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FACSIMILE TRANSMISSION

TO: Ms. Ginny Levi
FROM: Annette Hochstein
FAX NUMBER: 001-216-361-9962

DATE: September
NO. PAGES: 4

Hi!
Attached - summary of my interview with I
Arrow.



Best
Annette

arnow/8MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE FOURTH MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. DAVID ARNOW
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: AUGUST 14, 1989
4. DURATION: ONE AND A HALF HOURS
5. SETTING: DR. ARNOW'S OFFICE IN NEW YORK
6. SUMMARY:

This was a positive and content-oriented meeting. Dr. Arnow stressed his interest in the work of the Commission and the process. He will attend the next meeting and said that the Commission process -- meetings, materials, interviews -- offers an important opportunity for learning. At the same time, he pointed out that Jewish education in this form may not be a priority for his family's foundation -- and that he didn't know if they would contribute to funding the implementation. We agreed that this topic was for MLM and DA's family to determine.

The interview covered the following topics:

1. The need for research, particularly effectiveness research
2. Community action sites, in particular how they should be chosen.
3. The community as an enabling option, and the role of federations.
4. Programmatic options.

1. Dr. Arnow urged that the Commission put effective research as a principle into its implementation work; that there should be an attempt at evaluating and assessing each element that the Commission decides to implement. This point was of utmost importance to him. Dr. Arnow suggested that he'd like to write a letter to that effect to MLM, perhaps for distribution to commissioners. I encouraged him to do so. Dr. Arnow ended

the notion of outcomes that would include concrete recommendations for action. He suggested that the evaluation process should be part of a continuation phase that the Commission must have to its work.

2. Community Action Sites: D.A. had endorsed the idea at previous meetings. He suggested that we be very cautious in choosing the community; D.A. warned that political pressure might lead us to choose communities that would not be the most useful ones to work with. He urged that we choose key communities that have local resources and a good likelihood of success, as well as communities that are in much greater need than are not yet underway. He warned against choosing a community that is already well on its way to educating itself Jewishly, or where major steps have been taken for Jewish education. He urged that in order to make the community option truly an enabling one it should be used to literally enable sites where community factors may be primitive and weak. One should work there to raise the level of the leadership, the commitment, the finances.

3. The future and potential role of federations in the process. D.A. offered the following analysis: the federations are aware that they have a serious human resources problem (that the appeal of their issues among the younger generation is not strong and is not likely to remain even as it is now). They realize that they have a crisis and are therefore likely to accept the idea of Jewish education as one that may potentially have drawn them. Therefore, they may take the topic of Jewish education seriously. There is a downside to this positive aspect: for the federations the "bottom-line" is the ability to raise funds. This is a legitimate concern, (and it may even have a positive outcome because people are brought back in touch with their philanthropic roots and this is good); but there's a serious danger that the true interest will not be with Jewish education but with fundraising. The topic is only good if it brings in dollars. I warned against the confusion and lack of differentiation between being educated and philanthropy. He suggested that Jewish education as a topic for the federations should be used as a means of revitalizing their mission. We must beware of the perpetuation of the status quo. D.A. also urged to watch that the federations not impose a monolithic structure, monopolistic in a way that would hinder the pluralistic efforts that are so much needed in Jewish education.

4. Programmatic options: D.A. recognizes the importance of the notion of enabling options. It is an organizing principle for the wealth of suggestions made by commissioners. But one should not let that dominate everything and if programmatic interests of commissioners demand that there be recommendations for implementation in the programmatic areas, one should do that. He suggested that prioritizing would be necessary. He also suggested to change the organization of the options, not to remain with 26, but to offer a number of different cuts. The cut could include client groups, such as "kids while they live at home"

to the age of 18); "programs that maximize parental effectiveness as Jewish educators."

DA pointed out that his early recommendation that the Hebrew language be given serious attention had met with very little response. I suggest we prepare the Hebrew language option package as a first step to respond to his suggestion.

Dr. Arnow will attend the next meeting.



THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: MR. DAVID HIRSCHHORN
2. INTERVIEWER: PROF. SEYMOUR FOX
3. DATE: AUGUST 22, 1989
4. SETTING: BALTIMORE, MD.
5. DURATION: TWO AND A HALF HOURS
6. SUMMARY:

Mr. Hirschhorn participated in this meeting despite the fact that his wife had recently undergone surgery.

I found David Hirschhorn's interest deepen with each meeting of the Commission. He raised the question of the politics involved in establishing a Community Action Site. Mr. Hirschhorn is concerned that the federation in many communities may not be the appropriate group to lead the building of a wall-to-wall coalition.

He quoted Bob Hiller who, despite his many years of association with the Federation Movement and CJF, also questioned whether many federations are now ready to place Jewish education very high on their list of priorities.

Mr. Hirschhorn again indicated how important he thought it was to undertake serious evaluation as well as discussion about goals before we proceeded too far.

I then began to discuss with him the fact that it was our intention to try and convince various individuals or foundations to develop areas such as evaluation, early childhood, etc. He thought that this was a very good idea and indicated that he looked forward to discussing this with Mr. Mandel.

I left the meeting with the feeling that David Hirschhorn is someone who can play a very important role in the future work of the Commission and any successor mechanism.

He will be attending the next meeting of the Commission.

lipset/2FOX-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

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INTERVIEW OF COMMISSIONER

1. COMMISSIONER: PROF. SEYMOUR MARTIN LIPSET
2. INTERVIEWER: PROF. S. FOX
3. DATE: AUGUST 21, 1989
4. SETTING: NEW YORK CITY
5. SUMMARY:

Most of my meeting with Prof. Lipset was devoted to the research design which I had sent to him before our meeting. He responded positively to all of the issues that were suggested in the research design, but was concerned that we were leaving out the issue of the economics of Jewish education. He had participated in an earlier meeting with me and Prof. Hank Levin (Stanford University), where the possibility as well as importance of this issue had been discussed.

Prof. Lipset reminded us that there was one area missing from our work and that is the question of the market. As he has mentioned at several Commission meetings and in his meetings with me, he claims that we ought to find out what the Jews of North America want from Jewish education; how many are interested; and to what extent. If Jewish education were dramatically improved, how many more clients would be participating? He felt that though our information is very meagre in this area, work could be done by doing a secondary analysis of existing surveys, such as that were done in cities like San Francisco and Los Angeles.

I indicated to Prof. Lipset that I would bring this matter to the attention of the senior policy advisors and we agreed to continue this conversation. He supports the idea of Community Action Sites. He raised the issue of the college-age where he feels that we are missing the boat. He talked about several successful Hillel Foundations and indicated that we ought to look into whether or not these can be replicated, if sufficient funding and personnel were available.

Prof. Lipset will be attending the next meeting of the Commission.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: PROF. ISADORE TWERSKY
2. INTERVIEWER: PROF. SEYMOUR FOX
3. DATE: AUGUST 22, 1989
4. SETTING: HARVARD UNIVERSITY
5. DURATION: TWO HOURS
6. SUMMARY:

Prof. Twersky began the discussion by expressing his concern that this commission might not achieve its full impact because of the lack of clarity about funding. I made it clear to Prof. Twersky that that's exactly what Mr. Mandel and some of the other members of the Commission were considering now and that everyone understood that the purpose of this commission was not merely to issue a report, but to deal with implementation.

Prof. Twersky then described in very powerful terms the impact that he felt this commission could have at this time. He believes that the report is of secondary importance, and what is needed are examples of successful Jewish education that can be developed in Community Action Sites. He also suggested that we should encourage successful activities (best practices) in Jewish education that are now in place. He indicated that he would be willing to participate in any successor mechanism to the Commission. We discussed several of the possible scenarios. He believes that the Commission as a group has an important role to play in addition to any successor mechanism, an IJE, etc.

He stated that he believes that Mr. Mandel ought to remain in a leading position, for it is he who has managed to both bring these people together and keep their noses to the grindstone.

I believe that Prof. Twersky wants to play an important role in the future work of the Commission. He will be attending the next meeting of the Commission.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: PROF. ALFRED GOTTSCHALK
2. INTERVIEWER: PROF. SEYMOUR FOX
3. DATE: JULY 26, 1989
4. SETTING: JERUSALEM
5. SUMMARY:

The meeting with Prof. Gottschalk began with his review of the third commission meeting. He thought the small groups had worked out very well and he feels that he had learned a great deal from them. He believes that the meetings of the Commission are well-planned and that we are developing momentum from meeting to meeting.

He thinks the Community Action Site is a good idea; he believes that the IJE should be established; and he feels that the issue of politics (the denominations, etc.) will be resolved when it is clear what our outcomes will be.

He raised the issue of personnel and described how difficult his own situation (Hebrew Union College) is, both in terms of the small number of faculty available to carry out the training assignment and the fact that the existing faculty is overburdened with so many tasks beyond the normal training and research responsibilities of professors.

He reminded us that an important actor in the field of Jewish education is the Rabbi, and that his training and understanding of Jewish education is very limited. He felt that the Commission ought to attend to this matter. He is very interested in continued participation in the work of the Commission.

He has a conflict on the 23rd, but will try to participate. I think that a phone call would encourage him to participate in part of the meeting.

Prof. Gottschalk suggested the possibility of cooperative efforts, at least between the Conservative and the Reform. He does not eliminate the possibility of the Orthodox joining in some community like Los Angeles, where they have a history of good relationships.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: MR. CHARLES RATNER
2. INTERVIEWER: PROF. S. FOX
3. DATE: AUGUST 24, 1989
4. SETTING: CLEVELAND, OHIO
5. SUMMARY:

Charles is deeply committed to the work of the Commission and very much aware of the kind of problems that the Commission will face as it goes into Community Action Sites. His own experience in Cleveland has helped him understand the complexity.

He reminded me of the importance of bringing the denominations into the picture as early as possible, as they are responsible for so much of what actually takes place in education.

He sees personnel as the key problem and is concerned that we may not be able to alleviate the problem in the foreseeable future. He is not as optimistic as some of us are about the possibility of recruiting outstanding community leaders to work for Jewish education. Chuck wants to play a role in the future work of the Commission and in any successor mechanism. I believe he could play an important role in interpreting the work of the Commission as we begin to reach out to the community.

Chuck was particularly interested in the question of the training institutions and the role that they would play. He described what has taken place in Cleveland, where the college which was moribund, was turned around and is now playing a leading role in Jewish education. He projected from this experience the important role that the institutions like the J.T.S.A., Hebrew Union College and Yeshiva University could play if they would be given the opportunity to build their education facilities to serve as large a population as possible.

When I spoke to him, he said he was planning to attend the next meeting. I think another check ought to be made.

TOWARDS THE FOURTH MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: JULY 2, 1989
4. SETTING: SHOKEN LIBRARY, JERUSALEM
5. DURATION: 1 HOUR
6. SPIRIT: VERY INVOLVED, POSITIVE AND INTERESTED
7. SUMMARY:

The purpose of the meeting was to debrief about the meeting of June 14, and to consult on next steps.

1. Dr. Schorsch thought that the third meeting of the Commission was surprisingly good and moved the Commission nicely forward. He noted the fact that every meeting moved us forward, none was repetitious. The group discussions were very fruitful. The structure was good; the content was good.

2. The two foci of the Commission (which I.S. related to as personnel-national; community-local) are good and balance well national/local needs, and programmatic/enabling needs.

3. I.S. shared the following vision for the outcome of the Commission:

A. A mutual fund for Jewish education ought to be set up. It should pool the resources that are around the table and create a \$100 million fund for Jewish education in North America. The fund ought to be created before projects are launched.

B. A foundation should be set up, to be the agency that will preside over the funds. This foundation should help fund both existing quality programs and new programs. In addition to funding these, the foundation should be proactive - while allowing for local creativity. (I.S. elaborated on the dangers of a top-down program, or on a program that would only involve innovation: the foundation should help what exists, but it is quite conceivable that it should also stimulate creativity. It should not exert pressure from above, but rather respect the local and national institutions.) When we discussed this further,

we agreed that the foundation should also be a mechanism for coordinating, funding, initiating, monitoring, giving professional assistance to programs.

There is no foundation, in North America, devoted primarily to Jewish education.

C. The community action sites should be pursued -- they are a good idea. The initial steps should involve asking communities to prepare clearly articulated proposals. The criteria by which to judge these proposals should include: their replicability, their potential national impact, their breaking down denominational lines, etc.

4. There are very many good ideas in the field: funding and resources are lacking.

5. The role of the J.T.S.A.: I.S. pointed to the large number of graduate students currently enrolled in the education program (75). He credited this to the increased availability of scholarships (both the Wexner Foundation's grants and a scholarship fund of \$1 million set up at the Seminary, have allowed to grant good fellowships to people aiming to work in day schools). He believes that the Seminary is gearing up towards dealing with the staffing needs of the Solomon Schechter Day school network and thinks they can do so. He spoke of the determination to create a school of Jewish education at the Seminary, making it a third professional school of equal standing in the institution. He shared some thoughts about how this would be done.

6. Recruitment for training is in his view not a real problem, if adequate funding is available. Indeed, there is today a lot of idealism among young people -- whose environment has been saturated with material wealth. He sees potential pools among cantorial students, rabbinical students and women in the rabbinate.

7. The denominational issue: I.S. believes that at this point it is too late to bring the denominational commissions into the process. He believes that when resources will be made available, they will join. In the Conservative movement relationships are not too complicated. I told I.S. that MLM might come to consult with him on the issue.

8. The next meeting of the Commission: The collective deliberation must be brought soon to closure -- one or two more meetings should suffice.

October 4: he asks that the date be checked with his office as soon as possible. Asks that the meeting not take place at HUC because the roadwork make access extremely difficult.

On the whole, I.S. sounds very positive towards the work of the Commission.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE FOURTH MEETING OF THE COMMISSION

NEW

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INTERVIEW OF COMMISSIONER

1. COMMISSIONER: CHARLES BRONFMAN
2. INTERVIEWER: PROF. S. FOX
3. DATE: JULY 9, 1989
4. DURATION: ONE AND A HALF HOURS
5. SETTING: JERUSALEM
6. SUMMARY:

In addition to Charles Bronfman, two members of his staff were present: Janet Aviad, who is the director of his Israel office and Stan Urman, a consultant to Mr. Bronfman in Montreal.

Mr. Bronfman reported on his positive reactions to the third meeting of the Commission, though he indicated that he had to leave early to fly off to Kansas City. He was pleased with the way the small group meetings were handled, and was particularly impressed with the contribution of several members of his group, Dan Shapiro, Prof. Twersky, Prof. Gottschalk and Harriet Rosenthal.

Charles repeated his concern about tachlis, when the Commission would be able to take decisions. He also brought up the question of how we could solve the problem of funding -- when each of the foundations had their own particular agendas. "Is there some way we can all work together?" was a theme that he returned to several times in this conversation as he has in previous conversations.

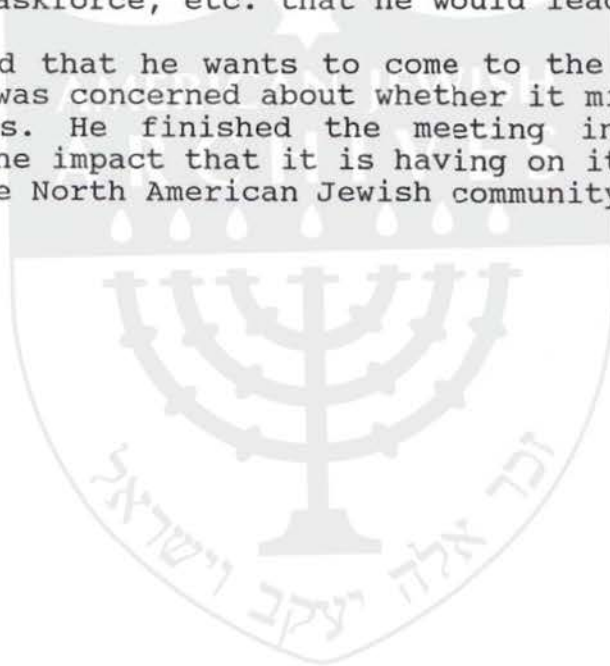
I had met with Stan Urman the night before and Stan suggested that we try and find a particular area of focus for Charles within the agenda of the Commission where he could take leadership. I asked Stan whether he thought that a proper approach would be to ask Charles to chair a group that would deal with the Israel Experience and come up with a report on how to increase the number of young people and the impact of Israel programs for Jewish education in North America. Stan thought that was a very good idea. Therefore, at the meeting I asked Charles

what he thought about the possibility of taking leadership in the area of the use of Israel as a resource for Jewish education. He broadened this to Israel-Diaspora relations (he was not clear as to exactly what he meant). He indicated that he was willing to take leadership in some area related to Israel; I might even say that he was a bit enthusiastic about the possibility. I mentioned that if he took leadership, I believed that key members of the Commission might be willing to join with him to discuss this matter. He thought that this was a good idea and worth pursuing.

It was clear that Charles was looking for a way for his interests in Israel to find an appropriate role within the agenda of the Commission and yet for him to be able to keep his foundation's identity.

I returned to the concept of how the Israel Experience could make a significant difference in a community action site, and how the work in a community action site could then be replicated in other communities throughout North America. He seemed to like this idea, and indicated that he was ready to pursue the suggestion of a small group, taskforce, etc. that he would lead or chair.

Charles indicated that he wants to come to the next meeting of the Commission, was concerned about whether it might compete with the World Series. He finished the meeting in praise of the Commission and the impact that it is having on its members and on the agenda of the North American Jewish community.



QUOTES FROM DECEMBER 13TH MEETING

CHARLES BRONFMAN (First Time Speaking)

I have a problem and I don't know if that problem is shared or not shared. I worry a little bit that we're sitting around this table trying to reach a consensus and I don't know if consensus in this group is necessary or whether concise are more appropriate. There are those of us interested in one aspect of Jewish education and those in another one, and yes personnel is important and yes fundraising is important. But, when I think of th fundraising and other bodies that are around this table -- you have foundations here, you have CJF here, JWB, JESNA, the universities -- there are funding groups and I know that one of the ideas is to get us all interested in doing more funding and to influence people in our communities. I was also reminded at the last meeting you clearly said -- if my memory serves me correctly -- that what we were about was to get into some viable programs, that your foundation would commit itself to one and you hoped other foundations would also commit themselves. So before Seymour discusses his paper (on personnel), where are we headed? It's very nice to talk about personnel but we're not going to be doing an institution for personnel, probably. We may, but I don't think that that's going to happen. Is there going to be an opportunity for those of us who would desire to do things in education to work either under an umbrella, or do our own thing and make sure that nobody steps on each other's toes? Is that where we are headed? And if so, is that going to come out of

today's discussion? Or the next time? How do you see the timing of this?

MLM'S RESPONSE TO BRONFMAN:

Let me take a stab at this; we really haven't worked it out. What I hope happens today is that comments like yours are made -- partly asking questions, but really stating an outcome that you would like. I know some of the areas you're interested in and I happen to be interested in some of them too. But I am reserving judgment on where the Mandel Family -- I think I tried to clarify that with Yitz Greenberg -- as one funder, Charles Bronfman is another funder. I want to end up committing Mandel Associated Foundation funds to something that is both a high priority for me and a high priority for this group. I want to be instructed by the findings of this Commission. And so whatever the findings are, I'll listen to. I hope the same thing happens, Charles, with personnel and with community, and other things that we're going to get into. So that there may well be an umbrella under which, for instance, taking kids to Israel, may fit very nicely into both your interests and what seem to be important conclusions, findings of this Commission. Eli Evans and I had that same conversation. I hope that we will all be informed by the findings of this Commission, one way or another, and my guess is that by the next meeting we'll have made a lot more progress.

CHARLES BRONFMAN (Second Time Speaking)

I have yet to hear a symphony orchestra play well without a distinguished conductor. I think that the quality of any

enterprise is determined by the caliber of the senior actor. Therefore, my own personal view is that the principal of the school is where the action must be because the principal does not necessarily have to be only an administrator. A good principal works up the morale in his organization, as any good manager does. He or she will train the teachers and the whole upbuilding of the caliber of educator will be determined by the type of person who is at the top, not by the person who is filling out the bottom part of the pyramid.



tapes/7mn-w

SUGGESTIONS, COMMENTS, QUESTIONS OF COMMISSIONERS
Taken from the tapes of June 14th

Bronfman's Group

(Excerpt from group meetings.)

(B.Y.) Can existing models of good programs be used as basis for CAS? i.e. give more money to things that work

(C.B.) The community paper suggests additional financing by federations. Is this practical?

(C.B.) What does the staff mean by "community"? You go beyond geography, demography. Need a clearer definition.

(C.B.) For next meeting, we need a full description of CJF's role in the CAS.

(J.E.) Need a balance between implementation of and thinking about CAS. Get ball rolling on data gathering needed for CAS, but start implementing as soon as possible.

(J.E.) Read Ann Lieberman's new book Building a Professional Culture in Schools (U. of Washington, Seattle) Bring Lieberman together with Jewish educators - see what's applicable.

(H.R.) Providing national guidance and setting standards should be two of the Commission's goals.

(I.T.) We're over our heads in research. We have enough experience to know what our needs are.

(J.E.) CAS is needed because there is a lack of coordination among all of the different pieces. Need a full-time effort (like Sizer at Brown); can't just shoot from the hip.

(?) For next meeting, need full description of CAS, what kind of national set-up is needed, how to get communities to buy into it.

(J.W.) Contract with the CAS has to include guarantee of rigorous documentation.

(?) Put out a "quasi-tender" - make a clarion call to communities to see who is interested in being a CAS. Commission will choose from among those who respond.

(H.R.) Contract with a CAS could include requirement of "twinning" with another community - teach them how to do it.

(M.M.?) We can't just create a funding source. Don't let researchers chase the money. Local community leaders must engage the professionals in the enterprise.

SUMMARY OF DISCUSSION WITH
DONALD MINTZ

ARTHUR J. NAPARSTEK
JUNE 1, 1989

The discussion with Mintz was abbreviated. The major point of our talk was on a national mechanism. Mintz believes a national mechanism is imperative but should not be incorporated as part of one of the national organizations such as JWB, JESNA, or CJF. Don feels that the national mechanism must be a neutral entity and not bear the burden of an existing organization's history or staff and organizational culture.

Mintz believes a national mechanism would be useful in terms of leveraging funds for local programs to play a networking role and to harness the excitement and energy of the Commission.

Don Mintz will be at the meeting and agreed to co-chair a small group with Esther Leah Ritz.



TELEPHONE INTERVIEW WITH
HENRY KOSCHITZKY

ARTHUR J. NAPARSTEK
JUNE 1, 1989

The purpose of this interview was to bring Henry Koschitzky up to date on developments since the December meeting of the Commission.

Henry indicated, at the start of the interview, that he would be unable to attend the meeting as unavoidable business plans have now come up. However, he reiterated that he is very committed and interested in Commission activities and looks forward to getting all the information.

I reviewed with him the progress since the last meeting. Henry agreed there was a strong consensus following the second meeting, particularly as it related to personnel and community. However he pointed out that many of the commissioners had different priorities related to personnel. Although all agreed with personnel, some saw personnel only in the context of day schools. Others saw personnel in the context of early childhood or family programs, etc. He went on to say that people tied personnel to their own pet projects. Somehow or other the Commission will have to reconcile that problem.

Henry is very supportive of an implementation strategy which flows from a national mechanism. However his concept is somewhat different in that he would prefer the Commission initiating national programs as opposed to developing a mechanism which, in turn, would develop programs. In fact, Henry has a program in mind that he is interested in. It relates to recruiting Schlichim from Israel who would work in communities. It's a complex program and Henry believes it could serve Jewish education in Israel as well as providing the opportunity to meet a short-term need in the day schools of America.

The point in Henry's telling me of the program was not as much about the program but about the notion of creating generic programs that will meet different types of needs in the personnel area. If a mechanism is developed, Henry feels strongly that it should not be service-oriented, that it should be catalytic and leverage funds and specifically, deal in terms of creating opportunities for new personnel not, in effect, stealing personnel from one community to another.

Henry is very supportive of Commission work. He would prefer to work in small groups on specific aspects of the Commission agenda. A task force approach and/or small group meetings during Commission convenings would be appropriate from his point of view.

INTERVIEW WITH
CHARLES RATNER

ARTHUR J. NAPARSTEK
MAY 31, 1989

The focus of this interview was somewhat different than the others in that the background information for commissioners had been written. Thus, meeting with Ratner was not as much to get input into the document, but instead to bring him up to date on the developments since the second meeting and his opinion on anticipated directions.

Charles Ratner brings a unique set of experiences to the Commission as he's been involved, on the local level, in a set of processes that were both successful and unsuccessful in developing Jewish education initiatives. Chuck spoke of an initiative in 1976 in Cleveland which he felt was unable to live up to its promise. He felt that a key issue in 1976 was that they did not develop a communitywide coalition by building a partnership between congregations, the bureau, the college, and the federations.

The Commission on Jewish Continuity, which he co-chaired, has been successful in that a "wall to wall" coalition had been developed. Thus, in dealing with the question of criteria for community action sites, Chuck feels that it is very important to pick communities in which such coalitions are possible. Otherwise he fears that we will get involved in very narrow turf battles with an institution within the community "derailing" the initiative.

Chuck is also sensitive in terms of looking at how community action sites might focus their activity in terms of how you build leadership. Chuck feels that even though the initiative appears to be working in Cleveland, he has a sense that we still have a challenge to build a core of new leadership for Jewish education in the community. Chuck feels the base of leadership is still the same.

Chuck feels an implementation strategy will be very difficult and must be put within the context of a strong final report. He said that in business at Forest City there was always a need to refer to a base document that serves as a blueprint for action.

He went on to say that a second reason for a strong-competently-written report is that if the Commission just puts forward an implementation strategy without a report, it would appear that this came out of the minds of Commission staff.

Chuck is very optimistic about the Commission and believes that an implementation mechanism makes a great deal of sense but it must be developed in the context of a strong report that has agreement from all the key stakeholders and particularly with a broad consensus from the commissioners.

REPORT ON MEETING WITH LESTER POLLACK, 6/1/89

Submitted by Jonathan Woocher

I met with Lester Pollack in his office. Despite missing the last Commission meeting, Lester appeared very positive about and committed to the work of the Commission.

I reviewed the development of the Commission's agenda, and especially the decision to focus on the areas of personnel and community support. He understood and accepted the rationale for this decision. He raised the question, however, of why, if so many other major substantive areas continue to merit attention, the Commission should not be an ongoing venture. The Commission's goals and the issues of Jewish educational change will remain relevant for quite some time. Therefore, he suggested, the work on personnel and community support might only be the first phase of its activity. He also raised the issue of trying to spawn local replicas of the Commission to continue the work, much in the way in which local JCCs established Maximizing committees after the model of the JWB commission.

I outlined the current thinking regarding a possible mechanism for carrying the work of the Commission into implementation. He strongly agreed that the Commission must produce more than a report. He was less interested in the details of the proposed implementation mechanism. He indicated that at this point he felt the Commission must focus on the substance of what it wishes to say, and that it would be sufficient for Mort to state that the issue of implementation was very much on the minds of the planning group, that a report would not be the final product, and, perhaps, to set up a small group of commissioners to look in more detail at implementation options with a mandate to report back at some subsequent meeting.

He felt that the meeting on June 14 should focus on substance, not process. He suggested that proposed "chapter headings" of a final report be presented by staff for discussion. These would outline the major issues in the two areas the Commission will focus on. Assuming agreement is reached on the topics which the report should cover, he suggested that the Commission subsequently divide into sub-groups, each of which would assume responsibility for one of the major sections. Papers would be prepared for discussion by these groups, and the groups would eventually report back to the Commission as a whole with drafts of the sections.

Lester will be at the Commission meeting on June 14, although he will have to leave at 2:00 pm.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE THIRD MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: ESTHER LEAH RITZ
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: MAY 26, 1989
4. SETTING: TELEPHONE FROM JERUSALEM TO MILWAUKEE

Summary:

Mrs. Ritz did not attend the second meeting - however this was our third opportunity to speak about it, (the first two conversations were brief). We reviewed what happened at the second meeting and the staff thinking since then. I related the idea of demonstrations and asked for her response.

ELR views very positively the notion of moving towards practical outcomes and implementation in the work with the Commission. She says that this has to happen, and it has to happen soon because the members of the Commission are mostly action-oriented people. They are not so much interested in studies and projections as in producing change. That is, after all the purpose of the Commission: to take cognizance of the problems and produce change.

In the discussion on community action sites, Mrs. Ritz pointed to the fact that it is possible to identify and recruit people locally; it is possible to upgrade them through resources such as local colleges in the regions or communities where there are such colleges but a national element will have to be introduced if we want to be effective. Indeed, personnel training is largely done at the national level and in Israel. The Commission will have to think of solutions to the shortage of personnel in terms of the training resources available continentally in North America and in Israel.

As far as effecting the community nationally or continentally is concerned, ELR thinks that endorsement of the topic of education by this Commission is in itself, a message that might affect the climate in the community. She believes community building should be both local and national.

In her view, CFJ is at this point still largely paying lip-service to the topic of education. "It's table is so full!"

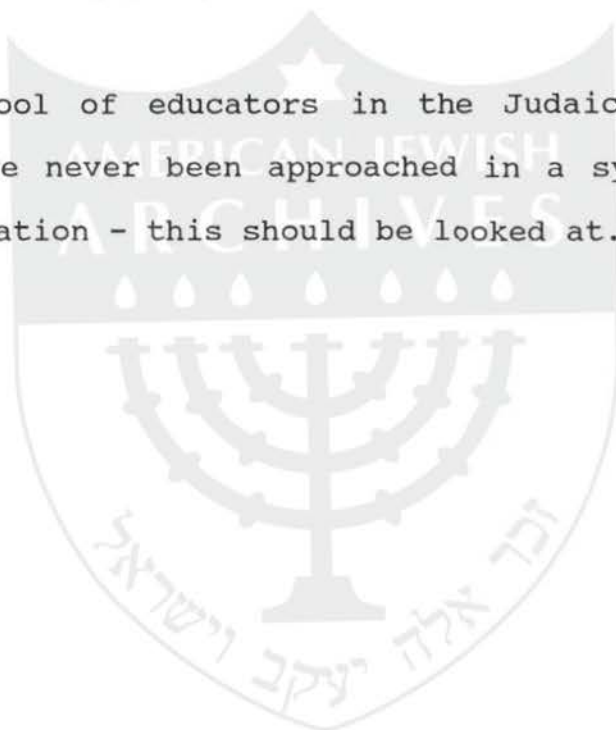
On the other hand, federations can certainly take leadership for the local coordination of formal and informal educational efforts. The federations should be the conveners, leaders, staffers of such efforts.

Mrs Ritz views positively the fact of dealing with both formal and informal education. This is a positive evolution since the report on Maximizing the Jewish Educational Effectiveness of Community Centers: a new dialogue between formal and informal

education is going on. That trend moved from the "Maximizing" report to the Jewish Education Committee, to the North American regional effort of that committee, to this Commission on Jewish Education in North America - and this is very positive.

Returning to the topic of training, she pointed to the fact that even the national denominational programs are weak and need strengthening. She suggested that one might want to consider a consortium of training programs.

The potential pool of educators in the Judaic departments of universities have never been approached in a systematic way to join Jewish education - this should be looked at.



HLL

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/27/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

In preparation for the Senior Policy Advisors meeting on July 30, I have reread your April 13th memo to Seymour Fox on the subject of possible outcomes of the Commission. I believe that all the points you raised in the memo will be covered in Seymour's presentation of what should be in the final report with the possible exception of Outcome #6 and Outcome #7 on programmatic options and research, publications, etc. Outcomes 6 and 7 will be addressed during the Commission's life span and also in our post-Commission plans. It is not clear, at this point, how much of this work can and should be achieved during the life of the Commission, and how much of it the Commission should list for post-Commission follow up.



budget/6mn-w

TO: Prof. Fox
FROM: Debbie
DATE: July 25, 1989
RE: Research Budget

I compared the budget you and Annette prepared with the list of papers to be commissioned in Annette's research design and found that the following papers were not figured into the budget:

1. The relationship of Jewish education to Jewish continuity
2. The finances of Jewish education
(This is listed on the budget sheet but no amount is assigned to it.)
3. The personnel shortage
(Is this included in the data gathering and analysis on the state of the field - part of Isa's total assignment?)
4. My question: What about the author/editor of the final report? If it is going to be someone from outside the Commission staff, won't he have to be paid? And what about the person who is asked to edit the revised option papers?

There are several papers listed as background papers (appendix of final report) that are not included in the budget, but they are the ones written/to be written by Commission staff:

The synagogue as a context for Jewish education
Best Practice and Vision
Community Action Site/IJE
Zucker's paper
Joel Fox's paper



Schaffzin & Schaffzin
PUBLICATIONS

37 Overbrook Parkway
Overbrook Hills, PA 19151-1731

215.642.8389
FAX 215.642.8070

PROPOSAL

At the recent meeting of the North American Fellows in New York, a report was presented on the work of the Commission. The discussion that ensued was lively and enthusiastic; the information shared with us created that enthusiasm. There was a feeling of hopefulness and a "where do we sign up" tone.

One Fellow, however, had been at other meetings of professionals where the reports were met with what appeared to be disinterest or resentment. That raised the question of public relations for the Commission.

Public relations, a forceful tool in marketing and fundraising, can take many directions. Often in the Jewish world it takes the form of the publicity shot and the press release to the Jewish press, usually used to illustrate the honor afforded fundraisers and, by implication, urging others to lend support. There is, however, a different tool which we feel would be more effective for the Commission, and that is a Commission Newsletter.

In order to effect real change in the world of Jewish education, the Commission may need the support, and perhaps even help, of various constituencies in that world. One way to gain that support is to make them feel invested in the process. Not every professional or lay leader can be a working member of the Commission, nor can they all be consulted. However, through a newsletter they can be informed, and through that sharing of information be brought into the enterprise on different levels. The goal then is to enlist the reader's cooperation, or minimally prevent his opposition, by creating a constituency of the informed, co-opting through a sharing of information.

A Commission newsletter is the best tool to accomplish this. Carefully crafted, tone and content controlled, it can be directed to the high level audience you need to reach as opposed to press releases dispersed to the world-at-large. Newsletters also leave little to chance and can be timely, as opposed to presentations at meetings which depend on available personnel and the chemistry of the presentation.

We would suggest a newsletter that is clean in its design, well-written and of high production standards. This will communicate the serious nature of your work; it also communicates the Commission's dedication to quality.

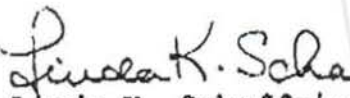
The specifics -- how often it is published, to whom it is sent, who writes it, and what is included are, of course, up to the Commission.

Based on our experiences, we would just make the following suggestions for content:

- a) An update on process.
- b) A feature on one or two commissioners each time (this is the only place where I would suggest using a photo of the Commissioners).
- c) Some background on an issue or decision of the Commission -- e.g., some of the factors that went into the decision to focus on personnel.
- d) A column that describes the next step.
- e) No letters, no excessive praise, no publicity shots -- your work should speak for itself and the praise should be implicit. "We are serious people who need serious people like you, our reader to support us in the community."

We are most interested in working with you in creating such a newsletter and would be glad to bid on any or all aspects of it. We can write copy from your suggestions or edit your copy, design, print and mail.

If you feel this suggestion holds potential for the Commission, we would be happy to develop a more detailed proposal including in-depth content and costs. Thank you for your consideration.


Linda K. Schaffzin
Executive Editor



קשר The Schechter כטר Connection

Tammuz 5749 / July 1989

The Long Range Planning Process Begins at Solomon Schechter

With the formation of the Long Range Planning Steering Committee in 1988, Schechter has embarked on a careful process of self-evaluation with an eye to the future. The process, which has been funded by a \$15,000 grant from Federation, is constituency-based involving every entity within the school community, as well as some representatives of the larger Jewish community. By February, 1990, the Committee hopes to have a first draft of the finished report with specific recommendations for the school's future over the next five to ten years.

After consulting with other schools that have gone through a Long Range Planning (LRP) process, Schechter decided to hire Bill Weary of Independent School Management (ISM), a consulting firm based in Wilmington. ISM did the initial school assessment, looking at Schechter's strengths and weaknesses. Weary spent hours pouring over documents provided by the school and interviewing parents, faculty, students, board members and alumni. He presented his extensive report at a meeting of the Board of Directors, the Education Committee and the LRP Steering Committee, with those he had interviewed also attending.

On the basis of that report, the LRP Committee met with Bill Weary, who will continue on as a consultant for the planning process, and established study groups for those issues that needed particular investigation. One of those groups, chaired by Debbie

Lurie and Mindelle Goldstein, is constructing a parent questionnaire for distribution this summer. Although every parent cannot be directly involved in the process, the LRP Committee sought a device that will allow every parent to have a voice because parent feedback is vital to the LRP process.

Early in September, about 60 members of the greater

Schechter family and some professionals from the larger community will meet for an all day retreat at the school. The goal of that first retreat will be to serve as a think tank, dealing with the general direction of the school including the pressures and impediments that Schechter is facing. The participants will consider economic factors, demographic information and the reports of the study groups.

In early November, a second two-day retreat will deal with solutions and ideas for Schechter's future. The LRP Committee will create a synthesis of all the material from the two retreats and the study groups, which will detail specific plans. Each item in the plan will be assessed for time implementation and cost factors with the aid of the ISM computer bank. This synthesis will be submitted to the Board of Directors for approval and the Board will then proceed with implementation.

During the LRP process, the Board will be doing its own self-evaluation through workshops, with an eye to by-law revisions. The Board's goal is to assure its strength to implement the plan and steward the school through the nineties. ♦



"The potential as a school and as a local and national leader is absolutely extraordinary...

The necessary pieces are here - they have yet to be assembled and the founding vision realized." *Bill Weary, ISM*

MIDRASH: U'MA'ASEH

Volume I: Number 2

ISSUES AND EVENTS IN PHILADELPHIA JEWISH EDUCATION

Spring 1989

TARGETS

Community leaders, both lay and professional, have been grappling with the question of what needs to be done to perpetuate Judaism. The headlines in ads and articles, asking if our children and grandchildren will be Jewish, are stark and foreboding, reflecting a very real concern: How will we be able to transmit Jewish tradition and values and a sense of peoplehood at a time when many families are only marginally connected Jewishly?

Over many years as an educational director involved with family education programming, Rabbi Jeffrey Schein has pointed out that Judaism rests on three pillars: the school, the community and the family. But today many families do not know how to function Jewishly or convey a sense of Jewishness to their children; they have come to rely on the schools to do the job for them. The schools, suffering from a myriad of problems, cannot cope with the additional burden of serving as surrogate parents.

The family is the traditional place for Jewish socialization and the transmission of values. It provides an intimacy which cannot be rivaled by other settings. The problem, and the task, is how to stimulate and provide in a meaningful and non-threatening way those shared Jewish experiences that enrich family life.

The Central Agency for Jewish Education is moving!

As of June 8, our new address is:

Mandell Education Campus
Old York Road & Melrose Avenue
Melrose Park, PA 19126

Our new (temporary) home is in the Faculty House.



The first Conference for Leadership of Philadelphia Jewish Education was held Sunday May 7 at the Mandell Education Campus. Keynote speaker, Dean Michael Austin of the Univ. of Pennsylvania School of Social Work, spoke on: "Building Community: Effective Elements of Lay/Professional Relationships." Dean Austin (right) is with Central Agency Pres. Samuel H. Karsch (left) and Conference Planning Committee Chairman Adena Potok. The Conference was co-sponsored by the Board of Rabbis, the Educators Forum, the Federation of Reconstructionist Congregations and Havurot, the Federation of Reform Synagogues, and the Central Agency for Jewish Education.

NEW PROGRAM FOR FAMILY EDUCATION

The Central Agency has named Rabbi Jeffrey Schein Family Education Consultant. With funding from a Federation grant, his mandate is to provide consultation and programming for Jewish family experiences for synagogues and other agencies in the community.

Rabbi Schein noted the interdisciplinary skills required to work with families: teaching, counseling, social work, and Jewish knowledge. "These are needed," he added, "to enable the complicated and challenging job of programming for families to go on more effectively." Over the 15 years Schein has served as a principal he has gained practical insights into working with families, and is looking forward to applying those insights on a communal level.

Schein plans a brochure describing model programs, many of which he has used successfully at Or Ami where he has most recently served as principal.

On June 14 the Central Agency will bring Janice Alper, author of *Learning*

Together, a source-book on family education, to Philadelphia. Alper will present a workshop designed to put resources at the command of educators and program directors.

Other plans include: a class based on *Torah With Love* by Epstein and Sutman, which describes family study of the weekly portion; a week of intensive training for leaders with Patti Golden, developer of a holiday celebration program for families; the use of seed money to stimulate the expansion and development of family education programs; and a course at the Reconstructionist Rabbinical College, in cooperation with the Central Agency, focusing on theory, practice and programming for family education.

"We need," notes Rabbi Schein, "to explore the nature of family education: what can it do, what are its limitations, what is truly effective. We need to think about future steps." He feels we are at the beginning of a truly exciting process.

To: Seymour Fox

From: Annette Hochstein

Date: August 22, 1989

Re: Meeting of Senior Policy Advisors
-- Recap of our current thinking --

Our preferred outcomes for that meeting depend largely on what we perceive as

- I. the products of the Commission
- II. how to get there - the workplan (and - as a result:)
- III. what the fourth meeting should be.

The Senior Policy Advisors' meeting will optimally conclude with a design for the fourth meeting and a large measure of consensus on the background materials to be prepared.

A R C H I V E S

I. The products of the Commission - the day it formally completes its work - will be (very roughly formulated):

- A. A written report (to inspire, set the agenda, recommend policy, etc...)
- B. An action plan that includes a mechanism for implementation
- C. Adequate funding to launch and carry out the plan

II. The workplan: in order to achieve the above products the following work needs to be completed (I include rough time estimates):

- A. Complete the Research Program (see itemized appendix).
All the commissioned work will be completed between December 1989 and January 1990 - to allow for insertion of the data in the final report. Some reports will be completed earlier. Interim reports will be provided.
- B. Complete the Report.
Three elements are involved:
 - 1. data analysis to provide an overview of the field, and a description of problems and of opportunities.
 - 2. development of recommendations, based on work with commissioners and on data analysis.
 - 3. drafting the report

This work will take approximately three months to complete (November 1989 - January 1990) -- (see appendix: preliminary outline of recommendations.)

- C. Develop a funding program
In order to launch the implementation of recommendations and to lend credibility to the process of the commission, funding commitments will need to be secured from both communal (federations) and private (endowments, family foundations) sources. (August 1989 - February 1990)

- D. Develop and operationalize the IJE and Community Action Sites
This will require the following:
 - 1. Refine the concepts of the IJE and the Community Action Sites.
 - 2. Hire and prepare director for the IJE
 - 3. Begin the selection process for Community Action Sites (define criteria; identify potential communities - through consultations and data analysis; initial contacts and negotiations).

- E. Continue the Commission Process:
 - 1. Work with Commissioners (interviews, correspondence, the funders, individual interests in options, develop recommendations etc...)
 - 2. P.R.
 - 3. Relationship with all appropriate actors (together with partners work with : organizations; denominations; local commissions, etc...)

III. The Fourth Meeting of the Commission

A. Rationale:

1. In its first three meetings the commission agreed on the nature, scope and content of its work. In particular the following elements were agreed upon:

- a. The outcomes of this commission's work would include both a report and implementation.
- b. The community and personnel are the first options to be dealt with. Programmatic options are also of interest to the commission.
- c. Implementation and the development of solutions for the problems of Jewish Education will take place within the framework of Community Action Sites. Some elements will have to deal with nationally/continentally.

2. In order to complete the work concrete recommendations - based on the best available knowledge - need to be developed for each of these elements. Moreover recommendations must include the means (mechanism, structures and resources) for operationalizing decisions. Together, all recommendations will form the Commission's outcomes: a proposed agenda for Jewish Education for the next decade, with policy recommendations and with a plan for action.

3. Whereas staff and policy advisors have been considering for close to six months the notion of a mechanism for implementation and for the past two months possible recommendations in all areas (see the report outline), little if any of this has been shared with Commissioners.

4. Thus, it would appear that the next step for the work of the Commission needs to be the consideration of possible recommendations towards their inclusion in the final report. We suggest that the **outcome for the fourth meeting** include

- a. A clear sense of suggested outcomes of the Commission**
- b. Ownership and positive response to likely recommendations**

5. Recommendations need to be developed for the following areas:

- a. The Community : leadership, structure and finance
- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)
 - *. Umbrella organization for Programmatic Options
 - *. Development of the North American Support system (possibly defer until 5th meeting)
 - *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

6. In light of the above we suggest that at its fourth meeting the Commission begin to consider and outline its proposed agenda and recommendations.

* * * * *

Before proceeding to a proposed scenario for the meeting, let us outline what recommendations are likely to emerge. In addition we should distinguish between recommendations which we feel ready to offer for discussion at this time (R) and recommendations where more data gathering and analysis are needed (NR). Let us also distinguish between recommendations that are "clarion calls" - more declarative in nature (CC) recommendations that are more practical.

B. Alternate Scenarios for the fourth meeting

The fourth meeting can be organised in a number of ways:

Alternative 1. The meeting could focus on work-in-progress as well as preliminary recommendations under three headings:

- a. The Commission's report and an agenda for the next decade
- b. The research being undertaken
- c. Implementation: Community Action Sites and the IJE

Reports and discussion on each can be introduced by MLM at the plenary. Commissioners can then break up into small group meetings, hear brief presentations which they will discuss - and re-convene to report.

The outcome could include : endorsement of the outline of the report; endorsement of the research program; endorsement of the concept of the IJE - with further elaboration on the Community Action Sites.

A weakness of this scenario is that recommendations are likely to be adressed in a secondary manner only. On the other hand the content of the work could be significantly clarified.

Alternative 2. A variation on this model could include small group meetings in December to discuss recommendations.

Alternative 3. The meeting could focus on the outcomes of the Commission - particularly on the development of recommendations.

- a. MLM would offer a brief report, including a summary of his own thinking concerning the Commission's outcomes, the community, implementation and funding.
- b. Commissioners would be invited to join small groups that would begin to discuss suggested recommendations. Each group would be chaired by a pre-briefed chair-person and staffed by a resource person (researcher or staff).
- c. The small group topics might include:
 1. Specific recommendations on the community and personnel
 2. General recommendations (National/Continental)
 - personnel training and recruitment
 - programmatic options
 3. Recommendations on Implementation
 - The IJE
 - other aspects of implementation (funding; structures...)

A different breakdown could include small group discussion on recommendations for the following topics:

- a. The Community : leadership, structure and finance

- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)
 - *. Umbrella organization for Programmatic Options
 - *. Development of the North American Support system (possibly defer until 5th meeting)
 - *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

d. The plenary would be re-convened to discuss small group recommendations.

The advantage of focussing on recommendations is that we will be creating ownership for the final report and will be moving towards more concrete formulations of outcomes.

The weakness of this alternative is that requires



PRELIMINARY RECOMMENDATIONS

1. (CC) GENERAL STATEMENT : BASED ON ITS FINDINGS CONCERNING JEWISH CONTINUITY, THE STATE OF THE FIELD, THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION, THE SHORTAGE OF RESOURCES - THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY ADOPT A TEN-YEAR AGENDA FOR DEALING WITH THE IMPROVEMENT OF JEWISH EDUCATION IN THE COMMUNITY. THE COMMISSION RECOMMENDS POLICIES...AS WELL AS A PLAN FOR ACTION AND IMPLEMENTATION.

a. The Community : leadership, structure and finance

Based on the background papers by Zucker, Fox and Ackerman, as well as input from commissioners and other experts consulted, this section will include recommendations on the following topics:

2. THE ORGANISED JEWISH COMMUNITY SHOULD PUT JEWISH EDUCATION AT THE TOP OF ITS LIST OF PRIORITIES. NATIONAL ORGANIZATIONS AND LOCAL ORGANIZATIONS AND INSTITUTIONS SHOULD DEVISE MEANS TO ATTRACT TOP LEADERSHIP TO THE SUBJECT OF JEWISH EDUCATION AND TO MAKE THE NECESSARY RESOURCES AVAILABLE FOR JEWISH EDUCATION

IN PARTICULAR THE COMMISSION RECOMMENDS THAT:

- * (WHO IS THE CONVENER)
develop recommendation in light of the complex relationship of federations and other agencies on the topic of Jewish Education,
- * (THE NORTH AMERICAN SUPPORT SYSTEM)
- * (METHODS FOR RECRUITING LEADERSHIP)

ALSO:

-- NATIONAL POLICIES:
(cjf: the denominations: devise means for assisting the training institutions in their efforts)

-- LOCAL POLICIES:
(create local commissions for planning and development;
develop wall to wall coalitions of those involved in delivering services)

b. Funding

INDICATE WHAT SHOULD BE DONE :

PERCENTAGES MENTIONED? ETC..

THE COMMISSION RECOMMENDS THAT ADEQUATE FUNDING FOR JEWISH EDUCATION BECOME A KEY PRIORITY FOR COMMUNAL AND PRIVATE SOURCES OF FUNDS. BUDGETS OF LOCAL FEDERATIONS, FEDERATION ENDOWMENTS, AS WELL AS PRIVATE FOUNDATIONS SHOULD ADOPT AN AGENDA FOR LOCAL DEVELOPMENT OF JEWISH EDUCATION AND FUND ITS IMPLEMENTATION ADEQUATELY, PLANNING A GRADUAL CHANGE IN RESOURCE ALLOCATION TO REFLECT THIS AGENDA.

Recommendations will depend partly on the outcomes of the meetings with the funders. At this time the following

- first funding - my foundation and other foundations
- second funding - cas is the local organised \$
- third - every other kind of player - e.g.: l.a.

- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)
 - *. Umbrella organization for Programmatic Options
 - *. Development of the North American Support system (possibly defer until 5th meeting)
 - *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

B. Recommendations on Personnel

* In order to meet the acute shortage of qualified personnel we recommend addressing four elements simultaneously: recruitment; training; building the profession, retention.

a. Recruitment

1. EXPAND SIGNIFICANTLY THE POOL FROM WHICH CANDIDATES FOR TRAINING AND RETRAINING ARE SELECTED:

a. Identify hitherto untapped pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.).

b. Identify and create the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training,

adequate salary and benefits, possibilities of advancement and growth, empowerment, etc.).

In order to do this:

- ** commission a market study**
- ** undertake a (joint) systematic national recruitment program - to be monitored for several years.**

b. Training

2. DEVELOP SIGNIFICANTLY THE QUANTITY AND QUALITY OF TRAINING OPPORTUNITIES - BOTH PRE-SERVICE AND ON-THE-JOB.

1. IMPROVE, INTENSIFY, DEEPEN EXISTING PROGRAMS

WORK TOGETHER
SPECIALIZATION

2. GENERAL EDUCATION PROGRAMS FOR JA PROGRAMS

3. JUDAICS DEPARTMENTS

4. NEW PROGRAMS

A. Develop "fast tracks" and on-the-job training programs for special populations. This should include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.

*Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.

*Create new and/or specialized training programs - e.g.: create elite senior personnel programs in North America similar to those in Jerusalem

*Create a national consortium of training institutions and research centers.

* research

The lacunae: early childhood; informal educations;
In order to do this:

a. Develop norms and standards for training

b. Prepare a national training-development plan -- pre-service and on-the-job -- that will meet the shortage of qualified personnel within the next decade.

c. Building the profession

X. DEVELOP THE CONDITIONS THAT WILL
[ISA - knowledge and autonomy]

* add all the elements we had:
networking
code of ethics
etc.

*Develop a set of standards and norms to determine entry levels for positions in Jewish education.

* Create a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).

*Adapt promising ideas from general education, such as "lead teacher," to Jewish education.

d. Retention

*If retention remains as a separate category, it could include recommendations concerning opportunities for growth, sabbaticals, empowerment, salary and fringe benefits. The issue of "burn-out" and relationships between educators and lay leaders will have to be addressed. It may be decided to include retention in the section on profession-building.

4. Recommendations of an agenda for the next decade:
(Programmatic areas)

IN ADDITION TO THE AREAS OF PERSONNEL AND THE COMMUNITY - IDENTIFIED AS "ENABLING" DEVELOPMENT IN MOST OTHER AREAS, THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY PUT ON ITS AGENDA FOR THE NEXT DECADE VIGOROUS INTERVENTION IN THE FOLLOWING AREAS:
[for each say max - see caje or alternatively)

A. EARLY CHILDHOOD PROGRAMS:

Significant opportunity has been created for

development (brief statement of the reasons)

5. Recommendations for implementation:

IN ORDER TO ENSURE THE IMPLEMENTATION OF ITS RECOMMENDED AGENDA THE COMMISSION HAS DECIDED TO LAUNCH A MECHANISM FOR IMPLEMENTATION - TO ACT BOTH AS A SUCCESSOR MECHANISM FOR THE COMMISSION AND AS ITS MEANS FOR FACILITATING IMPLEMENTATION OF ITS RECOMMENDATIONS BY BOTH LOCAL AND NATIONAL AGENCIES.

emphasize the local; ultimate success local. catalyst new part of existing organization or new organization. someone to galvanize. leadership, ideas and funding need galvanizing.

This mechanism will undertake the following activities:

- a. Community action sites
- b. Continental elements (training, etc..)
- c. Umbrella for Programmatic Options
- d. The North American Support system (possibly defer until 5th meeting)
- e. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. facilitate the development of one or several centers for research and innovation in Jewish Education.
- g. A recommendation to undertake systematic research and evaluation will probably be included. (See MLM's suggestions above and the enclosed paper on the research design.)

One recommendation might be that the Commission continue to exist, meeting annually to hear the report of the IJE. This report could include:

1. a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
2. a report on the work being done by the foundations on programmatic options

3. reports on the state of Jewish education (similar to the Brookings reports)
4. a focus on key agenda issues to be addressed by the community
5. suggestions for an R&D agenda

Environment

every player we care about will receive function and money (outright or help raise) on the conditions that they play by the agreed terms

get smc
get list of federation plans on jewish education

B. Agenda for the 4th meeting:

1. Suggested recommendations for the final Report:
2. Recommendations for the Community
3. Recommendations for Personnel
4. Recommendations of an agenda for the next decade:
(Programmatic areas)
5. Recommendations for implementation:
 - a successor mechanism -- a mechanism for implementation -- in the following areas:
 - a. Community action sites
 - b. Continental elements (training, etc..)
 - c. Umbrella for Programmatic Options
 - d. The North American Support system
(possibly defer until 5th meeting)
 - e. Monitoring and Accounting on Progress to the North

American Jewish Community (Possibly through a yearly meeting of the Commission)



August 20, 1989

MISCELLANEOUS

September agenda:

Best Practice
pricing Mina:

IJE - small-medium-large

CAS - small medium-large

National program

Other parts

Meeting MLM-Fox-Lipsett set for October 24 at 7AM



Gurvis:

Schedule for 23/24

Agenda for 24th

MLM's idea of a book for each commissioner with photograph etc...

Research budget - item by item (Annette)

Visa
✓ Annet 7000 + travel

Kibbutzim:

continued conversation with Infeld

Letter from Avraham Infeld stating that he has spoken to Kaplan and Field .



Art Rotman Agenda

Report on MINA

Report on MI-G

Prepare for the 24th

Mittelberg - \$6000.- to learn the North American System (as relevant to Oren) through meetings and travel (see suggested list of conferences, gatherings, meetings).



23rd/24th.

what are we going to say about the programmatic options

CRITERIA for programmatic:
lets see if we could:

funding

a market waiting to be exploited (underdeveloped)
early childhood
college age

an institution that serves many but that is failing
supplementary

an institution that could easily be enhanced

alternative: the principle for the roadmap could be sophisticated
advocacy

the report will say: there are 15 great things that could be
done: here is the agenda for the next twenty years. Please anyone
wants - do it!





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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

8-30-89

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STREET ADDRESS		DEPARTMENT	
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		TIME SENT:	

MESSAGE:

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

Regards,
Kinney



45com

8/30/89

TO: Those Assigned to Interview Commissioners

FROM: Ginny Levi

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

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

I. Purpose of Interviews

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

II. Basis for DiscussionA. Debrief

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

B. Anticipated Outcomes of the Commission's Work

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

Community Action Sites:

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

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

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

4. Implementation

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

5. A Mechanism for Implementation

If so, what kind of a mechanism should this be? Some of the functions that have been suggested have included:

- a. To serve as broker between expertise on the national level and local initiative and expertise.
- b. To encourage foundations and philanthropists to support innovations and experimentation in the Community Action Site.
- c. To undertake the diffusion of successful lessons learned in the process of implementation in the Community Action Site.
- d. To help establish monitoring and evaluation systems for the demonstration projects.

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

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



8/29/89

Commissioner Interview Assignments

Sr. Policy Advisor/StaffCommissioner

Seymour Fox

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

Annette Hochstein

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

Stephen Hoffman

Ronald Appleby
 Robert Hiller

Morton Mandel

Max Fisher
 Joseph Gruss
 Ludwig Jesselson

Joseph Reimer

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

8/29/89

Page 2

Sr. Policy Advisor/StaffCommissioner

Arthur Rotman

Stuart Eizenstat
Eli Evans
Donald Mintz
Daniel Shapiro

Jonathan Woocher

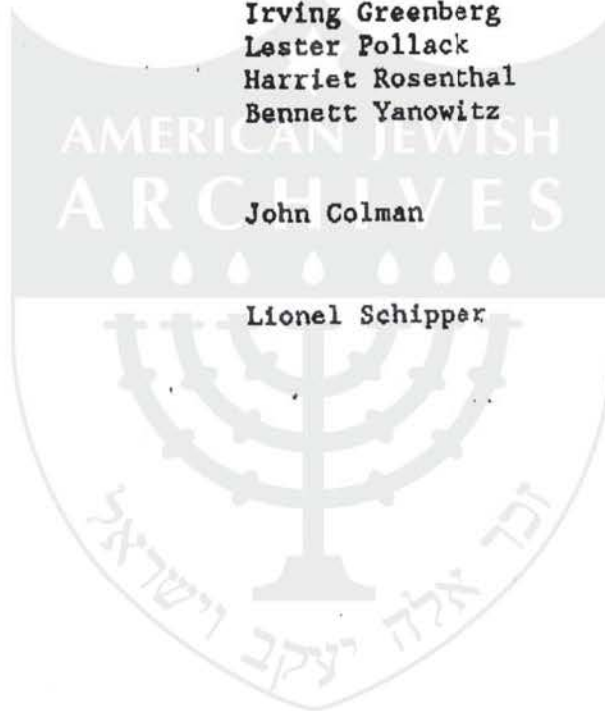
Mandell Berman
Maurice Corson
David Dubin
Irving Greenberg
Lester Pollack
Harriet Rosenthal
Bennett Yanowitz

Henry Zucker

John Colman

Unassigned

Lionel Schipper



HARVARD UNIVERSITY

325C

DEPARTMENT OF NEAR EASTERN
LANGUAGES AND CIVILIZATIONS

6 DIVINITY AVENUE
CAMBRIDGE, MASSACHUSETTS 02138
(617) 495-5757

August 9, 1989

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

Dear Mort:

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

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

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

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

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

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

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

I trust you are having a pleasant summer.

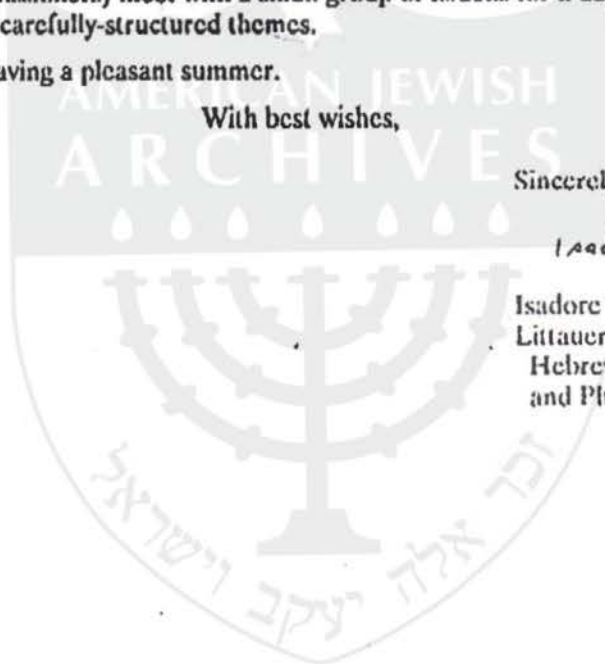
With best wishes,

Sincerely,

Isadore

Isadore Twersky
Littauer Professor of
Hebrew Literature
and Philosophy

T:c



48
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Yeshiva U.'s Lamm: A rabbi under siege

By JONATHAN MARK

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

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

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

In late June, for example, he drove to a Chabad house to address the Rabbinical Council of America, at 200...

Washington, D.C.

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

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

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

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

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

Yeshiva University's Lamm: A president under siege

(Continued from Page 2)

Orthodoxy. They very much intend to distinguish what Lamm says and what he does.

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

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

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

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

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

1946 in a room without running water, lowering a pail 100 feet into a waterfall to drink or wash up. His head of chemicals pretended to run a fertilizer company when the operation was raided by the Federal Bureau of Investigation.

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

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

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

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

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

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

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

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

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

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

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

Tenzer looked at the clock. It was

10:35 p.m. He saw the school producing leaders who were, by and large, overly cautious and desiring to take more fundamentalist colleagues.

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

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

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

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

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

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

RIGHTS Dean and a Lamm supporter, "these broadsides from one quarter, one person, one group."

"It seems like little things, the Modern Orthodox sit. But the net effect is that you, the four years of your sabbatical, having your sabbatical every minute. For a month, it'd bother you for six months. But after four years, you feel pressed and fussed out. And people wonder why so few Modern Orthodox leaders are coming to Y.U. I wager that if you tried to give one of Lamm's articles a wall, it wouldn't stay up for minutes before being ri down."

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

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

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

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

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

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...the bank presidents and tell them to give us another week."

High Casey, then governor of New York, was sleeping. Tenner woke him up and Casey woke up the bank presidents. Yeshiva gained time. Within 16 months, Lamm wrote his name on the bottom of a check for \$50 million that he presented to CHEMICAL BANK and the school's board.

"It was a superhuman effort in which the stars were the board members of Yeshiva University," said Lamm, "not the members of the Jewish community. The Jewish community at large abandoned us. When I went to them, most of them just gave me a lecture that we at Y.U. didn't put our house in order."

"I had only been in office a couple of years," said Lamm. "I didn't even know what was going on at that time. All they could do was give me a self-righteous lecture."

"Very bluntly," said one Yeshiva-ordained rabbi, "Y.U. wasn't supported because hardly anyone liked Y.U."

Not only was it perceived to be arrogant and fiscally irresponsible, the "right wing" Orthodox Jews disagreed with Y.U.'s basic philosophy. As for the Modern Orthodox

...however, the "secularists" ...
...within the school grew better.
"They didn't have to raise money," said one Lamm defender. "They had all the time in the world to attack."

Lamm tried to be gracious, though "the right wing hasn't been gracious to me," he admits. The attack, he reported, very much included the whole tone of Orthodoxy's voice. "But I believe in graciousness and they don't. I believe civility is a value. Form counts, style counts," said the man who wore a top hat on the pulpit. Menschlichkeit counts; I prefer being a mensch even when doing battle with those who are opposed to me"—which did more for his self-respect than it did for winning the battle, said some of his admirers.

According to some, Lamm is losing. A former student reported that there are teachers in Y.U. who publish articles stating that Y.U. is not Orthodox. "These articles were taped up in every classroom. You couldn't walk down a single hall without seeing them." And there are other broadsides allowed on the walls that continuously attack Lamm and other Y.U. "centrists."

"Almost without exception," said Rabbi Zevulun Charlop, a

...the great and noble ...

"I don't expect everyone at Y.U. to feel exactly as I do. It's not my philosophy of education. It's not my philosophy of Yiddishkeit. In every other yeshiva, the rosh yeshiva has what is called a *lav*, a line. You deviate from that line by an inch and you're out. I don't believe in a line, I believe in an area. An area means that there is space to move, but it's limited."

Lamm, once formulated religious strategy with books such as "A Hedge of Roses," but observers are waiting to see if Lamm's political strategy — more like a rose than a hedge — can save Y.U. from an ideological "leveraged buy-out."

"Yeshiva is now under siege, all the time, from the right and left," said Dean Charlop, "because we represent a complex philosophy in a world of easy solutions."

Warned one Orthodox rabbi ominously: "The guns are no longer just aimed at Yitz Greenberg," left-wing Orthodoxy's leading spokesman who is often maligned in yeshiva circles. "Yitz Greenberg is being taken care of [by his more rigid colleagues]. Now the guns are aimed at Lamm."

Who will win, guns or roses?

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

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-5788
(818) 740 8184

NHEA HINSUK SCHOOL OF EDUCATION

July 7, 1989

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

Dear Seymour:

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

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

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

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

Professor Seymour Fox
Page two
July 7, 1989

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

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

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

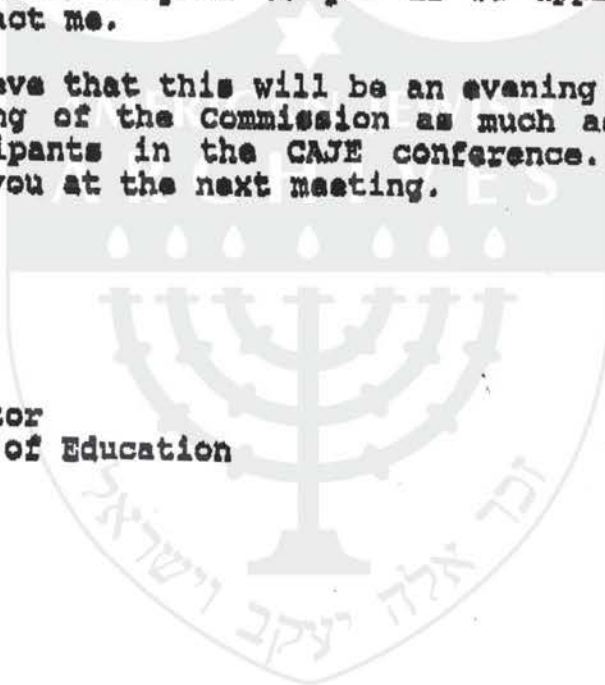
Sincerely,



Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

Attachment



JUN 26 1989

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

RHEA THROSCHE SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-1396
 (213) 441-1111

June 22, 1989

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

Dear Mort:

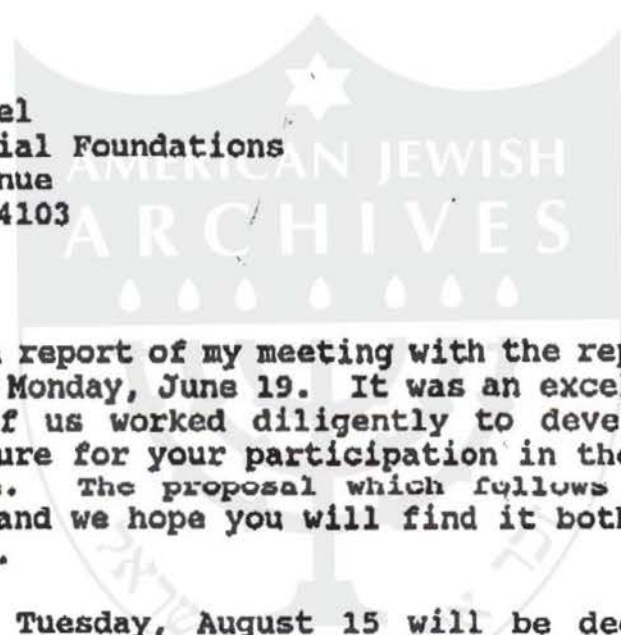
This letter is a report of my meeting with the representatives of CAJE held on Monday, June 19. It was an excellent meeting in which all of us worked diligently to develop the best possible structure for your participation in the forthcoming CAJE conference. The proposal which follows is for your consideration,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

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

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

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

H/2 ✓
 YF ✓
 /



Mr. Morton Mandel
Page two
June 22, 1989

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

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

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

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

Mr. Morton Mandel
Page three
June 22, 1989

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

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

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

Cordially,

Sara S. Lee
Director
Rhea Hirsch School of Education

SSL/fj

cc: Arthur Naparstek

FAX SENT

DATE: 7/12/89

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

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: Sara Lee

From: Seymour Fox

Date: July 11, 1989

Pages:1

Dear Sara,

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

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

Thanks again for all your help,

Sincerely,



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

FAX SENT

DATE:

16.7.89

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Sara Lee

DATE: July 16, 1989

FROM: Annette Hochstein

NO. PAGES: 1

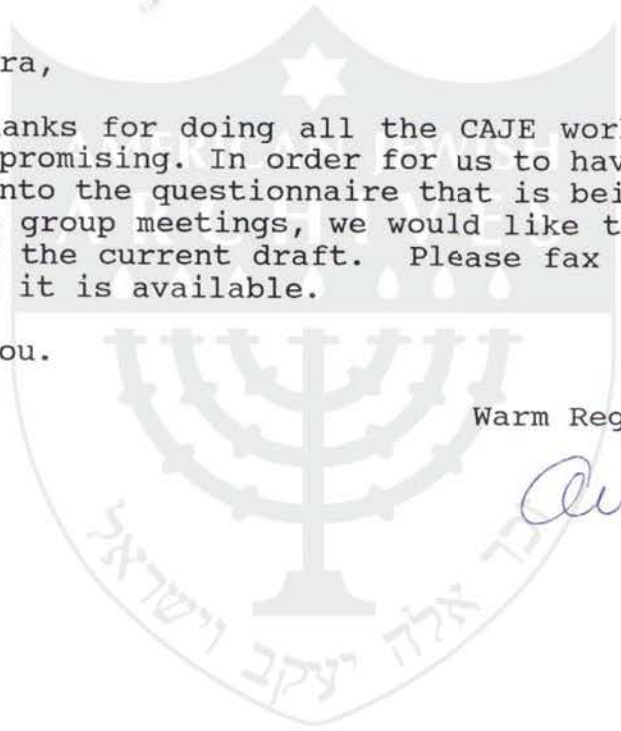
FAX NUMBER: 001-213-747-6128

Dear Sara,

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

Thank you.

Warm Regards,



27.9 BM

Susan Crown

THE COVENANT PROGRAM

I. OBJECTIVES

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

II. RATIONALE

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

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

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

III. PROGRAM DESCRIPTION

The Covenant Program will have four major components:

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

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

IV. PROGRAM GOVERNANCE AND ADMINISTRATION

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

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

1. Nominators for Covenant Awards: Between fifty and one hundred individuals will be designated as nominators. They will be drawn from among top-level professionals in education, members of the clergy, knowledgeable lay leaders, and other individuals interested in Jewish Education.
2. A Selection/Allocations Committee: A small panel (of no more than ten persons) will be established to select the award winners each year from a list of nominees. In addition, this panel will evaluate proposals submitted by previous award winners. This panel will consist of a similar mix of professionals, clergy and civic leaders.

Membership on panels will be rotated on a regular basis. Nominators will be recognized and thanked for their work and will receive a gift. Members of the Selection/Allocation Committee will be paid a \$1,000 honorarium for their efforts.

he program will have its own Executive Director, who will report directly to the Executive Vice President of JESNA and the Covenant Program's Board of Directors. Other staff will be engaged as experience dictates.

V. BUDGET

See attached.

VI. TIMETABLE

Summer 1989	Consultations on program design Prepare formal program description Draft agreement between JESNA and Crown Foundation
Fall 1989	Discussion and approval of proposed program by Crown Foundation Set up program Board Hire program director and administrative assistant
Winter 1989-90	Develop detailed plan for administration of the program Recruit nominator and selector panels Public announcement of the program
Spring 1990	1st round of nominations (by June 1)
Summer 1990	Selection of first award winners Recruit grants panel
September 1990	Announcement of first award winners
December 31, 1990	Deadline for submission of grant proposals by first award winners
March 1, 1991	Deadline for nominations for 2nd round of awards Announce 1st program grants
June 1, 1991	Announce 2nd class of award winners
Summer 1991	Colloquium for 1st and 2nd class of award winners

JOB DESCRIPTION

Executive Director of new awards program intended to recognize excellence in the field of Jewish Education.

GENERAL RESPONSIBILITIES

Oversight of the nomination, selection and public recognition of award winners. These tasks entail extensive knowledge of the field and its leaders. Job responsibilities also include performing staff evaluations of subsequent grant proposals. The Executive Director must be able to work well with nominators, the selecting panel, the Executive Vice President of JESNA and the program's Governing Board.

REQUIREMENTS

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

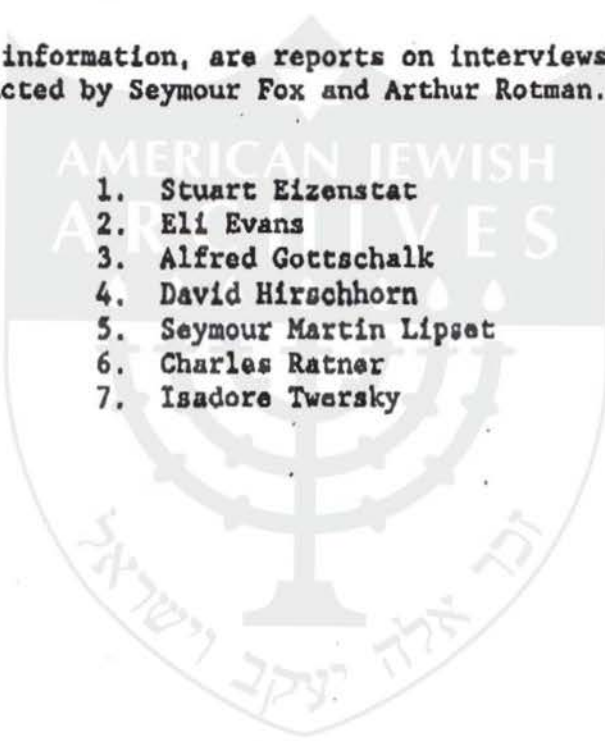
The Executive Director will supervise a high level executive assistant and other staff as needed. The Director will also work with members of the JESNA staff.

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

FROM: Virginia F. Levi

DATE: September 25, 1989

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

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

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

128 I

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

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

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

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

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

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

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

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

NORTH AMERICAN COMMISSION ON JEWISH EDUCATION

129I

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

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

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

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

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

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

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

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

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

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



MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

355
C

September 18, 1989

Dear Isadore:

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

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

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

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

- 2 -

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

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

Warm regards.

Sincerely,

MORTON L. MANDEL

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

FAX SENT

DATE: 12/3

49com

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: Henry L. Zucker & Ginny Levi

DATE: September 14, 1989

FROM: Prof. Seymour Fox

NO. PAGES: 1

FAX NUMBER: 001-216-361-9962

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

Best regards,

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

430 ✓

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

1st Important
cc - Sr Polak
Rosen

OFFICE OF THE CHANCELLOR
212 678-8073

י"ב אלול תשמ"ט

September 12, 1989

Dear Colleague,

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

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

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

Baden-Württemberg honored his memory by affixing his name to the state educational institution which now occupies the prominent building once enlivened by his expansive spirit.

Unfortunately, my knowledge of my grandfather is derivative. Though his school was plundered and closed on Kristallnacht, he fought to have it reopened and refused to abandon the children entrusted to his care. Letters from 1940-41 between him and my parents testify to the efforts made by the immediate family to secure an American visa, but the Japanese attack on Pearl Harbor closed the consulates in Germany long before the number assigned him by the pernicious U.S. quota system would have been reached. A few German documents published since the war reveal the ultimate indignity — his signature on orders imposed by the Nazis on the Jewish leadership of Württemberg to facilitate the "resettlement" of the Jews that were left. On the transport which took him to Theresienstadt in August 1942 there were still some ten children from his school. He was to perish there nearly two years later and I have never forgotten the pall that news cast on our home when it reached us in Pottstown.

My grandfather is a presence in my life primarily because of the lasting impact he had on my father, who came to the Jewish school in Esslingen as a youngster from a rural household in which the mother was no longer well enough to care for the children. Practically orphaned, he found a surrogate home in Esslingen. He gravitated to the enveloping warmth of my grandfather, absorbed his basic values, and eventually married his older daughter. It was the steady influence of the beloved director which aroused my father's interest in education, encouraged his turn to the rabbinate, and ultimately inspired a doctoral dissertation on "The Teachability of Religion." Appropriately, he was invited in 1928 to come to Hanover as an associate rabbi with the urgent task to

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

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

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

What evokes these recollections is not only the advent of Rosh Hashanah, but also its attention to the subject of children. The Bible readings for the two days weave a tapestry of stories about children — the expulsion of Ishmael, the birth and binding of Isaac, the conceiving of Samuel, and the depiction of Israel as the beloved child of God. The cumulative and subliminal effect is clearly to amplify the holiday's basic theme of renewal. Children herald the thrill of something new, the promise of growth, the power to choose, and Judaism insists that even as adults we never lose the capacity to start afresh. To focus on youth is to limn a panorama of endless possibilities. If God once was a partner at the miracle of our conception, as the Talmud imagines, then Rosh Hashanah invites Him back to assist us in our re-formation.

The Jewish New Year, then, is very much about youth and youthfulness, which brings me, at long last, to the point of this autobiography: the supreme importance of Jewish education for the vitality of Conservative Judaism. If my first three years as Chancellor have taught me anything, it is that we must redouble our efforts to inspire and retain the loyalty of our young, and I am determined to bring the full weight of the Seminary to that mission. Over the past three years we have greatly increased the number of fellowships available to graduate and undergraduate students ready to pursue a career in Jewish education, involved the Seminary once again in the conduct of Ramah, reached out to the Principals Council of the Solomon Schechter Schools, and achieved a close working relationship with the Educational Department of the United Synagogue. The number of students at all levels of the Seminary concentrating in Jewish education last year rose to more than seventy, and it is that critical mass which emboldens me to think in terms of creating a graduate school of Jewish education at the Seminary to complement the school already existing

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

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

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

to constant compromise and erosion. In many cases, the rabbi has ceased to serve as a personal role model for the young or an educational leader for the synagogue, a redeployment that may sap the whole educational effort of its vital religious content.

Traditionally speaking, the school was a more sacred institution than the synagogue. A synagogue may, if necessary, be turned into a school but not a school into a synagogue, for the crucial institution in a religious culture as cerebral as that of rabbinic Judaism is that which is dedicated to promoting study rather than prayer. The order of priorities also makes strategic sense: if we were able to socialize our young our future would be secured. Emancipation decisively reversed that order. Ever larger sums came to be invested in the erection of magnificent synagogues, which in America constantly require costly renovation or relocation, while the amount of time and money devoted to education plummeted. To reinvigorate our own movement we must dare to invest again more heavily in schools than synagogues, and then muster the courage to alter the format and formality of our synagogues to make them more inviting for the literate young Jews of our educational system. Nothing is more disheartening than to recount the achievements of forty years of Ramah and of some seventy Schechter schools as their alumni seek religious experience and fellowship outside our synagogues.

I believe that the Conservative synagogue of the future must come to value again a rabbi ready to return to the educational fray as teacher, coordinator, and visionary, who will assiduously court and cultivate the youngsters of his domain, and who will exercise the leadership to enunciate a clear educational vision and utilize every serious educational program the movement may provide to enrich the religious life of his or her synagogue. Without the

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

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

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

Sincerely,



Ismar Schorsch

IS:slk

FAX SENT :
DATE: 25/9

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: Hank Zucker and Ginny Levi
FROM: Seymour Fox and Annette Hochstein
FAX NUMBER: 001-216-361-9962

DATE: September 25, 1989
NO. PAGES: 3

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



Best Regards

Annette

[Handwritten signature]

47com

Date

Dear Sal,

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

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

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

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

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

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

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

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

Shana Tova,



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: Prof. Seymour Martin Lipset

DATE: October 11, 1989

FROM: Annette Hochstein

NO. PAGES: |


FAX NUMBER: 001- 415-723-1687

Dear Prof. Lipset,

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

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

Sincerely,


Annette Hochstein

FAX SENT

DATE:

5/10/89 3710

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

DATE: October 5, 1989
NO. PAGES: 4

Dear Hank,

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

Best Regards

Annette



TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. LESTER CROWN

INTERVIEWER: PROF. SEYMOUR FOX

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

PLACE: CHICAGO, ILL.

Summary:

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

Susan Crown and Barbara Manilow attending the meeting as well.

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

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

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

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

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

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

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

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

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

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

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

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

should not be misunderstood.

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



IESNA

56.com



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

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

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

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

Jonathan Woocher

HERSHFIELD PLACE
NEW YORK, NY 10011
212 529 2000

747 BROADWAY
NEW YORK, NY 10011
100 100 45 Lafayette Street
212 529 2000

747 BROADWAY
NEW YORK, NY 10011
100 100 45 Lafayette Street
212 529 2000

JONATHAN S. WOOCHEE
Executive Vice President

54 COM
OCT 12 1989

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

SUBJECT:

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

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

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

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

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

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

37BM

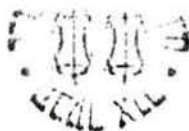
MEMO TO: Seymour Fox, Annette Hochstein, Virginia Levi, Henry L. Zucker
FROM: Mark Gurvis *MG*
DATE: October 11, 1989

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

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

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





HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 00007-3790

(213) 740-3424

September 14, 1989

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

Dear Mark:

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

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

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

Sincerely,


Sara S. Lee
Director
Rhea Hirsch School of Education

SSL/fj

Encl.

INTRODUCTION

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

JOINT FACULTY PLANNING COMMITTEE

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

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

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

THE FOCUS EXPERIENCE

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

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

THE EVOLUTION OF OUR THINKING

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

This Project Seeks to Address the Questions of Change And:

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

FOCUS EXPERIENCE #1

Our first focus experience brought together the following experts:

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

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

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

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

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

The April focus experience brought together the following scholars:

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

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

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

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

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

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

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

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

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

CONCLUSION

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

10 COM

11/28/89

Commissioner Attendance Record

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

* Not yet a commissioner

11/28/89

Commissioner Attendance Record

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

* Not yet a commissioner



490

STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305

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

210 HOOVER MEMORIAL BUILDING

November 22, 1989

Ms Annette Hochstein

Dear Ms Hochstein:

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

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

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

Cordially,

Seymour Martin Lipset
Seymour Martin Lipset

Janette
א'ג'א'ג'א'

א'ג'א'ג'א' - א'ג'א'ג'א'

א'ג'א'ג'א' א'ג'א'ג'א'
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א'ג'א'ג'א' א'ג'א'ג'א'

א'ג'א'ג'א'

(Alvin Schiff 23.10.89)



406 C

Draft - 11/14/89

Dear :

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

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

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

Sincerely,

Morton L. Mandel

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

413 C

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bielei
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
Irving Greenberg
Joseph S. Gruss
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loup
Matthew J. Maryles
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Sadore Twersky
Bennett Yanowitz
Isaiah Zeldin

In Formation

Senior Policy Advisors

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

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Reimer

November 2, 1989

Dear :

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

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

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

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

It continues to be a pleasure to work with you.

Morton L. Mandel

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

SUBJECT: Commission communications

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



Distribution:

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

PHOTODUPLICATION INFORMATION

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TO: Arthur J. Naparstek
Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/28/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

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



173 ✓



Brandeis University

COPY

Philip W. Low
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

February 23, 1989

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

Dear Rabbi Schulweis,

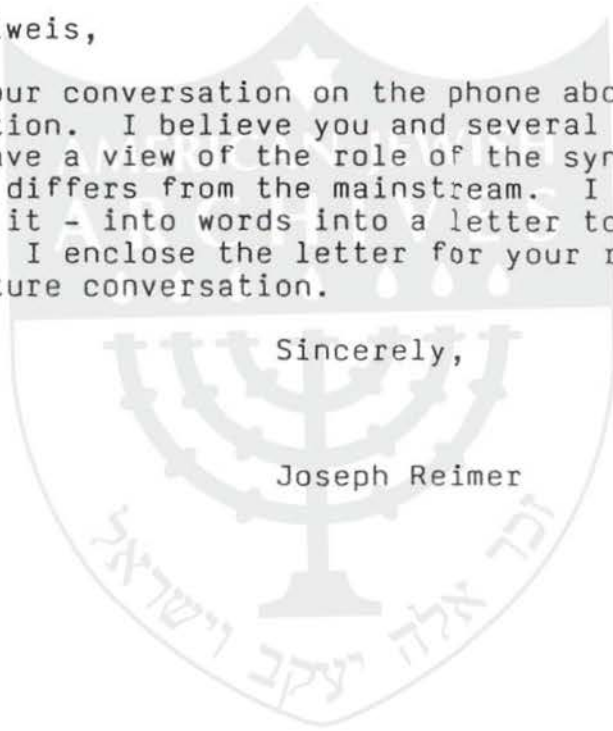
I enjoyed our conversation on the phone about the Commission on Jewish Education. I believe you and several other commissioners have a view of the role of the synagogue in Jewish education which differs from the mainstream. I tried to put this view - as I see it - into words into a letter to Dr. Naporstek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

Sincerely,

Joseph Reimer

enc.

nb



174c



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

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

Waltham Massachusetts
02254-9110

COPY

February 23, 1989

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

Dear Dr. Ackerman,

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

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

Sincerely yours,

Joseph Reimer

enc.

nb

1750

240^u
Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

FACSIMILE TRANSMISSION

TO: Virginia Levi
FROM: Debbie Meline

DATE: March 1, 1989
NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Ginny,

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

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

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



MAR 3 1989

1710

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

RHO ADDRESS SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3790
(213) 799-3424

February 27, 1989

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

Dear Mort:

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

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

Mr. Morton Mandel
Page two
February 27, 1989

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

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

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

Mr. Morton Mandel
Page three
February 27, 1989

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

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

Sincerely,

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

cc: Dr. Arthur Naparstek





AND THE BUSH וְדוֹסְנוֹהּ
WAS NOT אֵינֶנּוּ
CONSUMED אָכַל

THE JEWISH
THEOLOGICAL
SEMINARY
OF AMERICA

3080 Broadway
New York, NY 10027-4649
(212) 678-8000
FAX (212) 678-8947

Office of the
Chancellor
(212) 678-8071

February 22, 1989

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

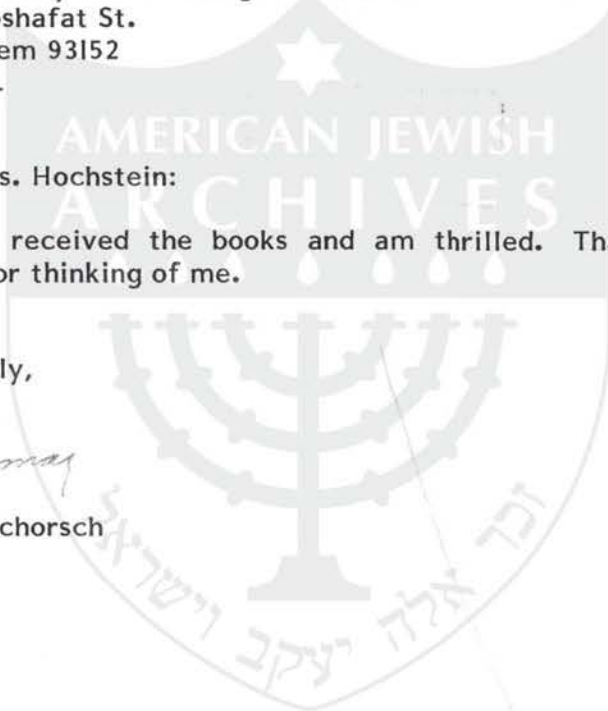
Dear Ms. Hochstein:

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

Sincerely,

Ismar Schorsch

IS/jlp

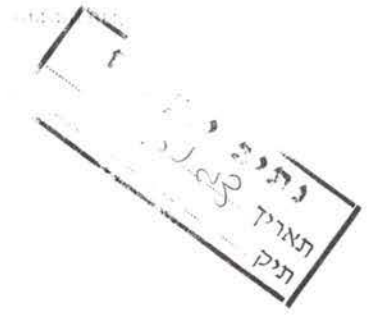


*Asst. I called the
Commission for Jewish
Education in Jewish
1, 2 and 3] USA*

The Wexner Foundation

Herbert H. Gold Center
Cleveland, OH 44103

Herbert H. Gold Center
Cleveland, OH 44103



February 3, 1989

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

Dear Mort:

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

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

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

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

Sincerely,


Rabbi Maurice S. Corson
President

1720

MSC/np

JAN 31 1989

SOLOMON SCHECHTER DAY SCHOOL

בית הספר
ש.ז. שכטר

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

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

January 26, 1989

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

Dear Art,

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

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

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

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

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

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

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

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

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

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

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

Sincerely,



Joshua Elkin

JAN 30 1989



Council
of Jewish
Federations, Inc.

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

Cable: Councilfed, New York

Office of the President
Mandell L. Berman

January 25, 1989

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

Dear Art:

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

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

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

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

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

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

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

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

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

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

Cordially,


Mandell L. Berman

MLB/bh

cc: Carmin Schwartz
Maurice Corson, D.D.



CLAL

January 3, 1988

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

4172

The National Jewish
Center for Learning
And Leadership

Dear Mort:

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

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

degen same!

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

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 - Rabbi Steven Shaw

Mandel, Mr. Morton
January 3, 1988

Page 2

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

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

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

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

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

Mandel, Mr. Morton
January 3, 1988

Page 3

will make an even greater contribution at this historic moment.

Warmest best wishes.

Sincerely yours,


Irving Greenberg

IG:blm



copy for Wed.
for AJN

AJN ✓
HLZ ✓
VFL ✓

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

January 11, 1989

Dear Yitz:

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

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

Warmest regards.

Sincerely,

MORTON L. MANDEL

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