MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008. Series E: Mandel Foundation Israel, 1984 – 1999.

Box Folder D-1 1943

CJENA correspondence, meetings, and initiative proposals, 1987-1988.

Pages from this file are restricted and are not available online. Please contact the American Jewish Archives for more information.

Juny frepares Grid on Board. Durantiand Representate SFAH2/88

DOC /

MI-NA
OUTCOMES FOR MEETING OF FEBRUARY 4. 1988
1. APPROVAL OF THE MI-NA DOCUMENT - JANUARY VERSION  2. CHOOSING THE COMMISSION MEMBERS Flor OK Shows of the getter  3. WHO CHOOSES - WHEN; Toward of Hill
2. CHOOSING THE COMMISSION MEMBERS Flex O.K Le gettre
b. WHAT CRITERIA WILL GUIDE THE CHOICES (THE GRID: REGIONAL; INSTITUTIONAL AND DENOMINATIONAL AFFILIATION (DISTINGUISHED RABBIS?); LIKELY CONTRIBUTION TO THE PROCESS.
c. HOW MANY MEMBERS FROM EACH CATEGORY:
15 LAY PEOPLE 25 6 JEWISH EDUCATORS 3 FORMAL ES OTHER
3 DENOMINATIONAL LEADERS
4 GENERAL SCHOLARS
2 JEWISH SCHOLARS (there could be overlap)
WHAT ABOUT THE FOUNDATION EXECUTIVES?
(there could be overlap)  WHAT ABOUT THE FOUNDATION EXECUTIVES?  WHAT ABOUT THE INSTITUTION EXECUTIVES (WOOCHER, SCHWARTZ,
ROTMAN) - consultants
ISRAELI REPRESENTATION
CORRESPONDING MEMBERS (KAPLAN; KALMS; CONSTANTINER)
3.METHOD FOR INVITING COMMISSION MEMBERS
V4. CHOOSING THE DIRECTOR / Soat all thee. MCH Jooks. (Dewrite)
3. METHOD FOR INVITING COMMISSION MEMBERS  V4. CHOOSING THE DIRECTOR Soat all there. MCH doors. Country  5. STARTING DATE (MARCH 1ST? APRIL 1ST?) won't make I That'S OK.

(MI-MA MEETING CTD

### ADDITIONAL STEPS AND DECISIONS

6.METHOD OF INDUCTING THE DIRECTOR

TRAINING SEMINAR - IMMEDIATE

TRAINING SEMINAR FOR DIRECTOR AND HIS CONSULTANTS, WITHIN 6
WEEKS OF HIS APPPOINTMENT

- 7. WHO APPROVES THE WORK-STRATEGIES PREPARED BY THE DIRECTOR?
- 8. THE DESIRED OUTCOMES OF THE COMMISSION STUDY. (separate page)
  A. POSSIBLE ALTERNATIVE OUTCOMES
  - B. METHODS
    - a.OF THE STUDY AND THE RESEARCH (who does? how basic? reviewed by whom?)
    - b. THE PERSONNEL FOR THE STUDY
    - C.STEERING GROUP AND CONSULTATIVE BODIES; SEMINARS; SMALL GROUP MEETINGS. (THE IMPORTANCE OF CONSULTATIVE GROUP(S) OF PROFESSIONALS (EDUCATORS AND FEDERATION EXECUTIVES)
- 9. INVOLVING OTHER FOUNDATIONS
- 10.DECISION ABOUT THE STYLE OF PUBLICATIONS --
  - A.INTERIM DOCUMENTS
  - B.FINAL REPORTS
- 11. THE COMMISSION'S NAME:

"THE MANDEL COMMISSION ON JEWISH CONTINUITY/JEWISH EDUCATION IN COOPERATION WITH..."

"THE COMMISSION ON JEWISH ONTINUITY/JEWISH EDUCATION
A PROGRAM OF MAF IN COOPERATION WITH..."

12.STRATEGY FOR THE MEETING

\* \* \* \* \* \* \*

### MI-NA REPORT -- POSSIBLE OUTCOMES



The report will obviously deal with process and feasibility. It will identify problems and opportunities and will recommend areas of intervention. In addition the report should be a tool for creating the necessary support for the initiative. Thus the report should:

- 1.give hope
- 2.usher in a new era
- 3.deal with any one or combination of the following:
- a.build new conception of training this must include recruitment, faculty training, curriculum development, aprenticeship or internship, ongoing relationship with graduates, special recognition of graduates (status, salary)
- b.the above (training) with existing or new institutions and including <u>in-service education</u>.
- c.accreditation by some method-of the best available people through ad-hoc training
  - d.job-development
- An attack on all these issues in one local setting, e.g. through a demonstration center. This will include every element from feeder system to active recruitment, training, in-service education, placement, advancement, salaries, status etc... It will require ingenious solutions to the national-local issue, and to the fact that it is probably unlikely though not impossible --that training institutions should be local. However it is possible that the institution developed in a demonstration center could become national. Some of the assets that we have for meeting this problem are:

Israeli institutions or national institutions or combination; of these joining in the local project. The relationship of MIG to the local projects could assist.

- e.a combination of all of these
- f.[any solution must address itself to all the pieces with some kind of timetable or rationale for the choice of some part before the other.]

One of the first assignements of the director and his consultants will be to work out every possibility and simulate them with the wise-men. Then educate up every commission member to:

1. why these are the possibilities

30300

2. be engaged as partners in the process -- not be presented with

MUBN

- a finished product.
- 3.set up public hearings -- they may be the commission meetings
  -- where three things are done:
- a.the logic of the whole plan is debated with the best and worst opponents invited -- to teach ourselves to deal with the politics and possible opposition.
  - b.debate each possible route, its price, trade-offs etc...
  - c. science-fiction: invent possibilities that may seem utopic.

The commission director should hire someone to read all the studies (ask Shulman, Cohn, Tyler, Tucker) and explain the underlying strategy for each.

#### MISCELLANEOUS

go back to the suggested list of papers and decide which ones we need -- such as: "the future as history" and "the economics of Jewish Education"; demonstrate the detail of the need and its extent (then you could sell to a Foundation the notion that there are no Professors of education and that they should develop a program to train a cadre of future professors.)





COPY FOR YOUR INFORMATION

January 26, 1988

בעם"י אמריקה בעם"י אמריקה

property and a second

Morton L. Mandel Premier Industrial Corporation 4415 Euclid Avenue Cleveland, OH 44103

Dear Mort:

On behalf of JESNA, I am pleased to accept the invitation from the Mandel Associated Foundations to join in sponsoring a national Commission on Jewish education to examine ways of improving our collective efforts in this critical enterprise for insuring Jewish continuity.

Our officers met on January 24 and unanimously agreed to authorize JESNA's participation. We will, in addition, keep our board fully informed as this important initiative develops. The one concern which our officers expressed was that should the Commission reach conclusions with which JESNA as an organization disagrees, that we be given the opportunity to express these reservations in an appropriate way in the Commission report. In my conversation with Hank Zucker following our officers meeting, he indicated to me that this should not be a problem.

The officers join me in commending you and the M.A.F. for taking this exciting step to mobilize the talents and energies of our community's leadership. We are grateful that JESNA will be part of this effort, and look forward to working with you to insure its success.

With my best wishes.

Sincerely yours,

Bennett Yanowitz

cc.: Jonathan Woocher

1640

7.9c. are rate way NEW YORK, NY 10003-9540 Entrance 419 Latasette Street (212) 523-2000

BENNETT YANGALIIZ President V PR BEFORE FEBRUARY -- WENDY SHOULD GET THE MATERIALS RE-UK AND KIBBUTZIM AND U 16 MILLION CALL LIPOFF AND SAY WHAT? MATERIALS TO LOUP -- COPY LIPOFF; OTHER LETTERS THE POLITICS OF PHASING OUT PROJECT BY PROJECT KIBBUTZIM - OREN : YES/NO DO MIG STEP-BY=STEP MINA STEP-BY-STEP TRAINING STAFF AND DIRECTOR PERRY DAVIS NAMES FOR PROJECTS TRANSITION ROLES WISE MEN were BEN DANSKER? LAY PEOPLE - chaire + Visit - who should how organizations MENDEL

corect downers

TO: Virginia Levi

FAX. NO.: 001-216-3918327

FROM: Prof. Seymour Fox

DATE: January 15, 1989

I believe that my travel agent and Annette's travel agent have not as yet been reimbursed. Could I trouble you to look into this matter?

Our best wishes for a pleasant weekend.

Sincerely,

Seymour Fox



MEMO TO: David Ariel Seymour Fox, Annatte Hochstein. Stephen Hoffman, Morton L. Mendel, Arthur J. Naparstek, Charles Ratner,

Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Bennett Yanowitz, Henry L. Zucker

FROM:

Virginia F. Levi

SUBJECT: MINA: Design Document and Next Meeting

DATE:

January 20, 1988

Enclosed is the penultimate draft of the design document, "Proposed Initiative on Jewish Continuity/Jewish Education." Please review the document and bring it to our next meeting.

That meeting is scheduled for Thursday, February 4, 1986, 11:00 a.m. to 3:00 p.m. The meeting will take place at the Sheraton Hopkins Airport Hotel, Room F. The moom is on the second floor of the hotel.

If you have not already done so, please let me know as soon as possible who your top 6-8 choices are for Commission membership. The current list of proposed candidates appears as Appendix II to the design document.

Please notify me no later than Wednesday, January 27 if you will be unable to attend the meeting on February 4.

PAGE. 01

FOR DISCUSSION ONLY

PROPOSED INITIATIVE ON

EWISH CONTINUITY/IKUTSH KDUCATION

January 18, 1988

12

#### INTRODUCTION

express personal identity. Identification with a community, a tradition.

a set of values is not a matter of choice, not necessity. Amid the

comparing demands and emportunities, what binds an individual to Jewish
life? How much of our Jewish neritage will be transmitted to fuence
generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of Worth America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America--Jewish education.

MAF is prepared to form a national Commission to involve the North

American Jewish community in a policy-oriented study of Jewish education.

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 Classical Thoy 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 is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada. It is also the U.S. government-accredited agency serving the religious and educational needs of Jewish military personnel, VA huspital patients and their families.

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.

## ARCHIVES

### THE CHALLENGE: JEWISH CONTINUITY

Jawish continuity--the creative vitality of the Jawish people, its religion, culture, values and traditions--is an issue of cardinal importance to the American Jawish community. The central challenge is improving the means by which the Jawish community promotes an active commitment to Jawish 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 express their involvement through Israel, Soviet Jewry or memories of the Nobocaust. For many, association with their 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. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

### THE KEY: EDUCATION

The Trustees of MAF, 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 means of helping

Jews to develop and sustain a commitment to active Jewish

self-expression, both individually and communally. Jewish education includes not only classroom instruction but all the settings in which learning takes place within the family circle, at camps and community

Justo 1 hose

centers, through print and electronic media, and in encounters with

Israel. 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

More than 30,000 teachers, principals, and agency leaders are involved in Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but many are also insufficiently trained and poorly paid. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

On all levels and in all settings, Jewish education suffers a shortage of qualified, trained teachers with opportunities for professional growth.

Although there are some impressive programs, many institutions have been unable to assimilate advances in education, technology, social sciences and Jewish scholarship or to tap the educational promise of the State of Israel.

we bell

### The Potential for Tomorrow

There is no doubt that we can envision an educational environment responsive to the diverse realities of Jewish life in America. To make

it a reality, the organized Jewish community must be prepared to invest substantial new resources of thought, energy and money.

The potential is there. 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? MAF, in cooperation with JWB and JESNA, proposes an approach that will help guide MAF and other supporters toward a practical application of resources to the needs of Jewish education.

### A STRATEGY; COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

ew Jewish re powerful ety.

### 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 30-member national Commission of outstanding educators. community leaders, and professionals. They will be men and women chosen ad personam, whose competence, influence and institutional connections are clear.

Such a Commission will have a fourfold mission:

- to review the field of Jewish education in the centext of contemporary Judaism June high
- to recommend practical policies that will set clear directions 7
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with 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 gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations.

That is the ultimate purpose of the Commission: to offer concrete

recommendations for strengthening Jewish education. MAF is prepared both
to commit its own resources and to inspire others to support the
implementation of projects and programs proposed by the commission.

### THE STUDY: CREATING CONDITIONS FOR CHANCE

Preparing Jewish education to respond to the realities of contemporary

Jewish life will require interventions on many fronts, at many levels. We

propose that the Commission begin with a study to examine Jewish

education and recommend realistic ways to improve it. The Commission

will guide the study, develop programs and plans in cooperation with the

Jewish community, and encourage implementation of its recommendations.

### The Work

To accomplish its goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, 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? When the issue is education: it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones.

One objective of the Commission study must be an examination of what

Jewish communities and educational institutions must do to

professionalize Jewish education and to attract, inspire and encourage

professionals.

Guided by these central questions, the Commission study may address four issues:

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- 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.
- American institutions graduate fewer than 100 Jewish educators annually. We need to look at what help these institutions must have 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 goals of Jewish education and how effectively existing structures promote those goals. A look at the past can help to assess current institutions and

their needs

guide us in establishing new structures that respond to new issues of continuity.

### TOWARD TOMORROW

Our community services experience has shown that North American Jews, an operate thinking and acting together, can 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 have established organizations--service, educational and philanthropic--under 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.

Our traditions offer the resources we need. A leadership Commission can coalesce the interests and needs of all who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage

This paper 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 touled advantable a sustaining force for lewish life, as rich and dynamic as the society in which it exists.

### APPENDICES

- I. Persons suggested as Commission staff
  - A. Possible Candidates for Commission Director
  - B. Possible Candidates for technical state positions
- II. Proposed List of Candidates for Commission Membership
  - A. Lay Leaders
  - B. Scholars and Educators
    - 1. General Scholars/Others
    - 2. Jewish Scholars
    - 3. Jewish Educators
  - C. Foundation Professionals
- III. Proposed Timetable

### POSSIBLE COMMISSION STAFF

### A. Possible Candidates for Commission Director

Blum, Arthur -- Professor, School of Applied Social Sciences, Case Western Reserve University

Davis, Perry -- Consultant specializing in public-private partnerships

Silverman, Ira -- Former Executive Director, 92nd Street Y

Tannenbaum, Abraham -- Professor, Columbia Universit

### B. Possible Candidates for Technical Staff Positions

Aaron, Isa

Alexander, Hanan -- Researcher in Jewish education - California

Bank, Adrienne -- Researcher in Jewish education - California

Dorph, Gail -- Member of the Education Faculty, University of Judaism, Los Angeles, California

Holtz, Barry -- Director, Melton Research Center, JTA

Horn, Susan

Ingall, Carol -- Director of Rhode Island Bureauof Jewish Education, Providence, R.I. (Technical Director)

Kelman, Vicky -- Teacher Trainer and Curriculum Specialist -Berkeley, California

Lowin, Joseph -- Jerusalem Fellow

Riemer, Joseph--Newly Appointed Professor of Jewish Education -Brandeis University

Shevitz, Susan--Professor of Jewish Education, Brands is University. -

Super Union

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## II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

### A. LAY LEADERS

Appleby, Ronald -- Toronto Berman, Julius Arnow, Robert -- New York Berman, Mandell L. -- Detroit Bronfman, Charles -- Montreal Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eppler, Heinz Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Charles H. -- Chicago Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hassenfeld, Sylvia -- New York Hershorn, Michael -- Montreal Kleinman, Harold -- Dallas Koshitsky, Julie -- Toronto Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Lysoff, Norman Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Markowitz, Alan Melton, Sam Florence Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee V Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shapiro, Dan / Smith, Robert -- Washington Taub, Henry Tisch, Billie Wexler, Richard -- Chicago Weiss, Morris Yanowitz, Bennett -- Cleveland

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 2

### B. SCHOLARS AND EDUCATORS

### 1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics -- Stanford University

Blau -- Columbia University

Chinitz, Benjamin -- Dean, School of Management -- Lowell University; Past President of Boston Bureau of Jewish Education

Cohen, David -- Distinguished Policy Analyst and Historian --Michigan State University

Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation

Etzione -- D.C.

Glazer, Nathan -- Distinguished Sociologist on the faculty of Harvard University

Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University

Nozzick, Robert -- One of the Distinguished Philosophers on the faculty of Harvard University

Putnam, Hilary -- One of the Distinguished Philesophers on the faculty of Harvard University; Key in Hillel

Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University

Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University

Stein, Herman -- Provost and University Professor, Case Western Reserve University

Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University

Yalow, Rosalyn -- Nobel Laureate

(brown)

### PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 3

### Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley

Cohen, Steven M. -- Queens College

Dash-Moore, Deborah

✓ Eisen, Arnold -- Stanford

Gerber, Jane -- Association of Jewish Studies

Gottschalk, Alfred to Serve

Herman, Paula -- Yale

Lamm, Norman S Sevio

Levine, Hillel -- Boston University

Meyer, Michael -- Hebrew Union College

Rosovsky, Henry

Schorsh, Ismar

Septimus, Beryl

Tobin, Gary

Twersky, Itzhak -- Expert in Jewish Thought - Harvard University

Weiss, Ruth -- Association of Professors of Jewish Education

world Selgish

Ze. Denominations
1. getschalt
2. hom
3. Short

### PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 4

### 3. Jewish Educators

Aaron, Isa

A Bramson - Robert

Ariel, David -- College of Jewish Studies - Clevel and

Brooks, Michael -- Hillel, Michigan

Dubin, David

Elkin, Josh

Garr, Burt

Kleinman, David -- Jewish Community Center - Cleveland

Lee, Sara -- Head of the Department of Education - Hebrew Union - College, Los Angeles

Levy, Harold

Lipstadt, Deborah

Maras, Alvin

o Ponet, Jim -- Yale

Poupko, Yehiel -- Chicago

Rosenstein, Mark -- Principal

Ruskay, John

Schaffler, Sam

Schiff, Alvin -- Head of Jewish Education in New York City

Schiff, Gary

Solomon, Bennett -- Principal

No Steinmetz, Ira

a gent Ferale

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

C. FOUNDATION PROFESSIONALS

Ackerman, Mona

Corson, Maurice

Evans, Eli

Hiller, Robert

Mogulof, Mel

Moses, Larry

D. JEWISH COMMUNAL PROFESSIONALS

Hoffman, Steven

Shrage, Barry

Page 5

Intellectuals

### III. PROPOSED TIMETABLE

Who	Elements	Due Date
VFL, AJN, DA	Revision of draft and comments	1/10/88 (including timetable)
VFL, AJN, DA	New draft	1/20/88
MLM, Woocher, Rotman	Firm up involvement of JESNA and JWB	1/15/88
Planning group HLZ & AJN	Selection of director and associates	1/15/88
Director	First meeting of Commission	3/1/88

Fax No. 011 972 269 9951

TO:

Seymour Fox

FROM:

Virginia Levi

DATE:

morning.

January 15, 1988

Attached is a revised copy of the Proposed Initiative on Jewish Continuity/Jewish Education. Please respond by Monday

> AMERICAN JEWISH ARCHIVES

### AMERICAN JEWISH ARCHIVES

PROPOSED INITIATIVE ON

JEWISH CONTINUITY/JEWISH EDUCATION

12/BW

### INTRODUCTION

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. The Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affooting Jewish continuity in America -- Jewish admostion & Co MAF is now prepared to form a national Commission to involve the North American Jewish community in a policy-oriented study of Santy & September Jewish education. This study will recommmend 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.

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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 cardinal 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 express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, social and business associations with other Jews are important modes 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. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

# AMERICAN JEWISH A PHR KEY: EDUCATIONS

The Trustees of MAF, in cooperation with JWB and JESNA, have identified 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 means of helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. 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. 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

More than 30,000 teachers, principals, and agency leaders are involved in Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but many are also insufficiently brained and possibly paid. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

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### The Potential for Tomorrow

There is no doubt that we can envision an educational environment reponsive to the diverse realities of Jewish life in America. To make it a reality, the organized Jewish community must be prepared to invest substantial new resources of thought, energy and money.

The potential is there. 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 target and appear of Jewish education.

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We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

### 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 30-member national Commission of outstanding educators, community leaders, and professionals. They will be men and women chosen ad personam, whose competence, influence and institutional connections are clear.

Such a Commission will have a fourfold mission:

- . to review the field of Jewish education in the context of contemporary society and contemporary Judaism
- to recommend practical policies that will set clear direc-

- . to develop plans and programs for the implementation of these policies
- . to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with 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 gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations.

That is the ultimate purpose of the Commission: to offer concrete recommendations for strengthening Jewish education. MAF is prepared both to commit its own resources and to inspire others to support the implementation of projects and programs proposed by the Commission.

### THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with a study to examine Jewish education and recommend realistic

ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

#### The Work

To accomplish the goals over a poriod of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, 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 changer whom the issue is education, it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones.

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

Gulded by these central questions, the Commission study may address four issues:

- 1. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the goals of Jewish education and how effectively existing structures promote those goals. A effectively existing structures promote those goals. A look at the past can help to assess current institutions and guide us in establishing new structures that respond to new issues of continuity.
  - 2. 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 dvancement. We need to look at how these aspectors of Jewish education can be developed to professionalize in excational services.
    - Such factors as low status, low said and limited potential for advancement have there defines on a profession: they deter entry in 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.
    - 4. The education of educators. Today, fewer than a dozen
      North American institutions graduate fewer than 100 Jewis!
      educators annually. We need to look at what help these
      institutions must have to fill the demand for qualified

To continue to the training

people in both existing and emerging positions, and to provide continuing professional education.

#### TOWARD TOMORROW

Our community services experience has shown that North American Jews, thinking and acting together, can 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 have established organizations --service, educational and produced to the continuity of the following of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

Our traditions offer the resources we need. A leadership
Commission can coalesce the interests and needs of all who are
committed to Jewish continuity. Its study of Jewish education
can clarify issues to encourage outcomes: practical responses
with strategies for implementation.

This paper 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.

1660

Art Naparstek Virginia Levi Mandel Associated Foundations

January 8, 1988

Dear Art and Virginia,

We hope that we are not upsetting the timetable. We all agreed that it is important for us to spend time clarifying issues of content, orientation and emphases. I am sure we will be able to deal with this matter as soon as possible.

We believe that the document we received is a much more effective communicative tool than previous versions. Our corrections are concerned with the fact that we do not want to give the impression that:

- We are undertaking a scholarly study (e.g.p7,"1.The historical development and current structure of Jewish institutions.")
- 2. We are going to undertake anything like a comprehensive study or survey of Jewish education.
- 3. We know how to develop or maintain a vibrant Jewish life.
- 4. In addition we want to avoid distinctions or connections that are academically controversial.

These matters and others are likely to become clear if we re-read the various drafts which represent a history of the evolution of our thinking. When we meet we may decide that doing this together could be an effective way for us to develop a common language. We are sure that if we combine our experience and specialties we will only enhance the outcome of this project.

Now to a few specifics :

1. The first paragraph arrived partly garbled on the fax. Based on what we could read we re-wrote it -- but we may have missed the point. IT IS NOT A SUFFICIENTLY coherent WITH THE REST OF THE DOCUME.

2. The title of the paper was not readable.

3. There is only a very brief reference (p.5) to the fact that MAF will be involved in the implementation of at least 1 or 2 projects resulting from the study. In the earlier versions this point was more prominent. It might be important to reintroduce the point.

Looking forward to talking to you in the next few days.

Annette Hochstein

Seymour Fox

A R C H I V E S
AMERICAN JEWISH

122 BM

#### INTRODUCTION

In our open, dynamic, and mobile society, individuals enjoy a vast array of personal and professional options. Amid the competing demands and opportunities, what binds the individual to Jewish life? The range of competing demands and opportunities create obstacles for American Jews to maintain their religious and cultural identity, unless there is a strong commitment to such identity. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

## ARCHIVES

In response to this challenge the Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore one of the important factors affecting a meaningful Jewish continuity in America — Jewish Education.

It is proposed to establish a mational Commission that will involve the North American Jewish community in a study of Jewish education. This policy oriented study will recommend practical steps and interventions mecessary for the improvement of Jewish education.

The Mandel Associated Foundations, supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel.

JWB is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada. It is also the U.S. government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families.

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 cardinal importance to the American Jewish community. The central challenge we face is increasing the numbers of Jews who choose an active commitment to Jewish life. In our society, connections to the Jewish Community and expressions of Jewish among individuals. Some Jews are linked by identity vary traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, an important mode other Jews is association with participation. Our efforts on behalf of Jewish continuity must strenghten 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 have shown our capacity to succeed in community work. Now we must bring the same energy and creativity to the challenge of Jewish continuity.

## AMERICAN JEWISH ARCHIVES

#### THE KEY: EDUCATION

In response to the challenge of ensuring a meaningful Jewish continuity, the trustees of MAF, in cooperation with JWB and JESNA, have decided to study Jewish Education and recommend ways to improve it. As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best means of helping Jews to develop and sustain a commitment to an active Jewish life. 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, in community events and in encounters with Israel. 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, Jewish Community Centers, synagogues, camps, nursing homes and child care centers.

#### Jewish Education Today

More than 30,000 teachers, principals, and agency leaders staff Jewish education in the United States today. While there are educators are dedicated, competent, and enthusiastic, many are insufficiently trained and poorly paid. Under these circumstances, recruitment and retention of qualified people is extremely difficult. At the same time, institutions that prepare Jewish educators have fewer students and faculty than ever before.

### AMERICAN IEWISH

On all levels and in all settings, Jewish education suffers a shortage of qualified, trained personnel with opportunities for professional growth. Although there are some impressive programs, many institutions have been unable to assimilate advances in education, technology, social sciences and Jewish scholarship or to tap the educational promise of the State of Israel.

#### The Potential for Tomorrow

If we are to develop the kind of Jewish education that can respond to the diverse realities of Jewish life in America, the organized Jewish community must be prepared to invest resources — thought, energy and money.

The potential is there. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are beginning to increase 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?

The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide MAF and other supporters toward an application of resources likely to significantly improve Jewish education.

## ARCHIVES

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a mational Commission that will study Jewish education in North America and will recommend ways to make it a more powerful force for enhancing the meaningful comtimuity of Jewish life in our society.

#### The Purpose

Although a concensus on the importance of Jewish education is emerging, we need a catalyst to identify the issues, point to practical opportunities and engage key people and institutions in positive action. The catalyst: a 30-member national Commission of outstanding community leaders, scholars, educators and other professionals. They will be men and women chosen ad personam, whose competence, influence and institutional connections are

clear.

Such a Commission will have a fourfold mission:

- to review the field of Jewish education in the context of contemporary society and contemporary Judaism
  - to recommend practical policies that will set clear directions and guide a new thrust for Jewish education
  - to develop plans and programs for the implementation of these policies
  - to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the process, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

#### THE STUDY: OREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission conduct a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the organized Jewish community, and encourage implementation of its recommendations.

#### The Work

To accomplish its goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, 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 must begin with a fundamental question: Who holds the keys to change? When the issue is education, it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones. Together they will want to invite scholars to join in the endeavor.

The focus of the Commission study must be an examination of what communities and Jewish educational institutions must be and do to build the profession of Jewish education and to attract, train. imspire and retain professionals to meet the demands of a dynamic society. Guided by these central questions, the Commissions study may adress five issues:

- 1. Professional opportunities in Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators

- Historical perspective and current structure of Jewish institutions.
- 5. Creating the conditions for change.

#### 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 build the profession.

#### 2. The recruitment and retention of qualified educators

Such factors as low status, low salary and limited potential for advancement have a two-fold 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 that Jewish education now attracts. Moreover, we need to explore the potential for using our feeder system — youth movements, camps, community organizations — more effectively.

3. The education of educators. Today, fewer than a dozen North American institutions graduate fewer than 100 Jewish educators annually. We need to look at what help these institutions must have to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education. In addition, new programs or institutions may have to be created.

## 4. Historical perspective and current structure of Jewish imstitutions.

Each generation of American Jews has dealt with issues of involvement and assimilation differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

## ARCHIVES

#### 5. Creating the conditions for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of greater community awareness and commitment.

The key opinion makers, community leaders, academics and educators should be identified, engaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies should be divised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

#### TOWARD TOMORROW

Our community services experience has shown that North American Jews, thinking and acting together, can make things happen. Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations — service, educational and philanthropic— under 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.

A leadership Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper 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.

Dear Prof. Fox,

Re: Upon reading the latest MINA

Some free thoughts:

- 1. This is an easy document, well PR'able, readable -- perhaps what they want and deserve. Even Mort may like it. Yet it provides both stylistically and substantively a serious distortion of the original concept. It is a shallow statement of an intention to provide institutional analysis and the development of the profession of Jewish Educator.
- 2. The first pages make hopelessly cheap of careful formulations, are full of cliches of the "self-expression" and "individual fulfillment" style, as well as having plainly silly statements ("because, ultimately, being Jewish is a collective not an individual venture..."). On the other hand it gives credit where credit is due. Did you know that the Trustees of MAF, JESNA and JWB "have identified an existing resource with great power to transmit the living values of our culture: Jewish education." (P.3) We would never have know.
- 3. Enough! This response is all snobism and owner's pain. The document is probably useful for its purpose and we'll have to live with it.
- 4.Pages 7 and 8 are the most problematic in that they change the emphasis of the study to institutional analysis and to educators in general. The need to simplify, specify and narrow things down is unfortunate.
- 5.It is a truly shallow statement, that should give us some cause for concern -- were it not for the thought that MIG is around the corner for depth and quality.

P.S. I have no suggestion because it is extention usy or ours. If MCM likes it, it is their . There is, in my opinion, no way & correctioning this - except for mirror things.

MEMO TO: Seymour Fox, Annette Hochstein

FROM:

Virginia F. Levi

DATE:

January 5, 1988

SUBJECT:

MINA Design Document

Herewith I am transmitting to you Art Naparstek's redraft of the MINA design document. I have penciled in a few minor corrections, including Mort's initial additions. If you could take a quick look at this and provide me with your suggestions and comments in the next day or two, we will cray on schedule and distribute the revised document to the planning group next week.

I look forward to hearing from you.

1680

PROPOSED INITIATIVE ON

23 BM

#### INTRODUCTION

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 tunities, what binds on individual open.

This is a pressing question for the North American Jewish community. In response, the Mandel Associated Foundations (MAF), in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore our capacity to maintain a vibrant Jewish life.

This paper recomends the formation of a national Commission, charged to conduct and involve the North American Jewish community in a comprehensive study of Jewish education as a primary means for building Jewish identity and expression.

The Mandel Associated Foundations, supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Parbara Mandel.

JWB is the national service coordinating agency for Jewish community centers, YM/YWHA's and camps in the U.S. and Canada. It is also the U.S government-accredited agency serving the religious and educational needs of Jewish military personnel, VA hospital patients and their families.

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 cardinal importance to American Jewish leaders.

The central challenge we face is increasing the numbers of Jews who choose an active commitment to Jewish identity. At the heart of that commitment is the Jewish community because, ultimately, being Jewish is a collective not an individual venture.

In our society, the connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal susceptions. Others find their consciousness aroused by Israel, by Soviet Jewry or by memories of the Holocaust and continuing manifestations of anti-Semitism. 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 much provide a resemble rationals

for why commitment and involvement are important. Because modes

of Jewish self-expression are diverse and individual, we must also provide models of how to be Jewish.

We have shown our capacity to succeed in community work. Now we must bring the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

#### THE KEY: EDUCATION

of MAF, in cooperation with JWB and JESNA, have identified an existing resource with great power to transmit the living values of our culture: Jewish education.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best means of helping Jews to develop and sustain a commitment to accept the sective Jewish self expression, both individually and communally.

Jewish education, as it is understood today, 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. 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, JCC's, synagogues, camps, nursing homes and child care centers.

#### Jewish Education Today

More than 30,000 teachers, principals, and agency leaders represent Jewish education in the United States today. Many of them are dedicated, competent and enthusiastic but insufficiently trained and poorly paid. At the same time, institutions that propore Jewish educators have fewer students and faculty than ever before.

On all levels and in all settings, Jewish education suffers a shortage of qualified, trained teachers with opertunities for professional growth. Although there are some impressive programs, many institutions have been unable to assimilate advances in education, technology, social sciences and Jewish scholarship or to tap the educational promise of the State of Israel.

#### The Potential for Tomorrow

If we are to create an educational environment that can respond to the diverse realities of Jewish life in America, the organized Jewish community must be prepared to invest resources -- thought, energy and money.

The potential is there. Today, Jewish education appears on the agendas of major Jewish forums. Key community organizations and leaders are beginning to increase 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?

The Mandel Associated Foundations אשמח בססף בשלים with JWB and

JESNA. propose an approach that WEllzhelp guide MAF and other

supporters toward a practical application of resources to the

אמראל בן הלל, אמי בוגנים, גבי בוטבול, אוט הואל בן הלל, אמי בוגנים, גבי בוטבול, אוט הואל בין הלל, אמי בוגנים, אבי בוטבול אוט הואל ויגודה, דיאן ווהאל, ווהאל, אויק בהן, אריק בהן, אריק בהן, אריק בהן, אריק בהן, אריק בהן

017 TTO

A STRATEGYER COOPERATIVE DEFFORT DE 11338 . 1

We propose the establishment of a national Commission 12 review

Jewish education in North America and recommend ways to make it a

more powerful force in preserving the continuity of Jewish life
in our society.

4. ז'אן שארל ז'רביב ורעיונותיו

B131W .5

#### The Purpose

Although a concensus on the importance of Jewish education is emerging, we need a catalyst to identify the issues, point to practical opportunities and engage key people and institutions in positive action. The catalyst: a 30-member national Commission of outstanding educators, community leaders, and professionals. They will be men and women chosen ad personam, whose competence, influence and institutional connections are clear.

Such a Commission will have a threefold mission:

- . to examine our educational system in the context of contemporary society and contemporary Judaism
- . to recommend practical policies that will set new directions for Jewish education

. to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the process, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

#### THE STUDY: CREATING CONDITIONS FOR CHANGE

Freparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission conduct a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

#### The Work

To accomplish its study goals over a period of 18 months, the Commission will meet four to six times and direct the activities of a study director and appropriate supporting staff. Their activities will include preparing background papers, gathering and accomplished 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 must begin with a fundamental question: Who holds the keys to change? When the issue is education, it is educators who must engage in the development of new strategies. But they can only do so with the support of communal leadership committed to invigorating existing institutions and creating new ones.

The focus of the Commission study must be an examination of what communities and Jewish educational institutions must be and do to build the profession of Jewish education and to attract, inspire and encourage professionals to meet the demands of a dynamic society.

Guided by these central questions, the Commission study may address four issues:

- 1. The historical development and current structure of Jewish institutions. To plan and manage change, we need first to understand how our educational institutions developed, how they work and what needs they were designed to serve.

  This gives us a context in which to evaluate where we are effective in today's world and where we need to develop new structures to respond to new issues of continuity.
- 2. 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 on the developed to build the profession.

- Guch 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.

  Moreover, we need to explore the potential for using our feeder system --youth movements, camps, community organizations-- more effectively.
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  North American institutions graduate fewer than 100 Jewish

  educators annually. We need to look at what help these
  institutions must have to fill the demand for qualified

  people in both existing and emerging positions, and to
  provide continuing professional education.

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Today we know that something <u>must</u> happen if we are to transmit the riches of Jewish experience to future generations.

As always, our own tradition is the key. We have established organizations --service, educational and philanthropic-- under 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.

Our traditions give us the resources we need. A leadership Commission can coalesce the interests and needs of all who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper 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.

ARCHIES ES

#### DUTCOMES

12 BM

1. Guarantee good final documents

3 parts: Inspirational

Content Editorial

Method:

- 1. VHL and SF/AH
- 2. Finn now
- 3. Fox and Finn RICAN JEWISH
- 4. a) committee of us and Naperstack b) mechanism: we write: they approve
- 2. Director Mort and Fox decide now:
  - a) Blum problems
  - b) hire now: Holtz and Reimer (Wednesday agenda) Davis
- 3. Quality Control Executive Committee: AH, SF, Mort, Naperstack
- 4. Start-up Money
- 5. MI-NA Simulation before January 15

  Fox's Four and Holtz, Reimer, Schiff

  Z stages: us and them
- Place of inner-team in MI-NA MI-NA/MI-G relationship
- 7. Go over timetable
  What are our responsibilities?
- 8. The Wise Men and MI-NA quickly (end of January)
- 9. Appeal for papers

NOM

#### MEETING WITH PROF. LEE SHULMAN

#### 30/12/87 - JERUSALEM

Present: Prof. Seymour Fox; Annette Hochstein; Lee Shulman.

- I. Two subjects were discussed:
  - 1. Lee's general response to the two papers (MI-G November 87 and MI-NA May 87)
  - 2. A proposed "simulation" session on MI-NA (outcomes).

\* \* \*

#### AMERICAN IEWISH

Lee pointed out a number of process and political pitfalls, lessons learned from the Carnegie experience and others.

a. One must watch out for excessive identification of the endeavor as MAF's - this is likely to impede on the desired attempts to get other foundations/individuals to undertake parts of the implementation (Carnegie encounters major trouble with this).

Consider the following possibilities:

- 1. Dividing anticipated endeavors in advance and getting various actors to undertake and be responsible for specific parts (for example training).
- 2. Setting up direct meetings between MLM and CRB, MLM and LW etc...alternative the contacts could take place at the executive staff level.
- b. In the same vein. Tucker's troubles result from among other things, being identified with Carnegie. He could not have held fruitful negotiations/contacts with the other foundations, because he is viewed as a partisan.
- c. The issue was raised of trying to orchestrate the comprehensive development effort versus the possibility considering a lose coordination of fairly independent research and development efforts.

#### II. MI-G

Possible organization of content: Thematic organization

#### example:

Policy Analysis role, Reseach role Etc...



#### III. Things to do:

- 1. Set February meeting with Lee to further the discussion (tentative February 5).
- 2 Ask Lee for suggested name-list for deliberation.
- 3. Set up February meetings with foundations (Rand Coorporation, Education Department).
- 4. Get reports of relevance :
  - a. Holmes (?) Group report
  - b. California report on teaching as a profession: "Who will teach our children?"
  - c. Other

#### AMERICAN JEWISH

- 5. Prepare MI-NA simulation:
  - a. Design
  - b. Prepare list of invitees and get them together
  - c. Ask a number of researchers to prepare pre-simulation policy papers (process and outcomes) - each a different alternative scenario.
- 6. Idem for MI-G (deliberation)

In addition:

- a. Study alternative models
- b. Prepare preliminary papers on obvious research topics (examples: economics)
- 7. MI-NA Check Flexner dates and figures for accuracy
- 8. On our agenda:

The issue of MAF versus other actors.

The MI-NA paper being too heavy Mandel-wise.

9. See Mclaughlin and Jim Martin for litterature on change

#### Names

#### For Simulation:

Al Shanker, Lipsett; Kiners (economics); Larry Kuben (Stanford) perhaps future N.Y. school chancellor)

#### For Assignements:

Isa Aron; Annette Donthek (Michigan State) Danny Pikarsky

> AMERICAN JEWISH ARCHIVES

Graduate Students:

Deborah Curdinar (Alexander route) - Philosophy of Education Sam Weinberg (scholar route) Lee's "best student ever".

1690

MEMO TO: David Ariel, Seymour Fox, Stephen Hoffman, Morton L. Mandel,

Arthur J. Naparstek, Charles Ratner, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher,

Bennett Yanowitz, Henry L. Zucker

FROM:

Virginia F. Levi

DATE:

December 18, 1987

Attached is a summary of our meeting of December 11. Work is under way on revisions of the design document. A new draft will be sent to you during the second week of January.

Another meeting of this planning group has been scheduled for Thursday, February 4. 1988 in room B of the Sheraton Hopkins hotel from 11 o.'clock a.m. to 3 o'clock p.m. A shuttle bus runs regularly from the airport to the hotel and takes less than five minutes in transit. Please let me know whether or not you will be present.

When!

SUBJECT: Summary of Mandel Initiative Meeting of December 11, 1987

DATE: December 14, 1987

PRESENT: David Ariel, Seymour Fox, Morton L. Mandel (Chair),

Arthur J. Naparstek, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Bennett Yanowitz, Henry L. Zucker, Virginia P. Let. Bennett Yanowitz,

COPY TO: Stephen Hoffman, Charles Ratner

#### I. INTRODUCTION

The meeting was opened by Morton L. Mandel, Chairman, who indicated that discussion would focus first on the design document, then on the process for selection of a director, followed by discussion of potential Commission membership and a timetable. This was to be a general discussion, with no expectation that final conclusions would be reached. Participants will have an opportunity to review the draft resulting from this meeting and to provide further input at that time.

#### II. REVIEW OF DESIGN DOCUMENT

The design document was reviewed page by page. It was agreed that the outcome of the discussion should be a document sufficiently clear and precise to encourage potential members to join the Commission.

#### A. Pages 1-3 - Introduction

The executive directors of JWB and JESNA will each rewrite the paragraph describing his organization, will discuss it with the other director and with Carmi Schwartz.

The concept of "survival" of the Jewish people was discussed. It was felt that a focus on "revival," "renaissance," or "angoing vitality" might offer a more positive framework for the goals of the Commission.

The definition of the Jewish community (found on page 2, paragraph 2) should be broadened. The purpose of this section is to create a context. We have been successful in providing The Commission will locus on an appear Jewish communal life. has not had sufficient attention or success-Jewish

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education. Jewish education has become an issue of critical interest to this generation, but we do not have the organizational structure nor the personnel to tackle the problems of Jewish education successfully.

A primary issue to be addressed is the need to ensure strong, sustained lay and professional leadership in the field. This requires effective recruitment of top leadership as well as a climate to attract good people.

One function of this study should be to stretch the concept of Jewish education beyond current boundaries to reach people not now within the system of organized Jewish life.

A discussion of how to attract the attention of potential Commission members from the very beginning resulted in the recommendation that a one to two page executive summary be added at the beginning of the document to focus on the problem.

It was agreed that Jonathan Woocher will redraft pages two and three of the design document up to the Statement of the Problem. Art Naparstek will work or revision of the remainder of the document with help from David Ariel.

#### B. Pages 3-5 - Statement of the Problem

The concept "to review Jewish education" was discussed. It was suggested that the document state explicitly that the Commission will review the current state of Jewish education in order to understand how one produces change. Recognizing that the issue of Jewish personnel demands attention in this context, the Commission will review the environment/institutions that comprise the Jewish education framework. (It was noted that Jewish education is a "field," not a separate profession.) In order to reinvigorate the field, the structure must be reviewed for needed changes and the status of the field must be raised.

A concern was raised that any reference to changing institutions could be intimidating to existing institutions. However, any review of Jewish education must include the context, or structure, in which it exists.

In discussing development of a new thrust for Jewish education, it was suggested that the focus be on formulating a policy which, when implemented throughout North America, will bring about a renaissance in Jewish education. Others felt that we must be cautious not to overstate the case and that we might better leave the paragraph at the bottom of page 4 as is.

#### C. Pages 5-6 - Jewish Education for the 21st Century

Minor changes were recommended to soften the language somewhat. Technology is to be added to the list of areas whose advances might apply to the field of Jewish education.

#### D. Pages 6-10 - The Purpose of the Commission

On page 7, paragraph 2, the point should be made that the key to change is held by communal lay leadership.

On page 9, item 5 should be reentitled "creating the conditions for change" and should become item 1 in the list of illustrative topics to be considered.

#### Dages 10-11 . The Scope of the Commission Study

Ine first paragraph of this section is to be rewritten. It will indicate that the design document points the Commission toward an appropriate point of entry. The Commission itself will determine its direction based upon its reactions to the document. Commission members should recognize that the document is only an invitation to deliberate.

The remainder of the section was considered too specific and will be eliminated.

#### F. Pages 11-14 - Work of the Commission

On page 12, the paragraph on the function of the Commission should be enlarged to incorporate the notion of this being an interactive process.

#### III. COMMISSION STAFF

#### A. Qualities of the Ideal Director

The following list of qualities of the ideal director was developed:

- 1. Commitment to Jewish life.
- 2. Ability to work with the highest quality people.
- 3. An effective manager, able to drive a major effort.
- 4. Understanding of education, in general, and Jewish education, in particular.

- Ability to work effectively with the Commission and an understanding of "process."
- 6. No visible institutional/ideological bias.

The importance of familiarity with the Jewish education system was discussed. This may need to be sacrified to get a director with both breadth and weight. If so, one or more full-time associates or technical staff people might be engaged who would have this knowledge. This person should be of significant stature to remove any perception that commission staff has any experience or knowledge gap.

#### B. Review of the Candidates

Each of the candidates for Commission director was discussed.

#### 1. Arthur Blum

Blum appears to have many of the qualities we are seeking and to be a potentially strong candidate. One reservation involves his health; Naparstek agreed to pursue this and report back. Assuming the health issue is resolved, arrangements will be made for Blum to meet with members of the group who have not yet interviewed him.

#### 2. Perry Davis

Davis is also viewed as a viable candidate by those who have met him. Arrangements will be made for him to meet with those who have not yet interviewed him.

#### 3. Barry Holtz

It was recommended that Holtz be removed from the list of candidates for director and be considered for a technical staff position.

#### 4. Abraham Tannenbaum

Carmi Schwartz will check to see if he is interested. If so, arrangements will be made to interview him.

#### 5. Ira Silverman

Having just announced his intention to leave the 92nd Street Y, Silverman may be interested. If on, he is viewed as a strong candidate. Art Rotman will contact him and ascertain the degree of his interest. If interested, we will arrange for him to meet the Clavelandore as soon as possible.

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It was agreed that the Commission director should be involved in the selection of technical staff people. Therefore, while we might enlarge the list of possible candidates, no review of that list will take place until after the naming of the director.

#### IV. CANDIDATES FOR COMMISSION MEMBERSHIP

Suggestions were made for additions and deletions to the lists of candidates for Commssion membership. Participants were encouraged to submit further suggestions.

We will aim for a Commission of thirty members, twenty from the lay community and ten non-lay members. VFL will prepare grids based on leadership experience, geography, religious affiliation, sex, age range, and local endorsement. At the next meeting of this group the lists will be reviewed and ranked and we will determine how to contact prospective Commission members.

#### V. TIMETABLE

The proposed timetable was reviewed. It was agreed that all items on the timetable are dependent upon the appointment of a Commission director.

#### A. Selection of Director and Associates

We will aim for 1/15/88 as a date to appoint the director. He will then work with the planning group on decisions regarding associates. HLZ and AJN will coordinate the process.

#### 1. Arthur Blum

AJN will discuss the health issue with Blum and, if satisfactory, arrangements will be made for him to meet the New York contingent as soon as possible.

#### 2. Perry Davis

Arrangements will be made for him to meet the New York contingent and the Clevelanders who have not already met him as soon as possible.

#### Ira Silverman

Art Rotman will approach him about the possibility of being considered. If he expresses interest, arrangements will be made to bring him to Cleveland as soon as possible. If he remains a viable candidate, he will be flown to Israel to meet with Seymour Fox.

#### 4. Abraham Tannenbaum

Carmi Schwartz will check on his interest. If interested, arrangements will be made to bring him to Cleveland.

VFL will keep a master list of who needs to meet with each candidate and will make the necessary arrangements.

#### B. Revision of Design Document

Planning group members will get their comments on the current draft to VFL by 12/16/87. J. Woocher will submit his rewrite of the first portion of the document, including the descriptions of JWB and JESNA, on or shortly after 12/16.

A new draft will be developed by Levi, Naparstek and Ariel and sent to the planning group for comment by 1/10/88. Comments will be submitted by 1/15/88 and the final version of the document will be prepared by Ariel, Naparstek and Levi by 1/20/88.

#### C. Firm up involvement of JESNA and JWB

Rotman, Woocher, and Zucker will draft letters to be sent from MLM to the boards of the two organizations. The letters will include a suggestion as to how the organizations involved will be kept informed throughout the process. This should be completed by 1/15/88.

#### D. First Meeting of Commission

We will continue to aim for a first meeting on 3/1/88.

#### VI. PUBLIC RELATIONS

It is important to inform the Jewish community of the plans for the appointment and operation of a Commission in such a way and at such times as to encourage support. The following approaches were suggested:

- A. Placement of articles in the publications of JESNA and JWB as well as in JTA.
- B. Development of a brief document on the thinking behind the establishment of the Commission for possible circulation to:
  - The North American Subcommittee on Jewish Education (meeting January 21)
  - 2. The National Foundation for Jewish Culture

- The four seminaries (MLM will talk with seminary heads before 1/21 with the assistance of JW)
- 4. The Association of Institutions of Higher Learning for Jewish Education (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
- CAJE (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
- The Bureau Directors Fellowship (Jonathan Woocher will provide us with the names; MLM will write to the appropriate persons)
- C. Hold a meeting with the public relations people at CJF, JWB and JESNA and take advantage of their expertise.
- D. We will "go public" at the time that we are ready to announce the formation and membership of the Commission.
- E. Further suggestions made were:
  - An article in the New York Times describing the background and thinking behind the establishment of a Commission, but with no reference to the Commission. The purpose is to establish MLM as a spokesman on the subject.

While there was some doubt as to the likelihood of our getting the New York Times to accept such an article, it was believed that the Jewish press would be receptive.

- It was suggested that a public relations lay person be added to the Commission and that a two-year public relations calendar be established.
- It is also important that we communicate with the Israeli public.

#### VII. NEXT MEETING

A meeting of the planning group has been scheduled for Thursday, February 4, 1988, 11 o'clock s.m. to 3 o'clock p.m. at Cleveland Hopkins airport.

### Perry Davis Associates, Inc.

535 Fifth Avenue, New York, NY 10017 • (212) 682-8484

December 10, 1987

Mr. Morton L. Mandel New York, N.Y.

Dear Mort:

I was deeply affected by our session this afternoon and hope you'll welcome a hasty follow-up and accept any sacrifice of extended recollection.

I've returned to my office to write up a quick summary of our meeting, as you had asked. Let me know if any of what follows varies widely from your recollections.

#### Background of the Commission

- Jointly supported by the Mandel Family Foundation, JWB and JESNA
- An outgrowth of research and data that shows distressing trends in demography and identification by the American Jewish population
- The "macro" outcome expected is a blueprint carrying with it a number of projects, in priority order, that will increase the quality and scope of Jewish education in North America. The overall goal is ensuring Jewish continuity
- The Commission will have 25-30 members of the highest calibre representing educational, communal, and professional leadership; there may be a professional advisory group; a preliminary design of the work plan has been drafted
- The strategy for success will be based on the identification of projects and programs that will impact on key pressure points (leadership training and selection, for example) to leverage the greatest "return on investment"
- A project duration of two years is expected but this may be exceeded as may be the geographic focus.

Other concepts discussed regarding the Commission included a description of the "Casey Foundation" model. I submitted three pages of notes indicating some other possible approaches, preliminary assumptions and a draft workplan. I haven't seen your preliminary design.

#### Qualifications

I expressed an opinion that there were four qualifications

- First; a heartfelt commitment to the improvement of Jewish education in North America and a belief in the direct relationship between proper Jewish education and Jewish survival and continuity. A director lacking this quality will lack the vision necessary for the Commission to be effective and succeed at its very difficult task.

- Second, an ability to work with a high level lay board. The candidate should be experienced in board, professional relationships that are collaborative not adversarial.
- Third, project management skills and experience. This includes budget management and control, setting milestones and meeting deadlines, evaluating success and making necessary midcourse corrections, working in a cost-effective and time efficient manner. Maintaining momentum based on continuous, measurable successes.
- Fourth, expertise and some fame in the area of education and particularly Jewish education.

My experiences in several positions (lay and professional) address the first three qualifications quite positively, in my through college). I have four children in Ramaz and am active as a Trustee and Finance Committee member of the school. I am also first vice president of Lincoln Square Synagogue, widely known for educational programming and outreach to all regardless of their affiliation. I am convinced and act on the conviction that we need Jewish grandchildren and that the way to produce committed Jewish grandchildren is through inspired and effective Jewish education in this generation.

I have worked with very high level boards and key public and private sector executives throughout my career. In addition to my work with mayors and school leaders, I was the primary VP at the variable for the proper functioning of key planning and economic committees made up of CEOs and business leaders including John Whitehead, Fred Rose and University Presidents like Dr. Joshua Lederberg of The Rockefeller University. I have also served and continue to serve as a layman on Federation, American Jewish Committee, JCRC and other boards and worked closely with a range of professional staffers. (Refer to vita)

Most of my work in government and with the private sector has involved extensive project management. The largest portion of my professional career was spent on educational projects and administrative activities. Some of my current client work is in the area of education. (Refer to vita)

On the other hand, I have no formal training or professional experience in the area of Jewish education. Of course, I am therefore not known as a "name" in that field, though I have worked with leaders in Jewish Education while I served in senior positions in the New York City Public School system. As I noted, I am a very quick study and have undertaken other assignments without stellar credentials and experience and managed to bring about successful conclusions.

#### Areas of Discussion

To sum up our chief considerations, you expressed concern over my willingness to devote sufficient time to a project as significant as this (areas of discussion included the need to travel and devote concentrated stretches of time to the Commission). Your warned me of the possibility that this project would eventually consume all of my time. For my part, I expressed a clear need to continue to run and build the consulting firm I established a year ago.

I hope I allayed your fears by indicating a readiness to make the Commission my central focus. Necessary travel time and work time would be dedicated to the Commission, and all decisions on accepting major new clients and the structure and timing of service to those clients would be influenced first, and foremost, by the exigencies of the Commission. I'll do what needs to be done, rely on Commission resources and those in my firm and remain personally accountable as director.

You allayed my concerns by accepting the proposition that I could serve as Commission director without having to, in effect, shut down my business. I hope that past successful relationships like those involving Seymour and Annette have proven their viability.

If you are still mindful of an element of risk to the success of the Commission, I can only offer to answer any further questions on the phone or otherwise at your convenience.

My challenge will be to find the means to keep my firm alive and growing (through smart delegation and the hiring of additional employees to help serve my other clients) during the life of the Commission. The risks I may assume in undertaking this assignment are balanced by the satisfaction of leaving a legacy -- as you said--designed to ensure Jewish survival and continuity.

Sincerely.

Perry Day

1200

December 2, 1987

Mrs. Virginia Levi Mandel Associated Foundations 4500 Euclid Ave. Cleveland, OH 44103

Dear Virginia,

We received the revised design document for MI-NA and would like to share the following comments:

Though we are sure that we will learn a great deal both about the form and content of the document at the meeting of the llth, upon re-reading we feel that the document may be too long and at times repetitive. We can wait for these matters to be corrected after the meeting of the llth. There are, however, some changes that you may want to consider for the version to be distributed now.

\* The title :

We have no further comment to make on the point of "cooperation" with JWB and JESNA versus any other formulation ("in conjunction" etc.), recognizing that this requires a policy decision.

\* Page 3, para.2

We don't believe anyone would argue that Jewish Education is only for children. Therefore that sentence should be re-formulated. It might read: "Jewish Education must reach children, families, adults and senior citizens."

\*Page 4 - bottom

The use of the word "study" may be misunderstood as emphasizing research. We suggest continuing to use the term "report" - as in the previous paragraph.

\*Pages 3-4-5

In some of the passages we appear to be saying that we will undertake a thoughtful study of all of Jewish Education, of "the field of Jewish Education". This may not be received positively. With this formulation there is a problem of the transition from this broad notion of the field of Jewish Education to the notion of personnel. The problem repeats itself on pages 6-8: if the study is on education, the shift to personnel must be explained.

\* Page 6 - para 1

If we only give one example then the one chosen ("it has been noted...without children") is not appropriate and is too limited.

\* Page 8 - para 4:

<sup>-</sup> The formulation of topics 4 and 5 is not parallel to the first

three.

\* Pages 14-16

In the earlier version the examples given for "Papers to be commissioned" were careful not to pre-judge the work of the commission and therefore not to offer suggestions for interventions and solutions. Topics 9, 10, 11 and possibly 8, tilt towards solutions. We would leave them out at this stage.

Though we have no objection to the list of candidates, it does not reflect the minutes and decisions of our last meeting, which left us with five names: Blum, Davis, Holtz, Riemer and Ruskay.

\* Appendix II - Commission membership We note that there is little representation from the orthodox community.

We hope this is useful,

Best Regards,

Seymour Fox

...,....,

MEMO TO: David Ariel, Seymour Fox, Stephen Hoffman (for information

only), Morton L. Mandel, Arthur Naparstek, Charles Ratner, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher,

Bennett Yanowitz, Henry L. Zucker

FROM:

Virginia F. Levi

SUBJECT:

Design Document

DATE:

December 4, 1987

Enclosed is the design document to be discussed at our meeting on <u>Friday</u>, <u>December 11, 1987</u>. Please review the document and bring it with you to the <u>Fiorello A Room adjacent to the Terrace Restaurant at LaGuardia Airport</u>. The meeting is scheduled to begin at 9 o'clock a.m. and to end at 12 o'clock noon.

#### FOR DISCUSSION ONLY

Revised 12/4/87

#### DESIGN DOCUMENT

PROPOSED INITIATIVE ON JEWISH CONTINUITY/JEWISH EDUCATION\*

# 13.BM

#### INTRODUCTION

The Mandel Associated Foundations (MAF), supporting foundations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel.

JWB is the major national service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U.S. Government-accredited agency serving religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America ("JESNA") is the national service agency of Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

MAF, in cooperation with JWB and JESNA, plan to undertake a major initiative in Jewish continuity/Jewish education.

<sup>\*</sup>A project of the Mandel Associated Foundations in cooperation with the Jewish Education Service of North America and JWB.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of MAF. In our dynamic, open, and mobile society, individuals enjoy a vast array of personal and professional options. The range of competing demands and opportunities create obstacles for American Jews to maintain their religious and cultural identity unless there is a strong commitment to such identity. Such commitment cannot be generally observed. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

Identity as Jews varies among individuals. It may be manifested through involvement with organized religious activities, and formal religious training and practice. It may center on involvement in the organized Jewish community and its health, welfare, educational and cultural activities. Neighborhood is an important influence on Jewish identity for some. Social activities and associations are crucial for others. For many, each news event about Israel or about Russian refuseniks is cause for Jewish identification, and a visit to Israel and identification with it may serve to reinforce that identity. Finally, any recall of the Holocaust or pressures from the outside world--anti-Semitism and the fear of anti-Semitism--are powerful forces in reinforcing Jewish identification and commitment.

Because the major factors affecting Jewish identity vary so greatly among Jews, the search for more effective ways to keep Jewish identity thriving in future generations is both a challenge and an opportunity.

In response to this challenge, the Trustees of MAF, in cooperation with JWB and JESNA, have decided to look closely at one of the key factors affecting a meaningful Jewish continuity in America--Jewish education. For the purposes of this concept paper, Jewish education includes not only the formal instruction that is offered in the classroom, but also the learning that can take place in virtually any setting, informal or formal--within the family circle, at Jewish camps and community centers, through print or electronic media, and through Israel-related activities. It is assumed that more effective Jewish education, broadly defined, will increase the level of Jewish commitment among American Jews and encourage the development of a more positive identity.

#### Statement of the problem.

Jewish education must reach children, families, adults, and senior citizens. It should be accessible through schools, JCCs, child care centers, synagogues, camps, and nursing homes. The potential is great as more children than ever before enroll in Jewish pre-schools, day schools, and high schools. Yet, we are training fewer teachers than we were several decades ago.

For Jewish education, there is a severe shortage of qualified, inspired,

and trained teaching personnel. The shortage exists on all levels--from early childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community directors. While some of these educators are dedicated, competent, and enthusiastic, most are insufficiently trained, inadequately paid, and often demoralized. Under these circumstances, recruitment and retention of qualified people is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being professionally trained at this time for positions in Jewish education.

MAF, having identified Jewish continuity/Jewish education as a major programmatic interest, propose to establish a national Commission, in cooperation with JWB and JESNA, to review Jewish education in the U.S. and Canada, and recommend ways in which to improve it and make it a more powerful force in enhancing the meaningful continuity of Jewish life in our society. The work-product of the Commission--a report containing a series of practical recommendations--will help to guide MAF and hopefully other funding sources to apply their resources more effectively toward these goals.

It is proposed that the Commission conduct an investigation which will look closely at the field of Jewish education and recommend realistic ways to improve it. It is hoped that the Commission will suggest policies that will guide the development of a new thrust for Jewish education; to detail

the necessary steps and interventions; and to develop plans and programs for the implementation of these policies. It is expected that the product will be of interest and practical value to Jewish educators, lay and professional community leaders, foundations and other interested funders.

A thoughtful study of Jewish education is particularly timely because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Jewish community federations, individual Jewish philanthropists and Jewish foundations are ready to increase the financial resources which will no doubt be needed to improve current Jewish education programs. Funders appear prepared to apply greater resources for innovative programs and projects that can have a positive impact upon the quality and quantity of Jewish education in America.

#### JEWISH EDUCATION FOR THE 21ST CENTURY

Though there are some notable and impressive examples of programs and institutions that excel, these do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. The curriculum and educational methods of many institutions have not taken advantage of promising advances in the fields of education and the social sciences. They have not benefitted from the contribution of Jewish scholarship or the enormous educational potential of the State of Israel.

We must find ways to engage Jews of all ages in exploring their Jewishness. With the influence of home, neighborhood, and school so different from what it was for earlier generations, we must take active steps to encourage Jews to make the choice to remain Jewish.

To meet the challenge of educating Jews in the years ahead, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers, and others. Our goal must be to develop a new kind of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation and are beginning to devote increasing amounts of their time and resources to Jewish education.

It is not the intention of MAF to become operational except in encouraging practical means to implement the report's recommendations. The role we have chosen is to help develop a knowledge base, to engage in the kind of strategic thinking and advocacy that will lead to positive change, and to be proactive in encouraging other funders, along with ourselves, to support the Commission's findings.

#### THE PUPPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the reality of

contemporary Jewish life in North America will require interventions on many different fronts and on several levels. Some institutions involved in education will need to be strengthened and supported. It may be necessary to design and develop new institutions. The discoveries and insights of the humanities and social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

A first target of an effort to improve Jewish education should be the recruitment, training, and retention of the qualified personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics are illustrative of subject matter which might be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.

- The education of educators.
- Historical perspective and analysis of the evolving structure of Jewish institutions in the United States.
- 5. Building a coalition for change.

#### 1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education would have to be introduced; other elements would have to be developed and expanded.

#### 2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not as effective as it could be. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

#### 3. The education of educators.

There are very few institutions for the preparation of Jewish

educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs deserve multiple solutions. Strategies for development might be outlined and plans might be considered that include proposals for:

- \* the expansion of existing institutions
- \* the development of new programs
- \* the design of systematic, comprehensive approaches for in-service education.

# 4. Historical perspective and an analysis of the current structure of Jewish institutions.

Each generation of American Jews has dealt with issues of assimilation differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

#### 5. Building a coalition for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of greater community awareness and commitment through effective marketing and

promotional activities. The key opinion makers, community leaders, academics and educators might be identified, engaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies might be devised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

# THE SCOPE OF THE COMMISSION'S STUDY

The Commission will decide how to undertake the assignment, what is the appropriate point of entry, whether to examine the entire range of Jewish educational personnel or focus on a strategic segment, such as senior personnel, and what place the institutional framework has in its deliberations.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

The counter-argument would claim that:

- 1. The teacher and youth leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

Still another approach might be to create a new category of senior educators and "mentor teachers" that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff leaders. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

#### THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have large-scale impact. If the report produced by the Commission not only

projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is reason to believe that resources would be made available so that key findings could be operationalized.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

#### THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its approximately 30 members should be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to guide and review the study, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

It is believed that the study will take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff might include a study director and appropriate consultant, administrative and research personnel. They will be responsible for:

- .. Preparing the background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.
- .. Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses.
- .. Undertaking a series of consultations among appropriate individuals and groups of scholars, educators and policymakers, and reporting to the Commission on these consultations.
- .. Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- .. Developing draft reports and preparing the final report of the Commission.

#### PAPERS TO BE COMMISSIONED

It is possible that in the course of the Commission's work, a number of

papers may be commissioned, on subjects such as the economics of Jewish education, building lay leadership, and incentives for full-time professionals.

#### APPENDICES

- I. Persons suggested as Commission staff
  - A. Possible Candidates for Commission Director
  - B. Possible Candidates for technical staff positions
- II. Proposed List of Candidates for Commission Membership
  - A. Lay Leaders
  - B. Scholars and Educators
    - 1. General Scholars/Others
    - 2. Jewish Scholars
    - 3. Jewish Educators
  - C. Foundation Professionals
- III. Proposed Timetable

#### I. POSSIBLE COMMISSION STAFF

#### A. Possible Candidates for Commission Director

Blum, Arthur -- Professor, School of Applied Social Sciences, Case Western Reserve University

Davis, Perry -- Consultant specializing in public-private partnerships

Holtz, Barry -- Director, Melton Research Center, JTSA

Tannenbaum, Abraham -- Professor, Columbia University

#### B. Possible Candidates for Technical Staff Positions

Alexander, Hanan -- Researcher in Jewish education - California

Bank, Adrienne -- Researcher in Jewish education - California

Dorph, Gail -- Member of the Education Faculty, University of Judaism, Los Angeles, California

Horn, Susan

Ingall, Carol -- Director of Rhode Island Bureauof Jewish Education, Providence, R.I. (Technical Director)

Kelman, Vicky -- Teacher Trainer and Curriculum Specialist -Berkeley, California

Lowin, Joseph -- Jerusalem Fellow

Riemer, Joseph--Newly Appointed Professor of Jewish Education -Brandeis University

Shevitz, Susan--Director of Boston Bureau of Jewish Education.

## PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 2

#### B. SCHOLARS AND EDUCATORS

#### 1. General Scholars (and Others)

- Arrow, Kenneth -- Nobel Laureate in Economics -Stanford University
- Chinitz, Benjamin -- Dean, School of Management Lowell University; Past President of Boston Bureau of Jewish Education
- Cohen, David -- Distinguished Policy Analyst and Historian Michigan State University
- Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation
- Danishevsky, Sam
- Glazer, Nathan -- Distinguished Sociologist on the faculty of Harvard University
- Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University
- Nozzick, Robert -- One of the Distinguished\_Philosophers on\_the\_ faculty of Harvard University
- Putnam, Hilary -- One of the Distinguished Philosophers on the faculty of Harvard University; Key in Hillel
- Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University
- Shulman, Lee -- Psychologist; Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University
- Stein, Herman -- Provost and University Professor, Case Western Reserve University
- Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University
- Yalow, Rosalyn -- Nobel Laureate

## II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

#### A. LAY LEADERS

Appleby, Ronald -- Toronto Arnow, Robert -- New York Berman, Mandell L. -- Detroit Bronfman, Charles -- Montreal Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois + Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Corky -- Chicago Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hassenfeld, Sylvia -- New York Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Steven -- New York Smith, Robert -- Washington Swig, Mel -- San Francisco Tishman, Peggy -- New York Wexler, Richard -- Chicago Yanowitz, Bennett -- Cleveland

### PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 3

#### 2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley

Dash-Moore, Deborah

Gottschalk, Alfred

Lamm, Norman

Rosovsky, Henry

Schorsh, Ismar

Septimus, Beryl

Tobin, Gary

Twersky, Itzhak -- Expert in Jewish Thought - Harvard University

Weiss, Ruth -- Association of Professors of Jewish Education

#### 3. Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland

Brooks, Michael -- Hillel

Dubin, David

Elkin, Josh

Garr, Burt

Gold, Ben-Zion (Rabbi)

Kleinman, David -- Jewish Community Center - Cleveland

Kosman, Barry

Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles

Lovy, Harold

Lipstadt, Deborah

Ponet, Jim -- Yale

# PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 4

Ritterband, Paul

Rosenstein, Mark -- Principal

Schaffler, Sam

Schiff, Alvin -- Head of Jewish Education in New York City

Schiff, Cary

Solomon, Bennett -- Principal

Steinmetz, Ira

#### C. FOUNDATION PROFESSIONALS

Ackerman, Mona

Corson, Maurice

Evans, Eli

Hiller, Robert

Mogulof, Mel

Moses, Larry

ALS MERICAN LEWISH

IVES

#### III. PROPOSED TIMETABLE

Who	Elements	Due Date
SF, HS and possibly others	C.V.s on director and associates	12/1/87
passas, canons	<ol> <li>Arthur Blum</li> <li>Barry Holtz</li> <li>Perry Davis</li> <li>Abe Tannenbaum</li> </ol>	
Planning group	Revision of draft and comments	12/15/87 (including timetable)
VFL	New draft	1/1/88 (including budget and timetable)
MLM, Woocher, Rotman	Firm up involvement of JESNA and JWB	1/1/88
Planning group	Selection of director and associates	1/1/88
Director	First meeting of Commission	3/1/88



#### TELECOPIER COVER SHEET

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Fax No. 011 972 269 9951

TO: Morton L. Mandel, Seymour Fox, Annette Hochstein, Althur J. Naparatek, Herman D. Stein, Henry I. Zucker

PROM. Virginia F. Laut

DATE: November 30, 1987

Attached is a revised copy of the design document for MI-NA. This has been altered in light of our discussion on November 17. Changes of substance have been indicated in the margine so that your attention to these sections, in particular.

We plan to send the next draft to the larger planning group on Friday, December 4, in order that they may have time to review it prior to our meeting in New York on December 11. I would appreciate receiving your comments on the current document as soon as possible, hopefully no later than Wednesday, December 2. The next version will be more "public" so please advise on appropriate wording as well as substance.

FOR DISCUSSION ONLY

Revised 11/30/87

# MANDEL ASSOCIATED FOUNDATIONS - PROPOSED INITIATIVE IN COOPERATION WITH JWB AND JESNA

#### DESIGN DOCUMENT

#### INTRODUCTION

JWB is the major national service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U.S. Government-accredited agency serving religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North-America ("JESNA") is the national service agency of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

The MAF, in cooperation\_with JWB and JESNA, plan to undertake a major initiative in Jewish continuity-education.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions is a prime concern of the MAF. In our dynamic, open, and mobile society, individuals enjoy a vast array of personal and professional options. The American Jew, faced with a wide range of competing demands and opportunities, finds it increasingly difficult to maintain his or her religious-and-cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

Identity as Jews varies among individuals. It may be manifested through involvement with organized religious activities, and formal religious training and practice. It may center on involvement in the organized Jewish community and its health, welfare, educational and cultural activities. Neighborhood is an important influence on Jewish identity for the contract activities and associations are crucial for others. For many, each news event about Israel or about Russian refuseniks is cause for Jewish identification, and a visit to Israel and Identification with it may serve to reinforce that identity. Finally, pressures from the outside world--anti-Semitism and the fear of anti-Semitism--are powerful forces in reinforcing Jewish identification and commitment.

Because the major factors affecting Jewish identity vary so greatly among Jews, and because our open society tends to pull away from commitment to Jewishness, the search for a means to keep Jewish identity thriving in future generations poses a challenge.

In response to this situation, the Trustees of MAF, in cooperation with

JWB and JESNA, have decided to look closely at one of the key factors

action of th

American Jews and encourage the development of a positive identity.

Statement of the problem.

Jewish education cannot be only for children. It must reach children, families, adults, and senior citizens. It should be accessible through schools, JCCs, child care centers, synagogues, clubs, and nursing homes. The potential is great as more children than over before enroll in Jewish pre-cohools, day schools, and high schools. Yet, we are training fewer teachers than we were several accesses age.

For Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage exists on all levels--flow cally childhood education through the university--and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders,

and community directors. While some of these educators are dedicated, competent, and enthusiastic, they are generally insufficiently crained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The MAF, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission, in cooperation with JWB and JESNA, to review the current condition in the U.S. and Canada, and recommend ways in which to improve it and make it a more powerful force in the meaningful continuity of Jewish life in our society. The work-product of the Commission—a report containing a series of practical recommendations—will help to guide the MAF and hopefully our funding sources to apply resources effectively to improve the Jewish education resources in the U.S. and Canada.

It is proposed that the Commission conduct an investigation which will look closely at the field of Jewish education and recommend realistic ways to improve it. It is hoped that the Commission will produce a landmark study with recommendations for practical actions. It is expected that the product will be of interest and practical value to Jewish educators, lay and professional community leaders, foundations and other interested funders.

A thoughtful study of Jewish education is particularly timely because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance. Jewish community federations, individual Jewish philanthropists and Jewish foundations are ready to increase the financial resources which will no doubt be needed to improve current Jewish education programs. Funders appear to be prepared to apply greater resources for innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

# JEWISH EDUCATION FOR THE 21ST CENTURY

eleted

The multiplicity of options in our society referred to above makes it increasingly easy for the marginally committed Jew to "slip away." There has not been sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

Though there are notable and impressive examples of programs and institutions that excel, these do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. The curriculum and educational methods of many institutions have not token advantage of promising advances in the fields of education and the social sciences. They have not benefitted from the contribution of Joseph ashelmship or the enormous educational potential of the State of Israel.

We must find ways to engage Jews of all ages in exploring their Jewishness. (It has been noted that fewer Jews over age 65 light Shabbat candles than younger couples without children.) With the influence of home, neighborhood, and school so different from what it was for earlier generations, we must take active steps to the school so the makes the choice to remain Jewish.

To meet the challenge of educating Jews in the years ahead, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents--schools, camps, community centers, and others. Our goal must be to develop a new kind of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the MAF, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations. The role we have chosen is to help develop a knowledge base, to engage in the kind of strategic thinking and advocacy that will lead to positive change, and to be proactive in encouraging funders to support the Commission's findings.

# THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the reality of contemporary Jewish life in North America will require interventions on many different fronts and on several levels. Some institutions involved in education will need to be strengthened and supported. It may be necessary to design and develop new institutions. The discoveries and insights of the humanities and social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement in the fields of general and Jewish education that the educator is a critical factor in the success or failure of any educational endeavor.

Next paragraph moved p. 3

A first target of an effort to improve Jewish education could therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics are illustrative of subject matter which might be considered by the Commission:

# AMERICAN IEWISH

- The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.
- 4. Historical perspective and an analysis of the current structure of Jewish institutions.
- Building a coalition for change.
- 1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education would have to be introduced; other elements would have to be developed and expanded.

2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition

of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not as effective as it could be. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

### 3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs deserve multiple solutions. Strategies for development might be outlined and plans might be considered that include proposals for:

- \* the expansion of existing institutions
- \* the development of new programs
- \* the design of systematic, comprehensive approaches for in-service education.
- 4. Historical perspective and an analysis of the current structure of Jewish institutions.

Each generation of American Jews has dealt with issues of assimilation

differently. In many cases, we continue to work with institutions which were created two or three generations ago, some of which no longer address Jewish continuity issues effectively. A look at the past might help to assess current structures and assist in the development of policies for guiding in establishing new structures.

### 5. Building a coalition for change,

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of greater community awareness and commitment through effective marketing and promotional activities. The key opinion makers, community leaders, academics and educators might be identified, engaged in the process initiated by the Commission, and convinced to join and play an active role in this effort. They are indispensable if the process is to lead to change. Strategies might be devised to involve them in all stages of the Commission's work and ultimately in the implementation of its findings.

### THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, whether to examine the entire range of Jewish educational personnel or focus on a strategic segment, such as senior personnel, and what place institutional framework has in its deliberations.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.
- The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

the counter-argument would claim that.

- 1. The teacher and youth leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- 3. The work of so important a Commission could impact Jewish educators as while, and therefore the problem of the teacher should remain within its scope.

Still another approach might be to create a new category of senior educators and "mentor teachers " that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers,

and camp and Center staff. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could exect and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

### THE OUTCOME OF THE WORK OF THE COMMISSION

we believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also effected concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We believe, further, that the outcome of the study may encourage the MAF, and perhaps other funding sources, to fund one or more of the Commission's recommendations. This may involve additional funding for existing institutions or, possibly, the creation of one or more new entities.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the secontial involvement of interested funders are important factors that conjoin to make this a truly applicious moment.

### THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, toochar-training institutions and appropriate Jewish organizations. Its approximately 30 members should be men and women, chosen ad personam. whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

# AMERICAN IEWISH

The function of the Commission will be to undertake a study, guide and review the study, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

It is believed that the study will take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff might include a study director and appropriate consultant, administrative and research personnel. They will be responsible for:

.. Preparing the background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- .. Cathering and organizing the necessary data that is relevant to the
- and groups of scholars, educators and policymakers, and reporting to

the Commission on these consultations.

- Preparing a list of publics in North America that need to be informed to be informed to be informed low leaders, scholars, Jawish aducators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- .. Developing draft reports and preparing the final report of the Commission.

### PAPERS TO BE COMMISSIONED

This list will be developed in the course of the work of the Commission.

The following are examples of possible subjects for study by the

Commission. Some or all of these papers might be discussed at workshops
or consultations

- 1. Historical perspective on the current state of Jewish education.
- A careful analysis of what is required to create a serious profession of Jewish education. Review might look at the profession from a multi-tier approach; full-time, part-time, avocational.

- 3. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education as well as family and adult education.
- 4. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like and how they would impact on their constituencies.
- 5. The economics of Jewish education. Though the subject marrar of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 6. The state of the field. This paper would establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 7. Building lay leadership. This paper could describe the present reality and suggest strattegies for involving the top lay leadership in Jewish education.
- Incentives for full-time professionals: benefit packages, salaries,
   sabbattcals, in service training, etc.

- communities of significant size. Centers might develop curricula materials, texts, computer software, media. they might also train family educators from pre-school to senior adults and fund Israel study programs for people of all ages.
- (1) car
- 10. Feasibility of establishing a Jewish Peace Corps or voluntary Jewish service for motivated ex-campers, returnees from Israel, etc. They might be sent into the field for two years to work in Jewish schools and teacher centers.
- ROTC. This program would support people in Judate studies, perhaps supporting a year of college for every year they "pay back" to the community by teaching.

### APPENDICES

- Persons suggested as possible candidates for the position of Study Director
- II. Proposed List of Candidates for Commission Membership
  - A. Lay Leaders
  - B. Scholars and Educators
    - 1. General Scholars/Others
    - 2. Jewish Scholars
    - Jewish Educators

# I. PROPOSED CANDIDATES FOR THE POSITION OF STUDY DIRECTOR

Alexander, Hanan -- Kesearcher in Jewish education - California

Bank, Adrienne -- Researcher in Jewish education - California

Blum, Arthur -- Professor, School of Applied Social Sciences, Case Western Reserve University

Davis, Perry -- Consultant specializing in public-private partnerships

Dorph, Gail -- Member of the Education Faculty, University of Juditum, Los Angeles, California

Holtz, Barry -- Director, Melton Research Center, JTSA

Horn, Susan

Ingall, Carol -- Director of Rhode Island Bureauof Jewish Education, Providence (Technical Director)

Kelman, Vicky -- Teacher Trainer and Curriculum Specialist Berkeley, California

Lowin, Joseph -- Jerusalem Fellow

Riemer, Joseph--Newly Appointed Professor of Jewish Education -Brandeis University

Shevitz, Susan -- Director of Boston Bureau of Jewish Education.

Tannenbaum, Abraham -- Columbia University

# II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

### A. LAY LEADERS

Appleby, Ronald -- Canada Berman, Mandell L. -- Detroit Busis, Sid -- Pittsburgh Cardin, Shosana -- Baltimore Colman, John C. -- Glencoe, Illinois Comay, Shalom -- Pittsburgh Eisenman, Lillian -- New York Feldman, Jesse -- San Francisco Goodman, Henry J. -- Cleveland Grossman, Steve -- Boston Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles Laxer, Carl -- Montreal Loup, Robert E. -- Denver Mandel, Morton L. -- Cleveland (Chairman) Mannikin, Richard -- Baltimore Mintz, Donald -- New Orleans Newman, Donald -- Tulsa Ostrow, Gerald -- Pittsburgh Peck, Judy -- New York Pollack, Lester -- New York Ratner, Charles -- Cleveland Ritz, Esther Leah -- Milwaukee Rosenthal, Harriet - Metro West, New York Rubin, Len -- New Jersey Schlessel, Mark Shalom, Stovon -- Now York Stierman, Jane Smith, Robert -- Washington Tishman, Peggy -- New York Wexler, Richard -- Chicago Yanowitz, Bennett -- Cleveland

# PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 2

#### B. SCHOLARS AND EDUCATORS

Arrow, Kenneth -- Nobel Laureate in sconomics -Stanford University

Doschwitz, Rudy U. S. Sonator

Chinitz, Benjamin -- Dean, School of Management - Lowell University; Past President of Boston Bureau of Jewish Education

Cohen, David -- Distinguished Policy Analyst and Historian -Michigan State University

Cremin, Lawrence -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation

Danishevsky, Sam

Eizenstadt, Stu

Grazer, Nathan -- Distinguished Sociologist v. and Estate, . E Harvard University

Lipset, Seymour Martin -- Distinguished Sociologist on the faculty of the Hoover Institute, Stanford University

Nobel Laureate -- From the Natural Sciences or Medicine

Nozzick, Robert -- One of the Distinguished Philosophers on the faculty of Harvard University

Putnam, Hilary -- One of the Distinguished Philosophers on the faculty of Harvard University; Key in Hillel

Sheffler, Israel (Rabbi) -- The Outstanding Philosopher of Education in the United States; on the faculty of Harvard University

Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the faculty of Stanford University

Stein, Herman -- Case Western Reserve University

Yalow, Rosalyn -- Nobel Laureate

Waltzer, Michael -- Distinguished Political Scientist, Political Philosopher on the faculty of Princeton University

# PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 3

#### 2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley

Dash-Moore, Deborah

Gottschalk, Alfred

Lamm, Norman

Schorsh, Ismar

Septimus, Beryl

Tobin, Gary

AMERICAN JEWISH

Twersky, Itzhak -- Expert in Jewish Thought - Harvard University

Wiesel, Eli -- Nobel Laureate - Boston University

Weiss, Ruth -- Association of Professors of Jewish Education

### Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland

Brooks, Michael -- Hillel

Dubin, David

Elkin, Josh

Garr, Burt

Gold, Ben-Zion (Rabbi)

Kleinman, David -- Jewish Community Center - Cleveland

Kosman, Barry

Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles

Levy, Harold

Lipstadt, Deborah

Ponet, Jim -- Yale

# PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

Page 4

Ritterband, Paul

Rosenstein, Mark -- Principal

Schaffler, Sam

Schiff, Alvin -- Head of Jewish Education in New York City

Schiff, Gary

Solomon, Bennett -- Principal

Steinmetz, Ira

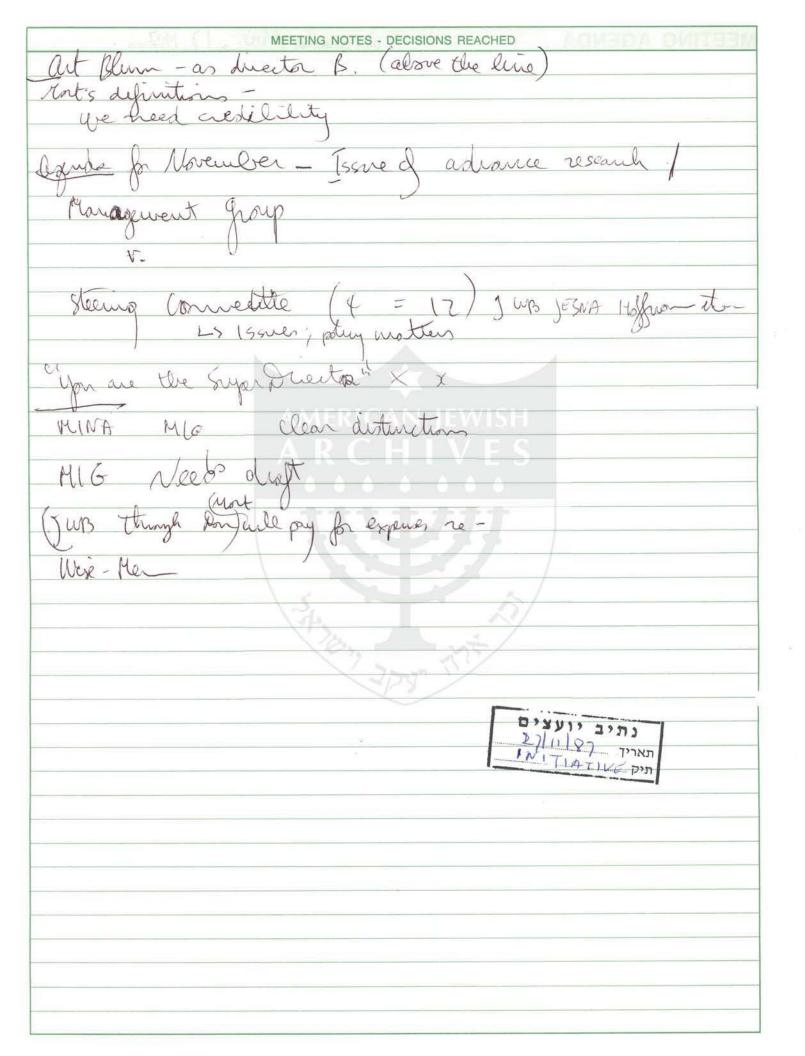
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MEETING NOTES - DECISIONS REACHED Planning MI-NA meet ing = 300,000 - 500,000 - Hust the Phylisting Mores sous

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11/2/87

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel, Arthur J. Naparstek,

Henry L. Zucker, Herman Stein

FROM:

Virginia F. Levi

SUBJECT: New Draft - MI-NA

I am pleased to transmit the enclosed revised draft of the Design Document for Mandel Initiative-North America. This draft incorporates all changes that have been suggested since our meeting of September 17, 1987.

The budget and timetable which were to have been included are currently in very rough form. We will have a draft available for distribution at our next meeting on Tuesday, November 17, 8:30 a.m. to 1:00 p.m. at Premier.

Exclusive to S. Fox: We look forward to seeing you on Wednesday, November 11 at 9:30 a.m. Can you estimate how long that meeting will go? We will plan our schedules accordingly.

Fax No. 011 972 269 9951

1650

Dear Virginia,

We appreciate receiving the summary of our meeting of November 17 in Cleveland.

We really have almost nothing to add. The following may be helpful:

On page 3, paragraph C: the following paragraph could be appended:

"MAF hopes to demonstrate through MI-NA that a Foundation can be innovative and yet work through the establishment.

In contrast to other initiatives, this project could serve as a model for a successful partnership between the public and the private sector."

On page 6, paragraph 2: I believe the correct spelling is: Abraham J. Tannenbaum and Susan Shevitz.

Looking forward to seeing you,

Sincerely,

Seymour Fox

P.S. We'll be happy to respond to the design document as soon as it arrives.

### MI-NA -- MI-G

A.DIFFERENCES
B.OUTCOMES
C.MLM

A.DIFFERENCES

MI-NA

MI-G

AD-HOC; SHORT TERM

ON-GOING; PERMANENT; LONG-TERM

RESPONDS TO A PROBLEM

R&D CENTER

STATE OF THE ART; CNSTANTLY HANDS ON EVERYTHING GOOD DONE IN THE WORLD; NETWORKING TALENT; GUIDANCE CLINIC: RESPONSIBILITY FOR GUIDANCE AND CONSULTATION.

INTRINSICALLY GLOBAL -- EX:PROFESSION BUILDING (SOUTH AFRICAN EXAMPLE)

ILLUSTRATION OF DIFFERENCES: ISRAEL EXPERIENCE PROJECT:

THE PROJECT AS ANSWER TO A PROBLEM: HOW DO WE EXPOSE POSITIVELY MORE YOUNGSTERS TO ISRAEL. 18 MONTHS TO ANSWERS AND PRESCRIPTIVE OUTCOME.

THE ISSUES NOT ANSWERED: WHAT IS A GOOD PROGRAM AND WHAT ARE POSSIBLE IMPACTS.

DESIRABILITY OF MASSIVE DEVELOPMENT ECONOMIC IMPLICATIONS OF MASSIVE

DEVELOPMENT.

PREPARATION AND FOLLOW-UP MASS TRAVEL/ORGANIZATION

SENIOR PERSONNEL PROJECT

THE PROBLEM : GAP BETWEEN

128 BM

QUALIFIED PEOPLE AND NUMBER OF JOBS: WHAT DO WE DO?

1/2 YEAR RESEARCH AND SOLUTIONS - DEVELOP TRAINING PROGRAMS ETC...

QUESTIONS NOT DEALT WITH:
ISRAELIS AND YORDIM IN JEWISH
EDUCATION; SHELIHIM
CADRE FOR THE ASSIGNMENT (ROZENAK ETC
TO SET UP)
WHAT IS THE OPTIMAL USE OF ISRAEL
INTERNATIONAL PROFESSION-BUILDING;
INTERNATIONAL CERTIFICATION
\* \* \* \* \* \*

MI-G: THERE IS MUCH WORK TO BE DONE AND NO PLACE TO DO IT. THERE IS A BODY OF THEORY WAITING TO BE USED FOR JEWISH EDCUATION THAT IS ABSOLUTELY INDISPENSABLE -- WAITING TO BE USED. FOR EXAMPLE: SUBJECT MATTER FOR JEWISH ED.: WHAT DOES THE BIBLE HAVE TO SAY FOR JEWISH ED. (HARTMAN ETC..)

USE OF KNOWLEDGE IN EDUCATIONAL SETTINGS
NEW INSTITUTIONS FOR JEWISH EDUCATION:
FAMILY AND ADULT EDUCATION; RELATIONSHIP FORMAL/INFORMAL ED
USE OF ISRAEL

STATE OF THE ART KNOWLEDGE PUT INTO EFFECT GETTING IT OUT TO THE WORLD AT LARGE

\* \* \* \* 1

### B.OUTCOMES

- 1.TIMETABLE
- 2.MISSION AND WORKPLAN
- 3. INITIAL SCOPE
- 4.STAFF AND INITIAL CAPABILITY
  AND FIRST BIG PROJECT

#### 1.TIMETABLE:

- \* NEW DOCUMENT (FINAL FOR FEBRUARY 1ST)
- \ INCLUDING TIMETABLE AND BUDGET
- \*GOVERNANCE PEOPLE (FEBRUARY THROUGH APRIL)
  SCHOLARS AND LEDERS.

SCHOLARS: TYLER, SCHEFFLER; SCHIFF; ART ROTMAN, SENDEREY, LARRY CREMEN, DAVID COHEN -- PERHAPS CLIENTS SUCH AS JDC AND SOME DEPTS. -- MUST BE SOLD TO THESE AS IT IS BEING SOLD TO COMUNITY LEADERS

LEADERS: CONSTANTINER, JOFFE, BISSIN, RATNER, EPPLER, JESSELSON, UK, FRANCE, CANADA, FISHER, FOUNDATIONS (LEADERS OF LESS CALLIBER? bATKIN, DRIMMER, RITZ -- SET CRITERIA)

\* MEETING IN MAY OR JUNE TO LAUNCH

\* \* \* \* \*

C.MLM

MISSION
OPERATING PRINCIPLES
GOVERNANCE
STAFF
FUNDING
RELAIONSHIP TO OTHER ORGANIZATIONS
TWO MORE VERSIONS
MAY-JUNE MEETING

DIRECTOR OF MI-NA: SELECTION PROCESS

CRITERIA: KNOWLEDGE OF THE FIELD OR ABILITY TO LEARN FAST AVAILABILITY AND ENERGY

MINUTES:

SUMMARY OF MEETING ON JEWISH EDUCATION/JEWISH

CONTINUITY

DATE OF MEETING:

November 17, 1987

DATE MINUTES ISSUED: December 9, 1987

PRESENT:

Morton L. Mandel, Chair, Seymour Fox, Annette

Hochstein, Arthur Naparstek, Herman Stein, Henry L.

Zucker, Virginia F. Levi, (Sec'y)

I. MINUTES

The minutes of the meeting of September 17, 1987 were reviewed and approved.

B. The minutes of the meeting of November 11, 1987 were reviewed and approved. They formed the basis for the discussion of the design document which followed.

### II. DISCUSSION OF MI-NA DESIGN DOCUMENT

The design document of 11/9/87 was reviewed and a number of changes in style and wording were suggested which would give the proposed commission more leeway in developing its mission. These will be incorporated in the next draft. The document should be reviewed as an introduction to our concerns, should inspire its readers -especially potential commission members and consultants -- and encourage their thinking about Jewish education in broad terms rather than narrowly as religious education.

Discussion focused primarily on the goals of MI-NA and the means to reaching those goals. The following paragraphs summarize that discussion.

### A. Jewish Continuity

The basic concern to be addressed is how to enhance the identity of future generations with their religious and cultural heritage as Jews. This is what we mean by Jewish continuity. Jewish identity can be developed in a variety of ways, one major factor being Jewish education. The document should make clear that the issue of Jewish continuity is broader than Jewish education and that our focus on Jewish education is an important means to the desired end. The document should clarify what we mean by Jewish continuity and should clearly define Jewish education as including both the formal structures of education and the informal structures such as community centers and camps.

# B. Big issues that make this study timely:

- An open society tends to offer choices that can pull people away from a commitment to their Jewishness. Compensatory action must be taken.
- 2. Jewish continuity and specifically Jewish education is front and center on the Jewish communal agenda today.
- Substantial communal-foundation resources for the support of education and culture are a growing phenomenon in Jewish life. Good ideas and programs are more likely to be funded now than in the past.

# C. The relationship of Mandel Associated Foundations to JWB and JESNA

We want to make clear the role of the MAF as the initiators and funders of MI-NA. It is equally important that JWB and JESNA feel that their role is important. MI-NA is intended as a cooperative effort.

MAF hopes to demonstrate through MI-NA that a foundation can be innovative and yet work through the establishment.

In contrast to other initiatives, this project could serve as a model for a successful partnership between the public and the private sector.

### D. "Not Another Study"

We should clarify the fact that this is a commission charged with finding realistic ways to address a major concern. It is the means to arrive at informed recommendations for action. This is intended to lead to practical results, and not to produce another "paper" which will wind up on the shelf.

#### E. The Place of Institutional Structure

Each generation of American Jews has dealt with issues of assimilation differently. We are working with a set of institutions which were created two or three generations ago, some of which may no longer address Jewish continuity issues as effectively as is needed. The structure of Jewish agencies and educational institutions must be examined to ensure that they meet the needs of current and future generations. While not the primary focus of the commission, issues of institutional structure should be addressed.

# SUGGESTED MI-NA AND MI-G

# TIMETABLE

Who	<u>Elements</u>	Due Date
SF, HS and possibly others	C.V.s on director and associates of MI-NA  1. Arthur Blum 2. Barry Holtz 3. Perry Davis 4. Abe Tannenbaum	12/1/87
Planning group	Revision of MI-NA draft and comments	12/15/87 (including timetable)
VFL	New MI-NA draft	1/1/88 (including budget and timetable)
SF	Draft of MI-G	
MLM, Woocher, Rotman	Firm up involvement of JESNA and JWB	1/1/88
Planning group	Selection of MI-NA director and associates	1/1/88
Director of MI-NA	First meeting of MI-NA Commission	3/1/88
SF and MLM	International conference to project MI-G idea	June 1988

#### AGENDA

### MANDEL INITIATIVE MEETING

### NOVEMBER 17, 1987

Review minutes of meeting of September 17, 1987 VFL II. Review minutes of meeting of November 11, 1987 VFL /III. Drafts of design documents VFL/TEAM A. MI-NA В. MI-G - IV. Public Relations SF Timetable and Budget HLZ VI. Director of MI-NA HLZ Role of Director Candidates В. Arthur Blum Joseph Riemer 2. John Ruskey 4. Susan Chevitz 5. Abe Tanenbaum Barry Holtz Perry Dans Associate Director or Consultants dependent Preparation for meeting of December 8, 1987 VII. HLZ 11 a.m. - 2:30 p.m. Participants Jonathan Woocher 2. Carmi Schwartz 3. Art Rotman David Ariel 4. Charles Ratner 5. Mark Gurvis/Joel Fox - See SH.H.
Bennett Vanowitz 6.

Core group: MLM, HLZ, HDS, SF, AH, AJN, VFL

Agenda в.

7.

Bennett Yanowitz Stephen Hoffman

### SUGGESTED MI-NA AND MI-G

### TIMETABLE

Who	<u>Elements</u>	Due Date
MLM, Woocher, Rotman	Firm up sponsorship of JESNA and JWB	12/1/87
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SF	Draft of MI-G	
Planning group	Selection of MI-NA director and associates	1/1/88
Director of MI-NA	First meeting of MI-NA Commission	3/1/88
SF and MLM	International conference to project MI-G idea	June 1988

M16

120BM



TO:

Seymour Fox, Annette Hochstein, Morton L. Mandel, Herman D. Stein,

Arthur J. Naparstek, Henry L. Zucker

FROM:

Virginia F. Levi VF

SUBJECT: Current Drafts

Attached is a newly revised draft of the MI-NA design document incorporating changes received from Seymour Fox. Also enclosed is a revised draft of the design document for MI-G, also for discussion at our next meeting. The progress report referred to on page 13 of the MI-G draft as well as a tentative budget and timetable for MI-NA will be distributed at our meeting on November 17.



## MANDEL ASSOCIATED FOUNDATION - PROPOSED INITIATIVE IN CONJUNCTION WITH JWB AND JESNA

#### DESIGN DOCUMENT



### INTRODUCTION

The Mandel Associated Foundations, supporting organizations of the Jewish Community Federation of Cleveland, were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel. The Trustees of the Associated Foundations include leading lay and professional members of the Jewish community of Cleveland.

### AMERICAN IEWISH

The Jewish Welfare/Board (JWB) is the major service agency for Jewish community centers, YM and YWHAs, and camps in the United States and Canada. JWB is also the U. S. Government-accredited agency serving the religious and Jewish educational needs of military personnel and their families and Jewish patients in Veterans Administration hospitals.

Jewish Education Service of North America (JESNA) is the national association of the Bureaus of Jewish Education, the coordinating bodies for Jewish education in their local communities. At the national level, JESNA serves to coordinate and advocate support for Jewish education.

Together we plan to undertake a major initiative in Jewish continuity.

Jewish continuity--the meaningful survival of the Jewish people, their religion, culture, values, and traditions--is a prime concern of the Mandel Associated Foundations. In a dynamic, open, and mobile society such as ours, individual citizens enjoy a vast array of personal and professional options. The American

Jew faced with a wide range of competing demands—and opportunities—finds it increasingly difficult to maintain his or her religious and cultural identity. Given these conditions, how much of our Jewish heritage will be transmitted to future generations remains an open question.

In response to this situation, JWB, JESNA, and the Trustees of the Mandel Associated Foundations have decided to look closely at a key factor affecting the potential for meaningful Jewish continuity in America—Jewish education. For the purposes of this paper, Jewish education should be seen as including not only the formal instruction that is offered in the classroom, but also the learning that can take place in virtually any setting, informal or formal—within the family circle, at Jewish camps and community centers, through Israel—related activities, at community events, and so on. Effective Jewish education, when broadly defined in this way, can increase the level of commitment among American Jews and encourage the development of a positive identity.

The Mandel Associated Foundations, JWB, and JESNA, having identified Jewish continuity as a major programmatic interest, propose to establish a national Commission that will investigate selected aspects of Jewish education. We believe that the work-product of such a Commission—a report containing a series of practical recommendations—can guide us all in effectively applying our resources.

The Associated Foundations will then be better prepared to select one or more initiatives for proactive grantmaking.

It is our hope that the Commission report will be a landmark study, of interest and value to Jewish educators, lay and professional leaders, foundations and interested funders.

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This is an opportune moment for the Mandel Associated Foundations to join in a thoughtful study of Jewish education, because of a desire to invest in it in an intelligent way and because the subject of Jewish continuity is now widely perceived by American Jewish leaders as an issue of cardinal importance.

Individual Jewish philanthropists and Jewish foundations such as ours are ready to become engaged in the issues of the day as dynamic and forward-looking grantmakers. This proactive stance is both a reflection and an outgrowth of a long-standing tradition in the history of American philanthropy, that of furnishing "venture capital" for the testing and development of new ideas. We believe that a number of funders, including both Jewish spensored foundations and philanthropically-minded individuals, may be prepared to apply greater resources to innovative programs and projects that will have a positive impact upon the quality of Jewish education in America.

### JEWISH EDUCATION FOR THE 21ST CENTURY

It is generally agreed that Jews have attained a status in North America rarely equaled in Jewish history. They have risen to the top of their professions, excel in the worlds of finance and industry, and are creative forces in the sciences, the arts, and the humanities. Their future appears promising in the open, democratic society which offers them innumerable possibilities.

This we reality, where Jews are fully integrated in their society, makes it possible for them to choose whether and to what extent they are to identify as Jews. Over the past few decades a considerable number of them have chosen not to associate with Judaism or to identify minimally with it. The multiplicity of options—and distractions—in our open society makes it increasingly easy for the marginally committed Jew to "slip away."

There has not been a sufficient investment of thought, energy, and money to respond to these new and different conditions. The organized Jewish community has not devoted the kind of attention required for developing a new education that could respond adequately to the new reality of Jewish life in North America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders are beginning to devote increasing amounts of their time and resources to Jewish education.

Though there are notable and impressive examples of programs and institutions that excel, these are exceptions and do not reflect the general situation. The institutions that educate are often staffed by poorly trained, underpaid, uninspired personnel. Those who have developed the curriculum and educational methods of many institutions have not taken advantage of promising advances in the field of education and the social sciences. They have not learned how to use the contribution of Jewish scholarship or the enormous educational potential of the state of Israel. The structure, the content and personnel of many institutions are not able to meet the challenge that must be faced if we are to avoid losing large numbers of Jews.

Only if Judaism is able to compete in the marketplace of ideas can we expect young Jews to engage in exploring what a serious Jewish commitment would entail. Only if the ideas of Judaism are seen in the context of those issues that engage the hearts and minds of thinking people in an open society can we expect Jews to invest the time and energy required to understand what it means to decide to live as a Jew.

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To meet the challenge of educating Jews who are fully accepted in an open society, the organized Jewish community must be prepared to make a greater investment of thought, energy and money in the agencies that have the greatest potential for rallying our youth and their parents—schools, camps, community centers. Our goal must be to develop a new <u>kind</u> of education that can respond adequately to the new reality of Jewish life in America.

It is true that there are encouraging signs. Jewish education appears on the agenda of every major Jewish forum. Key community leaders recognize the critical nature of the situation, and are beginning to devote increasing amounts of their time and resources to Jewish education.

Because ensuring the meaningful continuity of Jewish life is a high priority of the Mandel Associated Foundations, we plan to respond to today's educational crisis in the ways we feel we can be most helpful. As a first step, we will participate in establishing a Commission, the purposes of which will be threefold: to suggest policies that will guide the development of a new thrust for Jewish education; to detail the necessary steps and interventions; and to develop plans and programs for the implementation of these policies.

It is not our intention to become operational except in encouraging practical means to implement the report's recommendations; the role we have chosen is to help develop a knowledge base, and to engage in the kind of strategic thinking and advocacy that will lead to positive change.

### THE PURPOSE OF THE COMMISSION

To impact Jewish education so that it can respond to the new reality of Jewish life in North America will require interventions on many different fronts and on several levels. The institutions involved in education will need to be strengthened and supported. It may even be necessary to design and develop new institutions in response to emerging needs. The discoveries and insights of the humanities and the social sciences, as well as those of Jewish scholarship, will help to enrich the content, curriculum, and pedagogy of tomorrow's Jewish education.

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Above all else, it is the personnel of Jewish education who hold the key to change. It is they who will lead in the development of new strategies. Working in close collaboration with community leadership, they will help to create new institutions and invigorate existing ones. Most importantly, it is they who will attract, inspire, and engage students and their families.

There is wide agreement, in the fields of general and Jewish education, that the educator is a critical factor in the success or failure of any educational endeavor.

It is clear that, for Jewish education, there is a severe shortage of qualified, inspired, and trained personnel. The shortage is a global one that exists on all levels—from early childhood education through the university—and in all educational settings, whether formal or informal. Jewish education in the United States is staffed by more than 30,000 teachers, principals, youth leaders, and community center directors. While some of these educators are dedicated, competent, and enthusiastic, they are generally insufficiently trained, inadequately paid, and sometimes demoralized. Under these circumstances, recruitment is extremely difficult. The institutions that prepare Jewish educators have fewer students and faculty today than they did in the past; no more than a few hundred people are being trained at this time for positions in Jewish education.

The first target of an effort to improve Jewish education should therefore be the recruitment, training, and retention of the outstanding personnel required to meet the challenge.

In turn, these topics cannot be considered without dealing with the broader issue of the need to build the profession of Jewish education.

The following topics should be considered by the Commission:

- 1. The development of the profession of Jewish education.
- 2. The recruitment and retention of qualified personnel.
- 3. The education of educators.
- 4. The environment and the agents for change.

### 1. The development of the profession of Jewish education.

For an occupation to evolve into a profession and acquire the appropriate status and authority, it is necessary to develop and formalize agreed upon standards of knowledge, training and expertise, a code of ethics, and institutionalized forms of collegiality. The elements that are missing from Jewish education will have to be introduced; other elements will have to be developed and expanded. A system of certification, based upon accepted norms and standards, is an essential step towards the professionalization of the Jewish educator.

# ARCHIVES

### 2. The recruitment and retention of qualified personnel.

At present, there is a very small pool of people from which to recruit candidates for training programs. In addition, the rate of attrition of qualified personnel is high. Such factors as low status, morale, and salary and a limited potential for advancement have a twofold effect: they deter potential candidates from entering the field and give incumbents good reason to leave it. Moreover, the feeder system (youth movements, summer camps, etc.) is not effective. Any solution will have to consider these problems and locate and develop new sources of manpower (for example, students in programs of Jewish studies and in general education).

### 3. The education of educators.

There are very few institutions for the preparation of Jewish educators in North America. Fewer than 100 people graduate annually from these institutions. Students must be trained for existing positions as well as for the emerging needs of the field of Jewish education (professors of Jewish education, teacher-trainers, family educators, curriculum developers, experts in Jewish content for informal education, etc.). The variety of needs require multiple solutions. Strategies for development should be outlined and plans should be considered that could include proposals for:

- \* the expansion of existing institutions
- \* the development of new programs
- \* the design of systematic, comprehensive approaches for in-service education.

### 4. The environment and agents for change.

Though a consensus is emerging concerning the need to upgrade Jewish education, any dramatic change will require the development of community awareness and commitment. The key opinion makers, community leaders, academics and educators will have to be identified. They will have to be engaged in the process initiated by the commission and convinced to join and play an active role in support of this effort. They are indispensable if the process is to lead to change. One of the important assignments of the commission will be to identify those individuals, constituencies, institutions and organizations that can help effect change. Strategies will have to be devised to involve them in all of the stages of the commission's work and ultimately in the implementation of its findings.

### THE SCOPE OF THE COMMISSION'S STUDY

If a study is undertaken now, we can hope to impact significantly the effectiveness of Jewish education. The Commission will need to decide how to undertake the assignment, what is the appropriate point of entry, and whether to examine the entire range of Jewish educational personnel, or focus on a strategic segment, such as senior personnel.

It could be argued that a first effort should be undertaken in the area of senior personnel for the following reasons:

- Inspired and well-trained senior personnel will attract and retain appropriate candidates for the teaching profession and for the field of informal education.
- Qualified senior personnel will introduce new ideas and programs which could change the nature of the profession and the image of the Jewish education field.

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 The numbers involved, as compared to the need for teachers and youth leaders, make this assignment a feasible one.

### The counter-argument would claim that:

- 1. The teacher and youth-leader are the front-line educators.
- Improvements to date in status and salary have been made only in the area of senior personnel.
- The work of so important a Commission could impact Jewish educators as a whole, and therefore the problem of the teacher should remain within its scope.

A third approach might be to create a new category of "leading educators" that could encompass senior educators, administrators, curriculum specialists, outstanding classroom teachers, and camp and Center staff. These leading educators would be persons whose influence extended throughout a school, a city, a region, or the entire country. For example, they might include innovative teachers who could create and develop new methods; their classrooms could serve as demonstration centers and training facilities. Leading educators could also address themselves to the promising area of family education.

#### THE OUTCOME OF THE WORK OF THE COMMISSION

We believe that the establishment of a Commission at this time could have enormous impact. If the report produced by the Commission not only projected a vision, but also offered concrete recommendations for strengthening the field of Jewish education, there is every reason to believe that resources would be made available so that key findings could be operationalized.

We are reminded that in 1910 the Carnegie Foundation for the study of teaching commissioned a study of American medical education. The result of that study was the now-famous Flexner report which revolutionized American medical education.

As a result of the Flexner report, the Rockefeller Foundation invested fifty million dollars and convinced other sources to invest an additional five hundred million.

Once the report of the proposed Commission on Jewish education and Jewish continuity has been issued, the Mandel Associated Foundations will undertake to sponsor and fund one or more recommendations. The report may also inspire other entities to join in the enterprise, thus producing a leveraging effect within the organized Jewish community.

The widespread recognition that change is essential, the receptivity of both lay and professional leaders, and the potential involvement of interested funders are important factors that conjoin to make this a truly auspicious moment.

### AMERICAN JEWISH

### THE COMMISSION AND ITS METHOD OF OPERATION

The Commission should consist of outstanding community and professional leaders, scholars, representatives of institutions of higher learning, teacher-training institutions and appropriate Jewish organizations. Its 30 members will be men and women, chosen ad personam, whose influence and institutional connections are clear. They will be expected to participate in meetings, be available for consultation between meetings, and respond to papers and reports.

The function of the Commission will be to undertake to study, guide and review its progress, report its findings to the Jewish community, and encourage the implementation of the plans and recommendations contained therein.

The study should take approximately eighteen months, during which the Commission would meet four to six times. Three meetings would be scheduled during the first year.

The staff will include a study director, consultants, and appropriate administrative and research personnel. They will be responsible for:

Preparing the appropriate background papers and initiating individual and small-group meetings among members during the interval between meetings of the full Commission.

- Gathering and organizing the necessary data that is relevant to the work of the Commission, including existing studies and analyses.
- Initiating and inviting position papers and studies as required by the agenda and the decisions of the Commission.
- Oundertaking a series of consultations among appropriate individuals and groups of scholars, educators, and policymakers, and reporting to the Commission on these consultations.
- Preparing a list of publics in North America that need to be informed and involved, including selected organizations and institutions, lay leaders, scholars, Jewish educators, and foundations. The Commission will determine how best to communicate with these publics, and whether to invite representatives from Israel and other countries to serve as corresponding members.
- ° Developing draft reports and preparing the final report of the Commission.

### PAPERS TO BE COMMISSIONED

This list will be developed as we decide on the scope of the work of the Commission. The following suggested papers are meant to serve as examples:

- ion of
- A careful analysis of what is required to create a serious profession of Jewish education.
- 2. Alternative proposals for the training of Jewish educators. This will require visits and a very careful study of the programs, students and faculty of existing institutions. It will also require investigating innovative proposals in the field of general education and religious education.

3. Historial Institutional

Page 12 FOR DISCUSSION ONLY

3. A scenario for the year 2000: What Jewish education could be if optimal and feasible conditions were created. This paper could describe what tomorrow's institutions would be like, and how they would impact their constituencies.

- 4. The economics of Jewish education. Though the subject matter of this paper will have to be very carefully limited, it is important to develop some conception of what reform will cost.
- 5. The state of the field. This paper will establish the parameters of our problem, indicating the distance between the present situation and the desired situation (e.g., number of qualified personnel versus the number needed). The paper could document the rate of attrition, length of service, and other issues.
- 6. Building lay leadership. This paper could describe the present reality and suggest strategies for involving the top lay leadership in Jewish education.

Some or all of these papers would be discussed at workshops or consultations.

#### APPENDICES

- I. Proposed Candidates for the Position of Study Director
- II. Proposed List of Candidates for Commission Membership
  - A. Lay Leaders
  - B. Scholars and Educators
    - 1. General Scholars/Others
    - 2. Jewish Scholars
    - 3. Jewish Educators

### I. PROPOSED CANDIDATES FOR THE POSITION OF STUDY DIRECTOR

Blum, Arthur -- Professor, School of Applied Social Sciences, Case Western Reserve University

Dorph, Gail -- Member of the Education Faculty, University of Judaism, Los Angeles, California

Holtz, Barry -- Director, Melton Reseach Center, JTSA

Horn, Susan

Kelman, Vicky -- Teacher Trainer and Curriculum Specialist - Berkely, California

Lowin, Joseph -- Jerusalem Fellow

Moses, Larry -- Wexner Foundation

Riemer, Joseph -- Newly Appointed Professor of Jewish Education - Brandeis University

Shevitz, Susan -- Brandeis University (Technical Director)

Sidorsky, David -- Columbia University

Stein, Herman -- Case Western Reserve University (Overall Director)

Tannenbaum, Abe -- Columbia University

Thurz, Dantel -- Executive Director, B'nai B'rith

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### II. PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP

### A. LAY LEADERS

Appleby, Ronald -- Canada
Berman, Mandell L. -- Detroit
Busis, Sid -- Pittsburgh
Cardin, Shoshana -- Baltimore
Colman, John C. -- Glencoe, Illinois
Comay, Shalom -- Pittsburgh
Eisenman, Lillian -- New York
Feldman, Jesse -- San Francisco
Goodman, Henry J. -- Cleveland
Grossman, Steve -- Boston
Hermelein, David -- Detroit

Hermelein, David -- Detroit Kleinman, Harold -- Dallas Lainer, Mark -- Los Angeles

Laxer, Carl -- Montreal

Loup, Robert E. -- Denver

Mandel, Morton L. -- Cleveland (Chairman)

Mannikin, Richard -- Baltimore

Mintz, Donald -- New Orleans
Newman, Donald -- Tulsa

Ostrow, Gerald -- Pittburgh

Peck, Judy -- New York

Pollack, Lester -- New York

Ratner, Charles -- Cleveland

Ritz, Esther Leah -- Milwaukee

Rosenthal, Harriet -- Metro West, New York

Rubin, Len -- New Jersey

Schlessel, Mark

Shalom, Steven -- New York

Sherman, Jane

Smith, Robert -- Washington

Tishman, Peggy -- New York

Wexler, Richard -- Chicago.

Yanowitz, Bennett -- Cleveland

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### B. SCHOLARS AND EDUCATORS

### 1. General Scholars (and Others)

Arrow, Kenneth -- Nobel Laureate in Economics - Stanford University Boschwitz, Rudy -- U. S. Senator

Chinitz, Benjamin -- Dean, School of Management - Lowell University;
Past President of Boston Bureau of Jewish Education

Cohen, David -- Distinguished Policy Analyst and Historian - Michigan State University

Lawrence Cremin -- Distinguished Historian of Education; Past President of Teachers' College - Columbia University; President of the Spencer Foundation

Danishevsky, Sam Eizenstadt, Stu

Glazer, Nathan -- Distinguished Sociologist on the Faculty of Harvard
University

Lipset, Seymour Martin - Distinguished Sociologist on the Faculty of the Hoover Institute, Stanford University

Nobel Laureate -- From the Natural Sciences or Medicine

Nozzick, Robert -- One of the Distinguished Philosophers on the Faculty of Harvard University

Putnam, Hilary -- One of the Distinguished Philosophers on the Faculty of Harvard University; Key in Hillel

Sheffler, Israel -- The Outstanding Philosopher of Education in the (Rabbi) United States; On the Faculty of Harvard University

Shulman, Lee -- Psychologist, Expert in Teacher Education; Consultant to the Carnegie Foundation; Distinguished Member of the Faculty of Stanford University

Stein, Herman -- Case Western Reserve University

Yalow, Rosalyn (Nobel Laureate)

Waltzer, Michael -- Distinguished Political Scientist, Political
Philosopher on the Faculty of Princeton University

### 2. Jewish Scholars

Alter, Robert -- Expert in Hebrew Literature and Comparative Literature - University of California, Berkeley

Dash-Moore, Deborah

Gottschalk, Alfred

Lamm, Norman

Schorsh, Ismar

Septimus, Beryl

Tobin, Gary

Twersky, Itzhak -- Expert in Jewish Thought - Harvard University

Wiesel, Eli -- Nobel Laureate - Boston University

Weiss, Ruth -- Association of Professors of Jewish Education

### 3. Jewish Educators

Ariel, David -- College of Jewish Studies - Cleveland

Brooks, Michael -- Hillel

Dubin, David

Elkin, Josh

Garr, Burt

Gold, Ben-Zion (Rabbi)

Kleinman, David -- Jewish Community Center - Cleveland

Kosman, Barry

Lee, Sara -- Head of the Department of Education - Hebrew Union College, Los Angeles

Levy, Harold

Lipstadt, Deborah

Ponet, Jim -- Yale

Ritterband, Paul

Rosenstein, Mark -- Principal

Schaffler, Sam

Schiff, Alvin -- Head of Jewish Education in New York City

PROPOSED LIST OF CANDIDATES FOR COMMISSION MEMBERSHIP Page 4

Schiff, Gary
Solomon, Bennett -- Principal
Steinmetz, Ira
(Thurz, Daniel)





SUBJECT: SUMMARY OF MEETING OF NOVEMBER 11, 1987

REGARDING MANDEL INITIATIVE

PRESENT: Seymour Fox, Arthur J. Naparstek, Henry L. Zucker (Chair),

Virginia F. Levi (Sec'y)

GUEST: Arthur Blum

### I. DISCUSSION WITH ARTHUR BLUM

The meeting opened with a conversation with Arthur Blum, possible candidate for director of MI-NA. HLZ introduced MI-NA, indicating that the MAF wishes to undertake a study of Jewish continuity—the meaningful survival of the Jewish people. JWB and JESNA have been invited to share in a look at formal and informal Jewish education. The intent is to establish a national commission to investigate how Jewish education might more effectively contribute to Jewish continuity.

During the discussion with Blum, it was pointed out that the inadequacy of personnel in American Jewish education is a major issue. We hope that the commission will look closely at this issue, and will gather literature, commission reports, and look at sub-groups (lay leadership, senior personnel, faculty). We hope that the commission will take a macro look at the field and recommend better ways to organize Jewish education.

Jewish education a generation ago was aimed at accommodation and assimilation. The success of that effort leads us to the current problem. We must now suggest ways of functioning within an open society. We shall probably have to create new administrative structures, take the best of current organizations and determine radical departures which will aid us in looking at Jewish education very differently. The problem must be defined in a way that will lead to institutional change.

In response to this discussion, Blum indicated a serious interest in being considered for director of the commission. He is comfortable with the open-endedness of the commission's goals. He noted that Jewish education in the past could assume that much of the culture and tradition would be passed on through inter-action within the community. This can no longer be taken for granted; we must look anew at what creates Jewish identity.

Blum has an interest in Jewish philosophy and values and is working with the College of Jewish Studies and the Jewish Community Federation on related matters. He feels that he has the skill to work well with the range of people likely to make up the commission, an ability to keep a study moving, the skills to conduct problem analysis, and the ability to draft the report without the need to take final ownership of it. He believes the director should be responsible for getting good people together, crystallizing issues, and helping to draw conclusions while staying in touch with a wide range of people who will need to feel involved in the process. He could be available on a half-time basis beginning January 15th and full-time from May 15, 1988 through August 1989.

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### II. DISCUSSION OF MI-NA DRAFT

Following Blum's departure, attention was focused on the current MI-NA draft. The weakness of Jewish education personnel was put in numerical terms. Of the approximately 4,000 "leaders" worldwide, only 100 have had formal training. There are fewer trained personnel today than there were in 1955. There are only 10-20 people training Jewish education in this country. While the personnel issue need not be the only one addressed by the commission, it is critical to improving Jewish education.

It was agreed that the concept paper should point out more clearly our understanding that there are aspects of Jewish continuity which do not relate directly to Jewish education. These should be enumerated as significant, but outside the scope of this commission.

One of the first tasks of the commission will be to define the problem. The task force on personnel in Cleveland has determined the central problem in raising the level of Jewish personnel.

There is a problem of organizational structure. Trained personnel are not served effectively by the Bureau of Jewish Education. Perhaps the Jewish Community Federation should be encouraged to establish a department of Jewish continuity/Jewish education that would absorb the Bureau of Jewish Education and related activities and would take responsibility for placement of trained personnel. Political issues become significant when we begin talking about changing organizational structure.

AJN suggested the following format for the concept paper: It would propose the creation of the commission and would set forth:

- A. the mission
- B. preliminary problem statement
- C. commission tasks (review of Jewish education as primary task)
- D. organization
- E. timetable
- F. outcomes
- G. budget
- H. commission membership

A key question to be decided at our meeting of November 17 is a focus for the commission. We want to look at Jewish continuity in broad terms, but to be able to come to practical conclusions. The final draft of the design document must serve as an introduction to potential participants and must interest them in joining our efforts.

### III. AGENDA FOR MEETING OF NOVEMBER 17, 1987

### A. Review Drafts of MI-NA and MI-G

We will not revise the drafts in light of the 11/11/87 meeting, but will consider points made at this meeting in discussion.

### B. Public Relations

It was noted that "the story is out" and it would be useful to clarify plans for the Mandel Initiatives as soon as possible. A public announcement prior to the first meeting of the commission may be premature. This should be discussed on 11/17.

### C. Review of the Timetable and Budget

### D. Discussion of Director Candidates

### 1. Define the Role of Director

- a. first rate generalist or
- b. expert in Jewish education
- c. pros and cons of a Clevelander

### 2. Review List of Still Viable Candidates

- a. Arthur Blum
- b. Joseph Riemer
- c. John Ruskey
- d. Susan Chevitz
- e. Abe Tanenbaum
- f. Barry Holtz

### 3. Discussion of Choice Between Associate Director and Small Group of Paid Consultants

- E. Review Models for Organizing Commission AJN
- F. Preparations for Planning Group Meeting of 12/8/87

### IV. DISCUSSION OF MI-G

Draft number two will be discussed on 11/17, at which time a decision will be made as to whether or not to discuss it with the larger group on 12/8. The concern remains as to whether we can handle both initiatives at one time and how MI-G can be limited in order to be realistic.

SF believes that MI-G should be developed as an organization that can tap experts on a range of Jewish continuity-related issues worldwide. A community would come to MI-G with a problem and MI-G would offer expertise in solving that problem. When appropriate, MI-G might get involved in setting up a demonstration project, help to develop new experts, and develop an experience base to be tapped by others. MI-G would be a combination think tank and consultant bank.

It was agreed that a budget and timetable might help to put the MI-G concept in perspective. It is envisioned that the Mandel Associated

Foundations would play a major role in funding MI-G, but that approximately ten other, smaller supporters would be found to participate. Eventually, MI-G might be divided into branches by discipline, each funded by foundations sharing an interest in that field.

It was suggested that the proposal be divided into two sections: one on the vision and a second on practical first steps. One goal which was identified is to develop a healthy Israel-Diaspora relationship, a partnership of value to both parties.

