplementary Jewish education experiences a high rate of teacher turnover. According to the Jewish Community Federation of Cleveland's Report on Jewish Continuity, in 1986 there was an annual teacher turnover rate in Cleveland schools of approximately 20%, and other communities around the country have ^{reported} a similar pattern.

Another problem is that often the best teachers in the schools find themselves promoted to the role of school principals. The ladder of advancement in Jewish education is essentially linear -- from teacher to assistant principal to principal. There is almost no opportunity for advancement that would enable talented teachers to assume leadership roles and specialize in the teaching of such subjects as Hebrew, the Bible, Jewish history, or in the fields of early childhood, family education, and special education. This lack of specialization is yet another deterrent for many individuals who might otherwise enter the field: it limits both the professional and intellectual growth of teachers.

Few Jews today are choosing Jewish education as a career, and this will leave the next generation of young Jews educationally impoverished unless something is done to reverse this trend. Aryeh Davidson, in

"The Preparation of Jewish Educators in North America," reports that teaching faculty at the training institutes are also in short supply. This year, all training programs together have only eighteen full-time faculty who specialize in Jewish education. It is obvious that so small a faculty cannot possibly undertake the many assignments that the training institutions must fill.

DA: Insert a description of what we mean by a training institution.

As one considers these problems, it becomes obvious that the salaries, training, working conditions, and status of Jewish educators have an important bearing on the problems of recruitment and retention of qualified personnel for the field of Jewish education. For Jewish education to become an attractive profession, it will have to develop clearly defined standards, appropriate terms of employment, a high level of training, and a network of collegial support.

Prospects for the Future

The review of the field of Jewish education presents a disturbing but not necessarily discouraging picture. When faced with the realities of Jewish education today, the commissioners recognized that while there are great shortcomings that need to be overcome, there are also significant examples of outstanding successes in every one of the settings in which Jewish education takes place.

Above all they were mindful that there are many dedicated and inspiring educators who, despite their difficult working conditions and lack of

Clearly, it would not make sense for the commissioners ~~to~~ to concentrate on a particular educational setting, since each of these touch only a segment of the Jewish population. Similarly, the commissioners were reluctant to focus on a specific age group, since all ages are important. Attention was particularly drawn to the five overall problems that affect the entire system -- sporadic participation, deficiencies in educational content, lack of reliable data, an undeveloped profession of Jewish education, and inadequate community support.

Upon analysis, it became clear that the most fundamental problems facing Jewish education are **an undeveloped profession of Jewish education and inadequate community support.**

There is a shortage of well-trained and dedicated educators for every area of Jewish education. They are needed in order to motivate and engage children and their parents, to create the necessary educational materials and methods, and to design and carry out a wide variety of research studies.

However, only if there is a fundamental change in the nature of community support for Jewish education is it likely that large numbers of talented young people will be attracted to careers in Jewish education. Only if community leaders will give Jewish education the high priority it deserves on the local and national agenda will the resources necessary for a program of major improvement be obtained. Only if the climate in the community is supportive of Jewish education will

communal agenda and create a better environment -- a better climate -- for Jewish education.

Implementing the Plan

The core of the Commission's plan would be to infuse Jewish education with a new vitality by recruiting large numbers of talented, dedicated, and well-trained educators. These educators must be able to work in a congenial environment, sustained by a Jewish community that recognizes Jewish education as the most effective means for perpetuating Jewish identity and creating a commitment to Jewish values and behavior.

To accomplish this objective, an entity would have to be created to ensure the enactment of the many phases of the Commission's plan.

R A research capability would also have to be established to provide reliable data on work being done and monitor the impact of various activities.

The ultimate goal would be to bring about across the board improvement in as many aspects of Jewish education as possible for all segments of the Jewish community.

CHAPTER 4: A BLUEPRINT FOR THE FUTURE

A series of concrete steps were worked out by the Commission as a blueprint to achieve the objectives of its overall plan. These steps would assure that the plan would be more than a list of worthy goals and would set in motion a process that could bring about tangible results over a period of time.

The plan includes the following elements:

- I. Building a Profession of Jewish Education
- II. Mobilizing Community Support
- III. Establishing Lead Communities
- IV. Developing a Research Capability
- V. Creating the Council for Initiatives in Jewish Education

I: Building a Profession of Jewish Education

Profession building will be accomplished by taking steps in the areas of recruitment, developing new sources of personnel, training, improvement of salaries and benefits, career track development, and the empowerment of educators.

DA: Also
certification
and continuing
education.

Recruitment

A major marketing study will be conducted to identify those segments of the Jewish population in which there are potential candidates for

careers in Jewish education, and to determine what motivations or incentives would be most likely to attract gifted people to the field. Thus, for instance, while it is obvious that equitable salary levels are an important motivating factor, there is some evidence that empowering educators to have an increased impact on the lives of students is even more significant.

The marketing study will help determine how to reach the key target groups for recruitment -- graduates of day schools, students participating in Jewish camps, college students studying in Judaica departments, students participating in Israel experience programs, and professionals at mid-career who are looking to make career changes.

Based on the results of the marketing study, a major recruitment plan ^{be undertaken.} ~~will get under way.~~ This may involve visits by educational consultants and trained recruiters to the major colleges and universities that have large Jewish populations. It may also include visits to Jewish summer camps, consultations with participants in work/study programs in Israel, and meetings with participants in community center activities.

An important part of the recruitment plan will be spreading the word through articles, speeches, seminars, and other forms of communications that Jewish education is about to undergo a major transformation. These efforts will help stimulate the interest of potential candidates in key target groups. Promotional materials (newsletters, brochures, videos, etc.) may be produced to maintain a constant flow of informa-

tion to these groups, thereby creating an awareness of the exciting changes that are taking place in the field.

Developing New Sources of Personnel

There is a reservoir of young Jews who are outstanding academics and professionals in ~~such fields as education, philosophy, sociology, and psychology~~ ^{the humanities and social sciences} who would welcome the opportunity to make a contribution to Jewish life for a few years. Such individuals will be recruited as **Fellows of Jewish Education**, bringing their expertise to the field of Jewish education in areas such as curriculum, teaching methods, and the media. They will serve as consultants to educators and educational institutions, and will help monitor and evaluate specific programs.

Another source of talent will be outstanding college students who are specializing in Judaica at colleges and universities, or are graduates of day schools and of Hebrew speaking camps. Although they may be heading for careers in law, medicine, or business and are not planning a lifelong career in education, many such students would be attracted to the idea of joining a **Jewish Education Corps**. This will involve spending several years of service in the Jewish educational system -- as teachers in supplementary or day schools and as educators in community centers and other informal programs. The **Jewish Education Corps** will be similar in some respects to the Peace Corps. Agreements will be made in which these young people commit themselves to a fixed number of teaching hours a week for a set number of years. They will undergo special training and agree to pursue studies in Judaica during

HL2:

have already begun to do so. Some will education and indeed ~~are already doing so. They have agreed to~~ support specific elements of the Commission's action plan. Also, many federations, ~~through their endowment funds and other fundraising~~ ^{have a relatively new resource available through} ~~successful endowment programs and are in a promising position~~ ^{initiatives, will be encouraged to support key aspects of this plan} ~~to help give a quick start to new and innovative programs.~~

Changing the Community's Attitude toward Jewish Education

The very creation of the Commission on Jewish Education in North America in 1988 -- which brought together for the first time scholars, community leaders, educators, heads of family foundations, and the leaders of the Orthodox, Conservative, Reconstructionist, and Reform Movements -- signaled the readiness of the Jewish community to join together in a massive effort to reform Jewish education. Over a two-year period, its deliberations have themselves helped to create a climate in which major change can take place.

A potential base of larger support in communities in North America is evidenced by a number of local commissions on Jewish education/continuity that have been established in the past few years (there are already more than 10 such commissions). The important work being done by the JCC Association through its Commission on Maximizing the Jewish Educational Effectiveness of Community Centers demonstrates the results that can be achieved when community support is galvanized. The regional conferences recently organized by JESNA -- which will culminate in a continental conference ^{are} ~~is~~ heightening community awareness of the crucial significance of Jewish education to meaningful Jewish continuity.

DA: Explain these positive trends more

#62:

and follow up plans

The Commission's report will inform all segments of the Jewish community that Jewish education will be undergoing a period of genuine revitalization. It will be given widespread distribution so that Jewish leadership throughout the country will be aware that this plan is not just another symbolic gesture or limited endeavor, but is the initiation of a broadscale effort. The report will be made available to members of the boards of congregations and schools, and to leaders of all Jewish religious, educational, social, and communal organizations.

DA: This is very important, but it belongs in the preface.

As the plan developed by the Commission gets under way, a continuing flow of information will inform community leaders about the progress being made. Communications through all available channels will be sustained in the months and years ahead concerning the implementation of the programs.

Seminars and conferences will be organized for community leaders to acquaint them with the many different aspects of the plan that are being carried out. It will be important for them to be aware of the role they can play in helping to build a profession of Jewish education.

The Commission has decided to continue its existence and to meet once a year, at which time it will issue an update to inform the Jewish community on the progress of its plan. These annual reports will also be widely distributed to important sectors of the Jewish community.

use in short-term and long-term planning. Data on Lead Communities will be analyzed to ensure that their individual programs are educationally sound and are meeting with success.

V: Establishing the Council for Initiatives in Jewish Education

A new entity, the Council for Initiatives in Jewish Education, will be created to see to it that the plan of the Commission is implemented, both on continental and local levels.

The Council will be a significant enterprise but modest in size organizationally. It will not be ~~established as a direct service provider to dis-~~ ^{in competition} ~~place any~~ ^{Rather,} existing institution or organization. It will ~~instead~~ operate as a catalytic agent, working through the efforts of others -- JESNA, JCC Association, CJF, the institutions of higher Jewish learning, the denominational departments of education, and the professional educational organizations. No existing organization plays this role today in Jewish education.

To carry out its mission, the Council will be a strong advocate on behalf of Jewish education. It will develop comprehensive planning programs and experimental initiatives for the two building blocks -- personnel and community -- to achieve breakthroughs in Jewish education. It will designate the Lead Communities and work with them to initiate their programs. It will provide a setting in which creative people in institu-

APPENDIX E: CONSULTATIONS AND MEETINGS

The staff of the Commission benefited from the advice of the commissioners and other experts. The experts participated in individual and group consultations. The following is a list of those individuals who generously gave of their time to participate in these consultations:

[Incomplete]

Dr. Robert Abramson	--	United Synagogue of America
Chaim Botwinick	--	UJA/Federation of Jewish Philanthropies of New York
Prof. Steven M. Cohen	--	Queens College of CUNY
Prof. David Cohn	--	Michigan State University
Prof. James Coleman	--	University of Chicago
Prof. Lawrence A. Cremin	--	Teachers College of Columbia University
Dr. Linda Darling-Hammond	--	Columbia University
Prof. Moshe Davis	--	International Center for the University Teaching of Jewish Civilization
Mrs. Sylvia Ettenberg	--	Jewish Theological Seminary of America
Dr. Paul Flexner	--	JESNA
Rabbi Paul Friedman	--	United Synagogue of America
Alan Hoffman	--	The Hebrew University, Jerusalem
Dr. Steve Huberman	--	Jewish Federation Council of Greater Los Angeles
Dr. Leora Isaacs	--	JESNA
Mitchell Jaffe	--	JCC Association
Dr. Barry Kosmin	--	North American Jewish Data Bank
Prof. Hank Levin	--	Stanford University
Dr. Zeev Mankowitz	--	Jerusalem Fellows
Prof. Daniel Pekarsky	--	University of Wisconsin, <i>cleveland College of Jewish Studies</i>
Arthur Rotman	--	JCC Association
Leonard Rubin	--	JCC Association
Jeffrey Scheckner	--	CJF
Prof. Israel Scheffler	--	Harvard University
Prof. Donald Schon	--	Massachusetts Institute of Technology
Prof. TheodoreSizer	--	Brown University

The following meetings were held in the United States and Israel:

1. September 28, 1988, Jerusalem, Educators' Forum:
Walter Ackerman, Barry Chazan, Seymour Fox, Annette Hochstein, Alan Hoffman, Barry Holtz, Avraham Infeld, Debbie Meline, David Resnick.
2. October 14, 1988, Boston CJP, Research Forum:
Jack Bieler, Josh Elkin, Seymour Fox, Annette Hochstein, Sara Lee, Debbie Meline, Art Naparstek, Alvin Schiff, Barry Schrage, Jonathan Woocher. ←
3. October 27, 1988, Jerusalem, Educators' Forum:
Walter Ackerman, Barry Chazan, Sol Greenfield, Sam Heilman, Barry Holtz, Avraham Infeld, Jonathan Kestenbaum, Menachem Revivi, David Resnick, Don Scher.
4. December 4-5, 1989, CAJE, Cleveland:
CAJE participants to write field notes -- Harlene Appelman, Ephraim Buchwald, Lynda Cohen, Lavey Darby, ~~Elliot Dorph~~, Seymour Fox, Marvell Ginsburg, Robert Goodman, Janet Harris, Charles Herman, Jo Kay, Earl Lefkowitz, Lenny Matanky, Joseph Reimer, Ron Reynolds, Lifsa Schacter, Bobbi Stern, Joy Wasserman, Gary Wexler, Ron Wolfson, Lois Zachary. Gail Mark Gurvis (a)
5. December 4-5, 1989, Cleveland, Research Forum:
Hanan Alexander, Isa Aaron, Jack Bieler, Aryeh Davidson, Sharon Feinman-Nemser, Alan Hoffman, Barry Holtz, Michael Inbar, Alvin Schiff, Eliot Spack, Jonathan Woocher.

The following consultations took place:

1. March 2, 1989:
Sylvia Fishman, Art Naparstek, Joseph Reimer, Susan Shevitz, Larry Sternberg.
2. August 15, 1989, CAJE, Seattle:
Hanan Alexander, Mark Gurvis, Betsy Katz, Ron Reynolds, ~~Eliot Spack~~.
Eliot

3 OP
Sept. 30, 1992

Dear Annette;

First of all, thanks again for last night. The meal was great. In this crazy world of Saddam Hussein and chemical warfare, at least there are a few things we can depend on, like breaking the fast together.

Secondly, I read 11086 18. I want to say this is a real "out" p. 211, 18. You really did a master piece of work for the Jewish people. There are, as you said, a number of typos and some biographical missing on pp 61-62, including your own. But it's an important document.

I have four comments as to the content. They are really more like questions - sort of "why didn't you write this?" There may very well be valid factual or other reasons, in which case I'd like to know what they are, just out of curiosity. So, here goes:

1) Why is there no mention at all of the Orthodox community that isn't "Centrist"? I think you could pre-empt some criticism by acknowledging their existence. For example on p 19, when you list how few students

graduate from training programs, I assume that doesn't include APX's? Maybe you should note that.

2) On p. 14, you mention that there is a significant difference between the percentage of school enrollment in the U.S. (46%) and Canada (55%). I think the difference can be explained in terms of some important historical and sociological factors. Why is there no reference made to this, at least in a footnote?

3) Why is the only mention made of CAJE on p. 69, in terms of meetings and consultations? In other words, on pp. 47-48, when you list the various kinds of organizations with which the new Council for Initiatives will work, why isn't CAJE mentioned?

4) I would hope that trainees in the Jewish Education Corps, Fast-Track program, and Career-Changers would all spend some part of their work in Israel. I'm disappointed that the unique role that Israel can play in the training of Jewish educators has apparently not yet been recognized by the Commission.

Incidentally, I once had an idea that sounds a bit similar to the Jewish Education Corps. When we had for many months, we had some following people in the Bet Shalom. We had a surplus of \$5000, because there are so many colleges and universities. There were enough clubs for all of them to have. In the Miami area we had many clubs, with hundreds of \$500, but we don't have \$500 to get them.

I suggested that the movement set up some kind of scholarship program to attract potential \$5000 to spend at least a year or two of college in Miami. I didn't think that anyone would give up Harvard or MIT for the Univ of Miami, but they might be persuaded to leave Boston University or the U. of Massachusetts at Boston for a year or two. Some people said they thought the idea was good, but nothing ever happened with it.

Anyway, I suppose my comments were predictable. You did a masterful job in balancing all of the different movements and ideologies. I'm just hung up on the role of Israel.

May I keep the report or do you want it back?

ANCDP
— NIS L1
Jephie

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
Arthur Green
 ing 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
Harold M. Schulweis
 niel 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
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

DATE: September 4, 1990

Planning is under way for the final Commission event,
scheduled for November 8, 1990 at the Grand Hyatt New York.
We are scheduling a meeting to begin promptly at 10:30 a.m.,
at which the final report and plans for the Council on
Initiatives for Jewish Education will be formally presented.
This will be followed by a celebratory luncheon, to conclude
by 2:30 p.m.

A formal invitation and reply card will be sent to you closer
to the event. Please mark your calendar now and plan to
attend.

cc: Senior Policy Advisors

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

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In Formation

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Director

Henry L. Zucker

Staff

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Virginia F. Levi
Joseph Reimer

TO: Senior Policy Advisors
FROM: Stephen H. Hoffman
DATE: September 5, 1990
SUBJECT: Meeting of September 16

We have scheduled two Commission-related meetings to take place on Sunday, September 16 at the Marriott LaGuardia Hotel. The first, to begin at 10:00 am and conclude at 1:30 pm, is a meeting of Commission Senior Policy Advisors at which we will work toward concluding the work of the Commission. The second will include additional people and will be to consult on the establishment of the Council for Initiatives in Jewish Education. This meeting will begin at 2:00 pm and conclude by 4:00 pm. I hope that you will plan to stay.

Please let Ginny Levi know your attendance plans.

*Annette - I understand you and Seymour
will be on the other end of a phone line.
Sorry I won't see you this trip.
Ginny*

NEW IMPETUS FOR THE HOW AND WHY OF BEING JEWISH

Institute for the Advanced Study and Development of Jewish Education
Opens in Jerusalem

JERUSALEM --- [date] --- Challenges facing Jewish education in Israel and throughout the Diaspora are to be systematically and creatively addressed within an Institute founded in Jerusalem this month by Mandel Associates of Cleveland, Ohio, with the blessing of Israel's president Chaim Herzog.

The Mandel Institute for the Advanced Study and Development of Jewish Education will bring together the brightest and most original minds in Jewish education. Under its auspices, educators, scholars and community leaders from all over the Jewish world will research, consult, train, plan alternative intervention strategies, and demonstrate and test innovative ideas, thus developing a new vision of Jewish education.

Among the Institute's initial projects are the education of Jewish educators; how to deal with family education; a syllabus for Jewish day schools; an evolving role for kibbutzim in Jewish education; economics of Jewish education; reaching the less-affiliated; Hebrew language and Jewish education; Jewish education in Israel; Israel's role in Diaspora Jewish education; and the development of a computerized telecommunications network for Jewish educators.

Interpreting Jewish education in the widest sense, Mandel Institute scholars will focus on every stage of Jewish life: children to senior citizens, individuals and families, in schools, community centers, synagogues, camps, nursing homes and child-care centers.

This comprehensive initiative has the enthusiastic support of President Herzog, who sees Jewish education as "one of the top priorities of the Jewish people today." The Mandel Institute will, he believes, play a critical role, providing a place for thought and research on the one hand, and plans and projects on the other.

"Jewish education is our primary vehicle for responding to the how and why of being Jewish," says Morton L. Mandel, chairman of the Institute board. "Our underlying aim, therefore, is that Jewish education receive the attention it deserves. Our Institute will start by creating the necessary knowledge-base on which to make the informed decisions and appropriate allocations of resources that will upgrade the quality of Jewish education in every area. Beyond that, the Institute will be working to develop a vision of Jewish continuity that extends beyond existing conceptions."

The Mandel Institute is funded by Mandel Associates, led by Morton Mandel, head of the Cleveland-based Premier Industrial Corporation and chairman of North America's Commission on Jewish Education. Serving with him on the Mandel Institute's board are Marc Besen and Garry Stock of Melbourne, Australia; Jaime Constantiner of Mexico City; Isaac Joffe of Johannesburg, South Africa; Felix Posen of London, England; and Esther Leah Ritz of Milwaukee, Wisconsin.

For further information, please contact:

- 5 -

[name, phone no.]

Institute for the Advanced Study and Development of Jewish
Education Opens in Jerusalem

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For further information, please contact:

Suzannah Cohen, Administrator

The Mandel Institute for the Advanced Study and Development of
Jewish Education

Phone: (02) 668728



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:

1. The Commission report and completion of the Commission's work;
2. Implementation of the report.

Whereas current staffing and work are geared to complete item 1 under the current mode of operation, it is necessary to plan and detail such a mode for the implementation of the report.

This will require detailing the tasks and deciding who will do them, and when they will be done. The following table begins to illustrate the necessary planning process.

<u>WHAT</u>	<u>WHO</u>	<u>WHEN</u>
A. The IJE (see paper, February 14)		
1. Governance		
2. Structure		
3. Setting Up		
a. Research, planning		
b. Lead communities		
c. Funding facilitation		
d. Monitoring, evaluation & feedback		
e. Diffusion of innovation		
f. Outreach		
B. Action Plan & Recommendations		
1. Community/financing		
a. Encourage local commissions		
b. Recruit local leadership		
c. Federation funding for Jewish education		

WHO

WHEN

- d. Encourage private foundations and families
- e. Funding for the IJE & lead communities
- f. Select lead communities

2. 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

3. Lead Communities

- a. Develop criteria for selection
- b. Develop selection process
- c. Select lead communities

Etc.

Dear Ginny,

I am planning to call you today about several matters but thought it would help if I sent you some data for our conversation.

Regarding our telephone interviews with commissioners later this week, could you please try and schedule calls at the following times (U.S. time):

Professor Fox:

September 27th 8:00am - Twersky (already set)
8:30am -

September 28th 8:00am -
8:30am -

September 30th 11:00am -
11:30am -
12:00noon -
12:30pm -

1:00pm - (Eastern time 1:00pm) 818-886 8662
2:00pm - Hirschorn (only time available) 301-486 5383

October 1st 10:30am -
11:00am -

Evans
Cathy Hatt (Ackerman not available until late October)
Gottschalk - 513-281 5880

? October 2nd 8.30

* List of Commissioners:

B Ackerman	A Bronfman
A Evans	B Gottschalk
A Hirschhorn	A Sara Lee
B Lipset	A Twersky

* Those denoted with an A are more important for these calls.

Lookstein Actors
912-722 4589
9145 Sundry.
direct no.

Bronfman's office has not called back. He is out of the country at the moment. Ginny is trying to get a phone number for him.

Annette:

September 27th 8:00am - } Set with
8:30am - } Mrs. Melton - 614-486 2690.
9:00am - }
9:15 ~~9:30am~~ - Lookstein -

September 30th 9:00am -
9:30am -
2:00pm - (less preferable)(Eastern time) ELR
2:30pm - (less preferable)(Eastern time) Loup -
303-796 7606

October 1st 2:00pm - (less preferable) Arnow*
2:30pm - (less preferable) Schorsch

* List of Commissioners:

B	Arnow	A	Lamm
B	Lookstein	B	Loup
B	Maryles	A	Melton
A	Ritz (-1 hour Milwaukee)	A	Schorsch

* Those denoted with an A are more important for these calls.

pp. Annette

* Wants to tell you Arnow is negative

- ① Is 1st a.m. or 2nd a.m. possible for Maryles.
Let Ginny know
- ② Lamm out of country until 17/10. Hasn't seen report.
His secretary gave copy of report to Robert Hirt
Do you want to talk to him?

TIMETABLE - 1 OCTOBER 1990

~~10:00~~ - 1:00 - Meeting with Professor Fox

1:30 - Meeting with Jonathan Kestenbaum

2:30 - Go home

4:00 - Lookstein

Call Rabbi Hirt - 212-960 5263

Call Lookstein at 4:00pm - 212-6280340(L)
212-427 1000(W)

Hirt
Amos 212-869 9700
Schorsch -



MINUTES: Commission Senior Policy Advisors

DATE OF MEETING: September 16, 1990
LaGuardia Marriott. 10 A.M. - 1:30 P.M.

DATE MINUTES ISSUED: September 17, 1990

PRESENT: Morton L. Mandel (Chair), David Ariel, Stephen Hoffman,
David Kleinman, Joseph Reimer, Arthur Rotman,
Herman Stein, Jonathan Woocher, Virginia Levi (Sec'y)

BY TELECONFERENCE: David Finn, Seymour Fox, Annette Hochstein

I. Discussion of Final Report

It was agreed that policy advisors would give their editorial comments to VFL. This meeting was for the purpose of more substantive discussion.

A. General Comments

Policy advisors were complimentary of the rewrite. It was described as eloquent, substantive, crisp, and readable. Concerns were raised about an emphasis on formal education, on whether certain sections are dated by specifics, and on whether the document implies that we are establishing a permanent organization in CIJE.

B. Review of the Document

The report was reviewed in detail. Senior policy advisors commented on each chapter. Specific suggestions for possible revisions have since been relayed to the drafters. Following is a summary of that discussion.

1. Chapter 1 - Facing the Crisis

It was suggested that some consideration be given to toning down statements of negative trends to reflect our awareness that this is balanced by hopeful signs.

In describing a system under strain, it was suggested that references be included to Yiddishkeit and the holocaust. It was further suggested that a description of the core of Jewish education be expanded beyond the intellectual to include behavioral and communal dimensions.

Commission Senior Policy Advisors
September 16, 1990

Page 2

It was suggested that the impact of Israel and identity with the Jewish people and culture be emphasized.

It was suggested that the use of words such as "crisis" and "alarming" paints a bleak, one-sided picture which could be balanced with positive signs. This was countered with the argument that for the report to be compelling, strong words must be used to emphasize our concerns.

It was noted that while there is a sense of crisis, there is also the belief that this is an appropriate time to act because concern for Jewish education within the community is rising. The Commission is pulling together threads which have been developing since the '70s.

It was suggested that the primary reason for the significant rise of intermarriage in the United States is not a desire to escape from Judaism but a reflection of the acceptance of Jews in American society.

2. Chapter 2 - The Realities of Jewish Education Today

It was suggested that informal education be more heavily emphasized in this chapter.

It was suggested that current service delivery providers be identified. JW agreed to draft language for this purpose by 9/18/90. Another option might be a glossary of agencies.

It was suggested that figures regarding salaries of Jewish educators clearly indicate when they refer to full-time or part-time staff. It was further suggested that specific conclusions regarding statistical matters be attributed.

3. Chapter 3 - Establishing Priorities and Developing a Plan

It was suggested that the document implies that the Council for Initiatives in Jewish Education may become a permanent institution. Following discussion, it was agreed not to try to clarify this in the report, but for the Council's board to handle this issue.

4. Chapter 4 - A Blueprint for the Future

It was suggested that the Council for Initiatives in Jewish Education be referred to as "the Council" rather than CIJE. It was noted, however, that CJF is referred to as "the Council" and was agreed that CIJE will remain, for now.

Assignment

Commission Senior Policy Advisors
September 16, 1990

Page 3

It was suggested that the use of the final report be clarified to indicate that it should serve as a starting point for communities rather than as a dictum.

It was suggested that the sections on recruitment and personnel be worded more conditionally, noting that the board of CIJE should be in a position to decide what action it will undertake.

It was noted that the evolution of a *Lead Community* is described as though it will be the same everywhere. It was suggested that the section be rewritten as an illustration of how a *Lead Community* might function.

It was noted that the comments of senior policy advisors were to be taken as recommendations, and that the drafters are free to make final decisions on what works best in the report.

II. Report Distribution and Contact with Commissioners

A. Timetable

Minor corrections will be made in the final report on 9/17 and it will be sent by overnight mail to Cleveland for distribution on 9/18. SF will draft a cover letter, referring to specific changes which have already been suggested and outlining the schedule for commissioner review of the document. DPK and VFL will fax suggested bullet points for inclusion in the letter on 9/17.

Assignment

Assignment

B. Commissioner Contact

Commissioners should receive the draft report by Wednesday, September 19. Senior policy advisors are to contact their assigned commissioners for comments and submit their reactions to VFL (by mail or fax) no later than October 3. Following is the list of assigned commissioners, as revised.

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Mona Ackerman
Eli Evans
David Hirschhorn
Seymour Martin Lipset

Charles Bronfman
Alfred Gottschalk
Sara Lee
Isadore Twersky

Annette Hochstein

David Arnow
Haskel Lookstein
Morton Mandel
Florence Melton
Ismar Schorsch

Norman Lamm
Robert Loup
Matthew Maryles
Esther Leah Ritz

Commission Senior Policy Advisors
September 16, 1990

Page 4

Sr. Policy Advisors/Staff

Commissioner

Stephen Hoffman

Ronald Appleby
Lester Crown
Max Fisher
Ludwig Jesselson

John Colman
Irwin Field
Robert Hiller

Joseph Reimer

Jack Bieler
Arthur Green
Henry Koschitzky
Alvin Schiff

Josh Elkin
Carol Ingall
Mark Lainer
Peggy Tishman

Arthur Rotman

Stuart Eizenstat
Lester Pollack

Donald Mintz
Daniel Shapiro

Jonathan Woocher

Mandell Berman
David Dubin
Harriet Rosenthal

Maurice Corson
Irving Greenberg
Bennett Yanowitz

C. Distribution of Final Report

We will plan to print enough copies of the final report to distribute to commissioners and the leadership of the organizations which have an interest in Jewish education. It was suggested that we work with University Press to publish and distribute the report, for a fee, to others. This will require further discussion.

III. CIJE Update

It was reported that an outline has been drafted which sets forth the mission, structure, and operating principles of the Council for Initiatives in Jewish Education. In addition, a draft budget has been developed.

Current activities are focused on fundraising, identification of personnel, the location of space, and identification of a fiscal agent.

It was reported that the concept of the CIJE has been presented to and endorsed by the JESNA board.

IV. Status Report on Funding

It was reported that negotiations are under way with a number of foundations for the funding of CIJE for an initial three year period. It is anticipated that funding will be in place by the end of 1990.

Commission Senior Policy Advisors
September 16, 1990

Page 5

V. Preparations for Meeting of November 8

The proposed schedule for the November 8 final event was reviewed and approved. SF will speak with Minister Hammer by 9/26 about his availability to participate.

Further consideration will be given to the invitation of commissioners to comment on foundation funding plans.

Assignment

It was suggested that the UJA has the best PR connections. MLM will call Stanley Horowitz about the possibility of UJA assistance.





PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/86) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION COMMISSION SENIOR POLICY ADVISORS

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR VFL DATE 9/19/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft language to identify current service delivery providers.		JW	9/16/90	9/18/90	
2.	Write a cover letter to be sent to commissioners with draft final report.		SF	9/16/90	9/17/90	
3.	Fax to SF suggested bullet points to be included in cover letter for draft final report.		DPK/ VFL	9/16/90	9/17/90	
4.	Call Stanley Horowitz about UJA assistance with PR for 11/8 meeting.		MLM	9/16/90	9/30/90	

MINUTES: Consultation on Council for Initiatives in
Jewish Education

DATE OF MEETING: September 16, 1990

DATE MINUTES ISSUED: September 19, 1990

PRESENT: Morton L. Mandel (Chair), David Ariel, Jack Bieler,
Stephen Hoffman, David Kleinman, Joseph Reimer,
Art Rotman, Alvin Schiff, Eliot Spack, Herman Stein,
Jonathan Woocher, Virginia Levi (Sec'y)

COPY TO: Joshua Elkin, Seymour Fox, Annette Hochstein,
Barry Shrage, Stephen Solender

I. Introduction

The chair introduced participants and noted that this meeting was to serve as a consultation on the Council for Initiatives in Jewish Education (CIJE). When the CIJE board is in place, it will decide whether to establish a senior policy advisors group and, if so, the makeup of that group. The purpose of today's meeting is to help shape the beginnings of CIJE.

II. Review of CIJE Action Plan

A. Mission

It was noted that the Action Plan was drafted to share with potential funders and future CIJE constituents, including prospective board members. It was noted further that CIJE will work closely with national and local agencies to accomplish its goals.

It was suggested that the language of this document aim high, but that it not set unrealistic goals. It was further suggested that examples be included for clarification.

It was argued that a mission statement should not be too specific.

It was suggested that the document reflect involvement not only of lay leadership, but of educators at all levels.

The section on research was considered by some to be too ambitious. It was suggested that the document indicate that CIJE will develop a plan and seek to implement it. CIJE will encourage the development of a multi-year research agenda, using the best minds we can find. It will disseminate findings and consider implications.

Council for Initiatives in Jewish Education
September 16, 1990

Page 2

It was suggested that a mission statement should be more of a vision, with much of the specific detail left for methodology.

The following specific suggestions were offered:

1. Advocacy - Include reference to professional leaders in Jewish education.
2. Initiatives - Refer to all levels of personnel, supervisory and instructional. Clarify the meaning of Lead Communities.
3. Connections - Clarify that "those with proposals" include foundations, communities and institutions.
4. Research - Facilitate the development of a variegated research agenda: short-term, mid-range, and long-range.
5. Synergism - Consider incorporating the first part of this section in the introduction to the document. Consider integrating with the section on connections.
6. Energizing - This section might focus on developing a talent bank and a support mechanism.

B. Method of Operation

It was agreed that CIJE should be an organization whose goal is to build the capacity of others to do the work.

C. Structure

In discussing the board, a question was raised regarding representation of the denominations. It was agreed that Jon Woocher will consult with Alvin Schiff and Joe Reimer on this. It was agreed further that board members should serve ad personum.

It was suggested that the proposed structure may be overly complex for such a small organization. Perhaps it is unnecessary to create a specific group of fellows or scholars in the beginning. It may be preferable to let this group emerge.

III. Office and Personnel

A. Office Space

It was reported that CIJE will be located in New York City. It may be located in CJF office space, contiguous with JESNA, possibly sharing space with the group working on a Crown project.



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION

CIJE

SUBJECT/OBJECTIVE

ASSIGNMENTS

ORIGINATOR

VEL

DATE

9/19/90

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Consult with Alvin Schiff and Joe Reimer regarding representation of the denominations on the Council board.		JW	9/19/90	10/31/90	





PREMIER INDUSTRIAL CORPORATION
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Company <u>NATIV</u>	Company <u>PREMIER</u>
Street Address _____	Tele. No. () _____ Ext. _____
_____ City State Zip Country	

Here are MLM's suggestions.



FAX TRANSMITTAL		DATE 9/24/90	TIME
PLEASE RUSH TO	NAME Annette Hochstein	COMPANY	FAX NO. 972-2-6999
FROM	NAME S. Hoffmann	JEWISH COMMUNITY FEDERATION 1750 Euclid Avenue Cleveland, Ohio 44115 Phone: 216-566-9200 Fax #: 216-861-1230	
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ירושלים

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

FACSIMILE TRANSMISSION

TO: Steve Hoffman
FROM: Annette Hochstein

DATE: 24.9.90
NO. PAGES: 2

FAX NUMBER: 216-861-1230

AMERICAN JEWISH
ARCHIVES

Dear Steve:

Shana tova; I hope that your Rosh Hashana was a pleasant one and that the coming fast will be easy.

I have attached a proposed copy of an order form for the final report, commissioned papers, and background documents. It would appear on the last page of the report. I would appreciate your comments and suggestions.

In trying to draft this, several questions have arisen:

- 1) Does the pricelist seem appropriate to you?
- 2) Any advice on shipping and handling costs?
- 3) Should we mention that payment be by check or money order only or should credit cards also apply?
- 4) To whom should payment be made--the Council?

One purpose of this form is to enable the Council to sell the reports at the G.A. Does this require anything further at our end?

I look forward to your reply.

Best regards,

h216 חתמה: Annette

ORDER FORM

Additional copies of this report, of the commissioned papers, and of the background documents to the six commission meetings may be purchased as follows:

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AX SENT
DATE: 24/9/90.

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FACSIMILE TRANSMISSION

TO: Ginny Levi
FROM: Annette Hochstein
FAX NUMBER: 216-361 9962

DATE: 24/9/90
NO. PAGES: 3



Dear Ginny,

I am planning to call you today about several matters but thought it would help if I sent you some data for our conversation.

Regarding our telephone interviews with commissioners later this week, could you please try and schedule calls at the following times (U.S. time):

Professor Fox:

September 27th 8:00am - Twersky (already set)

8:30am -

September 28th 8:00am -

8:30am -

September 30th 11:00am -

11:30am -

12:00noon -

12:30pm -

1:00pm -

2:00pm -

October 1st 10:30am -

11:00am -

* List of Commissioners:

B Ackerman

A Evans

A Hirschhorn

B Lipset

A Bronfman

B Gottschalk

A Sara Lee

A Twersky

* Those denoted with an A are more important for these calls.

Bronfman's office has not called back. He is out of the country at the moment. Ginny is trying to get a phone number for him.

Annette:

September 27th 8:00am
8:30am
9:00am
9:15 9:30am

- } Set with -614-486 2690.
- } Mrs. Melton
- }
- Lookstein -

September 30th 9:00am
9:30am
2:00pm
2:30pm

-
-
- (less preferable) (Eastern time) ELR
- (less preferable) (Eastern time) Loup -
303-796 7606
October 1st 2:00pm - (less preferable) Arnow*
2:30pm - (less preferable) Schorsch

* List of Commissioners:

B	Arnow	A	Lamm
B	Lookstein	B	Loup
B	Maryles	A	Melton
A	Ritz (-1 hour Milwaukee)	A	Schorsch

* Those denoted with an A are more important for these calls.

pp. Annette

* Wants to tell you Arnow is negative

① Is 1st a.m. or
2nd a.m. possible for Maryles.
Let Ginny know

② Lamm out of country until 17/10. Hasn't seen report.
His secretary gave copy of report
to
Robert Hirt
Do you want to talk to him?

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
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Isadore Twersky
Bennett Yarnowitz
Isaiah Zeldin

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Senior Policy Advisors

David S. Ariel
Seymour 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 Curvis

September 18, 1990

AMERICAN JEWISH ARCHIVES

Dear

It is my pleasure to send you a draft of the final report of the Commission on Jewish Education in North America. Our challenge was to prepare a report that would convey the content, the spirit and the conclusions of our deliberations to the largest possible segment of the North American Jewish community. I hope you will find this report inspiring as well as a faithful rendition of our joint work during the past two years.

I would appreciate if you could read this report as soon as possible: we need your response and comments in order to be ready with a published report in time for our meeting of November 8. Therefore, I have asked a senior policy advisor to be in touch with you as early as September 26. I know that this puts us on a very tight schedule.

This document has been reviewed by the senior policy advisors and they have made some suggestions for the final version as follows:

1. Informal education should be given more attention in all relevant sections.
2. Some specific commitments for the CIJE to accomplish should be made more tentative.
3. The role of current national educational institutions should be referred to more directly.

4. References to Israel should be expanded.

5. Certain phrases should be re-written for greater clarity.

The report's executive summary will be drafted as soon as we receive the comments of the commissioners. We will also write the preface at that time.

I hope you will read this draft carefully so that your discussion with the senior policy advisor who calls on you will enable us to incorporate your thoughts in the final version.

I look forward to seeing you on November 8 when we will be releasing our report to the general public, and I want to wish you a Shana Tova, with the hope that it will be a year of peace and happiness for you and your loved ones.

Mort

Morton L. Mandel
Chairman



Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

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

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 18.9.90

FROM: Alissa Burstein

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Dear Ginny:

Thank you for your FAX.

I am currently going over the short bios, including the additions you sent us. Would you be kind enough to please call the following which will then complete the appendix: Ariel, (Davidson), Finn, J.Fox, S. Hoffman, Markovic, Merriam, Phillips, Reimer, Reisman, Scheffler, and Schwartz. We will contact Albeg, Fox, Hochstein, Inbar, and Meline.

Thank you.

אלה אלה

Alissa

FAX SENT
DATE: 18.9.90



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

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

Waltham, Massachusetts
02254-9110

To: Seymour Fox and Annette Hochstein
From: Joe Reimer
Re: Final Report

Sept. 18, 1990

FAX: 011-972-2-699 951

As you requested yesterday in the conference call reviewing the final report, I spoke with Bernie Reisman today about careers in informal Jewish education. This is in reference to page 37 - "Career Track Development" - and how to expand that section to include informal Jewish educators.

Looking at the possibility of having a career in informal Jewish education, Bernie and I see the following:

1. As you've noted, there is now no university-level program available to train people as professional informal Jewish educators. Therefore, there is no field of informal Jewish education and no group of people who identify themselves by that label.
2. Further accounting for a lack of a professional informal Jewish education is the lack of a career ladder. Within the organizations who do informal education, the J.C.C. world provides the clearest and best model of what could be possible, for here is a career track with multiple positions that offer advancement along more than one line. The problem, as you know, is that until now J.C.C.'s have not hired many Jewish educators and hence often do not promote the identity of being an informal Jewish educator. Now, given their commitment to maximizing Jewish education in the centers, it is reasonable to assume that there will be more professional opportunities for formal and informal educators.
3. When we look at Jewish camps, we need to ask if outside of a few full-time positions (such as directors of Camp Ramah and some J.C.C. and community sponsored camps) does this world provide opportunity for serious educators to plan a career as a camp person? Is there a ladder of advancement from counselor up to director, and, if an educator (besides being director) wants to work seriously on developing staff training, Judaic summer and off-season programs and family education, do such opportunities exist?

Page 2 of 2

4. In youth work, if one is a successful youth leader one may advance to an administrative post in a regional denominational or communal office, and then on to the national office. Obviously the number of jobs is very limited currently and the advancement is purely linear - towards increasing administrative responsibility and distance from the field. There are no or few positions in enriching the available "curriculum."
5. In family education, up to now there have been only part-time assignments within synagogues and other organizations, with the exception of the very few (Vicki Kelman, Harlene Appelman, Caroline Keller) who may find communal posts from which to consult with others on their programs. Given the increased interest and expectation for schools and synagogues to do Jewish family education one can anticipate that a number of full-time positions in JFE will emerge.
6. What is lacking is a network of possibilities within a defined field. Thus, besides the above examples, we could also see Hillel work, adult education, Israel trips and media-art consultants as forming multiple possible positions that someone in a field of informal Jewish education might fill. Thus e.g. one could begin as a synagogue youth leader, move on to become JCC Judaic specialist, move on to become assistant camp director in charge of "X" activities, and on as a BJE or federation specialist in planning informal Jewish education for a whole community.

I think in this way the analogous "problem" posed for a teacher in a school setting has its parallel for a talented youth worker or head counselor in the informal sector.

The growing interest in the field of informal education and the application of informal education methods in a broad range of Jewish educational institutions suggests the importance of professionalizing the field. Two requisites are critical if the professionalization of Jewish informal education is to occur: 1) development of a university-based program for informal educators; 2) clarifying a career-line for professional positions in Jewish informal education.

In closing, please accept my best wishes for a healthy and happy New Year.

AX SENT
DATE: 17/9/90

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FACSIMILE TRANSMISSION

TO: Ginny Levi
FROM: Alissa Burstein

DATE: 17.9.90

NO. PAGES: 1

FAX NUMBER: 216-361-9962

AMERICAN JEWISH
ARCHIVES

Dear Ginny:

Thank you for sending us the bios. Unfortunately, Hank Zucker's bio arrived unreadable so would you please be kind enough to resend his. Thank you.

Also, Annette wanted me to let you know that we will get the short bios of Albeg, S. Fox, Hochstein, Inbar, and Meline.

Regards,

Alissa

FAX SENT

DATE: 17/9/90

X 2

Nativ Policy and Planning Consultants
Jerusalem, Israel

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 17.9.90

FROM: Seymour Fox & Annette Hochstein

NO. PAGES:

FAX NUMBER: 216-361 9962

We are attaching our suggestion for MLM's letter to accompany the report. We have incorporated all of your suggestions except for one. We are uncomfortable with: "References to Judaism will be re-examined". We believe that it will offend the other side -- e.g. Twersky, Gottshalk, Schorsch and those who understand Judaism to refer to all of the rich and varied creations of the Jewish people. However if we are wrong and we need to incorporate it, we suggest the following:

"References to Judaism, the Jewish tradition, and Jewish religion will be re-phrased".

Seymour Fox *Annette Hochstein*

Dear Sal,

On the eve of Rosh Hashana it is my pleasure to send you a draft of the final report of the Commission on Jewish education in North America. Our challenge was to prepare a report that would convey the content, the spirit and the conclusions of our deliberations to the largest possible segment of the North American Jewish Community. I believe you will find this report inspiring as well as a faithful rendition of our joint work during the past two years.

I would appreciate if you could read this report as soon as possible: we need your response and comments in order to be ready with a published report in time for our meeting of November 8. Therefore, I have asked a Senior Policy Advisor to be in touch with you as early as September 26. I know that this puts us on a tight schedule

The report's executive summary will be drafted as soon as we receive the comments of the Commissioners. I will also write my preface at that time.

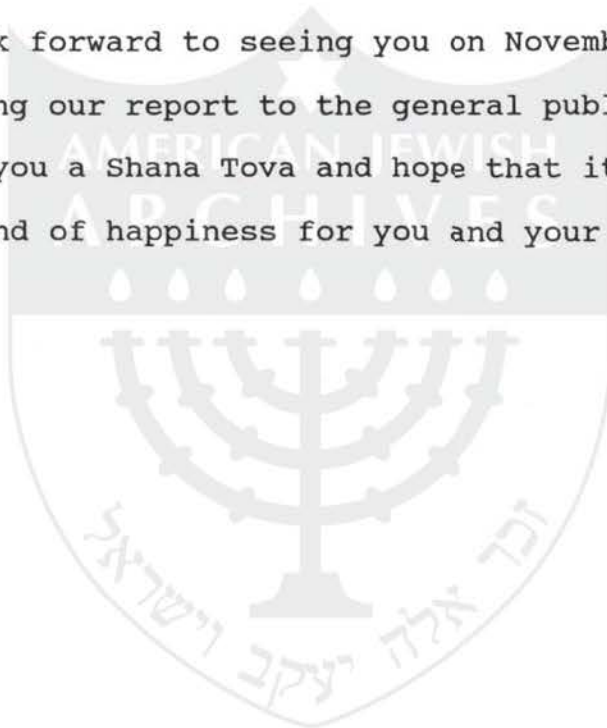
This document has been reviewed by the Senior Policy Advisors and they have made several suggestions that we plan to incorporate in the final version:

1. Informal education will be given more attention in all relevant sections.
2. Some specific commitments for the CIJE to accomplish will be made more tentative.
3. The role of current national educational institutions will be referred to more directly
4. References to Israel will be expanded.
5. Certain phrases will be re-written for greater clarity.

I very much look forward to seeing you on November 8 when we will be releasing our report to the general public.

I want to wish you a Shana Tova and hope that it will be a year of peace and of happiness for you and your loved ones.

Sincerely,





PREMIER INDUSTRIAL CORPORATION

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PHONE NUMBER _____

FROM:NAME VIRGINIA LeviCOMPANY PREMIER

DEPARTMENT _____

COST CENTER 0902163619962

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FAX NO.: 2160010027

TIME SENT:

MESSAGE:

Annette - Here are my notes, pretty much verbatim. I hope this is helpful. Let me know if any of this is unclear.

GinnyAMERICAN JEWISH
ARCHIVES

9/17/90

Chapter 1

- DA - At end (p. 7) statement of crisis is critical. Might want to mention that there are positive signs which encourage us for the future.
- Explain why this is a time to act.
- Watch use of qualifiers - ex: negative trends are in many segments of community, not all.
- HDS - P. 4 - Is it necessary to define Judaism? There will be sensitivity to how it's used. Hard to relate to character formation, etc.
- Consider referring to "Yiddishkeit."
- JR - Concerned re. p. 4 - crucial - Likes reference to elements missing. What about meaning of prayer, God and community - maybe Yiddishkeit, refer to holocaust, etc. as more resonant.
- Re. paragraph 2 - Concern that materialism and concern with present take priority over any ideas. rather than as competing ideas.
- JW - Middle paragraph, p. 4 - Missing behavioral and communal dimensions - too focused on life of mind. How about community building roles - involvement.
- Concern with use of qualifiers - like "often lacking" on top of p. 4.
 - Line of reasoning, appears throughout, looks back from behaviors as result of intentions. Example: bottom of p. 5 - reference to belief where that may not represent the range of views.

- Top of p. 6 - intermarriage not result of desire to integrate, but of the fact of integration.

AR - p. 4 - Sounds like Judaism is a religion, only - passing reference to Israel and none to "peoplehood." Argument that core of Jewish education is character education is an arguable point.

HDS - Agrees with AR's point. Happily, no reference to "ethnicity." Also no reference to Jewish culture, which is important. Belongs on p. 4.

- Broaden streams in which all this fits - refer to community, culture, peoplehood.

SF - Will work to get these elements in
Regarding character education - sees this as central.

MLM - This sets tone for the rest. Grapple with it.

JW - p. 7, paragraph 1 - When is "In the past?" Clarify. Maybe pre-World War II.

AR - Use of words "crisis" and "alarming" paints bleak, one-sided picture.
Not everything is so bad. Have to present a more balanced picture.
Can make our point without being so negative.

DF - Requests latitude as final judges.

MLM - We want an honest, compelling report. Can't please every constituency.

MLM would use word "crisis," maybe not "alarming."

HDS - We all understand that this isn't last word.

AR - Chapter 1 - should have more mention of Israel. It's dynamic in Jewish life. Many identify with Israel in identifying as Jews.

SHH - The point made here is that education has received less attention because of Mideast wars - and this is true. Agrees that there are other places where Israel should be mentioned.

MLM - We're all comfortable with adding reference to Israel in this chapter.
Include the power of Israel.

JW - Maybe in Chapter 1, or Chapter 2: A perspective that's underplayed: Commission responding to growing sense that the crisis can be resolved. We're harnessing concern/energy already "bubbling" in the community.

- Concerns for Jewish education have been growing through '70s and '80s. Commission - pulling together of threads. Change in Jewish life started in '70s and '80s.

AR - A lot of reference to intermarriage as a core of the problem. The problem is the marginality of so many Jews, as reflected by intermarriage.

DK - Chapter 1 made him want to go on and read the rest.

MLM - Underscore expectation that DF, SF and AH make final decisions on this.

HDS - Regarding intermarriage - The strongest basis for intermarriage in United States is not escape from Judaism, but acceptance of Jews in American society.

SF - Chairman's preface gives us an opportunity for balance (as does Executive Summary).

AH - Heard agreement, will look at words regarding alarmism; introduce Israel; reconsider intermarriage; fit Commission in time.

Chapter 2

MLM - p. 11 (bottom) - Redefine the challenge - how to intensify their activities to become a major force...

AR - pp. 19-22 - Regarding undeveloped professions - refers only to formal Jewish education. Should either add examples of informal or make clear that this refers to formal.

DA - Assuming we're presenting a landscape for policymakers. Missing a description of the organizational structure of Jewish education. Should have something presenting service delivery providers (JESNA, denominations).

- p. 19 - Consider use of undeveloped vs. underdeveloped. Should give a little more information regarding training institutions.

AH - Asks DA and JW for suggestions for how to do this. (By Tuesday)

HDS - May be worth developing a glossary of agencies.

- p. 20 - Last paragraph - confusing statistics. Mixture of full time and part time.

JR - p. 11, very top - refer to Jewish families, not children.

- Reference to Sunday school is limiting.
- p. 17, top paragraph - Refer to investing in research in character education - could bring in camps, JCC's etc.

JW - p. 11, top paragraph - "significant decline in the role and quality..." Many will disagree. "Role" is ambiguous.

- Paragraph 2, 2nd sentence - are parents "unwilling" to enroll their kids? Say instead, "do not."
- p. 12 - regarding early childhood programs - don't have staff to implement Jewish purposes.
- Lack of relationship among various types of Jewish experiences should be mentioned somewhere.
- p. 15 - Specific conclusions regarding statistical matters should be attributed.

- p. 16 - Do studies show interest drops or just that participation drops.
- Curriculum - refer to problems in dissemination of materials.
- p. 18-19 - Inadequate community support - definition is narrow (\$).
Should also refer to planning, coordination, role of central agencies.

Chapter 3

- AR - Refers to (p. 29) short- and long-range strategies. Implies we're establishing another permanent institution -- CIJE.
- MLM - Need to launch and have short- and long-range goals. Do we need to suggest an ending date?
- AR - Suggests that in five years, we reconsider future of CIJE.
- SHH - Has been dealing with this issue. Detracts from document to refer to ending point or even reference to reconsidering.
- MLM - This is an issue for Board of this body.
- DA - This section makes the argument for how we proceed. Begins chronologically. Maybe should not refer to 23 specifics now. Start with paragraph on p. 26 "Upon analysis..." Put the 23 specifics later in the chapter. Say more about each of the areas on p. 25.

MLM - Thinks it's profound to explain what we decided to consider and how.

- p. 30 - Implementing the plan...recognizing Jewish education as the most effective... Better to keep out too much verbiage. Don't go into further detail on the 23.

HDS - It might be possible to argue it's more narrow - religious education.

General consensus - leave as is.

Chapter 4

MLM - p. 42 - bottom - Council will convene commissioners and others periodically. (MLM will give me his suggested new language.)

- "Council" refers to CJF. We're currently stuck with CIJE.

AR - p. 42, top paragraph - all sounds one-way; ongoing entity will decide and form. Instead - should make clear that this is a two-way conversation.

- p. 43, paragraph 2 - Not model communities, but communities that have organized models of Jewish education.

JR - p. 31 - Recruitment - Will a major marketing study be conducted?

SHH - Whole section on recruitment and personnel - many ideas that might be undertaken. If we say these activities will be undertaken, we'll have a hard time attracting funders. Better to say these things should be considered. Make this section more conditional.

MLM - Board has right to decide what CIJE will do. We're talking about specific programs.

JR - p. 37 - Career Track Development - path for advancement ~~is an issue to~~ people other than teachers. Change to educators.

- p. 36 - In-service education - try to include examples that incorporate informal.

JW - Training institutions are almost exclusive here. Remember, organizations, agencies and professional associations should be included.

HDS - P. 46 - Research capability - a very tall order.

- IV, 2nd sentence - extravagant. Tone this down.

MLM - Agrees we need to commit to this, but with softer language.

JW - P. 44-5 - Mechanistic approach to evolution of Lead Community. May not be the same for each community. Try to rewrite as illustrative: "A Lead Community might function as follows:"

SF - Any further examples of informal would help. (Noted by JR and AR)

Chapter 5

AR - p. 50 - Suggests inserting a sentence referring to the other issues of the times.

PREMIER INDUSTRIAL CORPORATION
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Name Annette Hochstein

Company Nativ

Street Address Jerusalem

City

State

Zip

Country

FROM: FAX NO. (216) 361-9962

Name Ginny Levi

Company Premier

Tele. No. () Ext.

Following are the suggested bullet points for the MLM letter:

- Informal education will be given more attention in all relevant sections.
- Some specific commitments for the CIJE to accomplish will be made more tentative.

Certain phrases will be rewritten for greater clarity.

- The role of current national educational institutions will be referred to more directly.
- References to Judaism will be reexamined.
- References to Israel in Chapter 1 will be expanded.



PREMIER INDUSTRIAL CORPORATION

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DEPARTMENT

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2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2160310027

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MESSAGE:

Annette -

Please advise me on which of the others I should get. (I've called Aryeh about his, but haven't contacted Reuven or Schwartz.)

DAN JEF

Genny

FS. No sign of fax to HLE
as of 9:20 am tomorrow.

9/17/90

TO: Annette Hochstein and Dena Merriam

FROM: Ginny Levi

RE: Bios of staff, consultants, and senior policy advisors

Following are the bios I have, so far. I sent a set to AH last week, but have changed and added some since. I've placed a * next to those that are changed. Please note: Herman Stein's correct title is University Professor and Provost Emeritus. Please correct at beginning of report.

Walter Ackerman - Shane Family Professor of Education of Ben Gurion

University of the Negev. He has served as a consultant to the Jewish Education Committee of both the Jewish Agency and the Joint Distribution Committee and a member of the faculty of the Jerusalem Fellows.

Estelle Alberg

*David Ariel - President and Associate Professor at the Cleveland College of Jewish Studies. Has taught at Wesleyan University and is the author of a book on Jewish mysticism.

Isa Aron - Associate Professor of Jewish Education at the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles.

Ayeh Davidson

David Finn

Joel Fox - Campaign Director at the Jewish Community Federation of Cleveland, where he was previously Director of Social Planning and Research. Involved in planning and initial implementation of the programs of Cleveland's Commission on Jewish Continuity.

Seymour Fox

Mark Gurvis - Director of Social Planning and Research at the Jewish Community Federation of Cleveland. He is professional director of Cleveland's Commission on Jewish Continuity.

Annette Hochstein

*Stephen H. Hoffman - Executive Vice President of the Jewish Community Federation of Cleveland.

Michael Inbar

Martin S. Kraar - Executive Vice President of the Council of Jewish Federations (CJF) since November 1989. Previously served as Executive Vice President of the Jewish Welfare Federation of Detroit and Director General of the CJF Israel Office.

Virginia F. Levi - Program Director, Premier Industrial Foundation. Previously Staff Associate to the President, Case Western Reserve University, and Associate Director of Admissions, Oberlin College.

*Debra Markovic - Holds a Masters Degree in Education at the University of Judaism in Los Angeles. ** Note spelling of first name.**

Debbie Meline

Dena Merriam

Arthur J. Naparstek - Professor of Social Work, Mandel School of Applied Social Sciences, Case Western Reserve University, where he previously served as Dean. Has consulted with several Presidential Commissions and Congressional Committees on legislation aimed at improving conditions in America's cities.

*Bruce Phillips - Professor of Jewish Communal Service, Hebrew Union College in Los Angeles.

*Joseph Reimer - Assistant Professor, Hornstein Program in Jewish Communal Service, Brandeis University. Has consulted with several foundations involved in Jewish and general education and done award-winning research in the field of moral development.

Bernard Reisman

Arthur Rotman - Executive Vice-President, Jewish Community Centers Association of North America (JCC Association) and President, World Conference of Jewish Communal Service.

9/14/90

TO: Annette Hochstein

FROM: Ginny Levi

RE: Bios of staff, consultants, and senior policy advisors

I have not yet heard from everyone re bios. Attached is a rewrite of MLM's, suggested by him. Following are my attempts at reducing those provided by others to a couple of lines. I am waiting to hear from Ariel, Davidson, J. Fox, Markovic, Phillips and Reimer. I assume that your staff will take care of Alberg, S. Fox, Hochstein, Inbar, and Meline. I have not contacted Finn, Merriam, Reisman, Scheffler or Schwartz. Please advise me on those. I will check with people who will be present on Sun. and may send you revisions of theirs on Mon.

Please note: Herman Stein's correct title is University Professor and Provost Emeritus. Please correct at beginning of report.

Walter Ackerman - Shane Family Professor of Education of Ben Gurion University of the Negev. He has served as a consultant to the Jewish Education Committee of both the Jewish Agency and the Joint Distribution Committee and a member of the faculty of the Jerusalem Fellows.

Estelle Alberg

David Ariel

Isa Aron - Associate Professor of Jewish Education at the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles.

Aryeh Davidson

David Finn

Joel Fox

Seymour Fox

Mark Gurvis - Director of Social Planning and Research at the Jewish Community Federation of Cleveland. He is professional director of Cleveland's Commission on Jewish Continuity.

Annette Hochstein

Stephen H. Hoffman - Executive Vice President of the Jewish Community Federation of Cleveland where he previously engaged in social planning, community relations, and fund raising. [Shall we add; Acting Director of the Council for Initiatives in Jewish Education?]

Michael Inbar

Martin S. Kraar - Executive Vice President of the Council of Jewish Federations (CJF) since November 1989. Previously served as Executive Vice President of the Jewish Welfare Federation of Detroit and Director General of the CJF Israel Office.

Virginia F. Levi - Program Director, Premier Industrial Foundation. Previously Staff Associate to the President, Case Western Reserve University, and Associate Director of Admissions, Oberlin College.

Deborah Markovic

Debbie Meline

Dena Merriam

Arthur J. Naparstek - Professor of Social Work, Mandel School of Applied Social Sciences, Case Western Reserve University, where he previously served as Dean. Has consulted with several Presidential Commissions and Congressional Committees on legislation aimed at improving conditions in America's cities.

Bruce Phillips

Joseph Reimer

Bernard Reisman

Arthur Rotman - Executive Vice-President, Jewish Community Centers Association of North America (JCC Association) and President, World Conference of Jewish Communal Service.

Israel Scheffler

Carmi Schwartz

Herman D. Stein - University Professor and Provost Emeritus, Case Western Reserve University. Former Chairman, Professional Advisory Committee, American Joint Distribution Committee.

Jonathan Woocher - Executive Vice President of the Jewish Education Service of North America (JESNA). Formerly Associate Professor in the Benjamin S. Hornstein Program in Jewish Communal Service and Director of Continuing Education for Jewish Leadership at Brandeis University.

Henry I. Zuckerman - Director of Commission on Jewish Education in North America and Consultant to the Mandel Associated Foundations. Served as Executive Director and President of the Federation of Cleveland from 1948 to 1973.

Morton L. Mandel, Founder and Chair - Commission on Jewish Education in North America

Morton L. Mandel, Premier Industrial Corporation, Cleveland, Ohio
Mr. Mandel is Chairman of the Board of Premier, and founded and chaired the Commission on Jewish Education in North America. He served as Chair of the Jewish Education Committee of the Jewish Agency, and as President of the Council of Jewish Federations, and the JCC Association (formerly JWC). He was founding chair of the House of Jewish Learning of Jewish Community Centers.



- Bios of ~~the~~ ^{not title - 2 lines} associates 90% papers + descriptor of paper (redo Appendix C)
- Prepare appendix B SPA, S, C

See master memo for ~~next~~ ~~the~~ banner meeting

For today

memo to Beng on new corrections

16.9.90

Finn
SF:AH
MCM etc (M)

Telecon 4:30

mem: By our final report, etc. (agenda)

Grateful for meeting - wonderful minute
business contribution. Satisfaction great.

Will go around table ^(gen) then chapters -

ly - chapter for specifying. Deal w/ ideas.

Then give Jimmy marked-up copy

but see deal w/ ideas.

David: OK

SF: OK

AH: perfect



Arthur: Very well written. Just seems like
CSE will go on forever - short, long range plans.
Is this what we really want.

David Ariel: Written for history. Broad picture.
Not too specific. One case starts too specific
for time & place i.e. ch1 disappearance of J.
neighborhood - is it true across all J. communities.
No quotations - should not be by name so will
have value 10 yrs ^{from} now

Herman Stein: Agree it's 1st rate. Specific. Help
great.

Reiner: Don't always share its pt of view. Mainly
that J. ed. is an intellectual matter - too
formal. Must get more in on affecting, life-
cycle language.

Wooder: Measured. Can be read in 1 sitting & will
want to. Readable. Covered all. Speaks to
concern of the layman.

mem: to ch. 1

David: Notes taken on this.

mem: Yes - Giving

MEM - 3 things: ① Does council have power?
② ^(Principles) Are we doing it necessarily ③ ^(Tops) Have
explanations on informal

SF - Thanks to Stein for his section

MEM - On to ch. 1 - facing crisis

David Ariel - p 7 last line - insert line ④

signs that might indicate truly ⑤ as great.

Need a transition

some statements may be offensive to
Orthodox - we wouldn't like to
offend them

Herman Stein p 4 - Attack /w/ Judaism.

I have no way to help Judaism, if
necessary to define. Continuity will be assured.

Difficult to follow in context to Judaism.

Perhaps put in about Yiddishkeit.

Joe Keiser - p 9 well written but crucial page.

Concerned about prayer + god. Add place of
Judaism in here, perhaps. Also, sent it -
not so much original.

Jan - Echo mid p4 - missing reflection of "behavioral dimension, communal dimension." losing ~~site~~ sight.

Question of lifestyle - get involved in J. community. Beware of generalizing. I don't know how you deal w/ use of qualifiers. What does often mean? Look at qualifiers in context. Also - line of drawing looks back at behaviors + assumes it comes from intentions - it creates sociological variables (p5) Often, motivations are more complex (ie suburban syndrome. not to assimilate). Intermingling result of part of integration, not desire to integrate.

p7 - impact of neighborhoods

Art p4 - No id. 1-1 small

mcM - Heads noddy on p4 line.

Stein - Agree. No reference to ethnicity. Absence of reference to J. cultural dimension, behavior, ocean of J. culture must be referred to. Troubled about sensitivities - hardly it not say - but

broader to cultural / communal dimension.

MLN - SF count?

SF - Helpful bc. we were giddy w/ cultural /
peoplehood elt. On character educ -
due to previous responses, tried to find any
concepts which didn't see it as central
factor. Cried up internally to hearing & needs.
Used town, character educ.

MLN - We're saying that this will set tone

Finn - Comto help.

Jon - One more pt. p. 7. I would lay
it. When is the past is? Sharpen is
terms of when, not a romantic view of
past.

MLN - I grew up in this neighborhood, past w/ [unclear]
Deals with end 50's.

Art - Use of word crisis alarming - I sided
picture. Everyt's black & bleak. Must present
more balanced picture. Not all bad.

Finn - Please give us latitude as to what
makes the pt.

MEM: Here are ground rules - we want a compelling report.
Harriet let carefully. If please all still be pale.
It was hard crisis, alarming. I think there's a crisis.
Put enough scare in it - we want to sell the
~~new~~ product.

Roiman - I don't think main concern of Jews has
been Israel war. Identity w/ Israel. Israel
hardly noticed - action it made.

^{the} Hoffman - War is a war. Part of us are likely to
see what will happen w/ individuals, etc. Survival
key.

MEM - You ^{SF, AH} were caught as Amer. doc. Were
caribatables w/ putting in Israel.

SF - I don't feel caribatable w/ an deal w/
Israel. Art.

MEM - Yes - don't be inhibited

Woocher - Perspective underplayed. Looking to going
crisis. Commission vehicle for ^{harassing} ~~harassing~~ what's
already there - it's not new. 70's & 80's d.

community began to turn stress to ed. This
balances bleak picture. Commission needed new -

it's a pull, tasetles of threats.

Pr - ch 1 attention given to intermingling. p. 6.

Problem is marginality, assimilation by a
reflection of it.

David Freeman
~~Reform~~

ch 1 brilliant deal, but difficult
issue for politicians - lead to rest of book.

McM - You had a very special mission. I
want to underline that you make final decisions.

Stein - FN on intermingling. It's opportunity
to plus, not flight from problems.

McM -

SF - Transition to 2: This has been helpful.

Chairman's preface lets us get balanced/
conclusions. This can be done at once.

summary and chairman's address - we can
say "from above..." Here can say
surgency but reasons to hope.

PH - looks helpful. Seems to be agreed.

Get rid of planning. Strengths & Weak. 2.

How to treat intermingling? Add sense of

① Hege's for Commission.

David - Have struggled w/ these issues. In admet
MCM - You have final word. ch. 2 all stat.

p 11 - Idea stated but can be ignored ("the
challenge") Redire the challenge (see notes on p 11)

Art - I think that when discusses (p 19-22) underdev,
J. ed. It's formal only.

mcm - a lot of head nodding on that.

D. Ariel - Person who's wife for is decisions-making
- they decides - can't wait for everyone. Another
missg issue is description of area of profession
of J. ed. see p 10. No review of organization
structure of J. ed. Not understood - add these
service delivery activities. Art, inconsistent but.
underdev & underv. (p 19). But assup. reader will
understand this instits.

AT - Perhaps David, how could read draft of
organization structure.

mcm - You'll have it by Tues AM.

Stein - Perhaps glossary. Art, p 20 last of
writing.

Poiner - p 11 - No longer call it Sunday school - suppressed,

family, school, religious school. Cd.
agree (p.12) w/ stress on formal. Perhaps
insert diag. educ. here too. Then use
balance bet. formal + informal.

work p. 11 - "Role" ambiguous. Take another look.
Further, here I question attribution of
intention. Too broad - looked - be
careful. Don't attribute cause. Regard (p.12)
early childhood, no staff. Like bet.
formal + informal - no community connection.
p.15 supp school stats - some indication
of who did intent - for perhaps such
statements. p.16 - not familiar w/ additional
studies. Ctd, good educ. materials but no
way to get them out. Finally, really must
be said that community involvement / w/ planning,
central agencies, not just 2 - communities
have not assumed full responsibility. Now is
question of that problem.

mem. On to ch 3

Art: Gladly new instits? Is that an

intention?

mcM: How do we deal w/ this?

Art: Take 5 years. ~~Take~~ Rotene writes

CITE should contain or self-destruct?

Steve^H: he been dead! - this for a while

It deal w/ this by saying what it's been for
long.

Dave & Finn: Hard now to look at future + assess role.

Ariel: ch 3 lays argument. Writes for lay leaders
audience. Chronological for commission. I

suggest we start right away w/ p 36 ("fixes
analysis"). Take 23 areas + not at beg. but later
of ch. 3. Must know what issues. More
needs to be said about p 25 table.

Finn: Times felt 23 pts. being in appendix.

mcM: No right answer to 946 of questions.

Listed major issues + an analysis options.

Reiner: I like specificity

mcM: p 30 l. 8 "the most effective means" or "one of"

SF: In comfortable w/ it - would formulate if
people told me others.

Sein - Who will make the call.

Kiner - I can agree with that.

MCM - Let's leave it - no letter substitute

On to ch 4

p42 Nation - CITE will be "The Body"
"While the commission... comes..." (get
from Giny) - CITE will have
responsibility for coming commission.

David

MCM - If you say that "Council" is CTF

Robson - p42 - sounds as though an-
guts will be key to decisions. Communication
must be 2-way. Involve people.

Ipman - p43 "Local laboratories" Good that
eliminated elitism, but sentence 3 - not
model communities but model educ. & i
communities.

Te - p31 market study

Sein - W. W. F. interested in recruitment. Policy ideas in
oil educ. now

MCM - Leads added

Reuter - "a major work study should identify reports"
to p33. day should be met will be - gives more
options.

finn - We worked on that, p33. make document as
concrete as possible.

mem - Use this as blueprint. Can say will,

sf - OK. Fine.

mem - Really, why talk about fast track program

Reiner - More on inland: p35 bottom - add right to
outstanding practitioners. p37 - CTO - not just lines
but leaders, other fields too. p36 - is service - locally
based - get from other sources perhaps?

Don - Concerned about too much in training institute,

Ind. assn too. Not just training institute.

Herman - p46 - large order - can we commit? "will be" is a
bit outrageous. Tax should be reduced a bit to be
less outrageous.

mem - we need not commit - can be less committed

Don - p44,5 - Concerned about mechanistic approach.

("We will persevere") behavior to be illustrative not
demonstrative. be less definite.

mem - We've been struggling w/ this. Can it be made more illustrative?

SF - On island where, tried to get from Reimann + searched for more. Give some examples to us.

mem - ch 5 I think it's beautiful

Att - Add "we considered if tie to act"

- p50

SF - "Jewish tradition" is from earliest to today.

mem - No - OK I bid it's masterful.

SF - he thought that result had to be done as I listen, mat's would embrace me. Now about now result again + consider's comments.

mem - That's a cover letter including these comments

SF - Will do that tomorrow - draft to us pt's for a cover letter,

mem - will try at lunch

B³⁵ called
- 18⁵⁵

SF!
AH - how will it be published now?

II Plans for report distrib, etc

Steve H - Now drag up a list of people who should
have report. Are we going to sell or give away?
Give it or make it available?

MCM - \$6 except for people we give it to

SF - David - say a word about looks & which politics

Finn - Want large enough quantity to give to leadership
group. UPA is for-profit. Perhaps make available
newsies. Put a price tag on it.

MCM - Bye, David

Finn - Press conference?

MCM - Still open issue

Finn - Bye

MCM -

- How many SF fellow p?

SF - all but Ratner.

AH - all but Kerschitzky

Reiser - will take

MCM - Rest of agenda

Hoffman - Now have article of CITE. Budget spreadsheet
Agency: fundraising, ident. chief edia. office & planes,

Suzanne - answer by Wed re Hammer
AH - work on press release

CTF facility, may be shared w/ Crown
Project, 1500 sq ft, run like ^{hours} through CTF
a blended at begin. suggestions on
personal welcome. NY area. he have
Hazel F, CRB, Hindman F, Max Fischer, crown?
(half of funds we want) Target Jan 1
to be kept ~~running~~ running.

Worcker - what have been talk about in
concrete term.

✓ Rep for 11/8

[mem - deadline latent ^{union, 11/10/81} ~~complex~~ ...]

ISSUES

- ① Intermarriage
- ② Israel?
- ③ Alarm date out

SEP 14 '90 17:00

PREMIER CORP. ADMIN.

PAGE.01



PREMIER INDUSTRIAL CORPORATION

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TELEX NO.: 8873015 PREMI UW	
FAX NO.: 2163619962	
TIME SENT:	

MESSAGE: SHH asks that copies of the draft report go to the following CITE consultants when it goes to Commissioners:

Steve Solender
130 E. 59th St.
New York 10022

Eliot Spack
261 W. 35th St.
Floor 12 A
New York 10001

Barry Shrage
One Lincoln Plaza
Boston, MA 02111

** TOTAL PAGE.01 **



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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TO:

NAME Seymour Fox + Annette Hochstein

COMPANY

STREET ADDRESS

CITY, STATE, ZIP

PHONE NUMBER

FROM:

NAME VIRGINIA LEVI

COMPANY Premier

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

Seymour + Annette -

For the afternoon phone call, we may ask you to call us, to avoid a 40% surcharge. The AM call must be placed by an operator because of the inclusion of D. Finn. I'll be able to tell you on Sun. how to reach us. OK?

** TOTAL PAGE.01 **



PREMIER INDUSTRIAL CORPORATION

FACSIMILE HEADER SHEET

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DATE: 9/14 TIME: _____NUMBER OF
PAGES SENT: 12TO: FAX NO. (011) 972 2-699951Name SEYMOUR FOX
ANNETTE HOCHSTEINCompany NATIVStreet Address JERUSALEM

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. (016) 361-9962Name GINNY LEVICompany PREMIER

Tele. No. () _____ Ext. _____

Here are the papers for
Sunday's meetings



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Senior Policy Advisors

Agenda

Sunday, September 16, 1990
La Guardia Marriott
10:00 am - 1:30 pm

Assignment

- | | | |
|------|---|-----|
| I. | Discussion of final report | MLM |
| II. | Plans for report distribution and contact with commissioners | SHH |
| III. | CIJE plans | SHH |
| IV. | Report on status of funding | SHH |
| V. | Preparations for 11/8 | MLM |
| A. | Proposed invitation list | |
| B. | Schedule for the day (10:00 am - 2:30 pm) | |
| | 1. 10:30 - Present and discuss final report | |
| | 2. 11:30 - Present and discuss plans for Council | |
| | 3. 12:30 - 2:30 - Luncheon | |
| | a. Thank yous | |
| | b. Remarks by Hammer | |
| | c. Comments from foundations on funding plans for the next five years | |
| | d. Good and welfare | |
| C. | PR coverage and follow-up | SHH |

9/12/90

Commissioner Interview Assignments
as of 6/90

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

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

Annette Hochstein

David Arnow
Henry Koschitzky
Norman Lamm
Haskel Lookstein
Robert Loup
Morton Mandel
Matthew Maryl
Florence Melton
Esther Leah Ritz
Ismar Schorsch

Stephen Hoffman

Ronald Appleby
Max Fisher
Robert Hiller

Joseph Reimer

Jack Bieler
Josh Elkin
Arthur Green
Carol Ingall
Mark Lohm
Alvin Schiff
Peggy Tishman

9/12/90

Page 2

Sr. Policy Advisor/Staff

Commissioner

Arthur Rotman

Stuart Eizenstat
Donald Mintz
Daniel Shapiro

Alvin Schiff

Joseph Gruss

Jonathan Woocher

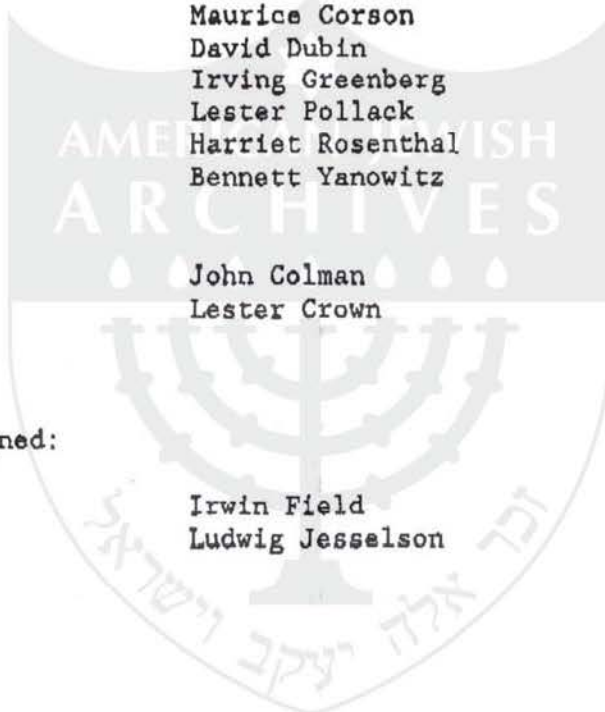
Mandell Berman
Maurice Corson
David Dubin
Irving Greenberg
Lester Pollack
Harriet Rosenthal
Bennett Yanowitz

Henry Zucker

John Colman
Lester Crown

Commissioners not assigned:

Irwin Field
Ludwig Jesselson



COUNCIL ON INITIATIVES FOR JEWISH EDUCATION

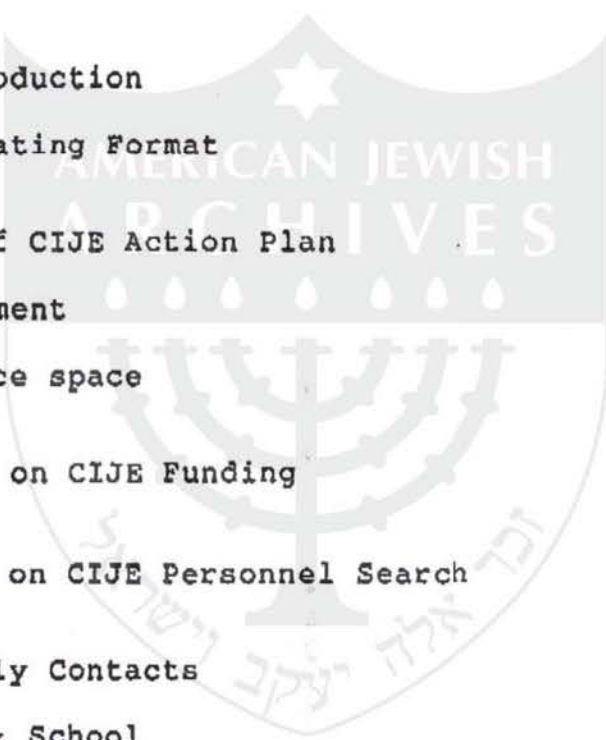
Consultation on CIJE

AGENDA

Sunday, September 16, 1990

LaGuardia Marriott

2:00 - 4:00 p.m.

- 
- I. Welcome MLM
 - A. Introduction
 - B. Operating Format
 - II. Review of CIJE Action Plan SHH
 - A. Document
 - B. Office space
 - III. Briefing on CIJE Funding SHH.
 - IV. Briefing on CIJE Personnel Search SHH
 - V. CIJE Early Contacts SHH
 - A. Ramaz School
 - B. Yeshiva University
 - VI. Preliminary Discussion SHH
 - A. Fellows identification
 - B. Foundation contacts
 - C. Senior Policy Group Membership

CIJE CONSULTATION

Expected:

M. L. Mandel	D. S. Ariel
S. H. Hoffman	D. P. Kleinman
J. Elkin	V. F. Levi
A. Rotman	J. Reimer
A. I. Schiff	
E. Spack	
J. Woocher	

Invited, but not available:

J. Bieler
B. Shrage
S. Solender

COUNCIL ON INITIATIVES IN JEWISH EDUCATION

I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

B. Initiatives

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;

-2-

- Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitude.

D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field -- is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of

-3-

for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff -- no more than 3 or 4 professionals -- and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesorah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.

-4-

No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

III. Structure

A simple structure to govern the CIJE is envisioned.

A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

B. Senior Policy Advisors

A group of 10 to 12 senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.

-5-

D. Advisory Council

At least once a year CIJE will reconvene the members of the Commission on Jewish Education in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

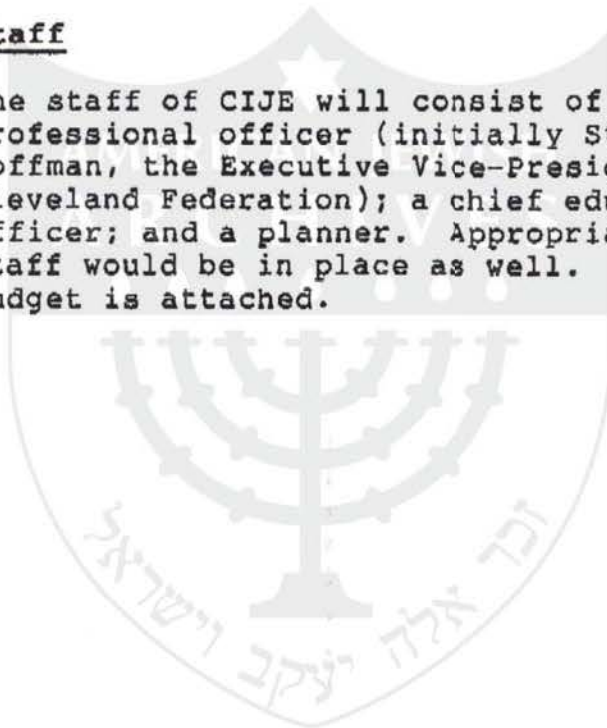
E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

SHH:gc:B1:39J

Att.





PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

☐ TELEX NO. _____
☐ MAILGRAM _____
☐ FAX NO. _____
 NO. OF PGS. 1
 (INCL. COVER SHEET)

☐ URGENT - Time sensitive - must go at once
☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME Annette Hochstein
 COMPANY _____
 STREET ADDRESS _____
 CITY, STATE, ZIP _____
 PHONE NUMBER _____

FROM:

NAME VIRGINIA LEVI
 COMPANY PREMIER
 DEPARTMENT _____
 COST CENTER 090
2163619962

TELEX NO.: 8873015 PREMI UW

FAX NO.: ~~2163619962~~

TIME SENT:

MESSAGE: SHH asks that copies of the draft report go to the following CJE consultants when it goes to Commissioners:

Steve Solender
 130 E. 59th St.
 New York 10022

Eliot Spack
 261 W. 35th St.
 Floor 12 A
 New York 10001

Barry Shrage
 One Lincoln Plaza
 Boston, MA 02111

** TOTAL PAGE.01 **



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/14

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 01-972-2-619-95NO. OF PGS. 1
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME Seymour Fox + Annette Hochstein

COMPANY

STREET ADDRESS

CITY, STATE, ZIP

PHONE NUMBER

FROM:

NAME VIRGINIA LEVI

COMPANY Premier

DEPARTMENT

COST CENTER 090

2163619962

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163619962

TIME SENT:

MESSAGE:

Seymour + Annette -

For the afternoon phone call, we may ask you to call us, to avoid a 40% surcharge. The AM call must be placed by an operator because of the inclusion of D. Finn. I'll be able to tell you on Sun. how to reach us. OK?

** TOTAL PAGE.01 **

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: 13 Sept. 1990

FROM: Alissa Burstein

NO. PAGES: 2

FAX NUMBER: 216-361-9962

Dear Ginny,

We are currently working on the finishing touches of the Final Report. We need short biographies of staff and consultants for Appendix B (see the list "Commission Staff and Consultants" in the current draft). Would you be so kind as to obtain such brief bios for us (they should be shorter than the commissioner's).

Thank you.

Best regards,

Alissa

FAX SENT

DATE: 13.9.90

APPENDIX B:
STAFF AND CONSULTANTS TO THE
COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

[To be done]

