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MINUTES
NORTH AMERICAN COMMISSION ON JEWISH EDUCATION
August 1, 1988

Attendance:

35 M

1. Introductory Remarks: Mort Mandel, Chairman, opened the meeting at 10:30 a.m. He thanked and introduced Peggy Tishman for UJA/Federation's hospitality and cooperation. Mrs. Tishman spoke in support of the work of the Commission.

Mr. Mandel explained that the commission is composed of 44 members who are drawn from the highest ranks of lay and professional leadership in North America. It includes leaders of organizations and foundations, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together many public and private bodies involved in Jewish continuity.

The chairman explained that the goal of the Commission is to effect a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, to help reverse the negative trend of diminishing Jewish commitment. He explained that the expected outcome of the Commission should be specific policy guidelines which can be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and with a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed the hope that different funding sources would agree to support various projects recommended by the Commission. He stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There would be additional smaller working groups to facilitate the greatest possible interaction among Commissioners. Dr. Arthur Naparstek has been appointed Commission Director.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and the Jewish Welfare Board (JWB) in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it towards its conclusion.

2. Results of Interviews with Commissioners and Discussion on Related Findings: Mr. Mandel reviewed the background to the formation of the Commission including interviews with most of the commissioners. While there was no uniformity of views, there were several consistent themes which emerged in the interviews, were summarized in the materials distributed to commissioners and which were discussed by the Commission. The following is a capsule of the major areas identified in the interviews followed by a summary of the discussion by members of the Commission throughout the day:

a. Personnel and the profession of Jewish education: The issues of recruitment, training, retention, advancement, professionalization, salaries and benefits, status of educators and the educator-training institutions are widely regarded as the primary concerns.

One commissioner stated that salary issues are a higher priority than training issues. Improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If the former improves, training institutions would improve and have more students. (Lookstein). However, others suggested that professionalization is not necessarily the only solution (e.g. recruiting adult learners as teachers in the supplementary school) (Schorsch) and that idealism may be a more important inducement to educators than money (Bieler). It was also suggested that new training centers are needed less than new summer in-service programs (Twersky). It was emphasized that excellence and excitement for Jewish education is the result of the quality of the personnel involved (Tishman).

Others noted that the discussion about personnel should include consideration of classroom and beyond-the-classroom specialists (Ratner), that high school students should be tracked and later recruited into the field (Melton), that the complex working conditions of teachers must be considered (Elkins), that educators need to be trained to work with lay boards (Dubin), and that communal hiring and ~~consolidation of schools~~ should be explored (Lainer).

b. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to pre-school, adolescent and high school programs as a period in which Jewish identity formation is most sensitive (Lamm) as well as adult education (Schorsch, Tishman).

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education (Lipset), that examples of successes and failures in Jewish education should be documented (Fisher, Elkin), and that such examples should also be drawn from the experiences of modern Jewish history (Hiller). Such examples should also analyze why they are successes or failures (Shapiro).

c. The settings in which the enterprise of Jewish education takes place: These settings include the supplementary school, the day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools (Colman), while another thought there was no threat to civic virtue in this (Twersky).

In discussing supplementary schools, commissioners noted that supplementary schools need to be reformed (Schiff), that some schools ought to be consolidated into larger units (Lainer), that the issue of competition between these schools and other afterschool activities must be considered (Hiller), and that smaller Jewish communities (exurbias, etc.) must be taken into account (Evans).

The importance of Israel as a powerful emotional factor in shaping Jewish identity was identified. Israel provides opportunities for forming equal partnerships between Israelis and Americans and person-to-person contacts through high school twinning programs (Bronfman) and for bringing young people into the Jewish educational system (Loup). The success of year-long study abroad programs in Israel was noted (Lookstein). The problem of the quality of educational programs offered in Israel was raised (Twersky).

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support (Lipset). Others felt that the community relies excessively on colleges to provide "second chance" Jewish education (Dubin) and should place greater emphasis on reaching college students when they are living in the community (Ritz, Melton). Another commissioner pointed out that Hillel reaches a small portion of the Jewish student population (Berman).

d. New methodologies: The role of new technologies including video and computers are still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame (Evans). Questions about the applicability and effectiveness of this medium within the classroom were raised (Crown). This medium is especially effective among pre-schoolers (Evans) and relatively cost-effective for the size of the audience which can be reached (Lipset).

e. The economics of Jewish education: There is a need for factual information about present expenditures for Jewish education in order to explore the relationship between educational advancement and financing the reforms in Jewish education.

f. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change (Loup). This indicates that federations have adopted a new mission to Judaize the community (Berman).

Commissioners stated that lay leadership development in Jewish education is a high priority (Dubin), that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the National Foundation for Jewish Culture) (Berman), and that national data on lay leaders involved in Jewish education is needed (~~Schwartz~~). The Commission has an important role to play in elevating the status of the profession of Jewish communal education (Dubin).

Commissioners also stressed the need to publicize the work of the Commission (Elkins). The issue of the goals of Jewish education was raised as a question of survival versus the quality of survival (Ritz). One commissioner stated that it is not Jewish survival itself which is at risk but rather who will survive. Therefore, the Commission was urged to adopt the slogan "Stamp Out Indifference [to Jewish Values]" as its watchword (Twersky). Another noted that an atmospheric change in Jewish life is occurring regarding Jewish education (Fisher). Another noted that the accomplishments of Judaic scholarship and Torah studies of the last generation had not yet been transmitted to Jewish communities and schools (Lamm, Lookstein).

3. Presentation of Data on Jewish Education: Dr. Riemer presented

selected findings from surveys of Jewish education. The findings cover enrollment trends in supplementary and day schools, informal educational settings (including community centers, camps, youth organizations, Israel programs, college programs in Judaic studies, adult education), and data about the number, training and salaries of personnel in Jewish education. The findings show that:

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with Jol -

- a. While 60-80% of Jews report enrollment in some form of Jewish education before the end of high school, no more than 42% of the eligible population is enrolled at any given time.
- b. In the United States, 2.5 times more students are enrolled in supplementary schools as opposed to day schools. In Canada, the ratio is reversed.
- c. While most students are enrolled in supplementary schools, supplementary schools generally have fewer students enrolled per school than day schools.
- d. There is little data available on total pre-school enrollment (ages 3-5). There are, however, 21,000 children in congregational pre-schools, 22,000 in day schools, and a significant but undetermined number in community centers.
- e. Enrollment in supplementary schools increases through age 13 and then decreases sharply. Day school enrollment has its highest enrollment in first grade and shows attrition from then on.
- f. The eligible Jewish student population has decreased 15-20% in the last 20 years. Actual enrollment has decreased 58% while day school enrollment has increased by 80%.
- g. There is little reliable data available on adult education enrollment and college-student enrollment in university Judaica courses.
- h. There are too few individuals enrolled in training programs to meet the needs of Jewish education now and in the future.

Commissioners requested reexamination of the enrollment figures in educator training programs (Lamm), a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education (Tishman) and data on the scope and profile of lay involvement (~~Schwartz~~). Others noted that there is a significant attrition among students enrolled in Jewish educator training programs (Schiff).

4. Summary: The presidents of CJF, JWB and JESNA were invited to comment at the close of the morning proceedings. Mr. Berman (CJF) suggested that the Commission proceed to action-oriented activities known to work from the experience of other communities. Mr. Mintz (JWB) emphasized the integration of formal

and informal experiences as a means to promote Jewish life. Mr. Yanowitz (JESNA) commented that recent successes in the field, increased funding for Jewish education, greater lay involvement and greater ownership of the educational enterprise are good indications of positive developments.

A preliminary summary was offered in the early afternoon by Mr. Yanowitz as follows: Against a background of new optimism, there is a need to prioritize critical areas to be addressed. Personnel has emerged as the consensus area of highest priority. Better salaries are necessary but not sufficient. Attention must also be given to improving the status of educators, providing professional training and advancement opportunities and empowering them in their work. This is an especially problematic area within the supplementary school system. He noted that there was consensus about the importance of other critical areas including informal education, Israel experiences, media, college programs and lay involvement. There is little consensus about the kind of research needed- whether basic data or analyses of successes and failures.

5. Different strategies were discussed during the course of the day. (A) Differentiation of focus: One commissioner stressed a differentiation of focus among specific client groups emphasizing those that require profound intervention as opposed to those that require modest intervention (Hiller). It was also recommended that the Commission segment the market into each major client group and adopt key projects appropriate to each group (Crown, Shapiro). (B) Comprehensiveness of focus: Others suggested a comprehensive approach to client groups which would take all groups into account in order to make improvements in each area (Schiff). Attention should be devoted to establish links between the different parts of the system so that it operates as an organic community (Elkin). (C) Prioritization of Focus: Others suggested that the Commission should choose several limited areas of intervention and stick with them (Corson) and that specific areas should be targeted rather than taking on too much (Fisher). The need to prioritize in order to achieve a manageable focus was recommended (Mandel).

It was recommended that the Commission members be divided among different task forces according to the age of target populations. This should then lead to a master plan for action and funding (Bronfman). It was further noted that there are different approaches within the Commission between those who recommend improvements based on existing models of success and those who see the need for sweeping improvements (Pollack). The commitment to a comprehensive vision must be tempered by practicality and results orientation ~~must be achieved~~ (Ratner). Since much change must be conducted on the local level, it was suggested that the experience of community-wide efforts could be illustrative (Ritz).

Specific suggestions for further work include recruitment and development of quality personnel in a variety of settings,

influencing Jewish home life and employing new technologies more effectively (Schiff), improving day school curricula, teacher remuneration and training and targeting high school youth (Schorsch) and the training and Jewish identity of secular subject teachers in day schools (Twersky). A caution not to undervalue the potential significance of supplementary education was raised (Lainer).

G. The meeting was adjourned at 4:00 p.m. following a Dvar Torah by Dr. Lamm and appreciation by Mr. Mandel.



FAX SENT
DATE: 19/8/88

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FACSIMILE TRANSMISSION

TO: Dr A. Naparstek

FROM: Annette Hochstein

FAX NUMBER:

DATE: August 16, 1988

NO. OF PAGES: 3

AMERICAN JEWISH
ARCHIVES

Dear Art,

I hope this fax finds you well and having had good vacations.

Nine have begun, but one of the things I did last week was to listen to the tapes of the commission meeting. I have noted on the attached sheets the tape counter - and who spoke when, and thought this might be of use to others too (perhaps to the people to whom copies are being sent?)

On a very different subject: you mentioned that your son would be here this year. I am sure he will be very busy, but should he like a second home in Jerusalem, a Shabbat or Holiday with my family in the Holy City, just a meal, some advice, or fax transmittals to his father, please tell him we'd be delighted to hear from him. My home phone number is 02)721802, the mailing address - simply P.O.Box 4497, Jerusalem 91044.

Best Regards,

Annette

1500

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

FIRST COMMISSION MEETING

TAPES OF THE MEETING

TAPE 1, SIDE 1

tape counter	speaker
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10	Mandel
50	Tishman
126	Mandel
408	Mandel - Review of interview
623	Lipset
677	Melton

TAPE 1, SIDE 2

1	Melton (ctd)
30	Bronfman
79	Ritz
140	Lockstein
228	Bieler
256	Colman
272	Schorsch
312	Elkin
360	Schiff
402	Ratner
414	Evans
492	Dubin
523	Melton
578	Lainer
621	Loup
640	Twersky

TAPE 2, SIDE 3

1	Twersky
38	Hiller
116	Fisher
261	Lipset
350	Lamm
414	Mandel
455	Berman
585	Mintz
639	stopped recording, please turn over.

TAPE 2, SIDE 4

tape counter	speaker
102	Yanowitz
215	Mandel
359	Crown
375	Mandel
391	Melton
401	Mandel
414	Reimer

TAPE 3, SIDE 5

006	Lamm
054	Tishman
095	Berman
123	Schiff
150	Colman
169	Schwartz
174	Melton
223	Schwartz
239	Rieler
254	Elkin
283	Schiff
316	Mandel
328	Yanowitz
492	Pollack
520	Evans
556	Lamm
584	Melton
606	Berman
627	Bronfman
654	Dubin
671	Mandel
689	Lipset



TAPE 3, SIDE 6

001	Lipset (ctd)
113	Lookstein
173	Shapiro
210	Corson
317	Ratner
345	Tishman
392	Elkin
428	Schiff
514	Lainer
535	Schorsch
568	Twersky
638	Melton
652	Ritz
672	Mandel - thanks
679	Lamm - dvar tora

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
AUGUST 1, 1988
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY
10:30 a.m. - 4:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chairman, Mona Ackerman, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Robert Hiller, David Hirschhorn, Ludwig Jesselson, Henry Koschitzky, Mark Lainer, Norman Lamm, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Perry Davis, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Henry Zucker

Guest: Stephen Solender

Not Present: David Arnow, Stuart Eizenstat, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, Carol Ingall, Sara Lee, Matthew Maryles, Harold Schulweis, Isaiah Zeldin

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:30. He thanked UJA/Federation of Jewish Philanthropies for its hospitality and introduced the organization's President and Commission member Peggy Tishman. Mrs. Tishman welcomed the commissioners and indicated her pride at having the UJA/Federation host this opening meeting. She indicated that the 130 agencies encompassed by UJA/Federation included many whose principal goal is Jewish identity and education. Likewise the thousands of volunteers in the UJA/Federation network often devote many of their working hours to the cause of Jewish education and outreach, be it via educational or social service projects. Mrs. Tishman offered her best wishes for a productive meeting and expressed her belief that all were embarking on a most worthwhile initiative.

Mr. Mandel explained that the Commission is composed of 44 members who are drawn from the highest ranks of lay, scholarly and professional leadership in North America. It includes leaders of organizations and foundations, scholars, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the communal and private sector that is concerned with a meaningful Jewish continuity.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and JWB in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman indicated his hope that the Commission will bring about a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, will help reverse the negative trend of diminishing Jewish involvement and commitment. He suggested that the outcome of the Commission could be specific policy guidelines which will be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and have a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed hope that different funding sources would agree to support various projects recommended by the Commission. He stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There may be additional smaller working groups to facilitate the greatest possible interaction among Commissioners.

Mr. Mandel described the preparation for this meeting which included a set of interviews conducted individually with almost every commissioner. The Commission thus begins with a sense of "what's on peoples' minds." While there was no absolute consensus on any one key element, six central topics did emerge:

- A. The People Who Educate: There is a clear need for many more qualified, well-trained and motivated professionals in formal and informal education with appropriate salary, status and empowerment and a clear path for career advancement. There were divergent views, however, on the proper approach to the training of educators.
- B. The Clients of Education: Who are they? What do they want and need? The interviews brought to the fore a concern about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.
- C. The Setting of Education: Commissioners noted the importance of informal education and suggested integration of formal and informal settings. There were differing views about the role of the supplementary school and the centrality of the day school. The need for more resources past bar and bat mitzvah--as enrollments fall off sharply--was raised.

- D. The Methods of Education: New forms of teaching and technology should be introduced. This could be especially effective at the family level.
- E. The Economics of Education: Some commissioners spoke of the high cost of meaningful reform. Others mentioned the need for "venture capital."
- F. The Community: Leadership and Structures: There is a need to recruit more dedicated lay leaders and to create communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mechanisms merit increased levels of support.

II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

- A. Personnel and the profession of Jewish education: The issues of professionalization were considered, including the recruitment, training, retention and advancement of educators as well as the status, salaries and benefits that educators receive. Institutions for educator training were regarded as of primary concern.

It was noted that excellence in Jewish education is the result of the quality of the personnel involved. It was suggested that salary, fringe benefits and status issues are a high priority. Some commissioners felt that improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If salary and status improve, recruitment for training programs would be easier. However, some suggested that professionalization is not necessarily the solution for the personnel of the supplementary school (e.g. recruiting adult learners as teachers), and idealism should not be overlooked in any recruitment program. Some commissioners emphasized the importance of upgrading the present personnel. Jewish College faculty might serve as role models.

Others noted that the discussion about personnel should consider many other dimensions, including: the complex working conditions of teachers, the capacity of educators to work productively with lay boards, the role of the community in hiring teachers and in encouraging promising high school students to enter the field after college.

- B. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age, family and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to several sensitive intervals in the formation of Jewish identity including the pre-school, adolescent and young adult periods.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education, that examples of successes and failures in Jewish education should be documented, and that much could be learned by introducing an historical perspective. Examples should be analyzed to explain the reasons for success or failure in Jewish educational endeavors.

- C. The settings in which the enterprise of Jewish education takes place: These include the supplementary school, day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools, while another thought this offered no threat to civic virtue.

In discussing supplementary schools, commissioners noted that many of these schools are weak and need to be reformed. It was suggested that some schools ought to be consolidated into larger units, that the issue of competition between these schools and other afterschool activities must be considered, and that the special needs of smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the near future when close to 20 percent of all Jewish children in North America will have had a day school experience. In light of the majority participation in supplementary schools, careful attention must be paid to their special problems. The campus experience is particularly significant since 85 percent of our young people attend college.

The centrality of Israel for shaping Jewish identity was emphasized. Israel provides opportunities for bringing young people into the Jewish educational system and for forming new and equal partnerships between Israelis and Americans and person-to-person contacts, for example, through high school twinning programs. The success of year-long study abroad programs in Israel was noted. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support. Others felt that we should not rely solely on colleges to provide "second chance" Jewish education and that we should place greater emphasis on reaching young adults living in the community.

- D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame. Questions about the applicability and effectiveness of this medium within the classroom were raised. It was suggested that this medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

- E. The economics of Jewish education: There is a need for factual information about present expenditures for Jewish education in order to explore the relationship between improving existing educational programs and financing the reforms in Jewish education.

- F. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. The importance of recognizing that a great deal of work is currently being done in the field was also noted.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the

National Foundation for Jewish Culture), and that national data on lay leaders involved in Jewish education is needed.

The Commission has an important role to play in elevating the status of the profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably guaranteed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be to "stamp out indifference to Jewish values and expose every Jew to the mystery, drama and romance of Jewish history and civilization."

Another commissioner pointed out that our concerns about Jewish survival rates come at a time of unprecedented success in Jewish scholarship. There are today in Israel and North America more Jewish books and other publications being issued than there were in Europe at the height of the so-called "Golden Age of Polish Jewry." Yet evidently thousands and thousands of Jews are untouched by the drama and ideas of Judaism.

The importance of communications, public relations and marketing to various publics was noted. Another commissioner emphasized that the Commission should guide the priorities and funding policy of the MAF.

The chairman asked the lay leaders of CJF, JESNA and JWB to make comments on the work of the Commission from their organizations' perspectives:

Mr. Mandell Berman

CJF is happy to have assisted in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed. Mr. Berman made specific mention of the resources of the Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

Mr. Berman suggested that the Commission proceed quickly to action-oriented activities and that this occur through an assessment and replication of successful approaches in various communities. He also urged a close tie to grass roots education--particularly as represented by CAJE (Coalition for the Advancement of Jewish Education).

Mr. Donald Mintz

The JWB's Commission to maximize Jewish education in the Jewish community centers was based on the assumption that a variety of formal and informal education and other activities could promote Jewish continuity. JWB pursued this course because it views the furtherance of Jewish life and culture as its ultimate purpose.

Mr. Mintz expressed hope that the Commission would succeed at its mission. The very act of successfully convening such a diverse group was reason enough for optimism.

Mr. Bennett Yanowitz

JESNA is proud to be a co-sponsor of this Commission. As a planning and support group, JESNA is able to help identify successful practices and join in the search for new approaches. Mr. Yanowitz supported the opinion that new funds, greater lay leadership interest and a broad group of stakeholders could take recent gains in the area of Jewish education and bring wide support to the work of the Commission.

III. Overview of Data Related to Jewish Education Offered by Joseph Reimer

Mr. Mandel introduced Dr. Joseph Reimer, a consultant to the Commission and Professor of Jewish Communal Studies at Brandeis University.

Dr. Reimer presented an overview of data related to Jewish education in North America including total population of Jewish children and percentages enrolled in supplementary and day schools as these have changed over the past 20 years, numbers of schools and personnel in the field, numbers of enrollees in informal educational programs and in training programs in Jewish education and salary figures for professionals in the field. These figures are aggregates of national data and do not reflect regional differences. In many cases what is most striking is what we do not know - such as enrollment figures for college programs or adult education.

The enrollment figures indicate that a majority of Jewish children of school age are not enrolled in any formal program. Yet, other demographic studies indicate that when surveyed, Jews report that 60 to 80 percent have participated in some form of Jewish educational programming at some point in their life. We do not know what programs or what points in their lives were indicated.

There is a vast discrepancy between the numbers of positions available in the field of Jewish education and the number of students currently studying in formal programs of Jewish education.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement.

IV. Search for Themes Offered by Bennett Yanowitz

A preliminary summary of the Commission proceedings was offered in the early afternoon by Mr. Yanowitz. He noted: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support. At the same time priority areas should be selected, for resources dare not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited--the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On-the-job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

The sentiment of the group is that professionalism and training and growth opportunities are most lacking in supplementary schools--the area of greatest educational contact with young Jews.

He noted no consensus in the area of basic research. Some commissioners considered it a vital task, others said we should focus on successful programs and how to replicate them. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was emphasized as well as the need for effective communitywide networks (JCCs, synagogues, Federations, BJE's, schools, camps, etc.).

V. Discussion on Strategies

Different strategies were discussed during the course of the day.

- A. Specific focus: Several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example, we might choose to concentrate on a specific client group, a specific method, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

- B. Comprehensive focus: Other commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early childhood, elementary school, high school, college students, young adults, family). Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences, etc.). A comprehensive approach would make it possible for different funding agencies and institutions to undertake responsibility or sponsorship for a segment of the plan. In either case, priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Others felt that a more open, possibly revolutionary approach was called for.

VI. Organization of Commission

Mr. Mandel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place in New York on December 13, 1988 from 10:00 a.m. to 4:00 p.m. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set of options and a Commission workplan would be circulated.

Mr. Mandel noted that a small group of policy advisors will develop the options for the Commission's consideration. Staff and consultants are available to lend support to this process. They will be supervised by Dr. Arthur Naparstek, the Commission Director. However, no final process or substantive decisions will be made without the involvement and consent of the Commission. Some of the work of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps will be circulated to commissioners for comments.

Dr. Lamm delivered D'var Torah and the meeting was concluded at 4 p.m.

FAX SENT

DATE: 31/8/88

August 31, 1988

Dear Art,

We are enclosing the first draft of the 4 month plan for your comments and revisions. It was a healthy exercise to do as it gives a clear and unequivocal picture of the enormous amount of work ahead. In fact we believe that too many of our tasks are scheduled for the same early dates. We are discussing this here today and Seymour will want to discuss this further with you on Friday.

Best Regards,



FROM THE FIRST TO THE SECOND COMMISSION MEETING

FOUR MONTH PLAN

FIRST DRAFT - AUGUST 21, 1988

PREPARE THE SECOND MEETING 8/1/88 to 12/13/88 [134 days]

This schedule includes the following:

- * a list of key tasks
- * a list of assignments (who does what)
- * anticipated duration or date due

The number on the line refers to notes such as this - where details and explanations can be found.

SF;JR "OPTIONS" PAPER 8/22/88 to 9/15/88 [24 days]

To be done simultaneously by SF and JR.

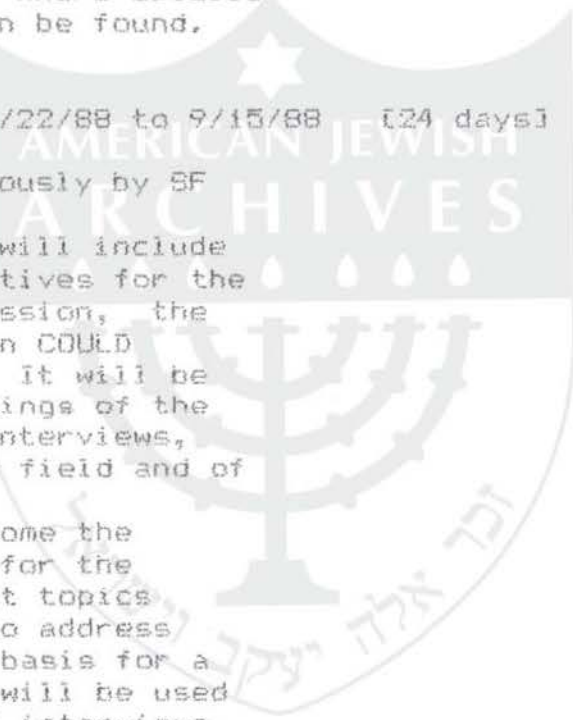
The "options" paper will include the possible alternatives for the content of the Commission, the topics the Commission COULD decide to focus on. It will be based on the Proceedings of the first meeting, the interviews, and knowledge of the field and of educational theory.

This paper could become the background document for the deliberations on what topics to address and how to address them. It will be the basis for a research design. It will be used in consultations and interviews. On this date we will have draft 1 to be revised several times.

SF: "FUTURE IS HISTORY" 8/29/88 to 10/1/88 [33 days]

This document, which will appear first in outline form, will present one vision of the possibilities of a reformed Jewish Education. It will offer an illustration of "what Jewish Education in North America COULD be if."

The outline will have to be revised by different groups of experts.



! O. O. B. M.

. SF;AH: "BEST PRACTICE" 8/29/88 to 10/1/88 [33 days]

The "Best Practice" volume will seek out outstanding examples of Jewish Education programs and offer them as cases from which to learn, to draw encouragement, or as examples to replicate.

The final product will be published .

By the Second meeting a method of selection, study and presentation of the programs will be offered and hopefully agreed upon. This will include a methodology for seeking out programs of excellence. A steering group will be formed to guide the work. A preliminary outline may be prepared.

D. STEERING GROUP 9/13/88 to 11/8/88 [56 days]

See #4 above.

Should include people with the methodological know-how and people well acquainted with the field. Their task will be to guide the selection process and the case studies.

. AH;JR: PERSONNEL PAPER 8/29/88 to 10/1/88 [33 days]

A background paper will be prepared on the topic/ topics selected for discussion at the Second meeting. The subject, content and format will depend on the "options paper" and further decisions concerning the Second meeting. At this point it appears that personnel may be the topic.

. AH: 4-MONTH PLAN 8/29/88 to 9/15/88 [17 days]

The present document.

AH: 18-24 MONTH PLAN 8/29/88 to 9/15/88 [17 days]

To be constantly updated and detailed in accordance with the work's progress. At this stage - little more than a rough draft.

AJN; SF; AH; JR: RESEARCH NORMS 8/29/88 to 9/15/88 [17 days]

Brief document to set work norms for all papers and documents of the Commission. AH will prepare first draft in consultation with SF and send to AJN and JR for further development.

S; AH: RESEARCH DESIGN 8/29/88 to 9/15/88 [17 days]

Following the "options paper" a research design will be prepared, outlining the research needs and plans for the Commission. It should be borne in mind that this document, like all other planning papers, should be seen as a basis for changes in accordance with work progress and decisions.

0. Planning Meeting: 10/10/88 to 10/12/88 [2 days]

Planning Group and Senior Policy Advisors: Work sessions to review progress and prepare the second meeting.

1. Pre-Commission meeting 12/12/88 to 12/14/88 [2 days]

Senior Policy Advisors and Planning Group: Simulation of second meeting. Last preparations

2. De-briefing meeting. 12/13/88 to 12/15/88 [2 days]

Senior Policy Advisors and Planning Group: Detailed de-briefing and analysis of meeting. Brainstorming and preliminary plans for third meeting.

3. ALL - PHONE CALLS 8/1/88 to 9/4/88 [34 days]

Post-meeting call to all attending commissioners: to find out how they view the first meeting; what they want/expect for the second meeting; draw guidance for our next steps, and identify pitfalls.

To be done by early September.

A check-list should be circulated amongst the 6 people "in charge" of Commissioners. They should be reminded to do so and de-briefed for findings.

4. Read and Butter letter AJN-MLM 8/15/88 to 8/29/88 [14 days]

Done

5. Minutes & letter :AJN: SF 8/22/88 to 9/5/88 [14 days]

Minutes prepared by AJN. (DONE)
Letter to be prepared by SF and developed by AJN and VFL with MLM.

6. ALL: BRIEF ABSENT COMMISSIONER 8/1/88 to 9/15/88 [45 days]

All commissioners who did not attend should be briefed within as short a time as possible. They should be brought on board by the following means:

1. Receive the complete "book" of the first meeting.
2. Educators and anyone asking should receive taped proceedings.
3. Individual phone calls - and perhaps visit.

This should be done as soon as possible. A check-list should be circulated as per #13 above and de-briefing should be done with AJN or in writing.

All non-attending commissioners should be interviewed before the second meeting.

17. LETTER RE-2nd MEETING 11/1/88 to 11/15/88 [14 days]

Towards the second meeting of the Commission a letter should be sent to all Commissioners to inform and seek guidance towards the second meeting. The letter should offer alternative topics for the agenda. It should perhaps include some version of the "options" paper. The letter will inform commissioners of the work done, invite them to guide the Agenda, tell them of the "Best Practice" idea.

8. ALL: INTERVIEWS 10/11/88 to 11/10/88 [30 days]

A second round of interviews should be done to prepare Commissioners for the second meeting. While the comprehensive interviews should probably not be continued throughout the life of the Commission they are the most effective means of communication and preparation until ongoing mechanisms for work and decision-making are set up (e.g. executive committee; task-forces; steering groups). They bring the Commissioners on board, give them ownership, and ensure a content-intensive Commission meeting. SF and AH will draft an interview schedule.

9. VFL: REMINDERS 11/7/88 to 11/28/88 [21 days]

Call all Commissioners or their office to remind of December 13 and to check attendance.

Key commissioners should probably be called earlier.

20. Executive Committee 10/16/88 to 10/11/88 [1 day]

The planning Group may decide at its October meeting to involve key Commissioners through an Executive Committee that will guide the decisions and the work of the Commission. The decision will include when to make this Committee operative.

21. Involve Institutions 9/12/88 to 12/5/88 [84 days]

Through the Senior Policy Advisors, Commissioners will be encouraged to bring their institutions on board as to the existence, goals and work of the Commission. A plan should be prepared to assist the Commissioners. Materials should be made available for distribution (design document? list of Commissioners? Summary of interviews? Specially written document?). Commissioners should be systematically approached by the Senior Policy Advisors on this topic. They may want to speak about the Commission at public meetings, meetings of boards of their institutions, etc. A check-list should be developed.

2. Report to public 9/12/88 to 12/5/88 [84 days]

Commissioners should be encouraged to inform their various publics of the Commission. They may want to generate write-ups in organizational publications or in the Jewish Press etc.. See #21 above.

3. COMMISSION MEETING 12/13/88 to 12/14/88 [1 day]

SECOND MEETING OF THE COMMISSION
ON JEWISH EDUCATION IN NORTH
AMERICA:

DECEMBER 13, 1988

4. DEFINE OUTCOMES 10/10/88 to 10/13/88 [3 days]

Part of the Agenda for the October Meetings will be to define expected outcomes for the second meeting.

5. Set the Agenda for 2nd meeting 10/10/88 to 10/13/88 [3 days]

To be done at October meetings

6. ALL : INTERVIEWS 10/12/88 to 11/11/88 [30 days]

Interview all Commissioners to discuss agenda of second meeting, process; perhaps "options" paper; etc...

see #18 above

7. VFL: LOGISTICS 10/15/88 to 12/13/88 [59 days]

Repeat the logistical arrangements of the first meeting.

8. Staff: PREPARE MATERIALS 11/14/88 to 12/13/88 [29 days]

Prepare documents, materials, presentation materials for the meeting.

9. Planning Group : P.R. 10/13/88 to 12/22/88 [70 days]

Decide on a systematic, professional P.R. program, and set it in motion. Invite expert for brainstorming at October meetings.



30. Wise-people SF;AJN; AH; JR 10/88

A wise-people's group will be formed to accompany the work of the commission's staff and consultants. They will guide the methodology and will review all written documents, all research and data gathering endeavours. They will ensure state-of-the-arts multi-disciplinary input into the work of the Commission.

31. ALL : INVOLVE PUBLICS 9/19/88 to 12/26/88 [98 days]

The success of the work of the Commission will also depend on its ability to involve in its process the various publics on whom implementation of recommendations will depend: educators, lay-people, clients and potential clients of Jewish Education, institutions, professional associations. A systematic effort at listing these publics should be undertaken by the planning group and the Senior Policy advisors and means for their involvement should be designed. E.g. Jewish Faculty at major campus; Denominational publics; Educators' Associations; Informal educators; lay groups; federations

2. Involve publics 9/19/88 to 12/26/88 [98 days]

See #31 above.

3. Add Canadian Educators -- All 10/14/88 to 10/19/88 [5 days]

Add Canadian Educators to the Commission.

4. Add staff -- All 10/14/88 to 10/19/88 [5 days]

Identify additional staff for the Commission.

22.They Report to their publics

23

IV.THE SECOND COMMISSION MEETING

24.Define Expected Outcomes

25.Set the Agenda

26.Prepare commissioners

27.Logistics

28.Prepare materials

V.ADDITIONAL ACTIVITIES

29.P.R.

30.wise-people's meeting

31.involve various publics

32 - identify

32 - involve

33.Add Commissioners

34.add staff

22. Report to publics

26. ALL

27. UFL: LOGIS

28. Stat

29.Planning Group :H

31.ALL : INVOLVE PUBLICS

32.Involve publics

AMERICAN JEWISH
ARCHIVES



FROM THE FIRST TO THE SECOND COMMISSION MEETING

FOUR MONTH PLAN

FIRST DRAFT - AUGUST 21, 1988

	Aug '88	Sep '88	Oct '88	Nov '88	Dec '88
1. FROM THE FIRST TO THE SECOND COMMISSION MEETING	1. PREPARE THE SECOND MEETING				
I. DATA, RESEARCH, WORKING PAPERS					
2. Options paper		2. SF4			
3. "Future is history"		3. SF: "F"			
4. "Best Practice" Outline		4. SF: AH			
4b. Process		4b. STEERING GR4			
5. Personnel: data		5. AH: JR			
6. 4-month plan		6. :			
7. 2-year plan		7. :			
8. Research norms and procedures		8. :			
9. Research design		9. :			
II. MEETINGS OF STAFF AND ADVISORS:					
10. Mid October to set agenda, plan, prepare, review preliminary papers					
11. December 11-12 - to Prepare second meeting					
12. December 13-15 debrief and plan next steps					
III. COMMISSIONERS' INVOLVEMENT					
**Personal involvement - keep on board:					
13. Follow-up calls		13. ALL			
14. Bread and butter letter		14.4			
15. Letter with Minutes		15.4			
16. Brief non-participants		16. ALL: BR4			
17. Letter towards 2nd meeting: alternative topics			17.4		
18. Interview all or some for agenda			18. ALL		
19. Secure attendance				19. UF4	
20. Executive Committee					
21. Bring their institutions on board					



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

☐ TELE NO. _____
☐ MAILGRAM _____
☒ FAX NO. 972 2 699 951
NO. OF PGS. 1
(INCL. COVER SHEET)

DATE REQUESTED

8/31/88☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:NAME Seymour FoxCOMPANY Nativ

STREET ADDRESS _____

CITY, STATE, ZIP Jerusalem

PHONE NUMBER _____

FROM:NAME Virginia LeviCOMPANY Premier

DEPARTMENT _____

COST CENTER 090**TELEX NO.: 6873015 PREMI UW****FAX NO.: 2163918327****TIME SENT:****MESSAGE:**

Re: Your fax of 8/30/88

1. The materials have been sent to Manny Batshaw.
2. The minutes you sent back to us are very close to the final form, except for minor editorial changes. Hope to have in final form by tomorrow. Will fax them at that time.

ARCHIVES
Shirley

** TOTAL PAGE.01 **

August 31, 1988

To: Art Naparstek

From: Seymour Fox

I have been thinking about our discussion concerning the cover letter. I believe it is better for us to discuss it over the phone. Should you need to take a decision on this before Friday, I can be reached at home tonight from 3:00 to 4:30 PM your time; 11:00 PM your time or Thursday 3:00 PM your time.

Best Regards,



148C

1490

August 28, 1988

Dear Art,

I am enclosing a suggested cover letter for the minutes. As for the minutes themselves we made corrections where we felt there was an inaccuracy as compared to the tapes, or that the text could be sharpened.

Some general points first:

1. In our work with the Jewish Education Committee we were accustomed to list the commissioners that could not attend. We called the category "apologies". It would include people such as Gottschalk, Sarah Lee, etc.

2. We did not check the exact name of JESNA. I believe it is Jewish Educational services of North America. JWB we believe does not like to be referred to as the Jewish Welfare Board.

3. There are a series of comments by commissioners that do not appear in the minutes and you may choose or not to list at least the topics:

* Many Commissioners (Bronfman, Ritz, Lookstein, Schiff, Lainer, Twersky, Berman, Mintz etc..) congratulated Mort for convening the Commission.

* The centrality of Israel for our endeavour was emphasized by Bronfman, Tishman, Lookstein, Melton, Loup.

* The omission of the consideration of the goals of Jewish Education (Esther-Leah Ritz)

* The importance of communications, public relations and marketing with various publics. (Josh Elkin and Loup).

* The importance of recognizing that a great deal of work is being done by others in the field (Fisher, Berman)

* The importance of Jewish College faculty as role models. (Lipset).

* Lamm emphasized that the commission should guide the priorities and funding policy of MAP. The fact that Mort convened this Commission to guide his own Foundation's policy does not come across.

* Importance of teachers of general subjects in Jewish schools. (Twersky).

* Senior Personnel (Lamm).

If you have difficulty deciphering the corrections on the text, please have someone call us at Annette's office until 10:30 a.m. your time today (Monday).

Best Regards,

Seymour
Annette



P.S. The cover letter needs to deal with several complex issues. We suggest Mort and Hank also look at it.



PAGE:

TWO OF THREE

4 FI

Dr. Arthur J. Naparstek,
President,
Premier Industrial Foundation,
Cleveland.

22nd August, 1988

Dear Art,

I hope that you enjoyed the rest of your vacation.

The assignment is not an easy one and I would like to suggest that you view the enclosed material as no more than a basis for our discussion. Even if there were less unknowns, I would be more comfortable preparing a budget with you including the very first draft.

This budget is for the contribution of the Israel office to the Commission as well as for the first stages of MI-G. Any other function the office would undertake for the Foundation would also be included, with the possible exception of matters such as P.R.

I did not include the amounts for Annette and myself as I do not know where these items are placed on the various Foundation budgets.

I look forward to discussing this with you on Friday the 26th at 10:00 a.m. Cleveland time. If it is useful for us to speak about this or any other matter before then, please don't hesitate to be in touch with me at the office or at home.

With best regards,

Sincerely,

Seymour Fox

P.S. I am enjoying my conversations with Annette about our various assignments, particularly the options paper. I had my meeting with Charles Hoffman of the Jerusalem Post. I have no idea what the results will be. I guess the meeting was unavoidable.

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

73890 (REV. 10-76) PRINTED IN U.S.A.

FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education
in North America

ORIGINATOR

Virginia F. Levi

DATE 8/12/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Production of minutes.		AJN	8/2/88	8/26/88	
2.	Copies of tapes.		VFL	8/2/88	8/8/88	8/11/88
3.	Quick "bread and butter letter" from MLM.		VFL	8/2/88	8/8/88	8/10/88
4.	Cover letter to go with minutes (with variations for individual commissioners including those who were absent).		SF/ AJN/ HLZ	8/2/88	8/26/88	
5.	Schedule second Commission meeting for December 13 and follow-up meetings for senior policy advisors on the morning of December 14 and planning group through December 16. Confirm meetings with Federation and JWB.		VFL	8/2/88	8/8/88	8/9/88
6.	Develop a research plan.		SF/AH	8/2/88	9/15/88	
7.	Consider creating an executive committee.		Team	8/2/88		
8.	Schedule a planning meeting in Cleveland for October.		AJN/ SF	8/2/88	9/15/88	
9.	Develop a list of critical dates for the next 18 months.		AJN/ SF	8/2/88	9/15/88	
10.	Draft papers for a presentation at December 13 meeting.					
	a. vision and best practices paper.		SF	8/2/88	10/1/88	
	b. personnel paper.		AH/JR	8/2/88	10/1/88	
	c. develop a set of ground rules to be used in the production of papers for the Commission.		AJN/SF/ AH/JR	8/2/88	9/15/88	
11.	Consider the possibility of holding regional meetings before December 13.		Team	8/2/88		

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

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

FUNCTION

SUBJECT/OBJECTIVE Commission on Jewish Education
in North America

ORIGINATOR Virginia F. Levi

DATE 8/12/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
12.	Nominate 3-4 people to consider adding to the planning group.		Team	8/2/88		
13.	Identify additional staff.		AJN/SF	8/2/88	9/15/88	
14.	Draft time lines for 18 months and 24 months.		AH	8/2/88	9/15/88	
15.	Prepare an "options paper" based on review of minutes, and apparent consensus.		SF/JR concurrently	8/2/88	9/15/88	
	Develop a list of Canadian educators for possible additions to Commission. Review Canadian educators with Canadian advisors.		SF/HLZ	8/2/88	9/1/88	
17.	Develop a list of formal education publics with which the Commission should establish a relationship.		JR	8/2/88	9/15/88	
18.	Develop a list of federation publics with which the Commission should establish a relationship.		HLZ	8/2/88	9/15/88	
19.	Develop a list of informal publics with which the Commission should establish a relationship.		AR	8/2/88	9/15/88	
20.	Develop a list of denominational publics with which the Commission should establish a relationship.		AJN/ CS/JW	8/2/88	9/15/88	
21.	Recommend a PR person to invite to October planning meeting to brainstorm a communications plan (possibly David Finn).		SF/MLM	8/2/88	9/15/88	
22.	Prepare a book for use by planning group--to include minutes, assignments, and checklists.		VFL	8/2/88	8/15/88	
23.	Develop a checklist of commissioners to be reviewed at each planning group meeting.		VFL	8/2/88	8/15/88	

To those who were absent.

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

x2

August 10, 1988

Dear Rabbi Zeldin:

I am sorry that you were unable to attend the August 1 meeting of the Commission on Jewish Education in North America. We had 33 members of the Commission in attendance, and it was a day of lively discussion. We made an excellent beginning in identifying shared concerns, and I look forward to focusing on specific issues at future meetings.

Enclosed is your set of the materials which were distributed at the meeting. The minutes of the meeting will be mailed on or about the end of this month. Cassette tapes of the meeting are available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, 216-391-8300).

The next meeting of the Commission has been set for Tuesday, December 13, 10:00 a.m. to 4:00 p.m., at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar and plan to attend. I look forward to seeing you.

Sincerely,

Morton L. Mandel

Rabbi Isaiah Zeldin
Stephen S. Wise Temple
15500 Stephen S. Wise Drive
Los Angeles, CA 90077

Enclosure

108c

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

To those who
came

August 9, 1988

Dear sal :

I enjoyed seeing you at the first meeting of the Commission on Jewish Education in North America. We made a good beginning in identifying shared concerns, and I look forward to focusing on specific issues at future meetings.

The minutes of the meeting will be mailed on or about the end of this month. Cassette tapes of the meeting are available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, 216-391-8300).

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Sincerely,

Morton L. Mandel

prefix first last
title OB
company OB
street
address

109C

Dear Commissioner,

I was very much encouraged by the first meeting of the North American Commission on Jewish Education. When we reviewed the transcripts of the meeting we were reminded how stimulating the discussion was. I am sure that the different backgrounds of the Commissioners, the pluralistic nature of the Commission which we so value, is one explanation for the thought provoking deliberation that took place on August 1st.

The discussion was not only stimulating but there was a great deal of communication and a serious attempt by all to understand the different points of view that were expressed. When the tapes were reviewed, we discovered that in addition to the differences of opinion concerning very basic issues, there is a good deal of consensus about what matters the Commission should address.

I believe that it will be useful for us to consider several options at our next meeting. I have asked Dr. Arthur Naparstek, Director of the Commission together with the senior policy advisors and consultants to prepare a preliminary paper that will present alternative approaches for us to examine before we proceed. They will want to consult with the members of the Commission so that your ideas and comments can be introduced into the materials being prepared for the next meeting.

I am enclosing the minutes of the August 1st meeting and I look forward to seeing you on December 13th.

Sincerely yours,

Morton L. Mandel

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

x2

August 10, 1988

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Rabbi Isaiah Zeldin
Stephen S. Wise Temple
15500 Stephen S. Wise Drive
Los Angeles, CA 90077

Enclosure

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

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Sincerely,

Morton L. Mandel

prefix first last
title OB
company OB
street
address

FAX SENT
DATE: 9/8/88

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI
FROM: ANNETTE HOCHSTEIN
DATE: August 9, 1988 FAX NUMBER:
NO. OF PAGES:

Hello Ginny,

Thanks for the long Fax.

Pages 2 and 3 of the Fax
did not come through.

Best Regards

Annette

JERUSALEM, AUGUST 8, 1988

TO: MORT MANDEL
ART NAPARSTECK
HENRY ZUCKER
GINNY LEVI

FROM: SEYMOUR FOX
ANNETTE HOCHSTEIN

MAY THE MORNING AFTER ALWAYS FEEL SO GREAT!

BEFORE SETTING OUT FOR HOME, WE DID SOME FOLLOW-UP CALLS WITH COMMISSIONERS, AS DECIDED BY THE PLANNING GROUP. DETAILED ACCOUNTS OF SOME CONVERSATIONS ARE ATTACHED. ANNETTE SPOKE WITH LAMM, LOOKSTEIN, RITZ, SCHORSCH AND TISHMAN. SEYMOUR SPOKE WITH SCHIFF, MELTON, BIELER, LOUP, BATSHAW AND MEMBERS OF JTS' FACULTY TO WHOM SCHORSCH REPORTED. SEYMOUR HAS ALREADY BRIEFED SARA LEE AND SPOKEN TO GOTTSALK.

THE FOLLOWING POINTS OF CONSENSUS EMERGED FROM THOSE CONVERSATIONS:

1. SUPERLATIVE PRAISE FOR THE MEETING ITSELF WITH UNDISGUISED AWE AT MORT'S HAVING SUCCEEDED TO CONVENE SUCH A HIGH-POWERED GATHERING. COMPLIMENTARY REFERENCES WERE MADE TO THE DETAILED PREPARATIONS, INTERVIEWS AND SUMMARY DOCUMENT.
2. THE FIRST MEETING DID ITS JOB. THE NEXT MEETING SHOULD FOCUS MORE NARROWLY ON A FEW TOPICS - AND BE MORE DOWN TO EARTH. PERSONNEL - THE TEACHERS - EMERGES STRONGLY AS THE LEADING TOPIC, THOUGH THE ADVICE FROM COMMISSIONERS, IS TO OFFER A FEW ALTERNATIVE TOPICS AS CHOICES.
3. USEFUL ADVICE WAS OFFERED ON HOW TO PROCEED TO MORE SPECIFIC WORK WITHOUT OFFENDING THE COMMISSIONERS' DESIRE TO BE INVOLVED.

IF THE CONVERSATIONS WE HELD ARE REPRESENTATIVE OF OTHER COMMISSIONERS' VIEWS TOO, IT WOULD SEEM THAT WE ARE ENCOURAGED TO MOVE AHEAD IN THE DIRECTIONS DISCUSSED DURING OUR PLANNING MEETINGS.

VERY BEST REGARDS,



154C

MINUTES: Meeting of the Planning Group for the
Commission on Jewish Education in North America

DATE OF MEETING: August 2, 1988

DATE MINUTES ISSUED: August 12, 1988

PRESENT: Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker
Seymour Fox, Annette Hochstein, Joseph Riemer,
Virginia F. Levi (Sec'y)

COPIES TO: Arthur Rotman, Jonathan Woocher

I. Actions Needed

A. Follow Up With Commissioners

Assignments were made for members of the planning group to stay in touch with specific Commission members. Those who were present are to be debriefed, sounded out for expectations of the second Commission meeting, and generally kept on board. Those who were absent are to be filled in on the meeting, in addition to the above.

Assignments to Commissioners are as follows:

Fox - Bronfman, Crown, Gottschalk, Lee, Lipset, Ratner, Twersky

Hochstein - Arnow, Jesselson, Lamm, Lookstein, Loup, Mandel,
Melton, Ritz, Schorsch, Tishman

Naparstek - Ackerman, Berman, Eizenstat, Greenberg, Maryles,
Schiff, Shapiro, Yanowitz

Riemer - Bieler, Elkin, Green, Ingall, Koschitzky, Schulweis,
Zeldin

Rotman - Dubin, Field, Mintz, Pollack, Rosenthal

Zucker - Colman, Corson, Evans, Fisher, Hiller, Hirschhorn, Lainer

In the future, Jonathan Woocher may be asked to take responsibility for some Commission members.

In addition, the names of the following commissioners are to be placed on a master list for review by the planning group at each meeting: Berman, Bronfman, Crown, Fisher, Gottschalk, Green, Greenberg, Jesselson, Koschitzky, Lamm, Lee, Mintz, Pollack, Schiff, Schorsch, Twersky, Yanowitz.

34M

B. Assignments

A list of assignments to individual planning group members is attached to these minutes.

C. Reactions to Keep in Mind as Additional Planning Occurs

1. Keep in mind the tension between the expressed desire for quick action and the desire to involve all commissioners in the process.
2. The first meeting was an effective general discussion, and a good beginning in the work of the Commission. Future meetings will need to be more focused.

D. Logistics

"Spotters" will be appointed for future Commission meetings to help MLM identify people who wish to speak.

II. Chief Themes and Commission MO

In planning for the life of the Commission and beyond, it is important to be realistic about what can be accomplished within eighteen months, and how the recommendations we anticipate making can be carried forward beyond the life of the Commission.

General discussion yielded the following proposals:

- A. We should develop a "vision" of Jewish education in North America in the year 2000.
- B. In addition, a compendium of examples of current successes in Jewish education should be prepared.
- C. This best practice compendium should involve review by an editorial board, possibly to include Schiff, Lipset, and Twersky.
- D. It was suggested that the "vision" document be the introductory chapter to the "best practice" document.
- E. Possible Items for December 13
 1. Personnel issue - comprehensive review and projection of ideas for improvement.
 2. Case example publication, with introductory essay that begins to spell out the future.

- F. The working paper concept might be reviewed at two or three regional meetings prior to the December Commission meeting; or alternatively, through one on one discussions with Commission members. It was thought that regional meetings might not be worth the effort.
- G. The issue of personnel remains central and should be addressed through the working papers. SF will review tapes and minutes to confirm this assumption.
- H. Another major theme to consider from the beginning is approaching the task via client groups.

III. Time Table from Now to December 13

- A. AJN and SF will plan draft of critical milestones and dates.
- B. AH will develop a draft time line.
- C. A planning meeting will be scheduled for October in Cleveland. AJN and SF will recommend some alternate times. The agenda could include the following:
 - 1. Determine goals, agenda, and papers to be prepared for December meeting.
 - 2. Develop a time-table for the life of the Commission (18-24 months).
 - 3. Determine a method for deciding on the substance of our work.
 - 4. Develop a post-Commission plan.

IV. Canadian Representation

It is believed that Canada should be better represented on the Commission. One possible addition to the Commission is Lionel Schipper of Toronto. SF and HLZ will work on this issue.

V. Relationship to Outside Bodies

Assignments were made for the development of relationships with organizations that should be aware of the activities of the Commission. These are outlined on the attached assignment list.

VI. Communications Plan

A comprehensive approach to public relations and communications should be developed. SF will recommend an invitee with PR expertise for a portion of the October planning meeting to help the group in developing a PR plan.

VII. Letters from MLM

- A. VFL will draft a "bread and butter letter" from MLM to go out quickly to all Commissioners describing the success of the meeting, confirming the next meeting date, and offering cassettes to absentees.
- B. SF will prepare an outline of a letter to go from MLM with the minutes of the meeting. AJN and HLZ will develop the letter and work with MLM on individualization.



Develop MAJOR PROGRAM IDEAS BY CATEGORY
~~Research~~

Do homework

1. TRY TO USE "BEST PRACTICES" APPROACH (IF IT WORKS TO A HIGH LEVEL OF EXCELLENCE ANYWHERE, TRY TO REPLICATE EVERYWHERE)

2. SELECT HIGHEST POTENTIAL / EASE OF DOING IDEAS
one of two lines of attack - The other is doing the difficult and need a user
Do Research 3. DEVELOP TASK GROUP TO EXPLORE EACH MAJOR IDEA (ON CATEGORY); GAIN SUPPORT; LAUNCH EXPERIMENTS; MONITOR & EVALUATE

4. REPLICATE SUCCESSFUL EXPERIMENTS.

- a. DEVELOP "IDEAL MAP" FOR LONGTERM GUIDANCE
- b. START-UP WHEREVER SUFFICIENT INTEREST EXISTS
- c. CREATE SUPPORT IN AREAS WHERE INSUFFICIENT INTEREST, UNTIL "IDEAL MAP" IS ACHIEVED.

5. MONITOR & EVALUATE MAJOR PROGRAMS ON A NATIONAL (N. AMERICAN?) BASIS, FINE-TUNE APPROACH.

The immediate homework

1-63 B^M

PROGRAM CATEGORIES

MLM p2
2/8/88

I. Personnel

MAJOR PROGRAM IDEAS

- NATIONAL/LOCAL FELLOWS (ACADEMIC BASE)
- SENIOR EDUCATORS PROGRAM (ACADEMIC BASE)
- CENTERS FOR CONTINUING EDUCATION (JWB, JESNA)
- CENTERS FOR IN-SERVICE TRAINING (JWB, JESNA)

II. CLIENT INITIATIVES

MAJOR PROGRAM IDEAS

- CLEVELAND PLAN FOR ISRAELI EXPERIENCE
- HIGH SCHOOL IN ISRAEL
- BRACKIS - GARDIN CAMPS LOCAL/REGIONAL
- EARLY CHILDHOOD AT JCC's
- FAMILY EDUCATION AT JCC's

III. COMMUNITY STRUCTURE

MAJOR PROGRAM IDEAS

- LOCAL/REGIONAL COMMISSIONS ON JEWISH CONTINUITY
- N. AMERICAN STANDING COMMISSION ON JEWISH CONTINUITY TO SERVE AS UMBRELLA ORGANIZATION (PLANNING, OVERSIGHT, EXPERT SERVICES, ETC)
 - CO-SPONSORED BY CJE, JWB, JESNA, DENOMINATIONS
 - FREE STANDING; OWN BOARD, STAFF, FUNDING
 - LINKED WORLD-WIDE TO KEY CENTERS OF JEWISH EDUC THEORY & PRACTICE (HEBREW UNIV, ETC)
- ACADEMIC CENTERS FOR RESEARCH/TEACHING (e.g. CURAD MARBEL CENTER FOR JEWISH AFFAIRS)
- NATIONAL/LOCAL VENTURE FUNDS

What about
living common life

MEETING AGENDA

MINA

Date Scheduled 1/8/88 Time 4:30 pm

Title Senior Policy Advisors

Purpose Critique of meeting &

Results Desired

Location

SCHEDULED			ACTUAL			MEETING COST		
Start	Stop	Total Hrs.	Start	Stop	Total Hrs.		Value Per Hr.	Total
4:30								
Persons Attending						✓		
1	Vapastel							
2	Rabin							
3	Zuckerman							
4	Arbel							
5	Davis							
6	Premier							
7	Hochstein							
8	FOX							
9	Levi							
10								
Items To Be Discussed						(Sequence)→	✓	
1	Great meeting; Poor start. MCM went too long on notes. Then too short							
2	but overall outstanding meeting							
3	Accomplished the goal of making the TOP (Bouquard Council)							
4	3 portraits misplaced. People turned off a lot. Built in foto							
5	Great CRB & com want to do now NOW							
6	Vapastel. Twenty's role							
7	absence of hostility. So what came through: MCM's sincerity							
8	Senior Policy Advisors mentioned too often. Role may be too							
9	prominent in meeting							
10	only 5 people didn't speak - Hochstein, Ackerman; Koshitzky, Ben-Zur							
Material Needed (Number each item)						Person Responsible		
1	Call all for feedback.							
	Write letters; keep contact							
	Success stories							
	Idea brokerage via old interviews							
Tension between those who want "action now"								
& the other prone to go systematically thinking -								
HLLZ prone								
NO TASK FORCES NOW								

Dr. Twersky: Addressing himself to definitions offered by previous speakers, Dr Twersky stated that Jewish continuity or survival is not the question and is not in question. We have both metaphysical and empirical guarantees for this... The issue we are facing here is who and how many of us, our relatives and descendents will survive.

Defining an Am Haaretz as one who is indifferent to Jewish values, one who is not at any exposure to the special mystery, drama and romance of Jewish history, Dr Twersky offered a definition for both the vision and goal of the Commission: to stamp out this indifference and lack of exposure to Jewish values amongst American Jews.

Dr Twersky suggested that the Commission ought to look at existing efforts in Jewish Education and build upon them; that many such efforts to deal with the issue have been undertaken and that we ought to strengthen people and institutions that have been successful.

Day schools - against the civic question

Historical study: what educational patterns have been successful, what more, what less.

see Perry's end (not on tape).

Mr Hiller: The Commission should differentiate its focus on various populations and program types. Existing programs for actively involved populations may need qualitative improvements. On the other hand for non-participating or little participating populations we may need revolutionary new ideas. For youngsters in day schools, Jewish Education is part of the mainstream of living. - competitiveness of attraction of Jewish Education. Must be made satisfactory. For day School kids mainstream of living. We need to know what are the factors that make nature of problems recognizing vast differences areas far ahead of other comprehensive

DESIGN DOCUMENT

TO ESTABLISH

**THE
AMERICAN JEWISH
COMMISSION**

ON

JEWISH EDUCATION

IN NORTH AMERICA

109
B14

INTRODUCTION

The ties that help connect Jews to a meaningful Jewish life now, and similarly help ensure Jewish identity and continuity for our children, face grave challenges. Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy and with the best tool at our disposal — Jewish Education. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), and in collaboration with the Council of Jewish Federations (CJF), propose an initiative to explore and recommend significant new support for Jewish Education.

The Mandel Associated Foundations are prepared both to commit their own resources to this cause and to encourage others to support the implementation of projects designed to bring a new vibrancy to Jewish Education.

It should be clear at the outset that Jewish education includes not only classroom instruction but all the settings in which learning takes place — within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the

strategies needed to meet the challenge of educating Jews in our open society.

The Mandel Associated Foundations are prepared to support the formation of a national Commission to involve the North American Jewish community in a policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

JWB, the Association of Jewish Community Centers and YM-YWHA's, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity — the creative vitality of the Jewish people, its religion, culture, values and traditions — is an issue of primary importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others are involved through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important. We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim.

A KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best tool for helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life — from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise in the North American Jewish community.

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer students than at any time in the recent past. Professional standards,

meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its varieties help to insure the survival of the Jewish people.

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To do this, the organized Jewish community must be shown why it should invest substantial new resources of thought, energy and money.

In fact, there are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful?

We propose an approach that will help guide the community toward an optimum application of resources to the needs of Jewish education.

A COOPERATIVE EFFORT

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a North American Commission of community leaders, outstanding educators, and other professionals. Commission members are chosen **ad personam**, for their competence, commitment to Jewish values, influence and institutional connections.

Such a Commission will have a fourfold mission:

1. to review the field of Jewish education in the context of contemporary Jewish life
2. to recommend practical policies that will set clear directions for Jewish education
3. to develop plans and programs for the implementation of these policies

4. to stimulate significant financial commitments and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will seek to make it a participatory venture. Jewish continuity is a communal challenge. It can best be met through a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be to involve opinion makers, community leaders, scholars and educators as active participants in all stages of its work, including the implementation of its recommendations.

The ultimate purpose of the Commission is to offer concrete recommendations for strengthening Jewish education in all its forms and settings.

Undoubtedly the Commission's recommendations will require the investment of significant financial support. As noted at the outset, the Mandel Associated Foundations are prepared to commit their own resources. They are also ready to encourage others to support the implementation of meritorious projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

The Work

The Commission will meet several times over a period of 18 to 24 months. It will direct the activities of a Commission director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and suggesting new ideas and new operational modes.

One objective of the Commission study should be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

The Commission study may address these issues, among others:

1. **Professional opportunities in Jewish education.** A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. **The recruitment and retention of qualified educators.** Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system — youth movements, camps, community organizations.
3. **The education of educators.** Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions and to provide continuing professional education.
4. **Historical perspective and current structures of Jewish educational institutions.** We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something **must** happen if we are to transmit the riches of Jewish experience to future generations.

We now have established organizations — service, educational and philanthropic — with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

This initiative invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.

URGENT

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FAX SENT
DATE: 28/7/88

FACSIMILE TRANSMISSION

TO: Ginny Levy
Mandel Associated Foundations

FROM: Annette Hochstein

FAX NO.: 001 216 391 8327

DATE: July 28, 1988

Number of pages: 8

AMERICAN JEWISH
ARCHIVES

Dear Ginny,

Many thanks for the bios and the retyped paper. The following are preliminary remarks on the paper.

1. Page 3 came through garbled. In the version we received (attached¹), the second paragraph about the supplementary schools is missing (D2) as is the following paragraph (E). See attached².
2. Paragraph 4 - Adult Education - Family Education. The first sentence should say "the family environment and education of adults is of considerable importance" ("considerable" instead of "significant").
3. Page 5 (E) - "To encourage new and creative ideas" (not "new, creative and").
4. page 2 - G.1, Line 2 - "The building of ~~the~~ new..." (no "the").
5. In our version we chose to highlight relevant parts of the text and find that this facilitates easy reading. The highlighting doesn't fax so we've attached a copy of the text underlined where it should be highlighted.

7/28/88

Commission on Jewish Education in North America

UJA Federation of New York

August 1, 1988

Attendance List

(total = 50)

Name

Mona Ackerman	Lester Pollack
David Ariel	Charles Ratner
Mandell Berman	Joseph Riemer
Jack Bieler	✓ Esther Leah Ritz
Charles Bronfman	Harriet Rosenthal
John Colman	Arthur Rotman
Maurice Corson	Alvin Schiff
Lester Crown	✓ Ismar Schorsch
Perry Davis	Carmi Schwartz
David Dubin	Daniel Shapiro
✓ Stuart Eizenstat	Stephen Solender (n.l.)
✓ Joshua Elkin	✓ Peggy Tishman
Anita Epstein	Isadore Twersky
Eli Evans <i>not interviewed</i>	Bennett Yanowitz
Max Fisher	Henry Zucker
Seymour Fox	
Henry Hecker (PR)	
Robert Hiller	
David Hirschhorn <i>not interviewed</i>	
Annette Hochstein	
Stephen Hoffman	
✓ Ludwig Jesselson	
Bea Katcher (n.l.)	
Henry Koschitzky	
Mark Lainer	
<u>Norman Lamm</u>	
Virginia Levi	
Seymour Martin Lipset	
Richard Lobell (PR)	
✓ <u>Haskel Lookstein</u>	
✓ Robert Loup	
Morton Mandel	
Florence Melton	
Donald Mintz	
Arthur Naparstek	

OF THIS LIST ONLY EIZENSTAT DID NOT ATTEND

n.l. = no lunch

37M

july 28, 1988

10:30 AM. -- OPENING REMARKS : MORTON L. MANDEL

108BM

WELCOME

THANK VERY BUSY PEOPLE FOR GIVING OF THEIR TIME

THE UNIQUENESS OF THIS GATHERING:

IN THIS ROOM ARE LEADERS OF:

- THE ORGANISED JEWISH COMMUNITY
- HEADS OF OUR INSTITUTIONS OF HIGHER LEARNING -- ORTHODOX
CONSERVATIVE, REFORM, RECONSTRUCTIONIST.
- EDUCATORS
- RABBIS
- DISTINGUISHED REPRESENTATIVES OF THE ACADEMIC COMMUNITY
- THE FOUNDERS AND LEADERS OF PRIVATE JEWISH FOUNDATIONS.

VIRTUALLY EVERYONE WHO WAS TURNED TO RESPONDED IN THE
AFFIRMATIVE. WHY?

BECAUSE EACH AND EVERY ONE OF US IS DEEPLY CONCERNED BY THE
TRENDLINES.

BECAUSE EACH AND EVERYONE OF US BELIEVES THAT IF WE COMBINE
FORCES, WE MAY FIND THE WAY TO INTERVENE AND CHANGE THOSE
TRENDLINES

THE CHALLENGE, PUT SIMPLY, IS :

CAN WE FIND THE WAYS AND MEANS FOR MANY MORE NORTH AMERICAN JEWS WHO LIVE IN AN OPEN SOCIETY, WHO HAVE UNLIMITED CHOICES AVAILABLE TO THEM, TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

WE BELIEVE THAT THIS COMMISSION HAS A CHANCE OF SUCCEEDING BECAUSE OF THE CONSTITUENCIES WILLING TO JOIN THEIR FORCES AND BECAUSE OF THE VALUES INHERENT IN OUR WORKING TOGETHER.

WHAT THIS COMMISSION REPRESENTS:

-- THE COMMUNAL/PRIVATE PARTNERSHIP (JWB, JESNA, CJF AND THE PRIVATE SECTOR)

-- THE POWER OF THE MESSAGE OF PLURALISM (ORTHODOX, CONSERVATIVE, REFORM, RECONSTRUCTIONIST -- WORKING TOGETHER).

-- THE POTENTIAL RESOURCES FOR IMPLEMENTATION (COMMUNAL INSTITUTIONS, DENOMINATIONS, PHILANTHROPY)

-- THE FRONT-LINE EDUCATORS WHO DO THE JOB (THE CLASSROOM TEACHER, THE PRINCIPAL, THE COMMUNITY CENTER DIRECTOR, THE RABBIS, THE DIRECTOR OF INSTITUTIONS THAT EDUCATE EDUCATORS, THE HEADS OF BUREAU'S OF JEWISH EDUCATION)

-- THE DETERMINATION TO FACE OUR PROBLEMS SQUARELY,

-- THE DETERMINATION TO BASE ACTION ON KNOWLEDGE.

THIS COMMISSION IS NOT BEGINNING TODAY. EVERY ONE OF YOU -- INCLUDING MYSELF -- HAS BEEN INTERVIEWED SO THAT WE COULD LEARN WHAT OUR OPTIONS ARE; SO THAT WE TOGETHER COULD BEGIN TO BUILD OUR AGENDA.

THIS PROCESS HAS PROVEN TO BE A WONDERFUL INVESTMENT OF TIME. I WOULD LIKE TO REPORT TO YOU AND SHARE WITH YOU WHAT WE HAVE LEARNED FROM THESE INTERVIEWS.

YOU HAVE IN FRONT OF YOU AN OUTLINE -- A SELECTION -- OF YOUR IDEAS, OF SOME OF THE ISSUES YOU BELIEVE ARE CENTRAL FOR THE WORK OF THIS COMMISSION.



THE INTERVIEW WITH COMMISSION MEMBERS

A SELECTION



I THINK YOU WILL AGREE WITH ME THAT TOGETHER WE HAVE DEVELOPED AN EXTRAORDINARY -- A VERY RICH - AGENDA.

WE WILL OBVIOUSLY HAVE TO CHOOSE, TO RANK, TO DECIDE ON OUR ~~THAT~~ PRIORITIES. I BELIEVE WE WILL BE ABLE TO DO THIS BECAUSE MANY OF US ALSO AGREE ON AN APPROACH, A METHODOLOGY WHICH INCLUDES:

A. A SYSTEMATIC - THOUGH SELECTIVE - STUDY OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA TODAY.

B. THE TRANSLATION OF OUR FINDINGS INTO AGREED UPON PRIORITIES FOR ACTION.

C. THE PREPARATION OF DEVELOPMENT PLANS, TRANSLATING PRIORITIES INTO ACTUAL PROGRAMS, PROJECTS AND EXPERIMENTS.

D. THE DETERMINATION TO SECURE SUPPORT FOR THESE PROGRAMS AND SEE THEM THROUGH TO THEIR SUCCESSFUL IMPLEMENTATION.

AS I CONCLUDE I CANNOT HELP BUT REPEAT HOW ENCOURAGED I AM, HOW
HOPEFUL I AM BY THE PARTNERSHIP THAT CAN BE FORGED AMONGST US.
FOR THE ORGANISED JEWISH COMMUNITY TO ENCOURAGE, TO STIMULATE
PRIVATE FOUNDATIONS FOR THE INSTITUTIONS OF HIGHER LEARNING TO
JOIN WITH US IN A SEARCH FOR



11:00 A.M. DISCUSSION

A. SEVERAL COMMISSIONERS ARE PREPARED AND EXPECT TO SPEAK.

1. CHARLES BRONFMAN -- INFORMAL EDUCATION AND THE ISRAEL EXPERIENCE -- 5-7 MINUTES

2. MAX FISHER

IT IS ABSOLUTELY CRUCIAL FOR THIS DISCUSSION AT THIS STAGE TO BE AS FREEWHEELING AND UNSTRUCTURED AS POSSIBLE.

Lipsett

AT ABOUT 12: NOON (WE OUGHT TO BE WILLING TO BE FLEXIBLE) WE HAVE INVITED MANDELL BERMAN, DONALD MINTZ AND BENNET YANOWITZ TO REAFFIRM THE PARTNERSHIP AND MAKE A STATEMENT. (ART NAPARSTEK MAY HAVE DETAILS ON THEIR PRESENTATION). YOU WILL WANT TO EMPHASIZE THE ROLE OF THE ORGANISED JEWISH COMMUNITY HERE. THIS MAY BE THE PLACE FOR HANK ZUCKER'S COMMENT ABOUT THE ROLE OF THE MANDEL ASSOCIATED FOUNDATIONS.

[CALL HANK ZUCKER FOR HIS COMMENTS ABOUT ROLE OF MANDEL ASSOCIATED FOUNDATIONS ON FRIDAY]

12:30 LUNCH

THERE ARE TABLE ASSIGNMENTS AND WE SHOULD REVIEW THE ROLE OF STAFF AND SENIOR POLICY ADVISORS.

1:30 P.M. -- PRESENTATION OF DATA . DR JOSEPH REIMER

1. INTRODUCE DR REIMER -- WELCOME HIM AS MEMBER OF THE STAFF PROFESSOR OF EDUCATION AT BRANDEIS UNIVERSITY. ONE OF THE OUTSTANDING YOUNG EDUCATORS WITH RICH EXPERIENCE IN INFORMAL EDUCATION, EDUCATIONAL RESEARCH AND THE ISRAEL EXPERIENCE.

2. THEY ALL HAVE A DATA SHEET AND JOE WILL TAKE THEM THROUGH IT, WITH THE USE OF AN OVERHEAD PROJECTOR.

3. THE PURPOSE OF THIS PART OF THE MEETING IS TO DEEPEN AND BROADEN THE DISCUSSION BY VIRTUE OF THE INTRODUCTION OF THE DATA, WHICH - WHEN PUT TOGETHER -- IS QUITE SURPRISING. *SHOULDN'T*

(YOU WILL HAVE TO TAKE A DECISION ON HOW TO HANDLE QUESTIONS)

1:45 P.M. DISCUSSION

AGAIN -- IT SHOULD BE AS OPEN AS POSSIBLE

2:45 P.M. -- IDENTIFICATION OF DAY'S MAJOR THEMES -- BENNETT
YANOWITZ

HOPEFULLY IT WILL BE POSSIBLE TO IDENTIFY THEMES, EMERGING
CONSENSUS OR AT LEAST DIRECTION BY THE COMMISSIONERS.

3:00 DISCUSSION

THE RESPONSE TO YANOWITZ WILL INFORM US AS TO WHETHER AND HOW WE
CAN PROCEED AND FORMULATE DIRECTION AND PROCESS -- WILL WE BE
ABLE TO ANNOUNCE THE CONCEPT OF TASKFORCES AND MAYBE EVEN OFFER
SOME EXAMPLES OF TASKFORCES?

ON SUNDAY NIGHT AT OUR MEETING WE WILL HAVE TO DECIDE ON THE
VARIOUS ALTERNATIVES.

3:55 P.M. CONCLUDING REMARKS

WRITE ON PLANE



NO RA RA

DO YOU WANT TO REFER TO THE STUFF IN THE BOOK?

TRENDLINES :

1.SUMMARY

2.ENROLLMENT

3.INFORMAL EDUCATION -- JUST BEGINNING

COMMUNAL/PRIVATE:

NY GOOD THINGS ARE BEING DONE BY VARIOUS PEOPLE/INSTITUTIONS/FOUNDATIONS. OTHERS ARE DOING A GREAT DEAL. WE ARE NOT THE NEW KID ON THE BLOCK. THE UNIQUENESS OF THIS GATHERING IS IN ITS REPRESENTING AN ACT OF CIVIC RESPONSIBILITY-- BECAUSE IT IS A STATEMENT THAT THE INDIVIDUALS / INSTITUTIONS INVOLVED HAVE DECIDED TO SET ASIDE THE PARTICULARISTIC/ INDIVIDUAL/ TURF - INTERESTS IN ORDER TO SET COMMON PRIORITIES FOR THE WHOLE COMMUNITY AND MAXIMISE THE POSSIBLE IMPACT OF THE ARIOUS EFFORTS.

THE ANSWER TO "WHY MANDEL" -- JEALOUSY -- HANDLE
NEXT: HANK ZUCKER'S RESPONSE -- MUST FIND A WAY TO SHARE THE GOODIES. E.G. BRONFMAN: INFORMAL EDUCATION; THE ISRAEL EXPERIENCE
EVANS: THE MEDIA
WEXNER : TRAINING
MELTON: ADULT EDUCATION
CROWN : DAY SCHOOL EDUCATION
ACHERNAN
OTHER

PLURALISM

1.BEING WILLING TO SIT TOGETHER
2.BEING WILLING TO GO PUBLIC ABOUT IT
3.WHAT COOPERATION COULD MEAN -- GOTTSALK, (L.A.), COMMON WORK IN DEMONSTRATION CENTERS SHARING THE LOAD

EDUCATORS

MUST GET AWAY FROM THE NEGATIVE IMAGE. THESE EDUCATORS INCLUDE PEOPLE SUCH AS SARA-LEE, JERUSALEM FELLOWS (BIELER - TEACHER, ELKIN - PRINCIPAL); ADULT EDUCATION (GREENBERG); INFORMAL EDUCATION (DUBIN); BUREAU HEADS (SCHIFF; INGALL).

FACE OUR PROBLEMS SQUARELY - PEGGY TISHMAN:

P2 -- THE OUTCOME WILL ONLY BE SIGNIFICANT IF THERE IS NO SUGARCOATING, IF WE ADMIT THAT JEWISH EDUCATION TODAY IS ONLY A LIPSERVICE IN THE COMMUNITY. ONE HAS TO EVALUATE THE QUALITY OF WHAT IS. THIS HAS NEVER BEEN DONE.

SELECTION : WHAT DO WE MEAN BY SELECTION

1. WE INTENTIONALLY LEFT OUT THINGS THAT WERE HYPER --

E.G. RABBIS NOT INTERESTED IN EDUCATION

AS WELL AS IDEAS THAT WERE TOO COMPLEX OR RICH --

E.G. NEED FOR PHILOSOPHERS OF EDUCATION -- GOTTSHALK

OR IDEAS THAT WERE TOO CREATIVE AT THIS STAGE.

E.G. COLMAN : PRIVATE EDUCATION UNDER JEWISH AUSPICES

OR TOO PRACTICAL : E.G. TWERSKY - MATCHING GRANTS FOR
EXCELLENCE

REVIEW COMMISSION PAPER -- LINE BY LINE

CALL GINNY -- DUPLICATE RECORDING FOR ALL ABSENTEES --
PARTICULARLY EDUCATORS

FOR THE PLANE:

READ STEVE COHEN ✓

READ THE BOOK ✓

WRITE CONCLUDING PARAGRAPH TO OPENING REMARKS.





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FROM:

NAME Ginny Levi

COMPANY Premier

DEPARTMENT

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MESSAGE:

Attached find the following:

1. Title pages
2. Sr. Policy Advisors, etc.
3. Agenda
4. Your paper with 2 changes suggested by Art.
(only pages 1 + 5 attached)

G.

PAGE 01

PREMIER CORP

9:09

JUL 28 '82



105 BM

①

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK

130 EAST 59TH STREET

NEW YORK, NEW YORK

(2)

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

Senior Policy Advisors, Consultants and Staff

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(3)


COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

AGENDA

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
130 EAST 59TH STREET
NEW YORK, NEW YORK



10:00 a.m.	Registration and continental breakfast
10:30 a.m.	Opening Remarks - Morton L. Mandel
11:00 a.m.	Discussion
12:00 noon	Comments - Mandell Berman-CJF; Donald R. Mintz-JWB; Bennett Yanowitz-JESNA
12:30 p.m.	Lunch
1:30 p.m.	Presentation of Selected Data on Jewish Education - Dr. Joseph Riemer
1:45 p.m.	Discussion
2:45 p.m.	Identification of the Day's Major Themes - Bennett Yanowitz
3:00 p.m.	Discussion
3:55 p.m.	Concluding Remarks - Morton L. Mandel

4

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
Meeting of August 1, 1988

The Interview with Commission Members
A Selection

The Commission on Jewish Education in North America is composed of 43 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

1. The people who educate
2. The clients of education
3. The settings of education
4. The methods of education
5. The economics of education
6. The community: leadership and structures

I. The People Who Educate

- A. The shortage of appropriate, qualified people to educate children, youth and adults is the most important issue for our Commission to address.
- B. The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- C. There is a the need to build a greater sense of professionalism in Jewish education.
- D. Increased salaries and fringe benefits are necessary. They will raise the status of education and facilitate the recruitment of qualified people.
- E. Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- F. It is necessary to undertake a concerted, well-planned effort to recruit personnel to the field.

New.
w- ding

- D. Improved educational facilities are needed. For example, we need good, up-to-date laboratories in the sciences. We need facilities for computer education and for physical education.
- E. There is a need for venture capital to encourage new creative and ideas.

VI. The Community: Leadership and Structures

- A. The recruitment of a cadre of community leaders to the cause of Jewish education is viewed as a high priority. The community be informed as to the realities and problems of Jewish education and assume the key positions where policy is determined.
- B. The structures that support and deliver the services of Jewish education must be strengthened to become more effective in implementing change and reform.
- C. The question was raised as to whether the current structures are appropriate. It was suggested that new structures, new mechanisms, consortia between existing institutions should be developed - for example, between the federations that can fund, the denominations that deliver services and the community centers.
- D. There is a need to develop community-based mechanisms to link summer camp experiences to the community throughout the entire year.

#

Addition



PREMIER INDUSTRIAL CORPORATION

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Cheers.

Ginny

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THE INTERVIEW WITH COMMISSION MEMBERS

A SELECTION

THE COMMISSIONERS RAISED MAJOR ISSUES IN THE INTERVIEWS. THESE ISSUES APPEAR TO CLUSTER AROUND SIX TOPICS:

1. THE PEOPLE WHO EDUCATE
2. THE CLIENTS OF EDUCATION
3. THE SETTINGS OF EDUCATION
4. THE METHODS OF EDUCATION
5. THE ECONOMICS OF EDUCATION
6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

THIS PAPER IS A SELECTION OF THE POINTS OF VIEW EXPRESSED BY THE COMMISSIONERS IN THE INDIVIDUAL INTERVIEWS WHICH TOOK PLACE DURING THE MONTHS OF JUNE AND JULY, 1988. SOME OF THE STATEMENTS WERE EXPRESSED BY MANY OR ALL OF THE COMMISSIONERS, WHILE OTHERS REPRESENT THE POINT OF VIEW OF A FEW COMMISSIONERS. SOME OF THE VIEWS EXPRESSED ARE COHERENT WITH EACH OTHER, SOME ARE COMPLEMENTARY AND SOME CONTRADICT EACH OTHER.

1. THE PEOPLE WHO EDUCATE

A. THE SHORTAGE OF APPROPRIATE, QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MOST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.

B. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECRUITMENT, THEIR TRAINING, THEIR RETENTION, IS THE KEY FACTOR AFFECTING THE QUALITY OF JEWISH EDUCATION. IT IS ALSO A CRUCIAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDUCATION.

C. THIS ISSUE CAN BE FORMULATED AS THE NEED TO BUILD THE PROFESSION OF JEWISH EDUCATION.

D. INCREASED SALARIES AND FRINGE BENEFITS ARE NECESSARY. THEY WILL RAISE THE STATUS OF EDUCATION AND FACILITATE THE RECRUITMENT OF QUALIFIED PEOPLE.

E. SALARY IS IMPORTANT BUT THE STATUS, THE EMPOWERMENT, THE PERSONAL GROWTH AND ADVANCEMENT OF THE EDUCATOR ARE EVEN MORE IMPORTANT.

F. IT IS NECESSARY TO UNDERTAKE A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD.

G. THE EDUCATION OF EDUCATORS IS A HIGH PRIORITY. IT EVOKES SOME INTERESTING DIFFERENCES OF OPINION :

1. VIEWPOINT I - WE SHOULD INVEST HEAVILY IN TRAINING INSTITUTIONS. THE BUILDING OF NEW AND DIFFERENT PROGRAMS SHOULD ALSO BE CONSIDERED.

2. VIEWPOINT II - THE MOST EFFECTIVE KIND OF TRAINING TAKES PLACE ON-THE-JOB, THROUGH APPRENTICESHIPS, MENTORSHIPS AND SABBATICALS OF VARIOUS FORMS.

3. VIEWPOINT III - THE MOST PRACTICAL APPROACH IS TO BUILD CENTERS FOR THINKING AND RESEARCH. EDUCATIONAL REFORM IS MOST EFFECTIVE WHEN IT MOVES FROM THE TOP DOWN. MARTIN BUBER'S CONTRIBUTION TO ADULT JEWISH EDUCATION IN GERMANY, OR JOHN DEWEY'S CONTRIBUTION TO EDUCATION IN AMERICA, DEMONSTRATE THAT PROFOUND IDEAS ARE THE WAY TO ATTRACT THE PEOPLE WE NEED, ARE THE FASTEST AND MOST EFFECTIVE WAY TO CHANGE THE IMAGE OF THE FIELD OF JEWISH EDUCATION AND TO CREATE A PROFESSION.

2. THE CLIENTS OF EDUCATION

MANY COMMENTS AND SUGGESTIONS CONCERN THE PARTICIPANTS - YOUNG AND OLD, WHO CAN OR DO PARTAKE OF JEWISH EDUCATION:

WHO ARE THEY?

WHAT DO THEY NEED?

WHAT DO THEY WANT?

A. THREE POINTS OF VIEW WERE EXPRESSED AS TO WHO WE SHOULD TRY TO ATTRACT AND SERVE:

1. WE MUST CHANGE OUR APPROACH TO OUR CLIENTS AND ACTIVELY REACH OUT TO THE LESS-AFFILIATED. WE MUST MARKET OUR PRODUCT MORE EFFECTIVELY AND OFFER THE KIND OF VARIETY THAT WILL ATTRACT THOSE THAT ARE NOT CURRENTLY INVOLVED.

2. WE MUST IMPROVE THE QUALITY OF PROGRAMS: OUTREACH WILL RESOLVE ITSELF WHEN THE QUALITY OF JEWISH EDUCATION IS IMPROVED. GOOD PROGRAMS WILL ATTRACT LARGER NUMBERS OF STUDENTS TO JEWISH EDUCATION.

3. THE MOST SOUND INVESTMENT IS IN THE STRENGTHENING AND IMPROVING OF EDUCATION FOR THE COMMITTED. THIS POINT OF VIEW CLAIMS THAT THEY ARE OUR MOST IMPORTANT POPULATION.

B. OUR KNOWLEDGE BASE ABOUT THE CLIENTS OF EDUCATION IS MINIMAL AT BEST, AND OUR INTUITIONS MAY EVEN BE MISLEADING. WE SIMPLY DO NOT SEEM TO KNOW ENOUGH ABOUT THE JEWS OF NORTH AMERICA TO MAKE INFORMED DECISIONS.

3. THE SETTINGS OF EDUCATION.

ISSUES WERE RAISED ABOUT THE MANY FORMS OF FORMAL AND INFORMAL EDUCATION: WHICH FORMS JUSTIFY THE GREATEST INVESTMENT? WHAT IS MOST IN NEED OF QUALITATIVE IMPROVEMENT? WHAT HAS THE GREATEST POTENTIAL?

A. INFORMAL EDUCATION OFFERS GREAT OPPORTUNITIES: THE COMMUNITY CENTER, THE ARTS, ISRAEL EXPERIENCE PROGRAMS, SUMMER CAMPING, YOUTH MOVEMENTS AND YOUTH GROUPS, ARE MEANS FOR REACHING MANY MORE CLIENTS THAN ARE CURRENTLY INVOLVED, AND FOR IMPACTING ON THE LIVES OF THOSE THAT ARE ALREADY PARTICIPATING.

B. WAYS SHOULD BE FOUND OF COMBINING FORCES BETWEEN FORMAL AND INFORMAL SETTINGS TO CREATE NEW FORMS OF EDUCATION.

C. A MASSIVE INVESTMENT OF ENERGY THOUGHT AND RESOURCES SHOULD BE MADE IN DAY-SCHOOL EDUCATION. THE DAY SCHOOL OFFERS THE MOST NEARLY COMPLETE JEWISH EDUCATIONAL ENVIRONMENT; THE SCHOOLS CAN AND WILL GROW IF THEY ARE IMPROVED AND PROPERLY MARKETING, AND IF TUITION IS WITHIN THE REACH OF MORE PARENTS.

ON THE OTHER HAND THE IMPACT OF DAY-SCHOOLS FOR STUDENTS COMING FROM HOMES THAT DO NOT SUPPORT THE VALUES AND GOALS OF THESE INSTITUTIONS IS NOT CLEAR.

THE NUMBER OF ALL-DAY HIGH-SCHOOLS SHOULD BE INCREASED. ENROLLMENT DROPS DRAMATICALLY, PRECISELY AT THE TIME WHEN THE VALUES OF THE YOUNG PERSON ARE PARTICULARLY OPEN TO INFLUENCE.

D. DIFFERENCES OF OPINION WERE EXPRESSED ABOUT THE SUPPLEMENTARY SCHOOL:

1. THOUGH THE SUPPLEMENTARY SCHOOL SERVES THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL JEWISH EDUCATION, IT IS NOT A SUCCESSFUL EDUCATIONAL ENTERPRISE AND MAY NOT BE SALVAGEABLE.

2. THE SUPPLEMENTARY SCHOOL IS WHERE THE CLIENTS ARE, THEREFORE WE MUST ENGAGE IN SERIOUS EFFORTS TO IMPROVE IT.

E. THE IDEAS, VIEWS, SUGGESTIONS EXPRESSED, SPAN THE AGE CONTINUUM FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION.

1. EARLY CHILDHOOD EDUCATION AND DAYCARE

THIS AREA HAS GREAT POTENTIAL. THE PROponents OF FORMAL AND INFORMAL EDUCATION JOIN FORCES TO ARGUE THAT THE LARGE NUMBER OF CHILDREN AND THE ENORMOUS POTENTIAL FOR EDUCATIONAL IMPACT CONVERGE TO MAKE THIS AREA WORTHY OF SERIOUS ATTENTION. HOWEVER, THE PERSONNEL FOR EARLY CHILDHOOD, THEIR TRAINING AND SALARIES REPRESENT A VERY SERIOUS CHALLENGE.

2. THE ISRAEL EXPERIENCE

EDUCATIONAL EXPERIENCES IN ISRAEL HAVE A SIGNIFICANT IMPACT ON YOUNG PEOPLE. SOME COMMISSIONERS BELIEVE THIS TO BE TRUE FOR LOOSELY STRUCTURED PROGRAMS, SUMMER TOURING, CAMPING. OTHERS BELIEVE STRUCTURED PROGRAMS AT UNIVERSITIES, YESHIVOT OR FOR DAY-SCHOOLS ARE MORE EFFECTIVE. THE ISSUE OF ENSURING PROGRAM QUALITY AND THE QUESTION OF SUBSIDIES WERE RAISED.

3. THE COLLEGE CAMPUS AND THE UNIVERSITY

APPROXIMATELY EIGHTY FIVE PERCENT OF ALL JEWISH YOUNG PEOPLE ATTEND COLLEGES AND UNIVERSITIES. EDUCATIONAL INTERVENTION ON THE CAMPUS IS VERY IMPORTANT, BECAUSE THIS MAY BE OUR LAST OPPORTUNITY TO EDUCATE. THE ACADEMIC CLIMATE THAT VALUES UNIVERSALISM OVER PARTICULARISM FORCES DIFFICULT DILEMMAS UPON OUR YOUNG PEOPLE.

4. ADULT EDUCATION - FAMILY EDUCATION

THE FAMILY ENVIRONMENT AND THE EDUCATION OF ADULTS IS OF SIGNIFICANT IMPORTANCE, PARTICULARLY IF WE WANT TO SUCCEED IN THE EDUCATION OF CHILDREN. THOUGH THERE ARE ENCOURAGING DEVELOPMENTS IN THIS AREA, THIS FORM OF EDUCATION IS STILL UNDERDEVELOPED.

4. THE METHODS OF EDUCATION

ENERGY SHOULD BE DEVOTED TO THE VARIOUS METHODS USED IN DIFFERENT FORMS OF EDUCATION. THESE INCLUDE METHODS FOR THE TEACHING OF HEBREW, HISTORY AND CONTEMPORARY JEWISH LIFE. A SERIOUS EFFORT SHOULD BE MADE AT CURRICULUM REFORM THAT WOULD EMPHASIZE THE TEACHING OF VALUES, THE ATTACHMENT TO THE JEWISH PEOPLE AND TO ISRAEL. WE SHOULD INVEST SYSTEMATICALLY IN THE CREATIVE USE OF THE MEDIA AND COMPUTERS FOR JEWISH EDUCATION.

5. THE ECONOMICS OF EDUCATION

A. WE HAVE VERY SKETCHY DATA ABOUT PRESENT EXPENDITURES FOR JEWISH EDUCATION BY THE NORTH-AMERICAN JEWISH COMMUNITY.

B. THIS AREA IS IMPORTANT BECAUSE THE REFORM OF EDUCATION WILL COST MONEY, WHETHER IT BE FOR TEACHER SALARIES, THE DEVELOPMENT OF TRAINING INSTITUTIONS, OR ON-THE-JOB TRAINING.

B. THE HIGH COST OF TUITION, PARTICULARLY FOR DAY-SCHOOLS, FOR THE ISRAEL EXPERIENCE, AND FOR CAMPING IS A STUMBLING BLOCK TO INCREASED PARTICIPATION.

C. IMPROVED EDUCATIONAL FACILITIES ARE NEEDED. FOR EXAMPLE WE NEED GOOD UP-TO-DATE LABORATORIES IN THE SCIENCES. WE NEED FACILITIES FOR COMPUTER EDUCATION AND FOR PHYSICAL EDUCATION.

D. THERE IS A NEED FOR VENTURE CAPITAL TO ENCOURAGE NEW AND CREATIVE IDEAS.

6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

A. THE RECRUITMENT OF A CADRE OF COMMUNITY LEADERS TO THE CAUSE OF JEWISH EDUCATION IS VIEWED AS A HIGH PRIORITY. THE COMMUNITY LEADERS ARE ONE OF THE KEY FORCES FOR CHANGE. THEY WILL HAVE TO BE INFORMED AS TO THE REALITIES AND PROBLEMS OF JEWISH EDUCATION AND ASSUME THE KEY POSITIONS WHERE POLICY IS DETERMINED.

B. THE STRUCTURES THAT SUPPORT AND DELIVER THE SERVICES OF JEWISH EDUCATION MUST BE STRENGTHENED TO BECOME MORE EFFECTIVE IN IMPLEMENTING CHANGE AND REFORM.

C. THE QUESTION WAS RAISED AS TO WHETHER THE CURRENT STRUCTURES ARE APPROPRIATE. IT WAS SUGGESTED THAT NEW STRUCTURES, NEW MECHANISMS, CONSORTIA BETWEEN EXISTING INSTITUTIONS SHOULD BE DEVELOPED - FOR EXAMPLE, BETWEEN THE FEDERATIONS THAT CAN FUND, THE DENOMINATIONS THAT DELIVER SERVICES AND THE COMMUNITY CENTERS.

AUGUST 1, 1988

* * * * *

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MESSAGE:

Pre-and Post-Commission meetings have been scheduled as follows:

1. Sunday, July 31 - 6:30 p.m. - to include dinner - place to be announced.
Mandel, Naparstek, Zucker, Fox, Hochstein, Riemer, Rotman, Schwartz, Levi.
2. Monday, August 1 - 5-7:30 p.m. - at Federation (no dinner).
Same group as above plus Ariel and Davis.
3. Tuesday, August 2 - 9 a.m. - 2:30 p.m. - at JWB - (Lunch).
Chairman's group = Mandel, Naparstek, Zucker, Fox, Hochstein, Levi - Riemer?

Madison Towers Fax # 212-689-0290

Draft agenda is attached.



156C

7/25/88 DRAFT

AGENDA

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

~~MORTON L. MANDEL, PRESIDING~~

MONDAY, AUGUST 1, 1988

10:00 A.M. TO 4:00 P.M.

UJA FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
130 EAST 59TH STREET
NEW YORK, NEW YORK 10022

10:00 a.m. Registration and continental breakfast

10:30 a.m. Opening Remarks - Morton L. Mandel

11:00 a.m. ~~Response~~ DISCUSS -
A. ~~Charles Bronfman~~
B. ~~Max Fisher~~
C. ~~Other~~

12:00 noon Comments - Mandell Berman-CJF; Donald R. Mintz-JWB;
Bennett Yanowitz-JESNA

12:30 p.m. Lunch

1:30 p.m. Presentation of Data - Dr. Joseph Riemer

1:45 p.m. ~~Open~~ Discussion

2:45 p.m. Identification of the Day's Major Themes -
Bennett Yanowitz

3:00 p.m. ~~Open~~ Discussion

3:55 p.m. Concluding Remarks - ~~Morton L. Mandel~~

104 BM

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THAT THIS FAX REACH
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Thank You

Sg

JULY 22, 1988

DEAR MORT,

IT IS TOO CLOSE TO SHABBAT TO PROPERLY EDIT THE PAPER FOR THE COMMISSIONERS. WE THOUGHT THAT WE SHOULD SEND IT OFF ANYWAY, SO THAT WE CAN DISCUSS ON SUNDAY AT 10 A.M. PALM-BEACH TIME.

BEST REGARDS,

sg



july 22, 1989

FIRST COMMISSION MEETING

OPENING STATEMENT: SUGGESTIONS

* THANK VERY BUSY PEOPLE FOR GIVING OF THEIR TIME

* THE UNIQUENESS OF THIS GATHERING:

IN THIS ROOM ARE LEADERS OF:

- THE ORGANISED JEWISH COMMUNITY
- HEADS OF OUR INSTITUTIONS OF HIGHER LEARNING --- ORTHODOX
CONSERVATIVE, REFORM, RECONSTRUCTIONIST,
- EDUCATORS
- RABBIS
- DISTINGUISHED REPRESENTATIVES OF THE ACADEMIC COMMUNITY
- THE FOUNDERS AND LEADERS OF PRIVATE JEWISH FOUNDATIONS.

* VIRTUALLY EVERYONE WHO WAS TURNED TO RESPONDED IN THE
AFFIRMATIVE. WHY?

BECAUSE EACH AND EVERY ONE OF US IS DEEPLY CONCERNED BY THE
TRENDLINES.

BECAUSE EACH AND EVERYONE OF US BELIEVES THAT IF WE COMBINE
FORCES, WE MAY FIND THE WAY TO INTERVENE AND CHANGE THOSE
TRENDLINES

*THE CHALLENGE, PUT SIMPLY, IS :

CAN WE FIND THE WAYS AND MEANS FOR MANY MORE NORTH AMERICAN JEWS
WHO LIVE IN AN OPEN SOCIETY, WHO HAVE UNLIMITED CHOICES AVAILABLE
TO THEM, TO CHOOSE TO COMMIT THEMSELVES TO AN ACTIVE JEWISH LIFE.

WE BELIEVE THAT THIS COMMISSION HAS A CHANCE OF SUCCEEDING
BECAUSE OF THE CONSTITUENCIES WILLING TO JOIN THEIR FORCES AND
BECAUSE OF THE VALUES INHERENT IN OUR WORKING TOGETHER.

110 BM

* WHAT THIS COMMISSION REPRESENTS:

- THE COMMUNAL/PRIVATE PARTNERSHIP (JWB, JESNA, CJF AND THE PRIVATE SECTOR)
- THE POWER OF THE MESSAGE OF PLURALISM (ORTHODOX, CONSERVATIVE, REFORM, RECONSTRUCTIONIST -- WORKING TOGETHER).
- THE POTENTIAL RESOURCES FOR IMPLEMENTATION (COMMUNAL INSTITUTIONS, DENOMINATIONS, PHILANTHROPY)
- THE FRONT-LINE EDUCATORS WHO DO THE JOB (THE CLASSROOM TEACHER, THE PRINCIPAL, THE COMMUNITY CENTER DIRECTOR, THE RABBIS, THE DIRECTOR OF INSTITUTIONS THAT EDUCATE EDUCATORS, THE HEADS OF BUREAUS OF JEWISH EDUCATION)
- THE DETERMINATION TO FACE OUR PROBLEMS SQUARELY.
- THE DETERMINATION TO BASE ACTION ON KNOWLEDGE.

* THIS COMMISSION IS NOT BEGINNING TODAY. EVERY ONE OF YOU -- INCLUDING MYSELF -- HAS BEEN INTERVIEWED SO THAT WE COULD LEARN WHAT OUR OPTIONS ARE; SO THAT WE TOGETHER COULD BEGIN TO BUILD OUR AGENDA.

* THIS PROCESS HAS PROVEN TO BE A WONDERFUL INVESTMENT OF TIME. I WOULD LIKE TO REPORT TO YOU AND SHARE WITH YOU WHAT WE HAVE LEARNED FROM THESE INTERVIEWS.

* YOU HAVE IN FRONT OF YOU AN OUTLINE -- A SELECTION -- OF YOUR IDEAS, OF SOME OF THE ISSUES YOU BELIEVE ARE CENTRAL FOR THE WORK OF THIS COMMISSION.

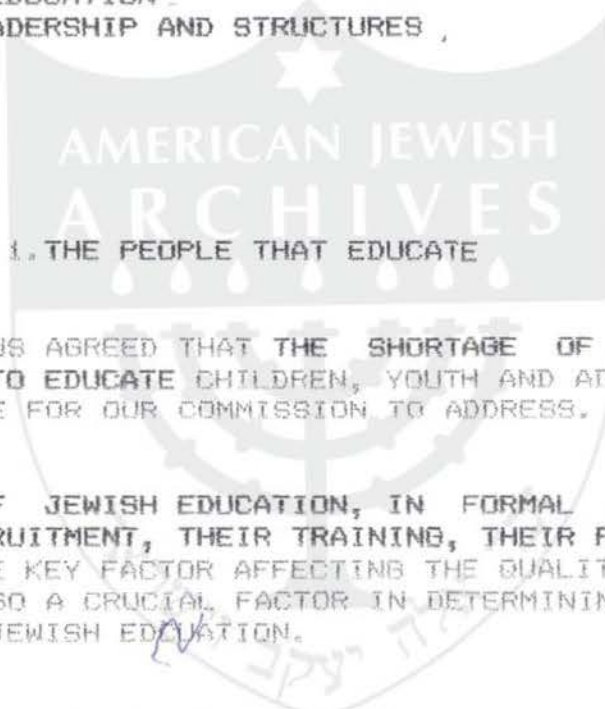
THE INTERVIEW WITH COMMISSION MEMBERS

A SELECTION AND A SUMMARY

** YOU HAVE RAISED MAJOR ISSUES. THEY APPEAR TO CLUSTER AROUND SIX TOPICS:

1. THE PEOPLE THAT EDUCATE.
2. THE CLIENTS OF EDUCATION.
3. THE SETTINGS OF EDUCATION.
4. THE METHODS OF EDUCATION.
5. THE ECONOMICS OF EDUCATION.
6. THE COMMUNITY: LEADERSHIP AND STRUCTURES.

11BM



A. ALMOST ALL OF US AGREED THAT THE SHORTAGE OF APPROPRIATE, QUALIFIED PEOPLE TO EDUCATE CHILDREN, YOUTH AND ADULTS IS THE MOST IMPORTANT ISSUE FOR OUR COMMISSION TO ADDRESS.

B. THE PERSONNEL OF JEWISH EDUCATION, IN FORMAL AND INFORMAL SETTINGS, THEIR RECRUITMENT, THEIR TRAINING, THEIR RETENTION, IS IN YOUR OPINION THE KEY FACTOR AFFECTING THE QUALITY OF JEWISH EDUCATION. IT IS ALSO A CRUCIAL FACTOR IN DETERMINING THE NUMBER OF PARTICIPANTS IN JEWISH EDUCATION.

C. MANY OF YOU FORMULATE THIS PROBLEM AS THE NEED TO BUILD THE PROFESSION OF JEWISH EDUCATION.

D. MANY OF YOU MENTION THE IMPORTANCE OF SALARIES AND FRINGE BENEFITS; BUT EVEN MORE EMPHASISE THE STATUS, THE EMPOWERMENT, THE PERSONAL GROWTH AND ADVANCEMENT OF THE EDUCATOR.

E. THE IMPORTANCE OF A CONCERTED, WELL-PLANNED EFFORT TO RECRUIT PERSONNEL TO THE FIELD WAS EMPHASISED.

F. THE EDUCATION OF EDUCATORS, EVOKED SOME INTERESTING DIFFERENCES OF OPINION. SOME OF YOU THINK THAT WE SHOULD INVEST HEAVILY IN TRAINING INSTITUTIONS. SOME EVEN SUGGEST THE BUILDING OF NEW AND DIFFERENT PROGRAMS.

ON THE OTHER HAND THERE ARE THOSE AMONG YOU WHO BELIEVE THAT THE

MOST EFFECTIVE KIND OF TRAINING, IS THROUGH A HEAVY INVESTMENT IN ON-THE-JOB TRAINING THROUGH APPRENTICESHIPS, MENTORSHIPS AND SABBATICALS OF VARIOUS FORMS.

THERE IS A THIRD POINT OF VIEW WHICH ASSERTS THAT THE MOST PRACTICAL APPROACH IS TO BUILD CENTERS FOR THINKING AND RESEARCH. THEIR ARGUMENT IS THAT EDUCATIONAL REFORM IS MOST EFFECTIVE WHEN IT MOVES FROM THE TOP DOWN. THIS ARGUMENT REMINDS US OF MARTIN BUBER'S CONTRIBUTION TO ADULT JEWISH EDUCATION IN GERMANY, OR JOHN DEWEY'S CONTRIBUTION TO EDUCATION IN AMERICA, TO DEMONSTRATE THAT PROFOUND IDEAS ARE THE WAY TO ATTRACT THE PEOPLE WE NEED, ARE THE FASTEST AND MOST EFFECTIVE WAY TO CHANGE THE IMAGE OF THE FIELD OF JEWISH EDUCATION AND CREATE A PROFESSION.

2. THE CLIENTS OF EDUCATION

MANY OF YOUR COMMENTS AND SUGGESTIONS CONCERN THE PARTICIPANTS - YOUNG AND OLD, WHO COULD OR DO PARTAKE OF JEWISH EDUCATION:

WHO ARE THEY?

WHAT DO THEY NEED?

WHAT DO THEY WANT?

THREE POINTS OF VIEW WERE EXPRESSED AS TO WHO WE SHOULD TRY TO ATTRACT AND SERVE:

A. WE MUST CHANGE OUR APPROACH TO OUR CLIENTS AND ACTIVELY REACH OUT TO THE LESS-AFFILIATED. WE MUST MARKET OUR PRODUCT MORE EFFECTIVELY AND OFFER THE KIND OF VARIETY THAT WILL ATTRACT THOSE THAT ARE NOT CURRENTLY INVOLVED.

B. WE MUST IMPROVE THE QUALITY OF PROGRAMS: OUTREACH WILL RESOLVE ITSELF WHEN THE QUALITY OF JEWISH EDUCATION IS IMPROVED. GOOD PROGRAMS WILL ATTRACT LARGER NUMBERS OF STUDENTS TO JEWISH EDUCATION.

C. THE MOST SOUND INVESTMENT IS IN THE STRENGTHENING AND IMPROVING OF EDUCATION FOR THE COMMITTED. THIS POINT OF VIEW CLAIMS THAT THEY ARE OUR MOST IMPORTANT POPULATION.

MANY OF YOU AGREE THAT OUR KNOWLEDGE BASE ABOUT THE CLIENTS OF EDUCATION IS MINIMAL AT BEST AND THAT OUR INTUITIONS MAY EVEN BE MISLEADING. WE SIMPLY DO NOT SEEM TO KNOW ENOUGH ABOUT THE JEWS OF AMERICA TO MAKE INFORMED DECISIONS.

3. THE SETTINGS OF EDUCATION.

YOU HAVE RAISED ISSUES ABOUT THE MANY FORMS OF FORMAL AND INFORMAL EDUCATION; OPINIONS VARY AS TO WHAT FORMS JUSTIFY THE GREATEST INVESTMENT; WHAT IS MOST IN NEED OF QUALITATIVE IMPROVEMENT; WHAT HAS THE GREATEST POTENTIAL.

A. SOME OF YOU SEE GREAT OPPORTUNITIES IN INFORMAL EDUCATION : THE COMMUNITY CENTER, THE ARTS, ISRAEL EXPERIENCE PROGRAMS, SUMMER CAMPING, YOUTH MOVEMENTS AND YOUTH GROUPS, ARE VIEWED AS MEANS FOR REACHING MANY MORE CLIENTS THAN ARE CURRENTLY INVOLVED, AND FOR IMPACTING ON THE LIVES OF THOSE THAT ARE ALREADY PARTICIPATING.

B. SOME OF YOU SUGGEST COMBINING FORCES BETWEEN FORMAL AND INFORMAL SETTINGS TO CREATE NEW FORMS OF EDUCATION.

C. OTHERS WOULD ENCOURAGE A MASSIVE INVESTMENT OF ENERGY THOUGHT AND RESOURCES IN DAYS-SCHOOL EDUCATION. THE CLAIM IS MADE THAT THE DAY SCHOOL OFFERS THE MOST NEARLY COMPLETE JEWISH EDUCATIONAL ENVIRONMENT; THAT THE SCHOOLS CAN AND WILL GROW IF THEY ARE IMPROVED AND PROPERLY MARKETING, AND IF TUITION IS WITHIN THE REACH OF MORE PARENTS.

ON THE OTHER HAND BASIC QUESTIONS WERE RAISED CONCERNING THE IMPACT OF DAY-SCHOOLS FOR STUDENTS COMING FROM HOMES THAT DO NOT SUPPORT THE VALUES AND GOALS OF THESE INSTITUTIONS.

A NUMBER OF COMMISSIONERS EXPRESSED CONCERN WITH THE SMALL NUMBER OF ALL-DAY HIGH-SCHOOLS AND WITH THE FACT THAT ENROLMENT DROPS DRAMATICALLY, PRECISELY AT THE TIME WHEN THE VALUES OF THE YOUNG PERSON ARE PARTICULARLY OPEN TO INFLUENCE.

D. THE SUPPLEMENTARY SCHOOL : THOUGH SUPPLEMENTARY SCHOOLS SERVE THE VAST MAJORITY OF OUR YOUNG PEOPLE PARTICIPATING IN FORMAL JEWISH EDUCATION, THE COMMISSIONERS EXPRESS EXTREME POSITIONS ABOUT THIS EDUCATIONAL SETTING. SOME OF YOU EXPRESS THE OPINION THAT THE SUPPLEMENTARY SCHOOL IS A WASTE OF TIME AND NOT SALVAGEABLE. OTHERS BELIEVE THAT SUCH A POSITION IS HARMFUL BECAUSE THIS IS WHERE THE CLIENTS ARE. THEREFORE WE MUST ENGAGE IN SERIOUS EFFORTS TO IMPROVE THE SUPPLEMENTARY SCHOOL.

YOUR IDEAS, YOUR VIEWS, YOUR SUGGESTIONS SPAN THE AGE CONTINUUM - - FROM EARLY CHILDHOOD THROUGH ADULT EDUCATION.

E. MANY OF YOU SEE GREAT POTENTIAL IN EARLY CHILDHOOD EDUCATION. HERE THE PROPONENTS OF FORMAL AND INFORMAL EDUCATION JOIN FORCES TO ARGUE THAT THE LARGE NUMBERS OF STUDENTS AND THE ENORMOUS POTENTIAL FOR EDUCATIONAL IMPACT, CONVERGE TO MAKE THIS AREA WORTHY OF SERIOUS ATTENTION.

HOWEVER THERE WAS WIDE AGREEMENT THAT THE PERSONNEL FOR EARLY CHILDHOOD, THEIR TRAINING AND SALARIES REPRESENT A VERY SERIOUS CHALLENGE

F. THE ISRAEL EXPERIENCE: THERE IS WIDE CONSENSUS THAT EDUCATIONAL EXPERIENCES IN ISRAEL HAVE A SIGNIFICANT IMPACT ON YOUNG PEOPLE. SOME OF YOU BELIEVE THIS TO BE TRUE FOR LOOSELY STRUCTURED PROGRAMS, SUMMER TOURING, CAMPING. OTHERS BELIEVE STRUCTURED PROGRAMS AT UNIVERSITIES, YESHIVOT OR FOR DAY-SCHOOLS ARE MORE EFFECTIVE. THE ISSUE OF ENSURING PROGRAM QUALITY AND THE QUESTION OF SUBSIDIES WERE RAISED.

G. THE COLLEGE CAMPUS AND THE UNIVERSITY

APPROXIMATELY EIGHTY FIVE PERCENT OF ALL JEWISH YOUNG PEOPLE ATTEND COLLEGES AND UNIVERSITIES. EDUCATIONAL INTERVENTION ON THE CAMPUS IS VIEWED BY SOME COMMISSIONERS AS VERY IMPORTANT, BECAUSE THIS MAY BE OUR LAST OPPORTUNITY TO EDUCATE. THE ACADEMIC CLIMATE THAT VALUES UNIVERSALISM OVER PARTICULARISM FORCES DIFFICULT DILEMMAS UPON OUR YOUNG PEOPLE.

H. ADULT EDUCATION - FAMILY EDUCATION:

ALMOST ALL OF YOU EMPHASISE THE IMPORTANCE OF THE FAMILY ENVIRONMENT AND THE EDUCATION OF ADULTS PARTICULARLY IF WE WANT TO SUCCEED IN THE EDUCATION OF CHILDREN. THOUGH SEVERAL OF YOU POINT TO ENCOURAGING DEVELOPMENTS IN THIS AREA YOU ALSO POINT TO THE FACT THAT THIS FORM OF EDUCATION IS UNDERDEVELOPED.

4. THE METHODS OF EDUCATION

COMMISSIONERS SUGGEST THAT WE DEVOTE ENERGY TO THE VARIOUS METHODS USED IN DIFFERENT FORMS OF EDUCATION. SUGGESTIONS INCLUDE METHODS FOR THE TEACHING OF HEBREW, HISTORY AND CONTEMPORARY JEWISH LIFE. SOME ARGUE FOR A SERIOUS EFFORT AT CURRICULUM REFORM THAT WOULD EMPHASIZE THE TEACHING OF VALUES, THE ATTACHMENT TO THE JEWISH PEOPLE AND TO ISRAEL. OTHERS SUGGEST THAT WE INVEST SYSTEMATICALLY IN THE CREATIVE USE OF THE MEDIA AND COMPUTERS FOR JEWISH EDUCATION.

5. THE ECONOMICS OF EDUCATION

A. THE COST OF THE REFORM OF EDUCATION WAS REPEATEDLY RAISED BY COMMISSIONERS, WHETHER IT BE FOR TEACHER SALARIES, THE

DEVELOPMENT OF TRAINING INSTITUTIONS, OR ON THE JOB TRAINING .

B. SEVERAL COMMISSIONERS WERE CONCERNED ABOUT THE HIGH COST OF TUITION, PARTICULARLY FOR DAY-SCHOOLS, FOR THE ISRAEL EXPERIENCE, AND FOR CAMPING.

C. THE IMPORTANCE OF FUNDING AND IMPROVED PHYSICAL PLANT, WAS RAISED. THE NEED FOR GOOD UP-TO-DATE LABORATORIES IN THE SCIENCES, COMPUTER EDUCATION AND PHYSICAL EDUCATION FACILITIES WERE CITED AS EXAMPLES.

D. IT WAS RECOGNISED THAT WE HAVE VERY SKETCHY DATA ABOUT PRESENT EXPENDITURES FOR JEWISH EDUCATION BY THE AMERICAN JEWISH COMMUNITY.

AMERICAN JEWISH ARCHIVES

6. THE COMMUNITY: LEADERSHIP AND STRUCTURES

A. THE RECRUITMENT OF A CADRE OF COMMUNITY LEADERS TO THE CAUSE OF JEWISH EDUCATION IS VIEWED AS A HIGH PRIORITY. THE COMMUNITY LEADER IS ONE OF THE KEY FORCES FOR CHANGE. THEY WILL HAVE TO BE INFORMED AS TO THE REALITIES AND PROBLEMS OF JEWISH EDUCATION AND ASSUME THE KEY POSITIONS WHERE POLICY IS DETERMINED.

B. SOME COMMISSIONERS DEALT WITH THE STRUCTURES THAT SUPPORT AND DELIVER THE SERVICES OF JEWISH EDUCATION AND ASKED HOW THEY COULD BE STRENGTHENED TO BECOME MORE EFFECTIVE IN IMPLEMENTING CHANGE AND REFORM.

SOME ASKED WHETHER THE CURRENT STRUCTURES ARE APPROPRIATE. THERE ARE SUGGESTIONS THAT NEW STRUCTURES, NEW MECHANISMS, CONSORTIA BETWEEN EXISTING INSTITUTIONS SHOULD BE DEVELOPED - FOR EXAMPLE, BETWEEN THE FEDERATIONS THAT CAN FUND, THE DENOMINATIONS THAT DELIVER SERVICES AND THE COMMUNITY CENTERS.

CONCLUSION

I THINK YOU WILL AGREE WITH ME THAT TOGETHER WE HAVE DEVELOPED AN EXTRAORDINARY -- A VERY RICH - AGENDA.

WE WILL OBVIOUSLY HAVE TO CHOOSE, TO RANK, TO DECIDE ON OUR PRIORITIES. I BELIEVE WE WILL BE ABLE TO DO THIS BECAUSE MANY OF US ALSO AGREE ON AN APPROACH, A METHODOLOGY.

IT INCLUDES:

A. A SYSTEMATIC - THOUGH SELECTIVE - STUDY OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA TODAY.

B. THE TRANSLATION OF OUR FINDINGS INTO AGREED UPON PRIORITIES FOR ACTION.

C. THE PREPARATION OF DEVELOPMENT PLANS, TRANSLATING PRIORITIES INTO ACTUAL PROGRAMS, PROJECTS AND EXPERIMENTS.

D. THE DETERMINATION TO SECURE SUPPORT FOR THESE PROGRAMS AND SEE THEM THROUGH TO THEIR SUCCESSFUL IMPLEMENTATION.

[THIS IS THE END OF THE PAPER FOR THE COMMISSIONERS.

MORT WILL WANT TO CONCLUDE THIS PART OF THE MEETING WITH AN INSPIRATIONAL PARAGRAPH.]



1580
perry20.7/2mn-w

July 20, 1988

Dear Perry,

Thank you for the latest version of the data document and for the cover page. It is considerably closer to the final document. I have a few comments and suggestions which I hope will be useful to you in preparing the final, final version.

- AMERICAN JEWISH ARCHIVES
1. I. FORMAL EDUCATION:
It may be safer to change the figure of 41% (total enrollment in U.S.) to 42% so that it is consistent with the left side of the chart. It might also be helpful to somehow bracket the bottom two sections of both the U.S. and Canada charts so that the 42% and 46% figures are clearly understood.
 2. On that same page:
Perhaps the four items below the charts (US/Canadian school age population and US/Canadian total Jewish population) could be presented in a more distinct layout. (I probably mean something both simple and separate.)
 3. Maybe the footnote at the bottom of that page should be stated less strongly i.e. "...sources reflecting current available statistics on Jewish education in North America."
 4. The year for the enrollment data should be added.
 5. On the following page (FORMAL EDUCATION CONT.)
 - a. The year of the upper table should be added.
 - b. The upper table figures do not add up to the lower table totals. Are they from different years? Am I missing something, e.g. is the upper table no. of students per year?
 - c. Are the symbols on the upper table reversed or do we really have more students in day schools than in supplementary schools?
 - d. Trends in enrollment - we should add to each bar the % of the eligible population involved. So readers know that declining enrollment figures are partly due to declines in the size of those age groups.

- e. The 1982 figures: the bars are not quite consistent with the absolute figures on page 1 (110,000; 270,000) - unless the year is different.
 - f. This may be software related, but the space between 000 and 100 is greater than subsequent spacing.
6. II. INFORMAL EDUCATION:
- a. I still believe that this section should be presented in a more forceful format. One possible variation could be:
 - e.g. CAMPING PROGRAMS:
70 resident camps
52-54,000 participants (some dual session), which
is 10% of the total eligible population (ages x-y):
 - b. College/University Programs in Jewish Studies don't belong in the category of Informal Education - you could perhaps put them as a separate section.
 - c. I think it may be necessary to note the number of JCC's in this section, otherwise the informal sector is not dealt with adequately.
 - d. There are 300+ educational programs in Israel that accommodate U.S. participants, (mostly of ages 13 - 35.)
7. I would put the sections "personnel" through "personnel needs" on a separate page.
8. On that same page (IV. SALARIES):
I would write "full time day-school" for the sake of easy comparison with the public school, and/or add the number of hours for public schools
- The information on salaries at JCCs and BJEs should be added as an additional line to the teachers' salaries, to be less prominent.
9. V. LEVEL OF TRAINING:
I would still recommend leaving out the information on the level of training; the message is not sufficiently apparent. The illegible note to myself there was to use it in the oral presentation.
10. VI. PERSONNEL NEEDS:
Here I would add the sentence "It is estimated that a sizeable proportion of the educational personnel does not have adequate qualifications in Jewish Studies, Hebrew language or pedagogics."

I would add to the training programs figures the sentence
"This represents but a fraction of actual annual personnel
needs."

11. As a last point, I just want to remind you that we thought
it safest to have this document checked by Rotman, Woocher
and Schiff before it goes to print.

Perry, I know this is tedious, but I believe the result will be
worth the efforts. I'd love to see the final product for my
meeting with Joe Riemer. The large paper is really great, and
if the presentation side is taken care of, your work will bear
great fruit.

Keep well.



Lehitraot.

Annette
Annette

CC: Dr. A. Naparstek

JULY 19, 1988

DEAR ART,

SEYMOUR HAS ASKED ME TO FORWARD THIS VERY UNFINISHED DRAFT OF THE MLM STATEMENT. I DO SO RELUCTANTLY BECAUSE IT IS STILL COMPLETELY "RAW MATERIAL" AND FAR FROM FINISHED. IT IS FOR YOUR EYES ONLY AND SHOULD BE RELATED TO AS A PARTIAL DRAFT. WE PLAN TO FAX A MORE COMPLETE VERSION ON FRIDAY OR SUNDAY.

I RETURNED HOME WITH THE FEELING THAT WE DID A LOT OF GOOD WORK TOWARDS THE MEETING, AND I HOPE YOU FEEL SO TOO. I AM COMPLETING THE LAST INTERVIEWS. THE NEWS ABOUT THE TWO ADDITIONAL COMMISSIONERS IS VERY NICE.

BEST REGARDS,

Annette

1590

FOR THE URGENT ATTENTION OF

VIRGINIA LEVI

FROM : ANNETTE HOCHSTEIN

DEAR GINNY

YOUR FAX of 7/15 WITH THE
NAMES OF 2 MORE COMMISSIONERS
CAME GARBLED (JUST THE NAMES!)
HELP! I CAN'T STOP GUESSING
WHO THEY MIGHT BE.

REGARDS

Annette



July 19, 1988

M E M O

TO: Bennett Yanowitz
FROM: Jonathan Woocher
RE: Presentation to Commission on Jewish Education

Some ideas you may wish to incorporate in your presentation on August 1:

1. We have entrusted Jewish education with the awesome mission of serving as our major weapon in the struggle for Jewish continuity. We invest between half and three quarters of a billion dollars in it. Yet, it is our most complex, most fragmented, most difficult to manage and evaluate communal enterprise.
2. There is much that is right with Jewish education today. There are many good people doing good things. There are some excellent institutions and programs. Yet, there is a general sense that the micro-successes do not add up to a macro-success. In Jewish education today, the whole is less than the sum of its parts.
3. There is an enormous need for looking at Jewish education's problems and potential in systemic terms, and for encouraging collaborative efforts to address these problems. Traditional distinctions and divisions, e.g., between formal and informal education, between "religious" and "secular" institutions, are often misleading and not helpful in promoting the systemic approach which must be embraced.
4. Many of Jewish education's problems are linked to (and possibly caused by) the larger cultural and organizational climate of Jewish life in North America. Jewish education cannot be examined or improved in isolation from this larger environment. Jewish education mirrors our strengths and our weaknesses as a community.
5. The specific problems in Jewish education today encompass all of the basic dimensions of the educational enterprise: recruiting, motivating, and retaining students; staffing Jewish education with adequate numbers of quality personnel; delivering high quality programs -- incorporating well-designed curricula, good instructional materials, sound and creative methodologies, and competent administration; insuring accountability for the achievement of clearly specified goals; building support for quality education in the community.
6. The potential for change exists. This is an opportune moment

JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

התאגדות חינוך יהודי
שירות של צפון אמריקה

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MR. JONATHAN S. WOOCHEER
Executive Vice President

160C

for action because of the confluence of developments in Jewish life and in American society in general.

7. Change will require joint initiative and cooperation among a broad group of stakeholders, who may hold divergent philosophical positions on some issues, but who can agree on basic directions for improving the educational enterprise as a whole within a pluralistic framework. Ultimately, we want everyone to succeed educationally in his/her own terms.
8. JESNA is committed to this process and views this Commission as a major step toward propelling Jewish education in North America to a new level of excellence.

I hope these are helpful. If you want me to expand on anything or want additional information, please let me know. I'm also sending you a copy of my memo to Art Naparstek on possible task forces. I'll be in the office through Friday, and can be reached next week via the CJF fax in Jerusalem: 011-972-2-666223. I'll be staying at the Moriah Hotel.





JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

חברה למען החינוך היהודי
בצפון אמריקה

July 19, 1988

M E M O

TO: Arthur Naparstek
FROM: Jonathan Woocher
RE: Commission Task Forces

I was glad we had the chance to meet last evening, and I am delighted (no idle flattery intended) that you will be personally directing the Commission process. I think that it will make an enormous difference.

I spoke with Bennett this morning and told him to expect some material from you. I will be sending him a few ideas concerning his presentation as well, and I assume that you and he will be in touch next week after I am in Israel.

In response to your request concerning possible task forces: As I thought about the question it became evident that there were so many alternative approaches to delineating the Commission's scope of inquiry that any "cut" will be somewhat arbitrary. I can think of at least five different areas which merit exploration, although the Commission should obviously not attempt all of them. I've listed them in my own order of priority, but I could certainly be persuaded to change my mind.

1. Task force on educational personnel

To review the current state of educational personnel in North America -- who, how many, in what positions, under what conditions. To identify areas of need and opportunity with respect to staffing of the educational system. To make recommendations re recruitment, training, retention, career development, etc.

2. Task force on the structure and organization of Jewish education

To examine how educational activity is organized in North America. To describe and analyze the roles of various actors (synagogues, federations, national bodies, Israeli institutions, etc.). To identify current structural and organizational dysfunctions (e.g., lack of coordination between the "formal" and "informal" systems). To recommend alternative organizational models or demonstration projects to overcome dysfunctions

3. Task force on the economics of Jewish education

To examine how Jewish education is financed, and the implications of current patterns for the educational enterprise. How much is being spent, by whom, for what purposes? What are the roles, motivations, and expectations of clients, sponsors, and outside funders? Is

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MR. JONATHAN S. WOCHER
Executive Vice President

current funding adequate? What impact does the current funding structure have on the educational process and product? Are there areas which merit additional investment? What alternative funding patterns exist? How could/should additional resources be provided? (This touches as well on the marketing issue.)

4. Task force on education and the community

To examine the place of Jewish education in the overall culture and structure of the North American Jewish community. To identify the role of Jewish education in Jewish communal life and perceptions and expectations concerning this role. To describe the climate of support/non-support in which Jewish education operates and the effects of that climate on the educational process and product. To assess the impacts of Jewish education on Jewish continuity and the quality of Jewish communal life. To make recommendations concerning ways of strengthening communal support for Jewish education and Jewish education's impact on Jewish continuity.

5. Task force on the practice of Jewish education

To identify key areas in educational practice which impact on Jewish education's effectiveness (e.g., curriculum, teaching methods, program administration, materials and technology, involvement of families, etc.). To assess strengths and weaknesses of current patterns in these areas (i.e., what are we doing well, what are we doing poorly), and where possible the reasons for these. To make recommendations for improving performance in these areas.

I hope that these are helpful. Each could, and almost certainly should, be focused more sharply before setting out to work, but in the best of all possible worlds, I would love to see all of these areas examined systematically.

I am genuinely sorry that I will miss the August 1 festivities, but I look forward to working together closely during the next several years.

MEETING WITH MLM
(12/13 JULY)

A.MI-G
B.JEC BUSINESS (JOINT PROGRAM)
C.PREPARATION FOR COMMISSION

A.MI-G

MI-G FOR MI-NA:

1.PERSONNEL: THE CASE FOR ANALYSIS NOW ON THE FOLLOWING TOPICS:

NEED EXISTING WISDOM ON PROFESSION BUILDING,
TRAINING,
RECRUITING,
RETENTION

IN ORDER TO DO THIS RIGHT WE MAY WANT TO START THE WISE-MEN -
PERHAPS ON THE FOLLOWING TWO COMMISSION QUESTIONS:

QUESTION 1:WHAT IS THE MINIMUM WE NEED TO KNOW FOR INFORMED
DECISIONS, TO GUARANTEE THAT THE COMMISSION WILL INVEST IN REAL
ISSUES. FOR EXAMPLE:

- * RECRUITMENT: WHO, WHERE AND HOW
- * TRAINING: VARIOUS MODELS, APPROPRIATE FOR DIFFERENT CULTURES AND
WHY: THE STATE OF THE ART
- * PROFESSION BUILDING

38M

* RETENTION

ON ALL THESE QUESTIONS MUCH THEORY AND PRACTICE EXISTS FROM THE GENERAL FIELD.

QUESTION 2: WHO ARE THE CLIENTS OF JEWISH EDUCATION, WHAT DO THEY WANT AND WHAT WOULD THEY BUY.

"ISRAEL EXPERIENCE" STYLE STUDY ON THE FORMS OF JEWISH EDUCATION
--FIRST-TIME ROUND IMPACT OF:
SUPPLEMENTARY SCHOOL, CAMP, DAY-SCHOOL, ADULT MINI-SCHOOL, ETC...

B.JEC BUSINESS

THE JOINT PROGRAM

C.PREPARATION FOR COMMISSION

- 1.TIME TO GO OVER THE SPEECH NOW
- 2.TIME TO GO OVER SPEECH IN NEW-YORK
- 3,SF'S ROLE AT THE COMMISSION MEETING
- 4.ANNETTE'S ROLE AT THE COMMISSION MEETING
- 5.CHANGE OF STYLE NEEDED
- 6.P.R. CONSIDER HIRING DAVID FINN IMMEDIATELY
- 7.BRONFMAN AND BATSHAW -- OUR RELATIONSHIP TO JEWISH AGENCY -- THE AUTHORITY -- ERWIN FIELD
- 8.FIELD; HILLER
- 9.BATSHAW AND THE DOMINATION OF MAF
- 10.WISE MEN -- LIPSETT, INBAR, ARROW,
- 11.TASKFORCES : WHICH TO START
- 12.RABBIS : THE PRINCIPLE; THE NAMES -- SHULWEISS;
- 13.WEXNER AND JESSELSON

14. LOGO AND STATIONARY

Preparations for Commission Meeting
Set for Mon., Aug. 1, 1988
at UJA Federation of Jewish Philanthropies of New York

Following is a list of tasks to be completed in preparation for the Commission meeting of Aug. 1.

<u>Item</u>	<u>Assignment</u>	<u>Due Date</u>	
1. Letter confirming time & place of meeting	JW	7/13	✓
Envelopes - hand type	JW		✓
2. Reply card to enclose with letter	SK	7/13	✓
3. Air travel arrangements for			
MLM	BF		
AJN - Martha's Vineyard to NYC early p.m. 7/31			
- NYC to M's V late afternoon, 8/2			
HLZ - Cleveland to NYC early a.m. 8/1			
NYC to Cleveland late afternoon 8/2			
VFL - Cleveland to NYC late afternoon 7/31			
NYC to Cleveland late afternoon 8/2			
4. Room reservations for AJN, HLZ, VFL at Madison Towers			
5. Work with Bea Katcher to have name tags and place prepared - includes providing list of participants	JW]
6. Ask JWB to provide pads and pencils for meeting?			
7. Meeting room arrangements (Conference Rm. B)			
a. decide on room set-up: large rectangular table for Commissioners; second table to side for staff; podium; 4 easels for charts			
b. current plan - to serve coffee, tea, danish in meeting room, 10-10:30. Fed. will clean up and replenish beverages during lunch.			
c. registration will occur in lobby	VFL		
8. Luncheon arrangements			
a. select menu			
i. platter of salads: pasta, tuna, egg, green, fruit, cottage cheese + dessert	\$6.50		
ii. deli platter of kosher meats	\$10.00		
iii. cold fish plate - lox, whitefish	\$14.95		
b. decide on buffet style or family style			

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c. table set-up

- i. They have round tables for 10, are checking on availability of tables for 6. If no, put 8 or 10 at tables?
- ii. tablecloths available
- iii. would normally use paper and plastic ware; extra charge for glassware and silverware - they'll let us know how much
- iv. propose indicating table assignments on name tags
Who decides seating assignments? →
- v. still need to clarify start and end time of meal.

9. Materials to be mailed prior to meeting

- a. what are they?

10. Materials to distribute at meeting

- a. bios - we have just over half
- b. agenda
- c. list of staff and consultants
- d. other materials for books: design doc., charts, outline of MLM's talk
- e. What sort of books will we use? Where will we get them? How do we get them to NY?

D.Ariel

NOTE: It is getting very late to get anything printed.

11. We need one or two people to keep minutes.

D. Ariel

12. Public relations arrangements

13. Arrangements for follow-up meetings

- a. that evening
- b. next day

MEETINGS OF JULY 12- 14

TOPICS:

1. THE FIRST MEETING DETAILED
2. MLM STATEMENT DO
3. LOGISTICS
4. 2-YEAR PLAN
5. DATA

1. THE FIRST MEETING DETAILED:

a. THE LOGIC OF THE MEETING: REVIEW

b. CALL ALL SPEAKERS AND DECIDE WHEN FITTING THEM IN:
BRONFMAN, LIPSETT, BIELER AND ELKIN VIGNETTE
F. PARE YANOWITZ AND MINTZ, WITH PARTICULAR REFERENCE TO
INTERVIEWEES -- EG MINTZ AND EARLY CHILDHOOD. DO WE WANT TO CALL
ON SCHIFF FOR SUPPLEMENTARY SCHOOL?

c. DEAL WITH CURVES

d. ~~ASK EACH PERSON FOR PERMISSION TO QUOTE IN MLM STATEMENT~~

e. ~~BEHAVIOR RULES FOR PROFESSIONALS AND FOR SENIOR POLICY ADVISORS~~

2. MLM STATEMENT

3. LOGISTICS -- RANDOM

a. ~~DATE COMMISSIONERS LIST. ADD PEGGY TISHMAN~~

b. ~~INFORM BRONFMAN ABOUT TIMES, DURATION (HIS PREFERENCE (9--1))~~

c. BIOGRAPHIES -- *faxes to us*

d. ~~NEED TO GET ROTMAN, SCHWARTZ AND WOOCHEER INTO THE PICTURE NOW~~

e. LETTER TO CAJE WE DO

f. ~~HANK ZUCKER~~

g. HOTELS (inform west-coasters; lipsett asked)

h. ELKIN'S ADDRESS -- BACK IN US

i. WHERE RELEVANT INFORM RE-REIMBURSEMENT

j. ~~CALL EVERYONE RE-QUOTES~~

ARCHIVES

*Job of Camp
Counselor*

*Keep
it
Simple
Seymour*

113BM

k. curves -- examples:

ANSWER THE ARGUMENT THAT ALL FUNDS SHOULD GO FOR TUITION (OR ALL
TO TEACHER BENEFITS?...)

HILLER -- HAVE A REPORT READY FIRST AND LET THE BUSY
COMMISSIONERS

4.TWO YEAR PLAN

5.DATA

THE PAPER (DO WE SEND OR JUST GIVE?)

G. PHICS

WHO PRESENTS



Mandel
Associated
Foundations

1750 Euclid Avenue • Cleveland, Ohio 44115 • (216) 566-9200

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

July 12, 1988

Dear Annette:

The first meeting of the Commission on Jewish Education in North America will take place on Monday, August 1, from 10:00 a.m. to 4:00 p.m. with a continental breakfast available. The meeting will begin at 10:30 a.m. The location has been changed to UJA Federation of Jewish Philanthropies of New York, 130 East 59th Street, Conference Room B, New York, NY 10022.

If you need to be reached during the day, messages can be left at (212) 836-1793. The caller should indicate that you are with the Commission.

We have reserved a block of rooms at Madison Towers Hotel, 22 East 38th Street, New York, NY 10016. You can reserve a room by calling 1-800-225-4340 and indicating that you are with the Mandel Associated Foundations group. Reservations must be made by July 24.

Please complete and return the enclosed card by July 25 to confirm your plans. I look forward to seeing you on August 1.

Sincerely,



Arthur J. Naparstek
Director
Commission on Jewish Education
in North America

Ms. Annette Hochstein
Nativ Policy & Planning Consultants
10, Yehoshafat St.
P. O. Box 4497
Jerusalem, Israel 93152

Enclosure

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SENIOR POLICY ADVISORS
AGENDA FOR MEETING OF 7/7/88

- | | | |
|----|---|-------------|
| A. | Summary of activities in preparation for first Commission meeting | AJN |
| B. | Update on staffing arrangements | AJN |
| C. | Review list of Commissioners | VFL |
| D. | Summary of interviews - common themes | AJN, SF, AH |
| E. | Review of demographic data for Commission meeting | PD |
| F. | Draft agenda for 8/1 Commission meeting | AJN |
| G. | Assignments in preparation for 8/1 Commission meeting | AJN |



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MINUTES: COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

DATE OF MEETINGS: July 6, 7, 1988

DATE MINUTES ISSUED: July 13, 1988

PRESENT ON JULY 6: Arthur Naparstek, Chair, Perry Davis, Seymour Fox,
Annette Hochstein, Joseph Riemer, Ginny Levi,
Secretary

PRESENT ON JULY 7: A.M. - Morton Mandel, Arthur Naparstek, Perry Davis,
Seymour Fox, Annette Hochstein, Ginny Levi

P.M. - David Ariel, Steve Hoffman, Herman Stein,
Arthur Naparstek, Perry Davis, Annette
Hochstein, Ginny Levi

A series of meetings was held on July 6 and 7 to review the current status of preparations for the August 1 meeting of the Commission on Jewish Education in North America and to determine how to proceed.

Outcomes of discussions include the following:

A. Logistics

1. The meeting will take place at the New York Federation.
2. When they register, commissioners will be asked for return flight information so that an appropriate number of cars can be in place and ready to take people to the airport. Also at registration, they will be given name tags as well as identification cards which they will place in front of them on the table in the meeting room.
3. Each commissioner will be assigned to a staff person who will be responsible throughout the life of the Commission for maintaining contact and seeing that they are with us in the Commission process.
4. VFL will check with Federation on details, including lunch arrangements, and will review options with AJN and MLM.
5. Travel expenses - We will try to anticipate commissioners who will require reimbursement and will offer to reimburse their expenses. For the August 1 meeting, it is anticipated that this will include Bieler, Elkin, Lipset and Twersky.
6. Among the details which VFL will work out with the New York Federation will be the establishment of a message center.

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7. Following the Commission meeting we will hold a debriefing session with senior policy advisors. [We should try to schedule this in such a way that people returning to Cleveland can do so that night.] The smaller planning group will continue to meet in New York on Tuesday, August 2 to determine next steps in preparation for the second Commission meeting. During the debriefing sessions we will decide what task forces, technical groups, and independent research should be undertaken and will begin to plan implementation.

8. Book for Commissioners

- a. Agenda
- b. Design document
- c. Data paper
- d. Biographies of commissioners (David Ariel will prepare)
- e. List of staff and consultants
- f. Outline of main ^{points} issues of MLM's opening statement
- g. ~~Possible bibliography of basic writings on Jewish education~~
outline of major issues emerging from interviews

B. Agenda for August 1 Meeting

1. The goals of the first Commission meeting include the following:
 - a. To establish the expectation that, at the end of Commission proceedings, we will have a series of concrete proposals for implementation.
 - b. To engender enthusiasm and a sense of commitment among commissioners.
 - c. To begin to develop a sense of the directions the Commission may take--emerging consensus.
 - d. To gain agreement with the concept of establishing task forces, technical groups, and independent study projects and to begin to formulate a list of areas to be studied in this manner.
 - e. In light of the above, to develop a framework for movement beyond the first meeting.

2. A Tentative Agenda Follows

10-10:30 - Coffee and registration

10:30 - Opening Presentation - Morton Mandel

Review of vision, mission, and partnership. SF and AH will prepare based on the interlocking themes which will have emerged from the interviews of commissioners.

11:00 - Discussion *I*

This should be open discussion, not too structured. Some commissioners may be invited to prepare brief statements for presentation at this time.

12:00 - Reaffirm Partnership - Donald Mintz & Bennett Yanowitz

With assistance from AJN and their respective professional heads, each will be prepared to comment on their visions of opportunities which the Commission could present for informal and formal education.

12:30 - Lunch

We will try for tables of six, eight at the most, and will assign seats.

1:30 - Presentation of Data - Joe Riemer

PD and AH will have prepared a series of charts and graphs representing the data which has been gathered by PD. Copies of these charts and additional data will appear in the books distributed to commissioners. If possible, a summary of data will be sent out prior to the meeting. The purpose of this presentation will be to put the discussion of the morning in context, presenting demographics, a statement of needs, and a statement of gaps in data. This data will have been reviewed with the knowledgeable professionals prior to the meeting.

1.45
~~2:00~~ - Discussion *//*

2:45 - Summary/Synthesis- ~~Lipset ? Schiff ? someone else ?~~

The purpose is to identify themes which will have emerged from the discussion to this point and which might be used as the basis for the establishment of task forces, technical groups, and independent research.

3:15 - ~~Further Discussion~~ III

~~This may depend on how well we have kept to the schedule.~~

3:45 - Concluding Remarks - Morton Mandel

This will include some reference to next steps, including future meeting dates.

C. Points Relating to Proposed Agenda

1. SF will prepare a list of potential tough questions/comments and appropriate responses for MLM. Planning group members are encouraged to provide Seymour with potential problems as they arise.
2. We will discuss further the possibility of inviting several commissioners to tell their own stories--to personalize some of the points we expect to make.
3. It was pointed out that our original direction was to address the issue of Jewish continuity with Jewish education as the primary vehicle for ensuring continuity. A reference to this context should be included in MLM's opening remarks.
4. The name of the Commission may imply to many that we are limiting ourselves to a review of formal education. MLM's opening remarks should clarify our intention to keep the definition broad. In addition, we may wish to consider a different name for the Commission. Senior policy advisors were encouraged to propose alternatives.

D. A Possible Framework for Jewish Education in the Future

MLM proposed the following outline as a possible basis for a Commission-proposed framework for Jewish Education in North America in the future:

1. Jewish community (where people are)
 - a. What outcomes do we want?
 - b. What might we want to achieve?
2. Local community structure (where service is delivered)
 - a. What services need to be provided?
 - b. Who best to provide them?
 - c. What planning systems and management systems need to exist?
3. National community (supports local service delivery institutions)
 - a. What services need to be provided?
 - b. Who best to provide them?
 - c. What planning systems and management systems need to exist?
 - d. The national community includes:
 - i. national Jewish system organizations
 - ii. religious dreams
 - iii. academia

E. Review of Commission List

During interviews, several commissioners pointed out that rabbis are conspicuously absent from the Commission list. It was noted that if rabbis are to be selected, it should be for their point of view and eminence rather than for their representativeness of their denomination. Three possible appointees include Zeldan (Reformed), Schulweis (Conservative) and Luchstein (Orthodox). It was suggested that we might wish to find a Canadian rabbi and/or educator. This is to be discussed further at meetings scheduled for 7/12 and 7/13.

PLANNING GROUP
MEETING OF JULY 6 AND 7

1. FIRST COMMISSION MEETING

a. AGENDA (SEE 5/88 SUGGESTION)

- I. PREPARING PRESENTATIONS AND PRESENTERS
- II. VIGNETTE?
- III. MLM STATEMENT - draft for next week

b. MATERIALS → letter to Commissioners + data

I. BOOK FOR EACH COMMISSIONER INCLUDING:

- ~~A. AGENDA~~
- ~~B. DESIGN DOCUMENT~~
- ~~C. DATA PAPER~~ *file toward personnel next week final draft peng*
- ~~D. BIOGRAPHIES~~ *for list of Commissioners*
- ~~E. LIST OF STAFF AND CONSULTANTS~~ →
- ~~F. ADMINISTRATIVE, ORGANIZATIONAL, PROCEDURAL, FACTUAL INFORMATION~~ *Outlines*
- c. LOGISTICS: *where*
 - ~~I. PICK-UPS~~
 - ~~II. ADVANCE INFORMATION (WHERE; HOW LONG)~~
 - ~~III. SEATING ARRANGEMENTS FOR MEETING AND LUNCH~~
 - ~~IV. STAFF-COMMISSIONERS ASSIGNMENTS~~
 - ~~V. LUNCH~~ →
 - ~~VI. TRANSPORTATION BACK~~ *Carroll*
 - ~~VII. REIMBURSEMENTS WHEN RELEVANT~~
 - VIII. Marriage Center*

d. DATE FOR SECOND MEETING ←

2. FROM THE FIRST MEETING TO THE SECOND: SCHEDULE AND ASSIGNMENTS, JULY THROUGH OCTOBER: *1-2-17 dinner 1st*

- a. DEBRIEF AFTER 1ST MEETING
- b. START TASKFORCES: STAFF, MEMBERSHIP, MEETINGS, CONTENT, REPORT TO 2ND COMMISSION MEETING
- c. PAPERS TO BE COMMISSIONED
- d. PREPARE SECOND MEETING

3. INTERVIEWS: STATUS REPORTS

- a. KEY FINDINGS
- b. WRITTEN REPORTS
- c. NOT YET WRITTEN
- d. NOT YET COMPLETED
- e. NOT YET SCHEDULED (LOUP, LAMM, NEW COMMISSIONERS)

ADD RABBIS

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4.TWO-YEAR PLAN

- a. DRAFT
- b. BRAINSTORMING SESSION: OUTCOMES AND THEIR IMPLICATIONS
- c. SCHEDULE
- d. ASSIGNMENTS
- e. FOR EACH COMMISSION MEETING: DESIRED OUTCOMES.

5.STAFFING THE TASKFORCES

6.ADMINISTRATION - GENERAL

7.MEETING WITH SENIOR POLICY ADVISORS



TOWARD THE FIRST COMMISSION MEETING:

SUGGESTED TASKFORCES

** Assuming that the key subject is personnel, the following taskforces are suggested :

*Building the Profession of Jewish Education

This would include elements such as recruitment, retention, salaries, ladder of advancement, method of implementation of recommendations (experiments?)

* Training

The current training situation; the needs; the gap. The role of Israel in training. Recommendations.

* Creating the Climate for Change

Defining the elements that impact on the climate; targetting publics -- lay leadership, the denominations, the institutions of Jewish education. Defining a strategy for implementation.

* The institutional structure of Jewish education

Evaluating the present, learning from the past, suggesting for the future (the auspices of Jewish education)

*The future as history:

What Jewish education could become: scenarios for the future.
(The forms of Jewish education: formal, informal, the family, camps, etc..putting them together.)



FAX SENT
DATE: 1/7/88

1

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVY

FROM: SYMOUR FOX/ANNETTE HOCHSTEIN

FAX NUMBER: 216 391 8327

DATE: JULY 1, 1988

NO. OF PAGES: 1

HERE ARE OUR THOUGHTS ON THE AGENDA FOR THE MEETING ON THE 7TH:

1. UPDATE (COMMISSION MEMBERSHIP, JOE REIMER ETC.)
2. THE PREPARATION FOR MEETING ON AUGUST 1ST (INTERVIEWS, MLM'S OPENING STATEMENT ETC)
3. AGENDA OF AUGUST 1ST (INCLUDING LOGISTICS E.G. ROLE OF PROFESSIONALS)
4. FOLLOW-UP AFTER FIRST COMMISSION MEETING
5. TENTATIVE SCHEDULE OF WORK OF COMMISSION

THESE OBVIOUSLY ARE ONLY THOUGHTS WHICH HAVE TO BE PROPERLY FORMULATED

WITH BEST WISHES

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ANNETTE HOCHSTEIN

SHELDON BEREN/DENVER

LUDWIG JESSELSOHN/NEW YORK

ROBERT LOUP/DENVER

MORTON L. MANDEL/ CLEVELAND ✓

FLORENCE METLTON/COLUMBUS ✓

ESTHER LEAH RITZ/MILWAUKEE

JACK BIELER/NEW YORK ✓

NORMAN LAMM/NEW YORK

ISMAR SCHORSH/NEW YORK

JOSHUA ELKIN/NEWTON, MA ✓

IRVING GREENBERT/NEW YORK ✓

CAROL INGALL/PROVIDENCE ✓



SEYMOUR FOX

CHARLES BRONFMAN/MONTEAL
LESTER CROWN/CHICAGO
MARK LAINER/LOS ANGELES
CHARLES RATNER/CLEVELAND
ROBERT SMITH/WASHINGTON
THOMAS HECHT/MONTREAL
SEYMOUR MARTIN LIPSET/PALO ALTO
YITZCHAK TWERSKY/BOSTON
ALFRED GOTTSCHALK/ CINCINNATI
SARA LEE/LOS ANGELES

