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CJENA correspondence, proposals, and meetings, 1990.

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FAX TRANSMITTAL

DATE
10/25/90TIME
12:30 p.m.PLEASE
RUSH
TO

NAME

Seymour Fox

COMPANY

FAX NO.

972-2
011-~~617-2~~-699-951

FROM

NAME

Stephen H. Hoffman

JEWISH COMMUNITY FEDERATION

1750 Euclid Avenue
Cleveland, Ohio 44115

Phone: 216-566-9200

Fax #: 216-566-9200

216/566-9084

PLEASE CALL IF YOU DO NOT RECEIVE ALL PAGES OR IF
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MESSAGE

Do you think this would be an appropriate response to these
people?

ARCHIVES





PREMIER INDUSTRIAL CORPORATION

FACSIMILE HEADER SHEET

73138 (5/90) PRINTED IN U.S.A.

DATE: 12/5/90

TIME: _____

NUMBER OF

PAGES SENT: 1

TO: FAX NO. (011) 972-2 - 699951

Name Seymour Fox

Company Mandel Associated Foundations

Street Address 22A Hatzfira Street

Jerusalem / 93152 / Israel
City State Zip Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Premier Industrial Corporation

Tele. No. (216) 391-8300 Ext. 2320

X

090

You may call me Friday morning, December 7, at my Cleveland home at 6:45 a. (Cleveland time).

Regards,

Mort





DATE: 12/5 TIME: _____ NUMBER OF
PAGES SENT: 1

TO: FAX NO. (011) 9722-699951

Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. () 361-9952

Name VIRGINIA LEVI

Company _____

Tele. No. () _____ Ext. _____

Annette -

Then photos you requested had to be reproduced and I haven't received them yet. I expect to have them in the next day or two and will send them overnight mail as soon as they arrive.

Warm regards (it's snowing!),
Ginny

MEETING OF THE BOARD
at the offices of the Mandel Institute
22a Hatzfirah, Jerusalem

Schedule

Wednesday, 19 December 1990:

9:30-12:30	Session I
12:30-1:30	Lunch
1:30-5:00	Session II
7:30	Dinner Meeting--Session III (Laromme Hotel)

Thursday, 20 December 1990:

8:30-12:00	Session IV
12:00-1:00	Lunch
1:00-3:00	Session V--Concluding Session
4:30	Reception at President's Residence
7:30	Informal dinner



DATE: 12/4

TIME:

NUMBER OF
PAGES SENT:

17

TO: FAX NO. (011) 9722-699951

Name SEYMOUR + ANNETTE

Company

Street Address

City

State

Zip

Country

FROM: FAX NO. () 361-9962

Name GINNY LEVI

Company

Tele. No. () Ext.

Seymour + Annette -

1 - Attached is a proposal from Yeshiva Univ.
MLM asked me to get your reactions and advice
on how to proceed with it.

2 - In reviewing the mailing lists, Steve asked
me to check with you on who some people are:

Chaim Barylko
Steve Copeland
Howard Deitcher
Maurice Schiff
Robert Shapley

3 - What is your advice on possible board members
from the denominations (excluding seminary heads)
and professional educators?

Tues. AM are our philanthropic meetings.
Please call Wed. AM, if possible.

Thanks,
Ginny

MLC
JHH
J. FoxTorah
UmesorahNational
Society for
Hebrew
Day Schools

November 26, 1990

150 BROADWAY, NEW YORK, N.Y. 10005 • 212 227 1000

Sponsored by Rabbi Shalom Eliezer Mendelowitz to establish day schools in every Jewish community

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

Dear Mr. Mandel:

I again want to express my appreciation for the opportunity which we had to participate in the recent meeting of the Commission in Jewish Education in North America.

Since that meeting, we have given much consideration to the question of how best to proceed with respect to the major recommendations made by the Commission in its final report. In our view, the most promising form of activity is the recruiting and training of teachers and other professionals in the field of Jewish education.

As the representative body of more than five-hundred and fifty Hebrew Day Schools in the United States and Canada, with strong ties to institutions of higher Jewish learning which graduates several hundred Hebrew teachers each year, we would like to develop a project for the training of persons who serve or will serve in these institutions.

Before we prepare a proposal, however, we believe it best to receive some indication regarding the possible scope of financial support for such a project and the pragmatic components which it would encompass. Accordingly, we respectfully ask for the opportunity to meet with you and staff members so that we can jointly explore a mutually satisfactory approach.

I look forward to hearing from you.

With kindest appreciation, I remain,

Sincerely yours,

Rabbi Joshua Fishman
Executive President

JF/ms

תורה ומסורה

CORRECTED COPY

Rabbi Isaac Elchanan Theological Seminary
500 West 185th Street • New York, NY 10033 • (212) 960-5263
An Affiliate of YESHIVA UNIVERSITY

OFFICE OF THE
VICE PRESIDENT
FOR ADMINISTRATION
AND PROFESSIONAL
EDUCATION

November 20, 1990
3 Kislev 5751

Mr. Henry L. Zucker
Mandel Associated Foundations
1750 Euclid Avenue
Cleveland, OH 44115

Dear Mr. Zucker:

The work of the Commission on Jewish Education in North America, during the past two years, has served to inspire and energize a wide range of professionals and lay leaders to improve the quality of Jewish education. The leadership of Mort Mandel, who initiated this process, is indeed unparalleled in Jewish education. The challenges of building a profession of Jewish education and mobilizing the support of communities require a zealous commitment of all those involved.

We were delighted on November 8, 1990 to hear Mr. Mort Mandel announce the commitment of the Mandel Associated Foundations for the support of Jewish institutions of higher learning, including Yeshiva University. We wish to assure you that we will make every effort, building upon our current programs, to chart even more imaginative and comprehensive directions so that we may achieve our basic goal, to strengthen our training programs which will make a critical difference in the commitment of future generations of Jews to Judaism.

As a first step, we propose to develop a strategic plan for Jewish education at Yeshiva University. This will involve an assessment of the needs for training and education in the field of Jewish education that are relevant to Yeshiva University and the strategies for implementation of a plan for the next three to five years.

After consultation with Professor Seymour Fox and Mrs. Annette Hochstein, I met with Dr. Jacob B. Ukeles (of Ukeles Associates, Inc.) for the purpose of seeking his assistance in developing a strategic plan with us. Dr. Ukeles has prepared the enclosed proposal for the study, which is acceptable to us.

We feel that it is important for us to undertake the planning process to arrive at the proposals we wish to present to the Mandel Associated Foundations, for the training programs in Jewish Education at Yeshiva University.

DEC 4 '90 8:36 PREMIER CORP. ADMIN.

PAGE.04

FROM: RABBI HIRT

TO: 9P12168611230

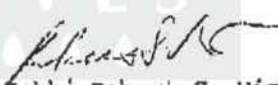
NOV 26, 1990 6:21PM #504 P.03

We, therefore, respectfully request a planning grant from the Foundation in the amount of \$29,000, as per the proposed budget. The University will contribute in-kind services for the overall administration and implementation of the program. We anticipate a preliminary report, with recommendations, by mid-March 1991, so that we may formulate our plans for the 1991-92 academic year.

Once again, we are delighted with the new spirit that has been engendered in the community for the support of Jewish education, and the confidence that the Mandel Associated Foundations has expressed in Yeshiva University.

We look forward to beginning the study process, and to developing an ongoing working relationship with the Foundation that will be mutually satisfying in the months and years ahead.

Sincerely,


Rabbi Robert S. Hirt
Vice President

RSB:sk

CC: Mr. Stephen A. Hirschman
CC: Mrs. Annette Hirschman



PROPOSAL FOR
DEVELOPING A STRATEGIC PLAN
FOR JEWISH EDUCATION FOR YESHIVA UNIVERSITY

AMERICAN JEWISH
ARCHIVES
Submitted to:
Rabbi Robert Hirt,
Vice President for Administration
and Professional Education

Ukeles Associates Inc.
Suite 505
611 Broadway
New York, N.Y. 10012

212 260-8758

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: December 4, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER:

Dear Ginny:

Due to the strike in Israel (which just ended) we have not received any mail in the past few days. I was wondering, however, whether you have already sent the photographs for the press conference.

Will be in touch,

Best regards

Annette

*Fax sent 93
5.12.90*

Nativ Policy and Planning Consultants
Jerusalem, Israel

FAX SENT

DATE:

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

FROM: Jill Berenson

FAX NUMBER: 216 -361 9962

DATE: 29/11/90

NO. PAGES: 1

Dear Ginny,

Could you please send a copy of the report to:

Prof. Moshe Kerem
Chelsmore Apts.
205 West 15th Street
New York, NY 10011

Many thanks,

Jill



11/8/90 Meeting of the Commission on Jewish Education in North America

Annette Hochstein

Ladies and Gentlemen:

The Commission on Jewish Education ^{entitled} issued its report today "a Time To Act -- et laasot." In the report we have tried to communicate the following:

The Commission was convened to confront the crisis ^{which is today} facing the Jewish community ^{of} in North America today. It recognized the crucial importance of Jewish education in contemporary Jewish life -- and the link between Jewish education and meaningful Jewish continuity. The Commission studied the field of Jewish education and found it to be a vast field beset by several serious problems. It developed a program to revitalize Jewish education, thereby enabling it to perform a pivotal role in the meaningful continuity of the Jewish people in North America.

The Commission on Jewish Education in North America met from 1988 until 1990. During the two years of its work, it held six plenary meetings, countless ongoing consultations by telephone, mail and in person. It prepared a blueprint for the future and ^{for} it undertook first steps to implementation. I will now try to briefly summarize the findings of the Commission.

The Commission defines the crisis facing Jews in North America: Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their

search for personal fulfillment and communality.

Given a social setting where neither family nor neighborhood or community plays the major role they used to play in the transmission of a system of values, the responsibility for developing Jewish identity and instilling a commitment to Judaism now rests primarily with education.

The Commission studied the field of Jewish education. It found it to be a very extensive and diverse field with thousands of institutions (there are as many as 2600 or 2700 schools) ^{of} many formal and informal settings (day schools, supplementary schools, Jewish Community Centers, educational visits to Israel, college-age programs, early childhood programs, training institutions for educators, adult and family education, camping programs and many more). ^{In addition,} There are tens of thousands of educators, ^{with} ~~There are~~ hundreds of thousands of students.

^{Further,} The Commission learned that there is a corp of deeply committed Jews who have established day schools, yeshivot, ^{and} teacher seminaries and whose very way of life ensures meaningful Jewish continuity from generation to generation.

It learned of some outstanding educators and of some great programs.

However, despite this, the Commission found that by and large the system of Jewish education fails to engage a major segment of the Jewish population.

It found that several problems beset the field of Jewish education and *proceeded* to studied them under five headings:

- Sporadic participation in educational programs
- Deficiencies in educational content of programs
- Inadequate community support for Jewish education
- An underdeveloped profession of Jewish education
- The lack of reliable data upon which to base decisions

Let's look at them one by one; ~~Let's take the first one:~~

- Sporadic Participation:

Though most American Jews have attended some form of Jewish schooling at one time in their life, and statistics tell us that, for many, ^{this} attendance is short-lived and sporadic. Jewish education cannot afford this. How can we ensure the transmission of the great ideas of the Jewish traditions if, at any given time, less than 50% of Jewish children attend Jewish schools?

- Deficiencies in educational content:

- ~~As to the content,~~ The Commission learned that much of the curriculum of Jewish education fails to inspire students. We all know that. At times, it is confined simply to teaching facts about Jewish history and holidays and some study of the Hebrew language. Elements that are central to the mission of Jewish education--Jewish values and ideals, the attachment to the State of Israel, concern about Jews throughout the world, and others--are often lacking.

- Inadequate Community Support:

The top community leadership has not yet fully rallied to the cause of Jewish education. They have failed to make the connection between the educational process and the knowledge that leads to commitment. They have yet to be convinced of the vital link between Jewish education and meaningful Jewish continuity. As a result, the environment in the Jewish community is not sufficiently supportive of the massive investment required to bring about systemic change. This affects the priority given to Jewish education, the status of the field, and the level of funding that is granted.

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

- As to the profession of Jewish education:

There is a severe shortage of talented, well-trained, and committed personnel for the field of Jewish education. This is true for every age group, every setting, for formal and informal education. ^{Given the size of the field,} The training programs ^{have been} graduate^{ing} insignificant numbers of people ~~given the size of the~~ field. Educators are sorely underpaid; The vast majority work part-time; few enjoy the status and conditions that would enable them to carry out their work effectively and creatively. This leads many of them to question whether they can, in fact, make a real difference.

- And the last point: ^{the lack of reliable data}

There is a paucity of data about Jewish education. Decisions therefore have to be taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring and evaluation. We do not know what people want to learn and we seldom know enough about what works in Jewish education. This is because very little research on Jewish education is being carried out in North America.

The challenge facing the Commission given these problems was considerable.

~~In light of this~~

~~Given~~ the complex picture, where should one begin? At one point,

commissioners suggested as many as 23 or 24 possible areas for intervention ranging from the need to develop educational programs for early childhood, to the improvement of the supplementary schools, to the need to expand summer camps, to the need to introduce the use of the media technology for Jewish education.

The question was, could one identify areas of intervention that would be likely to have across-the-board and comprehensive impact and effect the whole system ^{at the same time.} ~~rather than dealing with one small side of it.~~

After analysis, it appeared that two areas seem to meet this requirement and clearly cut across all age groups, all settings and programs. We have called these, as you can see, the building blocks of Jewish education.

These building blocks are personnel--by which we mean well-trained and dedicated educators, and the community by which we mean leadership, funding, and a supportive climate.

What emerged then was a plan whose core is to infuse Jewish education with large numbers of talented and dedicated educators. They are needed in every area and it is they who will inspire and educate students, develop curriculum, and design and carry out innovative programs.

However, in order for this to happen the leadership of the community will need to provide the necessary funding and support and a congenial environment for Jewish education.

On the basis of these findings, the Commission prepared a blueprint. It includes both short- and long-range elements, both local and continental components. Implementation is beginning immediately because initial funding has already been provided, people have been recruited for the task and a mechanism has been set up to facilitate implementation.

Practically speaking

What does all ^{of} this mean in practice? What is the Commission undertaking to do? There are five major components to the blueprint, ^{which} They form the Commission's strategy for change and improvement. The first one was the recognition that in order to change the personnel situation, we must build a profession of Jewish education. How will this be accomplished? The

Commission suggests that an infrastructure be built in North America for expanded training and recruitment of talented young people to the profession of Jewish education. Today there are about 100 people who graduate annually from corp training programs of Jewish education in North America. The Commission wants this number to reach 400 by 1995. Therefore, work has already begun in several training institutions for the creation of larger and at times specialized and new programs. There are several ^{documented} examples in the report and, in fact, with the ~~question of illustrating implementation,~~ ^{present} but I will give you a few examples ^{here}, most of the ~~documentation is in the report.~~

The question is, can North America find and attract a large number of young people, give them the adequate type of training, jobs that will pay well, and that hold a future for them, so that Jewish education will be staffed adequately 5-10 years from now?

A number of elements have to go into bringing about these changes. The first one is the expansion of training. Suggestions have been made for one plurality of training programs. For example, could one ^a ~~set up~~ ^{be setup,} programs, and we are discussing this at this point, for several hundred young people who are studying Judaica at very many campuses throughout North America. We want Fast-Track Programs to attract them into Jewish education. We want these programs for career changers. We are suggesting that ^{this} ~~that~~ might be possible. We want to build upon the nation's idealism of talented young Jews. And ask them ^{like what} ~~if much~~ ^{heavily publicized} is going on with some ^{such as} ~~are being publicized~~ very much these days in North America ~~is~~ ^{teaching for America.} We want to attract

talented young college students to give some of their time, a year, two years, four years, to Jewish education and ^{through those years work with them,} train them and reward them adequately for the job and ~~work with that student through the years.~~

A major marketing and recruitment study will be undertaken. We want to identify where the potential pool of educators ^{is} are located and ^{we want to} also identify what the conditions are that will blend them into the field. Now it is clear that talented people will only join the field of Jewish education if the conditions under which they work are adequate. That means adequate salaries, ~~and there are~~ certain communities and certain institutions that have begun to do this experimentally, and the results are quite convincing. So the first question is, can one give them the financial conditions and rewards, can one lend them the status and the empowerment that will make the profession a rewarding one for them, one in which they can grow.

The total picture then that the Commission suggests is one for a complex of a number of activities aimed at recruiting, training, rewarding and defining jobs for a new pool of young Jews to enter the field.

The ^{crucial} ~~second~~ ^{involves} point is mobilizing the community. In order to raise Jewish education higher on the communal agenda, the blueprint includes a number of programs to mobilize community support. The idea is to recruit many more leaders to Jewish education. Some community leaders are being individually recruited to the cause of Jewish education. Seminars and conferences will be

held throughout the continent because we have learned how leadership in North America is not aware of the complexity of the problems in Jewish education nor of the moves available to address them. There will be an ongoing flow of information coming from the Council and we'll ^{will} talk about that later, to the community, to inform the community about these programs, about what is being done. The report of the Commission, A Time to Act, will be publicized throughout the community. And the Commission will hold an annual meeting to report on progress and to review the state of the field.

Now these two elements, living the profession of Jewish education and mobilizing community support, will be dealt with at the continental and national levels. ^{But} ^{also} There will be major activity at the local level where education takes place. ^{the} ^{ing of} The Commission suggests to establish three to five lead Communities that will act as laboratories where Jewish education will be redesigned and where the best in Jewish education ^{"best educational practices,"} will be brought together.

^{will then} for All of us to learn what can happen when we significantly improve the beleaguering Jewish education. How is this going to happen? ^{Further, the Lead Communities will be a major testing ground for the new sources of personnel that will be developed.}

Fourth, a research capability will be developed, the results of which will be disseminated throughout the Jewish community, for use in short and long-term planning. This is to be developed at universities, by professional research organizations, and by individual scholars. As such, the theoretical and practical knowledge base indispensable for change and improvement will be created.

Finally, the Council for Initiatives in Jewish Education, ^{an independent body,} will serve as the advocate on behalf of Jewish education. CIJE will see to it that the plan of the Commission is implemented both on the continental and local levels. It will serve as a catalytic agent. The Council will also set up a process whereby communities across the country will be able to learn, adapt, and replicate the ideas, findings, and results of the lead communities and research institutions.

The Commission's strategy is built upon the deeply held conviction that when the Jewish community at large sees what can be accomplished, funding will be forthcoming. Most importantly, the Commission is convinced that there is will and that the time to act is now.



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DATE: 11/26 TIME: _____

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TO: FAX NO. (011) 9722-699251

Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. (216) 361-9962

Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____



FAX SENT
DATE: 23/12

Mandel
Associated
Foundations

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: Bernard Reisman	Date: December 23, 1990
From: Seymour Fox	Pages: 1
Fax No.: 617-736-2070	

Message

Dear Bernie,

I am terribly sorry about the delay. We had a two week period where we were busy with the Board Meeting of the Mandel Institute. This is not a justification, just an explanation. Your idea is very helpful. Annette will be in touch by Wednesday. We appreciate your understanding,

Best Regard,

Sincerely,


Seymour Fox



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

December 20, 1990

Dr. Seymour Fox
Jerusalem Fellows
22A Hatzfirah St.
Jerusalem, ISRAEL

FAX: 9 011 972 2 699 951

Dear Seymour,

I am becoming increasingly troubled by the time it is taking to finish up and make available my paper on informal education. I am sure there is not that much that needs to be done, but I am really not yet sufficiently clear what to do. I am eager to do whatever is necessary to make it possible for this publication to appear, both for my own need of a sense of completion of a good bit of hard work, and also because I think the field will benefit from having such a document available.

In fact, there has been a good bit of comment that is coming to my attention, particularly from people in the informal education world because that publication is uniquely unavailable.

I appreciate the busy schedule under which you work and wonder whether, as you once mentioned to me, it might make better sense for Annette Hochstein to communicate with me about the specific areas needing revision, for which I can respond so as to finish this project.

I do hope to hear from you on this matter.

Sincerely,

Bernie
Bernard Reisman
Director, Hornstein Program

ng

Terribly Sorry,
We had a two-week
period ~~is where~~ the board
was of the 41
meeting had to
we also prepare -

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

December 1990

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
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Joshua Elkin
Eli N. Evans
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Isadore Twersky
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Annette Hochstein
Stephen H. Hoffman
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Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

&P& &F& &L&
&Po/O&
&Pl/O&
&St/O&
&Ct&

Dear &Sal&,

The Commission on Jewish Education in North America was established to pool the energies and resources of all sectors of the Jewish community in a mutual effort to enlarge the scope, raise the standards, and improve the quality of Jewish education.

A partnership of the communal and private sectors, the Commission was convened by the Mandel Associated Foundations, the JCC Association, and JESNA in collaboration with CJF. It met six times over a period of two years, from August 1, 1988 to June 12, 1990.

The Commission reflected the diversity of the North American Jewish community and included outstanding community leaders, scholars, educators, rabbis, leaders of the Orthodox, Conservative, Reconstructionist, and Reform denominations, and the heads or the principals of leading foundations.

On November 8, 1990 in New York City, the Commission issued its final report. It is my pleasure to send you a copy of the report.

With best regards.

Sincerely yours,

Morton L. Mandel



PREMIER INDUSTRIAL CORPORATION

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PAGES SENT: 10TO: FAX NO. 011) 9722-699951Name SEYMOUR FOX

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FROM: FAX NO. (216) 361-9962Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____





reconstructionist rabbinical college

CHURCH ROAD and GREENWOOD AVENUE
WYNCOTE, PENNSYLVANIA 19095
(215) 576-0800

November 9, 1990
21 Heshvan, 5751

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

Dear Mort:

It was wonderful seeing you at the meeting last Thursday. I'm sorry I was not able to be there for the entire time but I was delighted to be able to share most of it with you. This was truly a magnificent occasion, one much worthy of celebration. I don't think Max Fisher was exaggerating in claiming that this was an occasion of true historic significance in American Jewish life.

I am writing also to confirm our meeting of November 26. We will be spending two hours together from 9:00 AM to 11:00 AM here at the College. We originally had scheduled the entire morning, but apparently the Federation people arranged to pick you up somewhat earlier than we had expected. Still, we are putting together a significant group of our movement leaders for this two-hour meeting and I know they are looking forward to greeting you here.

In addition to showing you around the College and familiarizing you with our work, there is a specific proposal I want to discuss with you. For the past several months, partly inspired by discussions at the Commission, I have been working on a proposal to establish a full training program for rabbinic careers in Hillel and college campus chaplaincy. I hardly have to tell you of the importance of such a program and the unique contribution it could make in the area of personnel. Because I feel so strongly about this proposal, however, I would still like to say a few words about it.

The college campus has been described for decades as a "wasteland" in Jewish life, a place where young people often abandon the Jewish ties and loyalties that have been so carefully cultivated in the course of their upbringing. Of course this is

- 2 -

not entirely true. The fact is that students naturally experiment with changes in lifestyle as they reach post-adolescence and get away from home. Some turn away from Judaism during this period, but a not small group are attracted to a more serious Judaism than they had known at home or a different variety of Jewish experience. Given the fact that almost all Jews attend college these days, the campus is a crucial place for our Jewish educational efforts.

There has never been a real training program for Hillel rabbis anywhere in this country. Rabbis who go into Hillel have traditional rabbinic training, and then have to "sink or swim" as they come onto the college campus. In recent years, there has been the tendency in some Hillels to hire non-rabbis (graduates of social work programs, Hornstein graduates, etc.) for positions in Hillel. The pattern seems to be, however, that when the directorships of major foundations open up, it is still a rabbi who is sought. Certainly from the point of view of Jewish education, it is in the community's interest to have a rabbi accessible on campus.

As you will see, the enclosed proposal tries to deal with a number of the areas of special competence required for a rabbi in the campus community. We are working on this program in regular consultation with Hillel, including National Director Richard Joel, whom I was happy to see at the meeting on Thursday. Our special consultant for this program is Rabbi Richard Israel, the former Hillel director at Yale University and New England regional Hillel director. He will be joining us for the meeting on November 26.

I hope you will have a chance to read this proposal carefully and give it some thought before we meet. If I may be frank, I was more than a bit disappointed to hear on Thursday that you and your family had announced your major commitments before you had a chance to visit us. Given that you are supporting the other three rabbinical colleges in their various programs, I must confess that I was rather mortified when others at my table looked at me and asked why we were not the fourth institution mentioned. The omission felt like a rather glaring one.

I hope you will forgive the bluntness of those remarks. I have always found you to be very much a "straight shooter" and I am the same. It is only in that context that I felt I wanted to tell you this. But most important is the campus rabbis proposal itself. I hope you will find it a genuinely exciting idea and I look forward to having a chance to discussing it with you on the 26th.

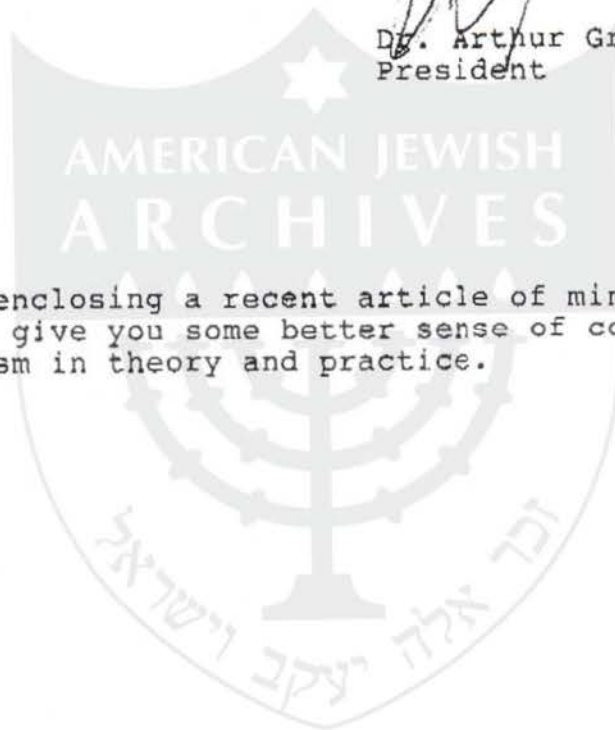
I don't know how many people have really thanked you for the initiative you took in bringing the Commission together. I hope many have already done so and I want to take this opportunity to add ~~exciting to their~~ ^{exciting to their} ~~ing~~ ^{ing}. This has been a tremendously impressive persistence that allowed it to happen. Thank you for being such a leader. Warm regards, and we'll see you soon.

Yours,

Dr. Arthur Green
President

AG:eg
Enc.

P.S. I'm also enclosing a recent article of mine called Where We Stand which may give you some better sense of contemporary Reconstructionism in theory and practice.



December 6, 1990

Fax to Seymour Fox from Henry L. Zucker

I have double checked with Barry Reis. It is okay for Annette to keep sending monthly program reports directly to MLM. Financial reports are to go to Reis.



A lifetime resident of Cleveland, Ohio, Morton L. Mandel was born September 19, 1921. He was educated in the Cleveland Public Schools and at Case Western Reserve University. Mr. Mandel is a founder of Premier Industrial Corporation, Cleveland, Ohio. He is Chairman of the Board and Chief Executive Officer.

AWARDS

Presidential Award for Private Sector Initiatives, 1988
George S. Dively Award for Corporate Leadership in Urban Development, 1986
Business Statesman of the Year, Harvard Business School Club of Cleveland, 1985
Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982
Charles Eisenman Award, Cleveland Jewish Community Federation, 1977
Civic Leader of the Year, Clean-Land, Ohio, 1983
Ben-Gurion Centennial Medal, State of Israel Bonds, 1986
Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980
Frank L. Weil Award, Jewish Welfare Board, 1974
Citizen of the Year, Cleveland Board of Realtors, 1974
Businessman of the Year, Cleveland Urban League, 1973
Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce, 1956

HONORARY DEGREES

Doctor of Humane Letters, Brandeis University, Boston, MA, 1989
Doctor of Humane Letters, Hebrew Union College, Cincinnati, OH, 1986
Doctor of Humane Letters, Gratz College, Philadelphia, PA, 1984

DIRECTORSHIPS

Premier Industrial Corporation	1946 - present
Central National Bank of Cleveland	1968-1979
Centran Corporation	1968-1979
Cleveland Electric Illuminating Co.	1969-1979

COMMUNITY ACTIVITIES

Cleveland

Cleveland Museum of Art, Trustee, 1990 - present
Musical Arts Association, Trustee, 1990 - present
Cleveland Tomorrow, Vice Chairman, 1982 - 1988; Trustee, 1982 - present
MidTown Corridor, Founder, 1982; Chairman 1982 - 1985; Trustee, 1982 - present
Clean-Land, Ohio, Founder, 1981; Trustee, 1981 - present
City of Cleveland Project MOVE (formerly Mayor's Committee on Volunteerism), Founder, 1981
United Way Services, Life Trustee; Chairman of the Board, 1979 - 1981; President, 1977 - 1979

COMMUNITY ACTIVITIES (continued)

Cleveland (continued)

Case Western Reserve University, Trustee, 1977 - present
Jewish Community Federation, Life Trustee; President, 1974 - 1977
Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957
City of Cleveland Operations Improvement Task Force, 1980
Mt. Sinai Medical Center of Cleveland, Trustee Emeritus, 1979 - present
Cleveland Commission on Health and Social Services, 1970 - 1971

National

Council of Jewish Federations, Life Trustee; President, 1978 - 1981
JCC Association, Honorary President; President, 1970 - 1974
United Way of America, Trustee, 1985 - present; Executive Committee,
1986 - present; Chairman, National Resource Development Committee,
1986 - 1989
Commission on Jewish Education in North America, Chairman, 1988 - present

International

The Jewish Agency, Board of Governors, 1979 - 1988; Chairman, Jewish Education
Committee, 1984 - 1988; Chairman, Steering Committee, Joint Program for
Jewish Education, 1979 - 1988
Operation Independence (Economic Task Force for Israel), Founding Co-Chairman,
1985 - 1988
World Conference of Jewish Community Centers (Jerusalem), Honorary President;
Founding President, 1977 - 1981
Center for Social Policy Studies (Jerusalem), Trustee, 1983 - present

August 1990

cc: Henry L. Zucker

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/30/90
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: COMMISSION THANK YOUS

Following is a list of people I recommend to receive a special thank you for work done on behalf of the Commission. If you agree, I will draft letters to the following:

- yes 1. All Commission members - form letter to include personalized paragraph.
- yes 2. Senior policy advisors
3. Individual
- a. Josie Mowlem - For help arranging 11/8 meeting
 - b. Bea Katcher - For help with arrangements and presence at all civ meetings
 - c. Jerry Strober - For PR work
 - d. Stanley Horowitz - For volunteering UJA staff support
 - e. Ken Myers - For drafting press releases and features
 - f. Mark Gurvis
 - g. Steve Solender - For use of UJA/Federation for four meetings
 - h. David Harris - For use of AJC space for one meeting
 - i. Fred Gottschalk - For use of HHC for one meeting
 - j. David Finn
 - k. Dena Merriam
 - l. David Kleinman

Please return this list to me with your additions, deletions, and comments.

all OK -
Shanley
me

I REFERRED TO THE OFFICE OF THE DIRECTOR OF THE FBI

PREMIER INDUSTRIAL CORPORATION
FACSIMILE HEADER SHEET
73139 (5/90) PRINTED IN U.S.A.DATE: 12/6 TIME: _____ NUMBER OF
PAGES SENT: 10

TO: FAX NO. <u>(01) 972 2-699951</u>	FROM: FAX NO. <u>() 361-9962</u>
Name <u>ANNETTE HOCKSTEIN</u>	Name <u>GUNNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Annette -

Here are the papers we discussed yesterday.
We don't have one to winington. ~~or the one from San Francisco.~~ This
"clipping service" is very slow. Please send
me what you have.

Thanks,
*Gunny*Jill
and
Caroline



PREMIER INDUSTRIAL CORPORATION
FACSIMILE HEADER SHEET
73138 (5/90) PRINTED IN U.S.A.

DATE: 12/7 TIME: _____ NUMBER OF
PAGES SENT: 1

TO: FAX NO. 011 972 2-699951

Name SEYMOUR FOX

Company _____

Street Address _____

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. R/G 361-9962

Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____

Seymour - We are receiving requests for
the Reisman and Fox/Sheffer research papers.
When shall I say people can expect to
receive them?

Ginny



FOR: Prof. Seymour Fox
[Annette: For you as well]

FROM: STEVEN M. COHEN
162 CLEVELAND ROAD
NEW HAVEN, CT 06515

VOICE PHONE: 203-389-9475
FAX PHONE: 203-389-9518

NUMBER OF PAGES INCLUDING THIS ONE: 3

Dear Seymour,

Here are the letters we sent you. Let me know how to proceed. Am I supposed to write a letter to the President or the Dean? If so, do you have any advice on what points to emphasize? Do you need Susan's official letter of resignation on Ezra Academy stationery to substantiate our commitment to aliyah? Let me know.

It now appears that I am coming to Israel from Moscow on Sunday January 20 and will leave on the 1 A.M. flight on Friday, January 25. I am free all day on Thursday the 24th. Please let me know if you want to see me then. The other days I will be at a conference at Bar-Ilan. I will also be in Israel in April for a Bronfman Foundation meeting.

Just to keep you posted . . . I am now involved in 3 major projects which you may find of some interest:

- 1) For the Charles Bronfman Foundation, a study of Canadian Jewish youth and their parents on how to promote Israel youth travel.
- 2) For the same, a study of what educators regard as a "good" trip.
- 3) The the Nathan Cummings Foundation (Sara Lee Cakes), a project to develop proposals for Soviet Jewish communal life (in the USSR) for consideration by Cummings and other Jewish family foundations. A study by the Va'ad claims that there are 4.5 million Soviet Jews. We don't know whether this estimate is accurate, but if half-true, it suggests the viability of a Soviet Jewish communal life for years to come. I'm just a neophyte here, but it seems to me that some of the expertise you've gathered around the Mandel initiatives can be tremendously important in shaping the future of Jewish education in the second largest Diaspora today.

When it is convenient for you, please call or fax. Many thanks again.

Steven M. Cohen
162 Cleveland Road
New Haven, CT 06515
(203) 389-9475 Fax: 389-9518

November 25, 1990

Dear Seymour,

I hope this note finds you well.

To get straight to the point, I am writing to tell you that we will be making aliyah in the fall of 1992 and not in 1991 as previously planned. There is one and only one reason for this delay and that is our concern for Adam. We know that leaving him in his senior year in high school will hurt him severely. We also do not believe that we can or should "force" him to come to Israel with us in 1991.

Susan has written you an accompanying letter that expands upon our concerns in greater detail.

At this moment I want to re-emphasize my/our personal gratitude to you for all that you have done to make our coming to Israel a reality. I hope you will understand our reasoning and appreciate how difficult it is for us to have come to this decision.

Please let me know what I have to do to make the university understand as well. To whom should I write? What should I say?

Finally, to some extent, I know you may be disappointed that we have decided not to come until 1992. On a personal level, I want to extend an apology to you for whatever inconvenience our decision may cause.

I will be in Israel in January for a conference at Bar-Ilan University. I can meet with you Sunday, January 20 (all day), Thursday January 24 (all day), or Friday January 18 (after 12). Please let me know by fax if any time is convenient. Should you wish to call me, I teach Mondays and Wednesdays. Otherwise I am generally working at home.

All the best,

*This schedule
is superseded by
the info on page 1.
SML, 12/9/90*

Dear Seymour,

I just wanted to add a personal note to Steve's letter. As Steve explained, we are committed to making aliyah, but we need to postpone it one more year because of Adam. Adam is growing into a fine young man, but he is immature and still needs us at this point. He's currently in 11th grade. Next year he will graduate and then I can make aliyah with a clear conscience. I can't do it now. Adam's father sees him only a couple times a year. While we have made friends in this community and someone would probably be willing to take Adam in for the year, our roots are not deep here and there are no friends that are like family. Adam still needs family. There is a chance he will come with us to Israel after high school. If not, that will be his choice. We will not be walking out on him.

In the meantime, I have decided to tell my school about our plans for aliyah and to step down from the job this coming July. I feel burnt out after six years and feel I cannot do the job well at the same time as we are packing and planning for aliyah. I may teach part-time next year, or write for the Schaffzins, or help the school through the transition period. I have time to think about that.

I hope our plans to postpone will work out with the university. We are both so grateful to you for what you have done and certainly do not want to cause you any difficulty. Again I want to re-assure you that the postponement is only for one year. If everything that has happened in Israel these past few months has not dissuaded us, nothing will.

I hope all is well with you and the family. Please send my best to Sue.

Mandel
Associated
Foundations

FAX SENT

DATE: קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951,

Tel.: 972-2-668728

To: <u>Ginny Levi</u>	Date: <u>6/12/90</u>
From: <u>Jill BERINSON</u>	Urgent <u> </u>
Fax No.: <u>216-361 9962</u>	Regular <u> </u>
	Time Sent: <u> </u>

Message

Dear Ginny,

1. Attached is the copy of an article on the Commission that appeared in the Jerusalem Report of 6 December.
2. To date, 168 copies of the book have been distributed.

Regards,
Jill

MY SON-IN-LAW THE MELAMED

Winston Pickett / New York

American Jewish education gets a new report card

There's a joke going around among Jewish educators in the United States. Says one Jewish day school teacher to another, "So what is it that keeps you doing your job?" Answer: "My husband's salary."

Low salaries are keeping potential Jewish educators away in droves. In Los Angeles, for example, only 14 percent of Jewish educators earn \$20,000 or more, while 41 percent—all part-time teachers—earn less than \$3,000. A mere 20 percent receive health benefits.

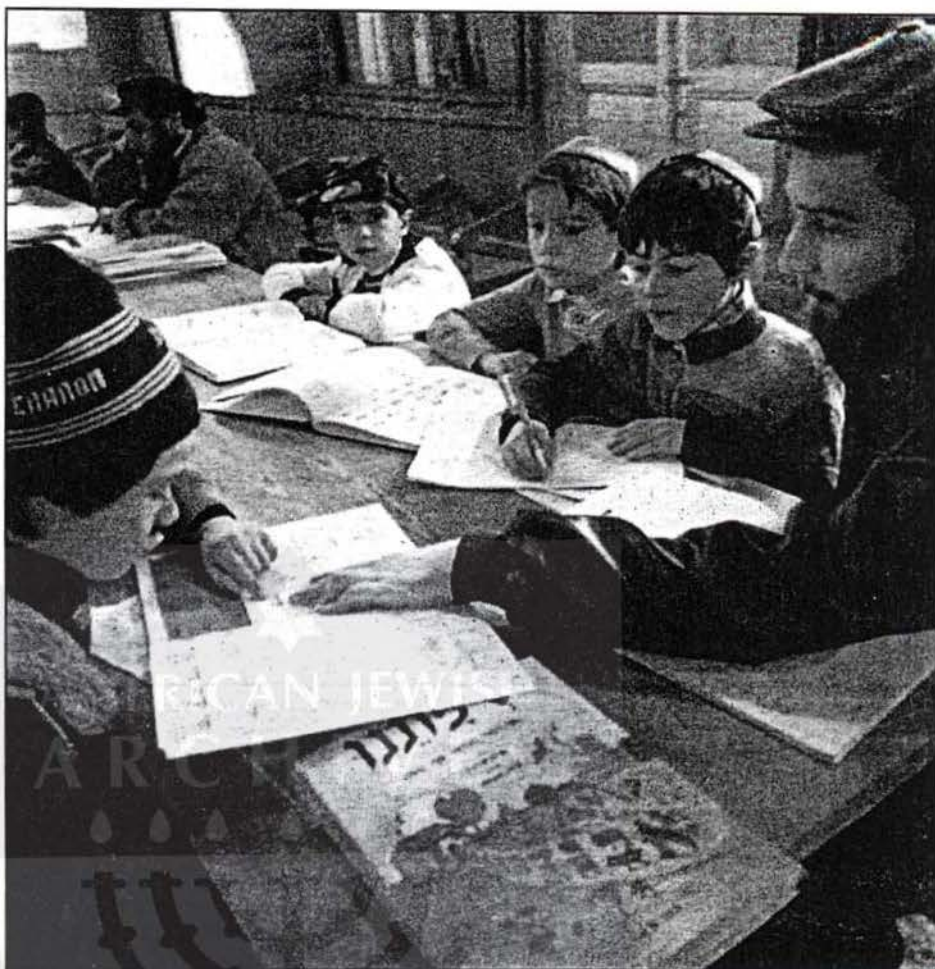
Not surprisingly, many positions go unfilled every year. Others are filled by unqualified personnel. Of the 30,000 positions for Jewish education in North America, only 5,000 are full-time. In 1989, only 101 students graduated from all Jewish education training programs.

All this may change if the findings of a new report on Jewish education in North America are heeded.

Released earlier this month in New York, "A Time to Act," is a 97-page study by the Commission on Jewish Education in America. It is the product of two years of study by 44 ranking scholars, educators, philanthropists and community officials.

Convened and chaired by Cleveland industrialist and philanthropist Morton Mandel, who chaired the Jewish Agency's Jewish Education Committee for four years, the commission compiled some sobering data:

- Despite an annual outlay of over \$1 billion on day schools, yeshivot, supplementary schools, synagogue-based programs, Jewish Community Centers, youth groups, college campus programs, retreats, trips to Israel and summer camps, only a small number of young, educable Jews are actually reached.
- Of the million school-age Jewish children in North America, only 40 percent are now receiving any form of Jewish schooling, although 80 percent have had some form of Jewish education.
- Afternoon and Sunday schools are still largely something students "have to live through rather than enjoy," while day schools educate only 12 percent of the Jewish school-age population. A



Jewish Bible school in Moscow. Will the Melamed regain his former status in the U.S.? AP

mere one-fourth of the estimated 400,000 Jews on American college campuses are ever reached.

To realize its goals, the commission will reconvene as the Council for Initiatives in Jewish Education and attempt to create an "infrastructure" to recruit and hire personnel, expand faculties at existing training institutions and increase salaries and benefits.

A cornerstone of the program is the creation of three to five "lead communities," which will act as laboratories to determine the optimum number of personnel and necessary amount of community support and funding.

Commission founder Mandel estimates that the program will require between \$25 million and \$50 million over the next five years.

For Jewish teachers in the United States and Canada, the report hasn't come a moment too soon. The Coalition for Alternatives in Jewish Education, or CAJE, whose more than 3,500 members range from part-time kindergarten teachers to faculty members at Yeshiva University, has long recognized the pro-

blems. "We've been talking about the low degree of professionalism and poor salary scale for Jewish teachers for years," said CAJE president Rabbi Michael Weinberg.

Still, some CAJE members fault the report for downplaying the anger and frustration on the front lines. Says Fran Hirschman, principal of a Jewish day school in Queens: "Everyone's perception is that if you're a teacher in Jewish education either you're a loser or a dilettante. Who else would work for such low wages, no benefits, and little esteem?"

Hirschman would prefer to see "a real teacher" among the panel's 44 members. "They're all wonderful people," she says. "But they're many steps removed from the undersupplied, understaffed, overwhelmed, and underpaid teachers right there in the classrooms."

How will teachers decide if the commission is successful? "You'll know teaching has arrived as a respectable profession when a Jewish educator is considered a good *shiddach* (match)!" she quips. □



TO: FAX NO. <u>011 9722-699951</u>	FROM: FAX NO. <u>016 361-9962</u>
Name <u>SEYMOUR FOX</u>	Name <u>GIRNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

10:30
a.m. Tomorrow (12/12 - Wed)

is OK for you to call HLZ.



MEMO TO: Stephen H. Hoffman
FROM: Virginia F. Levi
DATE: December 3, 1990
SUBJECT: Identification of CIJE Board Members

.....

In response to my request for suggested candidates to serve on the CIJE board representing the denominations and professional education, Jon Woocher suggested that there are four ways to approach the question. Jon will be happy to advise us when he knows which option you plan to pursue.

1. The simplest approach, politically, is to appoint the head of the Jewish education commission of each denominational group.
2. A second option is to approach the heads of the commissions and/or the denominational bodies and ask them to select a representative.
3. Another option, either in addition to or instead of either of the former is to appoint the heads of the educator organizations of the denominations.
4. We also have the option of selecting candidates at large, but we run a major risk of offending.

Please let me know how you wish to proceed.

cc: Henry L. Zucker

Dear JIMMY,

I received SCHIFFS
STUFF But NOT WOOLFE



FAX SENT
DATE: 11/12/90

**Mandel
Associated
Foundations**

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: Ginny Levi	Date: December 11, 1990
From: Seymour Fox	Pages: 1
Fax No.:	

Message

Dear Ginny,

Annette and I have studied the proposal submitted by Yeshiva University and we are happy to support it. We believe that a planning grant will make it possible for them to prepare a comprehensive program for the training of educators at their institution.

It is our intention to discuss how this purposal could lead to possible next steps with Mr. Mandel when he visits Israel next week.

Best regards,


Seymour Fox

FAX SENT

DATE: 11/19

**Mandel
Associated
Foundations**

22a Hatzfira St., Jerusalem, Israel

ק"מ מנדל

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: _____ Ginny Levi _____	Date: _____ Pages December 11, 1990 _____
From: _____ Annette Hochstein _____	
Fax No.: _____	

Message

Dear Ginny,

The slides and pictures have arrived, just in time; many thanks!

Annette



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FACSIMILE HEADER SHEET

73138 (5/90) PRINTED IN U.S.A.

DATE: 12/10 TIME: _____NUMBER OF
PAGES SENT: 1TO: FAX NO. (011) 9722-699951Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. 214361-9962Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____



COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
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Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Isakel Looksrein
Robert E. Loup
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Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis
Virginia F. Levi
Joseph Reimer

TO: Friends of the Commission on Jewish Education
in North America

FROM: Morton L. Mandel, Chairman

You may know that the Commission on Jewish Education in North America was convened by the Mandel Associated Foundations, JCC Association, and Jewish Education Service of North America in collaboration with the Council of Jewish Federations. Over a two-year period, the Commission considered issues in Jewish education. This process culminated on November 8, 1990 with the release of A Time to Act: The Report of the Commission on Jewish Education in North America. I am pleased to share a copy of that report with you.

As you will see, the work of the Commission is continuing through the Council for Initiatives in Jewish Education. Stephen H. Hoffman, executive vice president of the Jewish Community Federation of Cleveland, is serving as Acting Director. If you would like more information about the work of the CIJE, please feel free to write to Steve at 1750 Euclid Avenue, Cleveland, Ohio 44115.



26500 Shaker Boulevard Beachwood, Ohio 44122-7197 216-464-4050

DATE 12/7/90NO. OF PAGES 4MLM
SHH
HLZ
AH**FROM THE FAX OF**NAME David S. Ariel

FAX () PHONE ()

TO THE FAX OFNAME Ginny LeviCOMPANY PremierFAX () 361-9962 PHONE ()**MESSAGE**The logo for the American Jewish Archives is a circular emblem featuring a menorah in the center, surrounded by the words 'AMERICAN JEWISH ARCHIVES'.
**FOR YOUR
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.1

Focus

JEWISH EDUCATION: A TIME TO ACT

BY LARRY YUDENSO
Special Correspondent

By the end of this decade, Jewish education will be both a smart career choice and a chic cause, if plans at a vision conference in the final report of the Commission on Jewish Education in North America are to pass.

The report, entitled "A Time to Act," was issued last week after two years of discussions. It combines broad goals to assist the priority of Jewish education on the communal agenda with concrete proposals to begin the increasingly fantastic changes in attitudes the broad goals demand.

A small handful of communities will soon be selected to become "lead cities," where local efforts will combine with outside funding and expertise in attempts to design significantly improved models of Jewish education.

Most immediately, the commission — convened by the Hodel Associated Foundations, the JCC Association, and the Jewish Education Service of North America (JESNA) in collaboration with the Council of Jewish Federations — has decided to reconstitute itself as the Council for Initiatives in Jewish Education (CIJE). This education council will be funded, at least initially, by the Hodel Foundation, as was the commission.

The report's proposals promise a little immediate impact on it: estimated 60 percent of Jewish children who currently receive no Jewish education. Nor will it provide relief to parents overwhelmed by tuition bills for Jewish day schools, which cost 20 percent of the children receiving Jewish education, according to the report.

But members of the commission said the report and the formation of CIJE represent a



Morton L. Mandel, Chairman of the Commission on Jewish Education in North America (fourth from the left), and some of his fellow commissioners hold copies of the Commission's report, *A Time To Act*, the findings and recommendations of an unprecedented two-year study involving 44 leading scholars, educators, philanthropists and community officials.

worked in how the American Jewish community views Jewish education.

"For the first time, Jewish leadership — people who come out of the world of UJA, federations, the Jewish Agency — have recognized that Jewish education is urgent," said Rabbi Norman Lamm, president of Yeshiva University, who served on the commission along with the heads of the Reform, Conservative and Reconstructionist rabbinical seminaries.

Despite paying lip service to Jewish education, said Lamm, Jewish leadership has repeatedly given priority to such urgent concerns as the founding and defense of Israel and the rescue of Ethiopia and Soviet Jews.

"Jewish education was never seen as urgent, because you could

get to it next year," said Lamm.

Collapsing Infrastructure

But like falling chunks of highway which remind taxpayers the maintenance can't be deferred forever, plummeting Jewish affiliation rates and the hard blows of intermarriage statistics have convinced the leadership that educational improvements can no longer be postponed.

"The intermarriage rate is 2 percent in my city," said one commission member, explaining his participation.

Morton Mandel, who founded and chaired the commission, avoided apocalyptic rhetoric when describing the study at a press conference last week, but it was somber when describing a

crisis, saying: "We were all concerned with the trend lines of Jewish life, with the disaffection of young people."

This kind of concern — and with it, support for Jewish education — is likely to rise this week with the release of the National Jewish Population Study.

"It's a very disturbing report on what's happening in Jewish life," said Mandel L. Berman, president of the Council of Jewish Federations, who sat on the education commission.

"Why will this work?" he said of the report. "Timing! The federations are into it. The Council of Jewish Federations has a committee on Jewish identity, which it never had before. The soil is right."

It won't hurt that the newly

more other things are happening," he said.

Client and organization

Also boding well for the success of "A Time to Act" is its forthright concern with communal and organizational realpolitik. It speaks openly of the need to convince the "contingencies of national and local Jewish organizations" that "Jewish education is indispensable to their futures." The report specifically proposes that "top community leaders will be recruited individually to the cause of Jewish Education by members of the commission and other influential personalities who are able to convey the urgency of providing support for Jewish education."

In other words: back-patting, hand-shaking and arm-twisting tactics long used to rally support for federation campaigns and Israel will now be used on behalf of education campaigns. And serving as both lion and bait in this expedition will be some of North America's wealthiest Jews, and some of its smartest organizers.

Allure to such a lay support to provide independent funding and to lobby for increased allocations within the federation system is a major reason, according to observers, that JESNA failed to revolutionize Jewish education. That had been the goal when the American Association for Jewish Education, established in 1939, was reorganized in 1982 to become the education community's education planning and coordinating agency.

The new Council for Initiatives in Jewish Education will not supersede JESNA, but complement it. CIJE, according to the report, "will not be a direct service provider. Rather will operate as a catalytic agent, working through

Education

(Continued from Page 8A)

the efforts of others: JESNA, JCC Associations, CJP, the institutions of higher Jewish learning, the denominational departments of education, CAJE, and other professional educational organizations. No existing organization plays this role today in Jewish education.

The result, according to JESNA Executive Vice President Jonathan Woocher, an adviser to the commission, will be to strengthen JESNA's influence.

Elliot Spack, executive director of the Coalition for the Advancement of Jewish Education (CAJE), was pleased with the report's broad outlines.

"It's an auspicious beginning. People will use this report to legitimize and validate what they're doing in the local community," he said.

CAJE, whose 4,000-member grassroots constituency is composed mostly of Jewish educators, does not see the new council as competition, despite its similar initials. "It's a brokering arrangement, with a staff of three or four people. It won't be a Brookings Institute or a Ford Foundation."

The new organization will, however, make research one of its priorities. "We don't have a data base," Mandel discovered. "We don't know what works, what doesn't work, and why."

The commission studiously steered clear of actually discussing educational content. Its reticence was motivated by both a lack of sufficient information about which programs work and a desire to avoid fracturing the group's consensus along stressful denominational lines.

In fact, the commission didn't really say what Jewish education is.

"We didn't bother trying to agree on a definition. There are a lot of definitions and they all hold water as far as I'm concerned," said Mandel.

"I want the end product to be a Jewish mosaic," he said.

Recruiting Teachers

Meeting for the first time in August, 1988, the commission brainstormed 23 possible areas of investigation, which by the next meeting had been narrowed to an examination of the problems affecting the Jewish educational system. These include sporadic participation, deficiencies in educational content, an underdeveloped Jewish education profession, inadequate community support, and lack of reliable data. At that second session, it was decided that community support and educational professionalism were the fundamental, and most remediable areas of concern.

America faces, according to the report, "a shortage of well-trained and dedicated educators for every phase of Jewish Education. They

are needed in order to motivate and engage children and their parents, to create the necessary materials and methods, and to design and carry out a wide variety of research studies."

The report recommended "creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the facilities and facilities of training institutions; intensifying in-service education programs; raising salaries and benefits of educational personnel; developing new

satisfying work."

"Being a lawyer isn't so great anymore," said Commission member Peggy Tishman. "Wall Street is firing people left and right. This is a golden age of opportunity for us."

Drawing Fire

As the most detailed and most obviously expensive proposal in the report, it is not surprising that the question of "professionalizing Jewish education" drew the most fire at last week's commission

The commission studiously steered clear of actually discussing educational content. Its reticence was motivated by both a lack of sufficient information about which programs work and a desire to avoid fracturing the group's consensus along stressful denominational lines

career track opportunities; and increasing the empowerment of educators."

Among ideas proposed to locate new teachers are a marketing survey "to identify those segments of the Jewish population in which there are potential candidates for careers in Jewish Education, and to determine what motivations or incentives would be most likely to attract gifted people to the field"; the creation of a "Jewish Education Corps" of young people majoring in Judaica in college or graduates of day schools or Jewish camps, who would spend several years in Jewish education before continuing on to careers in business, law or medicine; and "individuals in their 30s or 40s who are interested in making major career changes to find more personally satisfying and more emotionally

meeting at which the report was presented to members and other interested parties.

"You are addressing yourself first to the quality of educators," said commission member Ludwig Jesselson, who heads Yeshiva University's board of directors. "But I'm missing the fact that you have to get students. You should set up a propaganda machine to convince parents to send kids to Jewish education."

"That is a chicken-and-egg situation," Mandel responded. "Clearly, a lot of parents don't care. One can say a fine product will interest parents better than a poor product. We think improving the quality of teachers will encourage parents to enroll their children. It's a benevolent circle."

"With a better day school, a better supplementary school, the message will get out slowly."

Editorials

It is Now the Time to Act for Jewish Education

Miami Jewish Tribune 11/23-24/1990

We welcome "A Time to Act," the recent, final report by the Commission on Jewish Education in North America, which recommends that new priorities be placed on educating our Jewish youth. It does not come a moment too soon.

For years parents have been willing to have their children undergo only the most perfunctory forms of Jewish education. At Hebrew and Sunday school boys and girls have learned no more than enough to have the *de rigueur* bar or bat mitzvah. Practically as soon as the ceremony is observed — at the beginning of their crucially formative teenage years — the children typically abandon their religious studies.

As the newly-released National Jewish Population Study of the Council of Jewish Federations indicates with all the inescapability of earthquakes or flood waters, dropping Jewish affiliation rates and climbing rates of intermarriage prove that existing Jewish education in America is woefully inadequate to promote Jewish commitment among our young.

Indeed, it hardly makes sense to fund rescue efforts for Soviet Jewry without making an equally strenuous effort to improve the quality of Jewish life through education in this country. If our children do not learn Jewish values, our benign neglect will lead them to the very same boat, spiritually, as our Russian brethren. For the past 75 years the latter have been deprived of Jewish educational opportunities, and now we are trying to help them make up for lost time. Our own American children deserve no less attention.

Fortunately, the new effort seems to have great potential in its involvement of wealthy and powerful lay supporters. The commission is reconstituting itself as the Council for Initiatives in Jewish Education (CIJE), which will be funded by the Mandel Foundation and representatives of 10 other family foundations.

This represents an opportunity to use significant resources in the service of finding the best minds and talents to teach our children. Some parents may scoff at the kind of lightweight Jewish education which is presently available in synagogue schools, but when they see that Jewish education can mean business if it has the necessary support, they are likely to develop new respect for the value of religious education for their children.

FAX SENT

DATE:

9/12/90

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: 9 December, 1990

FROM: Jill Berinson

NO. PAGES: 2

FAX NUMBER: 216-361 9962

Dear Ginny,

Could we please have a resend of MLM's letter to Friends of the Commission - it was unclear.

I am also forwarding the latest newspaper article that you requested.

Regards,

Jill



Jewish Panel Decries Failure To Pass On Religion, Values

Revitalizing Ethnic Education Is Urged to Surmount 'Crisis'

Religious News Service

NEW YORK—The Jewish community of North America is facing "a crisis of major proportions" that has been caused by the lack of commitment to passing on Jewish ethnic and religious traditions to a new generation, according to a national commission that has studied the situation for two years.

The Commission on Jewish Education in North America, a body composed of 44 scholars, educators, philanthropists and community officials, said it has found that "large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many who no longer believe that Judaism has a role to play in their search for personal fulfillment and identity."

In a report issued here, the commission says this situation "has grave implications, not only for the richness of Jewish life but for the very continuity of a large segment of the Jewish people."

It urges revitalizing Jewish education "so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people."

According to the commission, nearly 600,000 of the 1 million Jewish children of school age in North America do not receive any formal Jewish education.

It said that 40 percent of the Jewish children in the United States and 55 percent of those in Canada are enrolled in a Jewish school.

In these schools, the report says, "the presentation of the subject matter is often uninspiring, and there is a dearth of high quality curricular and educational materials." The report also said that Jewish education "is woefully underfunded

*Jewish education
"is woefully
underfunded"*

and Jewish leadership relatively uninvolved."

Among other things, the commission recommends the raising of \$25 million to \$50 million over the next five years to help to professionalize Jewish education, raise it to the top of the Jewish communal agenda and establish three to five "lead communities" to function as local laboratories for change.

The commission has already created a Council on Initiatives in Jewish Education, headed by Stephen Hoffman, who is also executive vice president of the Jewish Community Federation of Cleveland.

The commission was assembled in 1988 by Morton Mandel, a Cleveland businessman and philanthropist who served four years as chairman of the Jewish Agency's Jewish Education Committee.

Ismar Schorsch, chancellor of the Jewish Theological Seminary of America and one of the commission members, offered some further perspectives on the Jewish education scene in an address Nov. 11 to the biennial convention of the Women's League for Conservative Judaism in Kiamesha Lake, N.Y.

Decrying what he called the "disintegration of the greatest Jewish community in our history," Schorsch said that fewer than half of Jewish youngsters today are interested in learning about Judaism.

The chancellor said that the Jewish Theological Seminary is establishing a School for Education to train new teachers and lay leaders and that the Conservative movement wants to establish new Jewish high schools to serve the nearly 80 percent of the graduates of the Conservative Jewish Schechter Day Schools who have no places to go other than secular high schools.

"Ours is a cerebral religion," Schorsch said. "Study will lead to Jewish observance and commitment. Together we can accomplish this great task."

WASHINGTON POST NOV. 24, 1990

cc: Henry L. Zucker

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/30/90
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: COMMISSION THANK YOUS

Following is a list of people I recommend to receive a special thank you for work done on behalf of the Commission. If you agree, I will draft letters to the following:

- yes 1. All Commission members - form letter to include personalized paragraph.
- yes 2. Senior policy advisors
3. Individual
- a. Josie Mowlem - For help arranging 11/8 meeting
 - b. Bea Katcher - For help with arrangements and presence at all civ meetings
 - c. Jerry Strober - For PR work
 - d. Stanley Horowitz - For volunteering UJA staff support
 - e. Ken Myers - For drafting press releases and features
 - f. Mark Gurvis
 - g. Steve Solender - For use of UJA/Federation for four meetings
 - h. David Harris - For use of AJC space for one meeting
 - i. Fred Gottschalk - For use of HHC for one meeting
 - j. David Finn
 - k. Dena Merriam
 - l. David Kleinman

Please return this list to me with your additions, deletions, and comments.

all OK -
Shanley
me

I N T E R N A T I O N A L J E W I S H A R C H I V E S

December 6, 1990

Fax to Seymour Fox from Henry L. Zucker

I have double checked with Barry Reis. It is okay for Annette to keep sending monthly program reports directly to MLM. Financial reports are to go to Reis.





PREMIER INDUSTRIAL CORPORATION

FACSIMILE HEADER SHEET

73138 (5/90) PRINTED IN U.S.A.

DATE: 12/6 TIME: _____NUMBER OF
PAGES SENT: 10TO: FAX NO. (41) 9722-699951Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. () 361-9962Name GUNNY LEVI

Company _____

Tele. No. () _____ Ext. _____

Annette -

Here are the papers we discussed yesterday.
We don't have one to winington. ~~notice~~
or the one from San Francisco. This
"clipping service" is very slow. Please send
me what you have.

Thanks,
Gunny

JILL
Levi
Caroline



PREMIUM INDUSTRIAL CORPORATION
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12/7

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1

TO: FAX NO. 011 972 2-699951

Name SEYMOUR FOX

Company

Street Address

City

State

Zip

Country

FROM: FAX NO. 016 361 - 9962

Name GINNY LEVI

Company

Tele. No. () Ext.

Seymour - We are receiving requests for
the Reisman and Fox/Shaffer research papers.
When shall I say people can expect to
receive them?

GINNY



COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Murray E. Eisenstat
Shua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gerschlager
Joseph S. Gruss
Robert L. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
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Mark Lainer
Norman Lamin
Sara S. Lee
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Herbert Leash Ritz
Alvin I. Schiff
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isa Zeldin

In Formation

Arnette Hochstetler
Stephen H. Hoffman
Martin S. Kraar
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woucher
Henry L. Zucker

Director

Henry L. Zucker
c.c.

*I'll please resend &
request
this page
(MCM's letter)*

*Request + send
9/12/90.*

TO: Friends of the Commission on Jewish Education
FROM: North America

AMERICAN JEWISH

You may know that the Commission on Jewish Education in North America was convened by the Mandel Associated Foundations, JCC Association, and Jewish Education Service of North America in collaboration with the Council of Jewish Federations. Over education. This process culminated on November 10, 1989 with the release of A Time to Act: The Report of the Commission on Jewish Education in North America. I am pleased to share a copy

As you will see, the work of the Commission is being led by STEPHEN H. HOFFMAN, executive vice president of the Community Federation of Cleveland, is serving as Acting Director. For more information about the work of the Commission, feel free to write to Steve at 1750 Euclid

Tax Sent

Mandel
Associated
Foundations

קרן מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951

Tel.: 972-2-668728

To: TAMAR MALET	Date: _____
_____	Urgent _____
From: SEYMOUR FOX	Regular _____
Fax No.: 02-382273	Time Sent: _____



Message

הננו מתכבדים להזמין לקבלת פנים

שתערך לכבוד חנוכת

"מכון מנדל לחינוך יהודי"

במשכן נשיאי ישראל, ירושלים

ביום חמישי, ג' בטבת תשנ"א (ה-20 בדצמבר 1990)
(קס"ח 17:00)

ההזמנה אישית
נא להציגה בכניסה

כניסת אורחים בשעה 16:30
נא לאשר השתתפותכם לטלפון
02-668728\02-662901

WE REQUEST THE PLEASURE OF YOUR COMPANY

AT A RECEPTION TO INAUGURATE THE

MANDEL INSTITUTE

FOR THE ADVANCED STUDY AND DEVELOPMENT OF

JEWISH EDUCATION

ON THURSDAY, 20 DECEMBER, 1990 AT 5:00 P.M.

AT THE PRESIDENT'S RESIDENCE

GUESTS ADMITTED AT 4:30 PM
R.S.V.P. TEL: 668728/662901

THIS INVITATION IS
PERSONAL AND SHOULD BE
PRESENTED AT THE GATE



MEMO

TO: Annette
FROM: Alissa
DATE: 3.12.90
SUBJECT: Typos in Reimer paper

Thank You -
Please place in file and
one copy with your corrected
copy.

I just finished going over the Reimer article again and below are the typos I found. As you can see, most are very minor:

- 1) p.3: "good enough", instead of "good enough,"
- 2) p.5: synagogue skills' instead of 'synagogue skills'
- 3) p.9: changes instead of change
- 4) p.18: (Edelstein)'s instead of [Edelstein]'s
- 5) p.19: shabbat instead of Shabbat
- 6) p.24: where instead of were (this one is pretty bad)
- 7) A few instances of federation instead of Federation
- 8) p.29: then instead of than (pretty bad)
- 9) p.30: no instead of not

As you can see, these are not spell-check issues. Also, the more serious ones seem to be concentrated towards the end; this makes me wonder whether I tried to proofread it all in one setting and consequently slowly lost my concentration. Should you desire to see these in context, my Reimer paper has the typos marked in pencil.



PREMIER INDUSTRIAL CORPORATION

FACSIMILE HEADER SHEET

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NUMBER OF

PAGES SENT: 1

TO: FAX NO. (011) 972-2 - 699951

Name Annette Hochstein

Company Mandel Associated Foundations

Street Address _____

City

State

Zip

Country

FROM: FAX NO. (216) 361 - 9962

Name Betsy Frey

Company Premier Industrial Corporation

Tele. No. () _____ Ext. _____

Re. Your Report for November, 1990

Thanks.

Betsy



Agenda for 23.10.90 Telecon re: Nov. 8, 1990

I. Press Conference

V A. When did they reconfirm participants?

while back

NO - Fisher, Brufman, Hammer

V B. What about press release? ^{news} AH/SF would like to

see. How many kinds? Who is the audience? When will it be sent?

The post not yet

Media Alert sent out.

V C. Have you spoken to journalists (e.g. Safire)?

Feature article? Would like details.

Ben Ket Bios
Release
Report

Mission Statement

Private Public
Pluralism

MCM's Answers

U.J.A. photography

Press Conference--General:

1. What is our message/purpose for the press conference?

Message: a) The Jewish world, wall-to-wall, has come together for the first time and agreed in this crisis

MCM
Presentation
presentation

that one must save the Jews. b) We are thrilled to report that they, the diversity, have agreed and decided to begin. This is what they will do. There is money and there are people to do it. It started yesterday.

To feature Commission & Memo
~~GAO~~ JCCA, Greenbaum & Pollack JESNA.

2. Who will say this?

Hopefully, each institution will say, "We want to do X and are encouraged to believe we will be supported to do it."

3. Participants: Should CIJE funders, foundations, Hammer be there? CRB will say that a central part of his foundation will be Israel, that others will have other foci, and that the overall impact will be greater than the sum of its parts.

No to Hammer

4. To whom do we send the report and release: to all guests?

1 or 2 slides

II. Morning meeting

1. Purpose and character of meeting--all sides (old and new) must know the plan and the implementation.

} capsule
new

2. Who has been invited? Who is coming (commissioners and non-commissioners)? (See guest list.)

80-100 people (70 yes)

35-40 Commissioners

3. Someone must discuss the principles of the plan and implementation strategy. Should say this is an exciting implementation because:

a. We are going to change personnel because of building the profession;

b. We are going to make Jewish education a top priority because of what we are doing with the community;

c. We are going to demonstrate to everyone that

Jewish education makes a difference because of the Lead
Communities;

d. We will change the style of working: we will
make informed decisions and we will learn of the impact
of the work--because of research.

e. This will happen because there is a locus of
responsibility called the CIJE.

Say what we want for each of these 5 points:

They 5 points should be handled with concrete examples
for long/short range and local/continental.

This is what should be discussed in both the AM and PM;
people should leave with at least benevolent skepticism,
hopefully with enthusiasm.

4. Speakers: What is MLM's role? Presentation (AH)?

Foundations?

5. Someone should discuss community, personnel, Lead Communities--there should be up-front participation.

6. We want people to go home and want to join up. It should not be sterile. Want a sense of action coming up. Should be festive with excitement ("Tomorrow there will be Lead Communities!").

7. Must present what is to be done.

WHAT ARE WE GOING TO SAY ABOUT MONEY???

! FOR CIJE

FOR EACH ELEMENT IN PLAN

Q & A
Sheet
We'll fax

General:

1) Whole day--the following should participate:

Twersky

foundations

heads of institutions

organized Jewish community

key commissioners

2) When are we meeting before the 8th?

3) Will discussions be free or controlled?

Loose canons?

Vested interest?

The Report:

- 1) Date of publication (1.11.90)
- 2) Number of copies (3000)
- 3) Method of distribution (pre-Nov. 8; Nov. 8--commissioners and guests; GA; orders)
- 4) Which commissioners were contacted and which not?

Corson

CRB

Crown

Eisenstat

Green

Greenberg

Hiller

Koshitzky

Leiner

Rosenthal

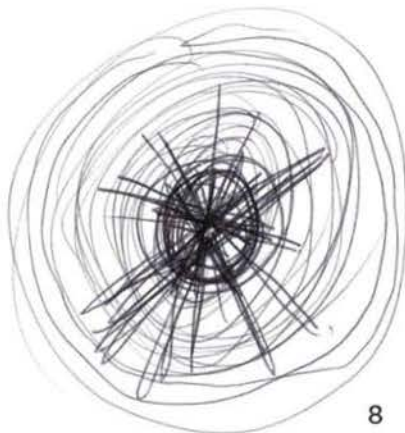
Tishman

- 5) Which Commissioners must be contacted now re the report--SF and AH will say what they will do.

Ginny: Call Dena re Report copies

GA:

- 1) The Report
- 2) The President's speech
- 3) MLM: Presentation





PREMIER INDUSTRIAL CORPORATION
FACSIMILE HEADER SHEET
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DATE: 10/22 TIME: _____ NUMBER OF
PAGES SENT: 4

TO: FAX NO. () <u>011-972-2-699-951</u>	FROM: FAX NO. (216) <u>361-9962</u>
Name <u>S. Fox, A. Hochstein</u>	Name <u>Ginny Levi</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Seymour + Annette -

We'll call at 10:00 am, our time, Tues. a.m.
Attached is the agenda. (we'll call AH's home)

Annette, the PR people hope MLM can have a couple of slides (overhead) for the press conference. David Kleinman will probably ask you if you'll have something appropriate ready for your presentation of the report.

Joan noticed today that Mandell Berman's name was misspelled in Appendix A of our latest draft report. I called and left a message on Dena's machine - just so you know.

Talk to you tomorrow.

Ginny

10/22/90 DRAFT

Agenda
Teleconference

Tues., Oct. 23, 1990 - 10:00 a.m.

9 pm / 7 / 11
for review

Participants: In W. Palm Beach - MLM; in Jerusalem - SF, AH; in Cleveland - SHH, DPK, VFL, HLZ

Purpose: To prepare for meeting of 11/8/90.

Start prep for the principals
I. Press Conference - 9:00 am [changed to 9:30]

A. Confirmed participants: MLM, Gottschalk, Green, Lamm, Schorsch;
Still to be considered/asked: Fisher, Bronfman, Hammer

B. Status of arrangements
[D. Kleinman will have met with Strober in NY and has some details to report.]

C. Staff to be present: SF, AH, SHH, DPK, VFL
[HLZ can't be there. Should we ask any of our partners to be there?]

II. Morning meeting - 10:30 am - noon

A. MLM - opening remarks (5-10 min.)
[Welcome, introduction of guests (comment in general on the presence of people with an interest in the Commission's product), comment on events/ process leading to today's meeting, encourage reaction to report, introduce morning presenters.]

5-10 min
~~B. SF and D. Finn - The writing of the report (5-10 min.)
[Art Rotman feels we have too many speakers in the AM and suggests leaving this out. SHH and HLZ feel that this is important.]~~

C. AH- Recap of the report, based on executive summary (15-20 min.)

D. Discussion of report (30 min.)

E. SHH - CIJE today and tomorrow (15 min.)

F. Discussion of CIJE (30 min.)

- Break for luncheon around noon. Meal served approx. 12:15.
Afternoon session to begin once dessert has been served.

III. Afternoon meeting - 1:00 - 2:30 pm

A. MLM comments (20 min.)
[See attached suggested bullet points.]

B. Max Fisher (5 min.)
[Focus on the importance of Jewish education and the awakening of American Jewish leadership to the issue.]

*HLZ
Green*

when reconfirmed?

DPK

Press release?

Details

water

who will welcome them?

what kind of report?

C. Minister Zevulun Hammer (20 min.)
[Will SF suggest a focus to Hammer?]

D. Discussion

[Do we want to prime funders and some other people to speak? If
so, whom?] *exactly, Eli*

IV. Should there be a consultation on CIJE at 3:00?



*that largest / Com
taken on this challenge
great for Israel & world
Because of
all challenges
must do
ed. To
ensure
more just
that might
be the
case*

Suggested bullet points for MLM's afternoon comments.

- Personal motivations for establishing Commission
- We're on the way to achieving the desired outcomes
- Nature and sustained interest of group yielded opportunity to have historical impact
- Unlike most Commissions, this one intended from the beginning to be proactive, to go beyond issuing a report
- Implementation has begun in the process of the Commission's work and will be stepped up in coming months
- Follow-up mechanism (CIJE) allows us to move forward with due speed
- Potential now exists for major improvements in Jewish education in North America
- Hope members will maintain interest in the follow up
 - Maintain high level of organizational involvement and interest
 - Attend annual meeting to hear report of CIJE
 - Support projects in your communities and nationally

Thank yous

- Introduce Max Fisher, then Minister Hammer

*wants very well done
who specifically*

February 19, 1991

Annette Hochstein
Commission on Jewish Education in
North America
Mandel Associated Foundations
22A Hatzfira St.
Jerusalem, ISRAEL

Dear Annette,

Today I sent by Priority Mail the final (I hope) edited version of my Informal Education paper. This process was important for three reasons: first, the paper benefitted from your very helpful improvements of the language and clarity of ideas; second, I managed to catch at least a dozen or so typos and in some cases major problems in material being distorted by the computer which needed to be corrected; and third, I was able to add, in a few instances, new substantive data to address some of Seymour's concerns.

The following are some specific items for you to check or be alert to:

1. On the Table of Contents pages i. and iii (there is no pg. ii - should there be?) page numbers need to be listed.

2. There is no pg. 2 (should there be?)

3. Page numbers on the bottom of the pages are not centered. Also should pagination continue through Appendices and Notes?

4. At this time the two appendices precede the notes (bibliographic). That seems right to me.

5. Occasionally I made modest changes in your corrections and I added new copy (all in red pen) so you may want to have a final look at the red pen entries.

6. On pg. 24 I entered a new paragraph which required a new footnote - #46, which required changing all footnotes from that number forward. In the process of doing that I discovered two footnotes on pg. 53 which were out of order (left over from a first copy of this paper), so I hand corrected all footnotes, both in the manuscript and in the list of notes at the end, from footnote #46-83. They are correct as hand noted.

7. On pg. 28 there is a half-page of empty space, so I assume the copy which starts on pg. 29 can be pushed back to fill up that space.

Annette Hochstein
February 19, 1991, P. 2

If there are any other issues please fax or call me after
you get the paper.

Best regards.

Sincerely,

Bernard Reisman

enc.

nb

