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CJENA correspondence and selection of commissioners, 1988.

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From Josh Elkin

December 28, 1988

Annette,

Just a thought re: the Best Practice/Vision Papers --

In essence, to do these papers seriously, you will have to touch base with the "Programmatic" and in more than a superficial way. This is a partial answer to those who are still invested in the programmatic.

The cross-fertilization between --

Personnel	---	Best practice
Community	---	Vision papers

should be fascinating.

Another Comment: Re: your initial remark about the creation of a possible model for others -- **beware** -- because I think that the model we are using is rooted strongly in the American ethos of pluralism, democracy, and consensus. It might not be possible to transfer anything resembling this process to another country (e.g., South Africa, Buenos Aires, France, England).

Finally, we need to be collectively embarrassed as Commissioners that the arts were not included on the list of possible options.

Hope this helps.

Josh

P.S. Also there are 4 movements, and not 3! Don't forget the Reconstructionists.

אסון לעם ולמדינה

מאת יחזקאל לוקסטין

הכותב הוא מראשי איגוד הרבנים האורתודוקסים באר"ב ואחד ממנייני תנאים של המגבית היהודית המאוחדת בנידורק

נידורק
כיהודי אורתודוקסי, אני כואב ודואב על ניסיונו של כמה מפלגות בישראל להעביר את עניין ההגדרה למינוי ודור" אל הוידה הפוליטית, ולהכריע בו על יסוד לחץ להקים ממשלה, או לכפות את גפילתה של ממשלה. כפית ההגדרה הלכתית של יחידות על חוקה הלאומיים של ישראל לא תפתור שום בעיה מבעיות העם היהודי, ולא תהיה לה שום השפעה חיובית מעשית. בעיקר היא תהיה משום הכחה כלפי חלק גדול של דור" אמריקה והעולם כולה "אין אתם יהודים" - אף כי אתם מרגישים כיהודים, אף כי אתם כורכים את עצמכם מבחינה רתית עם יהודים, אף כי אתם תומכים במטרות היהודים בגולה ובאשראלי, ואף כי אתם מושיעים תמיכה פוליטית חיונית למדינת היהודים. הצהרה זו אין מדינת ישראל מוכרחה להשמיע. לומר את האמת - אילו היה אחד היהודים האלה בא אלי, כרב אורתודוקסי, ומבקש ממני לנהל טקס נישואים, היה עלי לעיין בשאלות ההלכתיות הנוגעות ליהדותם של בני הזוג: אם לא נולדו לאם יהודית, או

אם לא נידרו לפי ההלכה, אבל למי שלה חילוניות בישראל אין כל צורך לעסוק בעניינים ההלכתיים האלה, מוטב להשאירם בידי הרבנות וד"ר אשית, שיש לה הניסיון ליישב בעיות כאלה, הצעות מפעם לפעם. אולם אם תרחיק מדינת ישראל מספר ניכר של אנשים המושכים את עצמם ליהודים, עשויים האנשים האלה בהחלט לרתות את מדינת ישראל ולהתנער ממולדתה הלאומית, שרואה בהם זרים והוצאות, במובן של תמיכתם הכספית - ועוד יותר מזה הפוליטית - בישראל, עלם לות להיות "הדת האסון" לעמנו ולמדינתנו. שום מנהיג ישראלי אינו צריך לקבל עליו סיכון כזה שום פטריוט, הלוואה לסוכת עמנו, אינו צריך לזה שיהיה את ישראל לאובדן אפשרי של תמיכה ולניכורם של מאות אלפים, אשר משעה שידורו, יגיבו באופן שבו היה מגיב כל דור" אמריקני. אבל אפילו כשאנו משמיעים את המסר הזה בקול רם וברור, עלינו לשגר מסר שונה מעיקר, ליהודי אמריקה: "היהודים באנו לסייע לך לפני 50 שנה, באוקטובר '38 לפני שהחלה במלוא עוצה מלחמתנו של היטלר ביהודים, נעשה ניסיון לאחד את פעולותיהם של ה'ג'וינט' - ארגון הסעד העיקרי למען יהודי א"י ושל 'המגבית' הפלשתינאית המאוחדת, הודיע הציונית של יהדות אמריקה, שנאבקה למען מולדת לעם

היהודי בפלשתינה. גיימס רוזנברג, הרב, ג'ונה ווייס מן ה'ג'וינט' הסתלק מן המשאומות עם הרב אבא הלל סילבר, והכריזה "אם משמעות הסיוע ליהודי אירופה היא כפית הציונות על יהדות אמריקה, מוטב לא לסייע". כעבור כמה ימים בא "ליל הב' דולק" בתוך כמה שבועות כוננו מנייני ה'ג'וינט' ו'המגבית' הפלשתינאית המאוחדת את "המגבית היהודית המאוחדת", אגב, הכרה מלאה שאיראפסור עוד להפריד את יהודי אירופה מיהודי פלשתינה, "ליל הב' דולק" השיג מה שמנהיגי היהודים לא יכלו להשיג: הוא המחיש את האחריות היסודית בין כל היהודים ואת התמיכה בציון. מעשה של איזכור וגיה טראגית יהיה, אם כמה שבועות אחרי-כך השנה ה'50 ל"ליל הב' דולק" תימוג אחרות. זו של העם היהודי, שגולדה מתוך אותו פוגרום, נאת עמנו יפלו הכעס והתרעומת... הן העבר והן ההווה מלמדים אותנו כי לנו, יהודי אמריקה, יש רק ישראל אחת, אין לנו ברירות אחרות. בלי שום לב, אפוא, להחלטות שתקבל הממשלה והדמוקרטיה הנבחרת של ישראל - אנחנו מצויים להתחייב כלפי ישראל ולהעניק לה תמיכה ללא תנאי, אנחנו עם אחד, ועלינו להישאר אחד. ההיסטוריה המרה שלנו היא שגיבשה את האחריות אל לנו להניח למרידות או לאכזבה של היום לערער את ייעודנו.

שום... שבועיים המטרות, ובמעט יצוע מהיר דמת סכור אני מתנגד ועלכן יד עניינים אינני מוידע. עלם, אף כי מן האנשים י כל בידור שערך בעניי היא עבירת הצאה בלתי י, או בכי מידה משפ' עת ההוק הד' יאונה לי בעק' י, ושם הדיק' ב' עליב אני וקקים שלי י, חס לית רק יאכזה ליהנות י, אחר מעיב על יחיד שערבתי יח לשחרר את י, מכל יוצרי יות ומכל מער י המדינה שבר י סכיד כיותר י, רוב בבכס י וק הזאת.

RM 5 11/88
Commissioners

RM 5



HEBREW ACADEMY
of Greater Washington

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כ"ה

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320
October 16, 1988

Dear Professor Fox,

Thanks again for making it possible for me to come to Boston and take part in last Friday's meeting. These occasions are a source for a lot of stimulating thought for me and not only do I welcome the opportunity to contribute to the deliberations, but also personally benefit a great deal from the interchanges that take place. My only regret is that this meeting couldn't have lasted longer, and would therefore very much appreciate if in the future, Friday meetings would be avoided if possible.

The topics of discussion have evoked within me all sorts of thoughts and responses. But before getting to them, I would like to submit some proposals that are specifically connected with the subcategory of personnel that focuses upon the classroom practitioner. Thinking that we would be discussing practical proposals in the educational realm rather than exclusively procedural matters, I brought with me a list of suggestions that I feel could be efficacious in term of improving the lot of classroom personnel, the area within the general enterprise of Jewish education in North America for which Annette informed me I should attempt to serve as an advocate. Hearing that others have written to you in order to allow for their thoughts to enter the arena of serious consideration if not at present, then at some future juncture when the Commission begins to search out means by which the theory can be translated into practice, I am taking this opportunity to submit my own "wish list." I have not grouped these recommendations in any sort of hierarchy of priorities. They are merely matters that, in my opinion, need to be dealt with in order that substantive improvement can take place in the field.

1) Making Yeshiva high schools a priority for the attention of BJE's. My experiences in New York and now in the Washington area have clearly shown that if day

schools are a concern of the BJE's at all, it is on the elementary rather than the high school level. Teachers' Centers, conferences, specialists are concerned primarily with either supplementary schools or the lower schools of day schools. It could be argued that BJE's should primarily concern themselves with those institutions attended by the bulk of the student population. On the other hand, professional and lay leadership for the Jewish community can be expected to come at least in part if not primarily from those receiving more intensive Jewish educations. If the teachers at the secondary day school level are not equipped to offer the most challenging and sophisticated form of Jewish learning, and instead, as so often is the case, even discourage many of their students from taking Judaism and Jewish learning seriously, a crucial resource of the North American Jewish community will not have been properly serviced. Not that the BJE's are necessarily doing such an outstanding job in the areas[^] which they have chosen[^] to concentrate their efforts. But at least[^] there are some efforts being exerted on behalf of supplementary schools and elementary day schools. The argument that the high schools are not seeking out assistance is hardly an argument. They have to be encouraged to participate in curriculum banks, in-service programs, etc. At an in-service conference that was just held in Silver Spring, over 400 supplementary school teachers and administrators came, partially because it was part of their job definition. No comparable requirement or program exists on the high school level. The lack of support that I received in terms of my work with the BJE of New York is only a further case in point. Perhaps an approach that would overcome the relatively narrow perspectives of local BJE's would be to create a national BJE that would see to the needs of Jewish education institutions that from the perspective of local concerns, are not of major significance.

2) Creation of stipends for teachers to attend national conferences and incentives that would encourage schools to release staff members to participate. Once some sort of regular series of professional conferences can be established on a national level that would assist the day school, particularly the Yeshiva high school, to operate more creatively and professionally, means have to be found that would allow teachers in addition to/instead of administrators to attend. More often than not, even when a representative of a schools attends an educational program, either very little filters back to the school because the representative does not feel a mandate to share what he has heard or seen or because the administrator often has differing interests and aptitudes than those of the classroom personnel, the sessions that he has attended will not be of interest to the staff of the school, even if reports about them were to be given. This fact has even led to the phenomenon at the ECA conferences where many of the presentations deal specifically with administrative matters by virtue of the clientele attending the conference, i.e., mainly principles. And even if teachers would wish to attend, most schools are begrudging about granting time off to teaching staff to attend a conference, as opposed to administrative personnel whose presence

for the school to function smoothly is not as necessary on an everyday basis. Therefore, in order to raise the level of classroom teaching in the day school, financial assistance should be offered to the teachers to allow them to defray the expenses of attending conferences, schools must be provided with incentives that will encourage them to send teachers, and perhaps some system of substitutes can be arranged involving graduate students, trainees in education, etc., that would somewhat alleviate the problem of empty classrooms while the teachers are convening. A rotation system should be created in schools where different individuals are given the opportunity to attend such conferences and then subsequently make a presentation to their colleagues in the school. Teachers of Jewish subjects would also benefit from the opportunity to attend conferences dealing with general education issues as well as Jewish studies scholarship in order to provide them with exposure to high-level thinking and potentially infuse them with fresh ideas. Attending a conference could serve the purpose of a mini-Sabbatical. The conference idea could be supplemented/expanded by the creation of week-long courses, similar to what medical schools offer wherein individuals could explore various interests in an intensive manner. On a more limited scale, schools should be given grants that would allow for the hiring of paraprofessionals who could deal with many of the administrative tasks presently given to teachers. Besides often being demeaning, these responsibilities often prevent teachers from attending meetings, participating in in-service activities, and simply contemplating and improving their activities. A wonderful model to be emulated is the commitment of a Miami day school that all Judaic studies personnel be free one period a day for joint study and in-service work on a daily basis.

3) A society of master teachers. It is high time that not only individual teachers be recognized for their creativity and excellence by giving them plaques and/or monetary rewards, but that these individuals be organized into a group that can make recommendations, develop innovations, serve as models etc., beyond the walls of their individual schools. From my own experience, most of these individuals are itching for opportunities not only to be recognized, but also to be able to serve the greater community. At the very least, regular meetings of such an organization would provide encouragement to the designees themselves who are not immune from discouragement and frustration. For example, three series of Gruss awards have been granted. But the only occasion when some of these individuals have been called together was for a perfunctory cocktail party. While the PR for Jewish education that such a party might generate is positive, nevertheless such a group should be mined for its experience and ability. Again such an idea does not have to be confined to local situations, but could take on national dimensions.

4) Apprenticeships for teacher training. It is crucially important that however meager may be the number of candidates training to enter Jewish education at present, that these

individuals be given the best possible preparation for their professed professional interest. A system of apprenticeships ought to be arranged whereby salaries are partially picked up by some funding organization and the institution in which the person is working, with the proviso that the individual is assigned to work with a master teacher whose schedule and job definition includes this responsibility and who has demonstrated in the past an ability to train students. Once again a national conception for such an idea should be entertained, whereby it would be possible for an individual to spend perhaps a month or more in a community other than his own, working under such a gifted educator without having the responsibilities of working several jobs in order to support himself while he continues to train. A serious supervisory component must also be put in place in order to assure that the training will not only reflect idiosyncratic emphases of the particular mentor, but will also raise more universal issues effecting Jewish education.

5) Hebrew language training for native-born Jewish educators. If Ivrit B'Ivrit is to be preserved as a value down the road in North American Jewish education, and if we are not to come to rely upon Shlichim or Yordim for such teaching, then a concerted effort must be made to provide those who already are engaged in Jewish education or those intending to enter the field, to achieve a high level of fluency in Hebrew language. The phenomenon that has those with strong Zionist leanings going on Aliyah and educating in Israel rather than in the Golah, often leaves the field to those who will not necessarily be able to best communicate issues and values other than Hebrew language to their students. A decision will have to be made as to whether an attempt to maintain the ideological and cultural ideal of Ivrit B'Ivrit is worth the time and effort.

6) Joint Supplementary and day school positions created. The dichotomy between the level of preparation and quality of the teaching that takes place in supplementary as opposed to day schools might be addressed by creating job definitions that would entail an individual viewing as a LeChatchilah rather than Bediavad, working both in the day school and supplementary school setting. Rather than the supplementary school serving as a second job in order to provide additional income, it would be defined as much of a priority as a day school position. In this manner, joint activities could be carried out, the staff would be enhanced with more of a professional spirit, more full-time educators could be involved in a community's institutions, educator's would have a greater sense of the overall Jewish community rather than limited segments of it, and the job of Jewish educator might be enhanced in terms of diversity of constituency. Of course, a drawback would be that an individual would tend to feel less loyalty to a single institution when his interests are spread between several. The advantages would have to weighed against any potential disadvantages.

7) A curriculum institute/think-tank staffed by teachers. To better utilize the resource of classroom teachers, opportunities

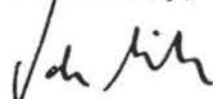
should be provided for teachers to be able to work on curricular possibilities in tandem not only with those who work in the same institution, but on a communal-wide or national basis. Instead of relying upon academics or individuals who no longer serve in the classroom, teachers ought to be empowered to develop units that they and their colleagues could present in their schools. Means should be sought after by which individuals could remain in the classroom and also expand their professional activities in order to gain self-respect and the approbation of their colleagues and communities.

I hope that some of these ideas have merit and could spark some interest in those who are in a position to actualize them responsibly and successfully.

In terms of what was discussed on Friday, the comments about the role of the congregation in terms of formal and informal Jewish education have provided me with a good deal of food for thought. It is clear that congregational Rabbis not only influence the Talmud Torah's under their and their community's aegis, but also the day schools to which they can either give support or discouragement. The example of Rabbi Lookstein as a congregational Rabbi who is committed to Jewish education is in my opinion subject to challenge, although of course I carry a major bias into such an evaluation. I am aware of any number of situations where Rabbis do their utmost to prevent Shiurim from being given in their communities for fear that such teaching and learning will undermine either their authority, popularity, or both. The dichotomy made in most Rabbinic schools between training for the pulpit Rabbinate and the area of Jewish education might need serious study, for this might lie at the seat of many of the problems regarding Jewish education within the affiliated community. It is also a consideration that many of the personality types drawn to the pulpit Rabbinate have not been successful in the area of Jewish learning, or at least lack serious preparation in these matters. How to assure a constructive partnership rather than a continuing adversary relationship is an interesting dilemma that the Commission can ill-afford to overlook.

Finally, as you requested, I did mention to Richie to remind you to get in touch with me from time to time in order to discuss with me my projects here in Washington and how I might advance some of my interests as well as those of the Fellows as a whole. I realize that you are quite busy these days, but I would appreciate an occasional opportunity to compare notes and pick your brain. I am enclosing two papers that I presented during the last few months. Perhaps you will find them of interest. I would appreciate your passing them on to Mike as well if you get the opportunity.

Sincerely,



Premier Industrial Foundation

4300 EUCLID AVENUE
CLEVELAND, OHIO 44103

September 8, 1988

Dear Alvin:

Again, thank you for your thoughtful letter of August 5, 1988. I really appreciate the kind of support you are giving both myself and the Commission. I am optimistic that we will be able to come up with a great product. My optimism stems from the knowledge that you will be very much involved in the development of the program.

I would like to take a moment to bring you up to date on what we hope can be accomplished over the coming three or four months leading up to the next Commission meeting.

I expect Seymour Fox and Annette Hochstein to develop several papers that we will be able to review between mid-September and the first of October. We expect to have an options paper that will include the possible alternatives for the content of the Commission and topics the Commission could decide on. This paper will be based on the proceedings of the first meeting, the interviews and knowledge of the field, and of educational theory. It could become the background document for the deliberations on what topics to address and how to address them. It may also be the basis for a research design. I would very much like to review the contents of this paper with you as it is developed.

Perhaps we can set a time to talk about your ideas and Seymour's work. I'll call next week.

1340 ✓

Dr. Alvin I. Schiff

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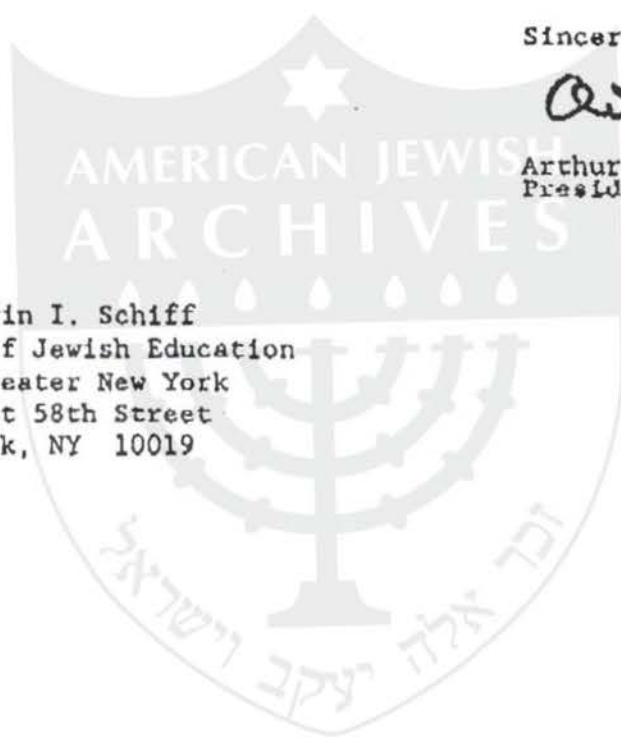
Until then, I wish you a happy New Year and again, thank you very, very much for all that you've been able to do to help move the process along. Thank you very much.

Sincerely,



Arthur J. Naderstek
President

Dr. Alvin I. Schiff
Board of Jewish Education
of Greater New York
426 West 58th Street
New York, NY 10019



Premier Industrial Foundation

4800 EUCLID AVENUE
CLEVELAND, OHIO 44103

September 8, 1988

Dear Rabbi Lookstein:

I apologize for not responding earlier to your letter of August 8. I spent much of August, after the Commission meeting, on vacation and have just returned.

Your letter is extremely helpful and, I believe, very much on target. We are now in the process of setting forth the papers that will be needed in preparation for our December Commission meeting. We are putting together an options paper. This paper will include the possible alternatives for the content of the Commission, topics the Commission could decide to focus on. It will be based on the proceedings of the first meeting, the interviews and knowledge of the field, and of educational theory. This paper could become the background document for the deliberations on what topics to address and how to address them. It could be the basis for a research design.

With regard to the camp program that you wrote of, I believe that certainly offers the basis for the development of a demonstration program which could evolve from our deliberation.

Thank you for recommending Dr. Natalie Freidman. I will contact her within the coming week to see if there are ways in which we might be able to take advantage of her research. In addition, I would very much like to meet with you between now and the next meeting so that I can review with you our development and get your input. Thank you again for the thoughtfulness of your letter of August 8 and your participation in the Commission.

With regards for a happy New Year.

Sincerely,

Arthur J. Naparstek
PresidentRabbi Haskel Lookstein
Ramaz School

Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

September 8, 1988

Dear Eli:

I have recently returned from vacation and read your letter of August 16. Thank you very much for your kind words on the meeting. I also believe the meeting turned out to be very successful. In fact, the success of the meeting, in large part, was due to the comments made by yourself. You were very helpful and your input was extraordinary.

During the coming three months, we will be developing a series of papers that could be used as a basis for our December meeting. In our debriefing meeting, the planning committee has agreed that we need an options paper. This paper will include the possible alternatives for the content of the Commission, the topics the Commission could decide to focus on. It will be based on the proceedings of the first meeting, on the interviews and knowledge of the field, and of educational theory. This paper could become the background document for the deliberations on what topics to address and how to address them.

For now I would very much like to meet with you prior to the December meeting to discuss the development of this and other papers and how your ideas, particularly ideas related to media and technology, can be incorporated.

Thank you again for your commitment and interest in the Commission.

Sincerely,



Mr. Eli N. Evans
President
Charles H. Revson Foundation
444 Madison Avenue
New York, NY 10022

1750 ✓

Premier Industrial Foundation

4800 EUCLID AVENUE
CLEVELAND, OHIO 44103

September 7, 1988

Dear David:

I am sorry for the delayed response to your August 3rd letter. I had been out of town for much of August. Thank you for the letter which I found to be helpful and quite on target.

I do believe that we have to develop the capability and the methodology to carry out evaluations. You are quite right that many programs are being undertaken without clear objectives as to what the program is intended to achieve. I will be bringing your suggestions and letter to the Commission's policy advisors which will be meeting on October 12. I will also keep you informed as to how we are developing the research design as that will probably be the area in which we are most likely to develop an evaluation design.

Thank you again for the suggestions, and I want you to know that I agree with your notion that we need to develop the capability for research.

Sincerely,

Arthur J. Naparstek
President

Mr. David Hirschhorn
The Blaustein Building
P. O. Box 238
Baltimore, Maryland 21203

12/04

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 1, 1988

Dear Eli:

I appreciate very much your thoughtful letter of August 16th about my activities and the new Commission effort. I think there is a very good chance that we can, together, do something quite important and I know you share my desire too.

I look forward to working with you, and take this opportunity to send my warmest personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Eli N. Evans
President
Charles H. Revson Foundation
444 Madison Avenue
New York, New York 10022-6962

135C

MORTON L. MANDEL4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 1, 1988

Dear Isadore:

Thank you very much for your note, and please know that I would consider it a pleasure to visit with you in Boston. I do get to Boston once or twice a year, and will be in touch with you in advance of a future trip to see if we can find a mutually convenient time to talk.

In the meantime, I do hope we will see each other on December 13th at the next meeting of the Commission, if not before.

Best wishes for a wonderful and fulfilling holiday season and new year, and I send my best personal regards.

Sincerely,

MORTON L. MANDEL

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

133C

11/22/88

revised
14/12/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Yat

Name	Assignment	Post-Commission Meeting Assignments	Comments
I. LAY LEADERS			
Ronald Appleby	AJN - *	saw in Toronto - 11/15	NOTE; ALL FOLLOW-UP CONTACTS SHOULD BE MADE ONLY BY THE PERSON ASSIGNED.
Mandell Berman	AJN - 1	saw in Detroit - 11/1	
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	AJN to contact AR
Lester Crown	SF - 1	definitely see before 12/13	
Stuart Eizenstat	AJN - 2	hopes to see in D.C. 11/28	
Irwin Field	AR - 2*	AR should try to see before 10/20	
Max Fisher	MLM - 1	MLM will see in FL	
David Hirschhorn	HLZ - 1	HLZ will see in NY on 10/19	
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	
Mark Lainer	JR/AJN-2	SF saw in Jerusalem - 11/1	
* Robert Loup	AH - 2	saw in Jerusalem - 10/19	
* Morton L. Mandel	AH		
Matthew Maryles	AJN - 2	saw in NY - 11/2	
* Florence Melton	AH - 1	SF spoke on phone - 10/19; AH will see before 12/13	
Donald Mintz	AR - 1	attended meeting at GA	
Lester Pollack	AR - 2	***no plans set at this time	
Charles Ratner	SF - 1	saw in Jerusalem - 10/19	
Harriet Rosenthal	AR - 2	AR reported on call - 8/15/88	
* Esther Leah Ritz	AH/AR-2	AH saw in Jerusalem - 10/20; AR spoke on phone - 11/10	
Lionel Schipper	AJN - *	saw in Toronto - 11/15	
Daniel Shapiro	AJN - 2	possible visit before 12/1	
Bennett Yanowitz	AJN - 1	saw in Cleveland - 11/10; attended meeting at GA	
John Colman	HLZ - 2	met in Cleveland - 11/9	
* Peggy Tishman	AH/AJN-1	saw in NY - 11/2	
Henry Koschitzky	JR - 2	call or see by 12/1	
Mona Ackerman - Fdn	AJN - 1	will see in NY - 11/28	
David Arnow	JR - 2*	definitely see by 12/1	
Maurice Corson - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Eli Evans - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Robert Hiller - Fdn	HLZ - 1	AJN saw in New Orleans - 11/17	

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

11/22/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Assignments	Comments
II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	MLM/SF-1	SF will see in Dec.	
Norman Lamm	MLM/AH-1	AH spoke on phone - 10/17; will see in Dec. <i>saw</i>	
Ismar Schorsch	MLM/AH-1	AH spoke on phone - 10/187; will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF - 1	***no plans set at this time	
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF - 1	saw in Boston - 10/13	
V. JEWISH EDUCATORS (7)			
David Dubin	AR - 2	***no plans set at this time	
Jack Bieler	JR - 2	will see before 12/1	
Joshua Elkin	JR - 2	will see before 12/1	
Sara Lee	SF - 1	attended meeting in Boston - 10/14; phone conv. w/AJN	
Alvin Schiff	AJN - 1	saw in NY - 11/3	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
VI. RABBIS			
Haskel Lookstein	AJN - 1	saw in NY - 11/2	
Harold Schulweis	JR - 2*	AJN called	
Isaiah Zeldin	JR - 2*	will call	
VII. SR. POLICY ADVISORS			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			
Arthur Naparstek			

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

11/22/88

Commission on Jewish Education in North America
Follow-up to Meeting of Aug. 1, 1988

Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rotman Carmi Schwartz Herman Stein Jonathan Woocher Henry Zucker			
VIII. STAFF Rachel Gubitz Joseph Riemer Virginia Levi			



Board of Jewish Education of Greater New York



426 West 58th Street / New York, NY 10019 / (212) 245-8200

DR. ALVIN I. SCHIFF
Executive Vice President

August 5, 1988

Arthur Naperstek
2452 Lamberton Avenue
Cleveland Heights, Ohio 44118

Dear Arthur:

I thought that the Monday meeting of the Commission was a good one. Most of the credit goes to your careful planning and orientation. As we say in our part of the woods, "Yishar Kochacha".

Much of the discussion actually revolved around givens and confirmed the fact that the challenges of Jewish education are rather clear. In this regard, the last two pages of "Jewish Education at the Crossroads", which I prepared for the Joint Program Jewish for Education, may be helpful. I'm enclosing a copy of this item for you.

The reason for this letter is just to elaborate on some of the remarks I made at the meeting. There are, to my mind, three major categories of challenge:

1. Personnel
2. Children and Families
3. Technology

1. Personnel

Regarding this challenge, I am enclosing some information about the "Year of the Jewish Educator" prepared by COJEO.

Questions re personnel which must be answered are:

What will attract personnel?
What will keep them?

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This includes consideration of the teachers' workplace. It refers to the various kinds of educational settings in which teachers work. In many instances, this suggests an upgrading of the school environment and informal programs. Upgrading the workplace carries with it the need to increase possibilities for professional advancement and for career opportunities as well as more meaningful professional experience.

Another question to be answered is:

What will make teachers productive?

In this case, appropriate training to deal with needs of children and families is a necessary response. Moreover, teachers need to be able to be models for their students. They must also be capable of fusing formal and informal education strategies in their work.

2. Families and Children

Reaching and teaching family members of school children and youth in informal educational settings is a major challenge. The need to develop family support systems for pupils is absolutely essential if Jewish education is to become more effective. This means a knowledgeable adult base for our Jewish child education. There is significant research to support this contention. The Jewish supplementary school study of BJE of Greater New York reinforces this point.

3. Technology

How to use technology for formal and informal educational settings is absolutely essential as we enter the 21st century. This means harnessing all kinds of available hardware and software for the purposes of Jewish education in the school, the center, the community and the home.

Essentially, as I noted in my remarks during the morning session, our efforts should be geared to three target populations;

- (1) schools and programs that are effective (example: Day Schools and Camps to which about 20% of the Jewish child population is exposed). These need to be strengthened.
- (2) ineffective schools and programs (example: Supplementary Schools through which approximately 55% of Jewish youth will "pass"). These instrumentalities must be radically changed.
- (3) "Unaffiliated" Jewish children and youth (about 25% of the Jewish child population). These need to be reached and taught effectively.

Developing the appropriate strategies for each target population is our major challenge. Here, providing qualified, creative personnel, adequate family support and effective use of technology, are essential.

With warm wishes, I remain,

Keep up the good work,

Hal Taw!

Sincerely,



Alvin I. Schiff

AIS:lz

cc: Morton Mandel



AUG 15 1988

RABBI HASKEI LOOKSTEIN
117-125 EAST 85th STREET
NEW YORK, N.Y. 10028

THE STUDY
HANOVER 7-1000

14/2C

August 8, 1988

Dr. Arthur Naparstek
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Dr. Naparstek:

I am writing in response to a telephone conversation which I had with Annette Hochstein before she left for Israel. We talked about some of the items that I had raised at the meeting of the Commissioners and also about some items which I did not raise. She suggested that it would be a good idea to write to you and make some specific suggestions reflecting my thinking. I shall try to do just that.

Before I proceed, let me put in writing what I tried to say orally about my very good feeling concerning the work of this Commission. In the first instance, just the possibility of working together with so many fine minds and so many committed people of varied religious outlooks is extremely inspiring. We all have many common goals, and to think that we can sit down and work on them together, despite our philosophic differences, is something which ought to be quite obvious but which, unfortunately, in our Jewish world, is not. Furthermore, the idea of having a chance to work with other people to change or influence the trends in American Jewish life that upset us, at least those trends which touch upon Jewish education, is also very exciting. In short, I am very grateful for the opportunity to serve.

I.

I am glad the document which summarized the interviews began with "The people who educate." There is nothing more important than that concern if we are going to improve - or even maintain - Jewish education in America today and tomorrow.

The question which I publicly aired at the meeting is not a frivolous one. Very few of us would not worry about a decision of our children to enter the field of Jewish education unless we had sufficient independent means to be able to support them outside

Dr. Arthur Naparstek

-2-

August 8, 1988

of their compensation in the field. That's not the way to build Jewish education in this country. We have to compete in some way with law, medicine, business, computer science, and other fields which draw our best minds away from the service of our people.

We start out with certain advantages. An idealist will find Jewish education to be extremely satisfying. The work year is considerably shorter than the normal work year in the market place. Even the hours are a little bit more reasonable, although those of us who move into administration find that it is a seven day a week - day and night - proposition. And yet, the calendar is much more civilized than that of a young lawyer, doctor or businessman.

The key issue, however, is compensation and professional standing. I have some ideas about professional standing but I would like to focus on compensation.

It seems scandalous that a young person who already has a bachelor degree, or perhaps a master's, and who, if he or she is on the Judaic studies side of Jewish education, also has a Judaic studies background, should have to start a career in teaching in a Day School at a salary less than \$25,000 a year. Different areas of the country may have other standards but, surely, in the major metropolitan centers that is not too much to expect for somebody who is going to devote himself or herself to the future of our children. Moreover, that salary has to rise significantly over, let us say, the first ten years in the field. Within ten years the teacher ought to be able to expect a salary in the range of \$50,000 to \$60,000 without becoming an administrator.

How can we do this? Perhaps the way to do it is by matching grants. Pick a figure which a school ought to be able to afford as a starting salary (\$18,000?) and say that we - whoever that "we" is - will provide half or three-quarters of the difference between that figure and \$25,000. Moreover, if the salary increase is \$3,500 a year (in ten years that means the salary will go to \$63,500) "we" will provide half of that salary increase.

I am not sure who "we" is. Perhaps it should be the Federation in a particular city. Perhaps it should be a consortium of foundations. Under any circumstances, however, it seems to me that we have to provide the funding for this kind of salary. Anything that is much less than that is not going to attract the best minds and talents to the field. Moreover, the worst thing is to have excellent teachers feel that in order to get ahead financially they have to become administrators. Frequently, the best teachers make poor administrators. But even if they turn out to be good, we have lost an excellent teacher in the classroom. If I had my way, I would much rather have excellent teachers in

-3-

every class than an outstanding principal. An outstanding principal with poor teachers will have a poor school. Outstanding teachers with a mediocre principal will still be a very good school; if not excellent, at least close to excellent.

Another important idea is in the fringe benefits area. Ramaz has a pension system whereby after three years in the school the faculty member pays four percent and Ramaz pays six percent. There is immediate vesting in the pension. The pension goes up a quarter of a percent per year for each partner, which means that in sixteen years the school is paying ten percent and the teacher eight percent. This represents a very fine pension if somebody stays in the field for about 25 to 30 years. If my memory serves me correctly, we receive about two percent from the Fund for Jewish Education here in New York to help us with that pension. We appreciate that help but, surely, it is quite minimal. For many other schools it means that they don't have good pensions. For us, it means that we are running a tuition in the high school of close to \$8,500 a year (this is directly attributable to the high salaries we are paying and the fringe benefits - pension and medical - which we have to fund ourselves). Since we are also a school which has a broad range of economic classes among our students, it means that we have to provide some form of scholarship for about 53 percent of our students. What we have, therefore, is a kind of graduated income tax whereby those who can afford to pay are paying very high tuition and others are paying less.

We are a better school because of the salaries and fringe benefits but we may be pricing ourselves out of the market. We need help from the outside. Other schools certainly do if we are to raise the quality of teachers who are attracted to Jewish education.

Among the fringe benefits, besides medical (which is going out of sight), dental (which we cannot even afford) and pension, there is the matter I raised at the meeting of providing free Jewish education for any teacher who is devoting himself or herself to Jewish education. In the school in which the teacher is teaching the education ought to be absolutely free. In another school we ought to be paying half the tuition. That's what colleges are doing to attract good people. Surely the Day School movement should not be doing less.

What I have sketchily outlined here is very expensive. I would like to add one further point, namely, that when I speak about teachers, I mean teachers who are in Judaic studies or in general studies (other schools call it secular studies). Both are giving our children a Jewish education and, therefore, both have to be treated exactly the same way.

-4-

If we do the things that I have suggested - and perhaps some other things which I haven't thought of - we will fill the teacher training schools with good people, we will have excellent people to go to the seminars and in-service programs and we will have people to whom we can give a higher status and empowerment and personal growth (I am quoting from item E in the interview reviews). If we don't do the basic financial work, however, everything else is going to be less productive. We simply will not have the people to train, to improve, to empower and to elevate. Recruitment of the right people to come into the field is the number one priority, it seems to me. Salaries and fringe benefits are the number one way to do the recruiting. Look at the legal profession and the business world for the models.

AMERICAN JEWISH ARCHIVES

II.

In Roman Numeral III of the Review, there are some questions about the extent to which Day School education ought to be supported or supplementary schools ought to be encouraged. While I believe that it is important to strengthen supplementary schools because, in many cases, that's where the clients are, I would like to stress the fact that Day School education has been markedly successful. Among the Day Schools the importance of encouraging students to continue through their high school years cannot be over-emphasized. Moreover, while the impact on students is of course related to the kind of homes they come from, the statement that "students coming from homes that do not support the values and goals of these institutions" may perhaps not benefit so much from Day Schools. is not borne out by research. I have a study that was just done of Ramaz graduates over the past 50 years. While it is clear that the stronger the home the better the results of the education, it is also clear that even with so-called weaker homes there is a substantial impact of the education. I would be happy to make this study available to the Commission if you would like it. I might even suggest that you contact the person who ran the study, Dr. Nathalie Friedman, at 451 West End Avenue, New York City, 10024 (212 TR-3-2064) she has a good deal of information and insight which does not appear as yet in the actual published version of the study which is due to come out in about three months. She has a world of conclusions that might be very helpful to the Commission. Dr. Friedman is a chief sociological researcher at Columbia University and the acting chairman of the department of sociology at Barnard College.

III.

In speaking about informal education, I would like to make a concrete suggestion about camping. My own experience has been that I attended the Ramaz School through elementary school and high school and during my high school and college years I was a camper and then a counselor at Camp Massad, a Hebrew speaking camp which went out of business about five years ago after having had a tremendous impact on several thousand campers over the course of some forty years. That camp no longer exists and it has left a tremendous void in the centrist Orthodox community.

Massad was a Hebrew speaking camp, devoted to Jewish religion, culture and in, particular, Zionism. Hundreds of its alumni live in Israel. Many, many more are leading personalities in the field of Jewish education and communal leadership. Several of them were sitting around the table at the Commission meeting last week. It was a place in which Orthodox and non-Orthodox felt quite comfortable. I learned to get along with people who disagree with me because of my experience at that camp. I also developed a taste for Jewish leadership and the rabbinate in the camp, rather than in my school. For better or for worse, I probably am a rabbi today more because of Massad than because of Ramaz.

If there is a Foundation which wants to make a very significant contribution to Jewish education, the training of leaders, the development of a love for k'lal Yisrael and the land and people of Israel and to do it all in a Hebrew setting and in a camp which runs according to halakha but which is hospitable to people who are not fully observant, this is a camp which ought to be resurrected. It will not be easy, but I can tell you that there are people and institutions ready to help in this effort, notably Ramaz School and the Yeshiva of Flatbush here in New York. There are not enough opportunities for modern Orthodox young people to be able to go to an inspirational summer camp which is run by an organization as a non-profit entity rather than by private people who, fundamentally, have a profit motive in mind. I think that Dr. Alvin Schiff could shed a good deal of light on this.

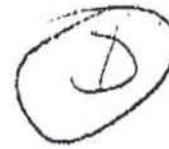
I hope that these remarks have been helpful. They probably have been a little bit more longwinded than necessary but rabbis in general, and this particular one specifically, have been accused of that deficiency before. I should of course be more than happy to discuss this with anybody at any time which is convenient.

Once again, thank you for giving me the opportunity to work together with so many wonderful people for such an important cause.

Very cordially yours,

Haske! Lookstein

HL:f



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

THE PRESIDENT

3101 CLIFTON AVENUE • CINCINNATI, OHIO 45220-2488
(513) 221-1875

August 23, 1988

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

Dear Mort:

Thank you for your gracious letter of August 10. Seymour gave me an update of what transpired when we spoke in Jerusalem and I am sorry to have missed a most interesting, informative and historic meeting. My obligations in Jerusalem were such that it was impossible to have torn myself away at that particular time. The entering classes were in their first days of orientation and I had already other programmatic and personal commitments set long in advance. I look forward, however, to being with you on Tuesday, December 13th.

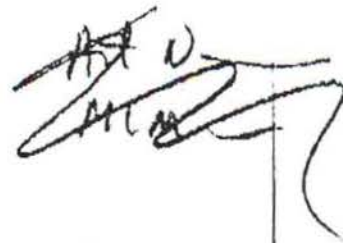
I wish you and your family heartfelt good wishes for the New Year. May it be one of continued health, well being and success for all of you, but especially for this baby to which you have given birth.

Sincerely,

Alfred Gottschalk

AC/ns

"To learn and to teach"



PREMIER INDUSTRIAL CORPORATION

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EXECUTIVE OFFICES

August 30, 1988

Dear Fred:

It was very nice of you to write me on August 23rd, and also to send me a copy of your new book To Learn and To Teach. I shall look forward to reading it.

The Commission on Jewish Education in North America did have a good first meeting although we missed you. You will be receiving all the information between now and our next meeting, and I'm glad to note that you will be at the second meeting on December 13th. I look forward to seeing you at that time.

My hope (and dream) is that we're onto something that will prove to be important. I've talked to you about this a number of times in the past, and now I am hopeful that we can actually make something wonderful happen!

Warmest personal regards.

Sincerely,

MORTON L. MANDEL
Chairman of the Board

Dr. Alfred Gottschalk
President
Hebrew Union College
3101 Clifton Avenue
Cincinnati, Ohio 45220-2488

131 ✓

HARVARD UNIVERSITY

CENTER
FOR JEWISH STUDIES6 DIVINITY AVENUE
CAMBRIDGE, MASSACHUSETTS 02138

Dear Mort,

I too enjoyed meeting you and hope that we shall have many occasions to meet. If your travels take you as far east as Boston, please let me know. It would be good to see you here and chat in a more leisurely manner about our shared concerns and aspirations.

Please accept my best wishes for a new year of good health, abundant joy and great achievement.

Sincerely yours,
Isadore T.

221C 22/01 22/20

134/C

AUG 24 1988

**CHARLES H. REVSON
FOUNDATION**

444 MADISON AVENUE
NEW YORK, N.Y. 10022-6962
(212) 935-3340ADRIAN W. DeWIND
ChairmanELI N. EVANS
PresidentHARRY MERESMAN
Secretary and TreasurerSIMON H. RIFKIND
Honorary Chairman

August 16, 1988

Arthur J. Naparstek
Mandell Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Arthur,

I want to congratulate you on the success of the meeting and particularly the staff contribution to it. I think all of us learned a great deal about Jewish education, which I have found over the years to be mired in a number of myths. The staff work was enlightening. Like so many others I was struck with the success of the chemistry of the meeting, which is testimony to some adroit thinking about members as well as Mort's capacity to draw outstanding leaders to the meeting.

I received a number of requests from people regarding my writing on the subject of Jewish education and new technology. I was thinking that I might ask you to send a copy of my article on this subject to the members of the Commission. If that puts you in a difficult position, I would be happy to do so myself if you would have the staff send me their addresses. Whatever works for you.

With best wishes,

EE:df



CHARLES H. REVSON
FOUNDATION

444 MADISON AVENUE
NEW YORK, N.Y. 10022-6962
(212) 935-3340

ADRIAN W. DeWIND
Chairman

ELI N. EVANS
President

HARRY MERESMAN
Secretary and Treasurer

August 16, 1988

SIMON H. RIFKIND
Honorary Chairman

Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

I always admire risk-taking in philanthropy and more than that, real leadership; they are both rare commodities these days. You convened a wonderful meeting and I want to congratulate you for taking the chance on launching it for an adroit choice of members. It was refreshing to watch the professionals and the lay leadership listening to each other and I think the cooperative spirit was a real tribute to you. I also want to congratulate the staff for pulling together materials and data so we could all talk to each other with the same set of facts.

I look forward to participating in the next meeting.

Best wishes,

El

EE:df

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AUG 11 1988

DAVID HIRSCHHORN

BLAUSTEIN BUILDING
BALTIMORE, MD. 21201

MAILING ADDRESS
POST OFFICE BOX 230
BALTIMORE, MD. 21203

Mr. Morton L. Mandel
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, Ohio 44115

Dear Morton:

I am pleased to have been a participant in the first meeting of the Commission on Jewish Education in North America last Monday, and I am happy to have had the opportunity to meet you. My apologies for finding it necessary to leave the meeting before its conclusion due to an overlapping commitment. I shall look forward to receiving the Minutes of the meeting.

In addition to the major themes identified by Mr. Yanowitz in his summary, I would suggest that we consider adding to the Commission's Agenda, the subject of evaluation of programs in Jewish education. I recognize that this is a difficult problem. The Commission would be making an important contribution if the methodology for such evaluation could be developed. Many programs are being undertaken with unclear objectives as to what the program is intended to achieve. How are we to measure success or failure? In this connection, the suggestion made during the meeting that case studies of successful programs be circulated would represent an important contribution. If such case studies included information determined.

As you are aware, large sums are already being expended for various forms of formal and informal Jewish education. For example, in Baltimore, almost half of the Associated budget for local services is directed toward programs of formal and informal Jewish education. I am sure more funds are needed, and presumably, one of the objectives of the Commission is to stimulate such additional funding. However, I am concerned that there will never be enough funding unless steps are taken to provide for greater accountability in the use of these funds.

I look forward to participating in the further deliberations of the Commission and I convey my best regards.

Sincerely,

David Hirschhorn

DH:ez

cc: Mr. Arthur J. Naparstek, Director ✓

1280

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28/88

Commission on Jewish Education in North America
 UJA Federation of New York
 August 1, 1988
 Attendance List
 (total = 50)

Name

N 1 Mona Ackerman R-5 2 Lester Pollack
 David Ariel C? HZ 3 Charles Ratner
 H 2 Mandell Berman Joseph Riemer C
 A 3 Jack Bieler R 4 Esther Leah Ritz
 S 4 Charles Bronfman R 5 Harriet Rosenthal
 H 5 John Colman Arthur Rotman C?
 N 6 Maurice Corson 7 Alvin Schiff
 S 7 Lester Crown A 8 Elmer Schorsh C-
 Perry Davis C? Carmel Schwartz
 R 8 David Dubin Daniel Shapiro
 N 9 Stuart Eizenstat P Stephen Solander (n.l.)
 A Joshua Elkin A Peggy Fishman
 Anita Epstein Secy S 10 Sadere Tweraky
 HZ 10 Eli Evans S 11 Bennett Yanowitz
 HZ 11 Max Fisher Henry Zucker
 Seymour Fox C+ 12 David Arrow
 Henry Hacker (PR)
 HZ 14 Robert Miller
 15 David Hirschhorn
 Annette Hochstein C
 3 A 16 Ludwig Jesselson
 17 Bea Katcher (n.l.)
 S 18 Henry Koschitzky
 A 19 Mark Lainer
 Norman Lamm
 Virginia Levi Secy - Registration
 S 20 Seymour Martin Lipsitz Hosting
 Richard Lobell (PR)
 A 21 Haskel Lookstein
 A A 22 Robert Loup
 23 Morton Mandel
 S 24 Florence Melton
 R 25 Donald Mintz
 Arthur Naparsak C

Prepare w Janowitz during
 lunch break. Take notes
 from Riemer

37/6 37/8
 6 Tables 50 14-5
 8 6 Tables
 + 8 SPA

1. Registration Package + Hells
 + possible add'l info
 + any interpretation
 any seating reservation
2. Lunch: give cards +
 introduction of "Monte" comment
 shut up + take note?
3. Good bye + next contact

AMERICAN JEWISH ARCHIVES

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☐ REGULAR - Send at time rates are more economical

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TO:
NAME Annette Hochstein
COMPANY Nativ Consultants
STREET ADDRESS _____
CITY, STATE, ZIP Jerusalem
PHONE NUMBER _____

FROM:
NAME Virginia Levi
COMPANY Premier
DEPARTMENT _____
COST CENTER 090

TELEX NO.: 68/3015 PREMI UW

FAX NO.: 2163918327

TIME SENT: _____

MESSAGE:

Annette:

New Commissioners:

Maurice Gerson in place of Wexner
Irwin Field
Ludwig Jesselson
Haskel Lookstein

Interviews are being handled here.

Ginny

3 com

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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
List of Commissioners as of
July 12, 1988

Mona Ackerman
New York, New York

Arthur Green
Wyncote, Pennsylvania

Matthew Maryles
New York, New York

Mandell Berman
Southfield, Michigan

Irving Greenberg
New York, New York

Florence Melton
Columbus, Ohio

Jack Bieler
New York, New York

Robert Hiller
Baltimore, Maryland

Donald Mintz
New Orleans, Louisiana

Charles Bronfman
Montreal, Quebec

David Hirschhorn
Baltimore, Maryland

Lester Pollack
New York, New York

John Colman
Glencoe, Illinois

Carol Ingall
Providence, Rhode Island

Charles Ratner
Cleveland, Ohio

Lester Crown
Chicago, Illinois

Henry Koschitzky
Ontario, Canada

Esther Leah Ritz
Milwaukee, Wisconsin

David Dubin
Tenafly, New Jersey

Mark Lainer
Encino, California

Harriet Rosenthal
South Orange, New Jersey

Stuart Eizenstat
Chevy Chase, Maryland

Norman Lamm
New York, New York

Alvin Schiff
New York, New York

Joshua Elkin
Jerusalem, Israel

Sara Lee
Los Angeles, California

Ismar Schorsh
New York, New York

Eli Evans
New York, New York

Seymour Martin Lipset
Stanford, California

Daniel Shapiro
New York, New York

Max Fisher
Detroit, Michigan

Robert Loup
Denver, Colorado

Peggy Tishman
New York, New York

Alfred Gottschalk
Cincinnati, Ohio

Morton Mandel
Cleveland, Ohio

Isadore Twersky
Cambridge, Massachusetts

Bennett Yanowitz
Cleveland, Ohio

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June

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 LESTER CROWN/CHICAGO
 MARK LAINER/LOS ANGELS
 CHARLES RATNER/CLEVELAND
 ROBERT SMITH/WASHINGTON
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To Seymour:

MLM says to go ahead and invite Robert Smith to serve as Commission member. If he says yes, please get Royal on his calendar. TF you are, please me with his address. Please H, that would be great. Thank you. *[Signature]*



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