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CJENA correspondence, meetings, planning documents, and  
reports, 1988.

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15

15 78 BM	10-13-88	Check list tasks for Planning Group
15 79 BM	10-26-88	Check list tasks for Planning Group
15 80 BM	11-1-88	Draft 2: options paper
15 81 BM	10-10-88	Check list tasks, draft
15 82 BM	10-26-88	Check list tasks, draft Planning Group
15 83 BM	10-26-88	Options 3 & 9, Reimer
15 84 BM	10-7-88	Suggestions for "informal" education by A. Rotman
15 85 BM		Article on Commission from National Jewish Post Opinion
15 86 BM	10-21-88	Options 20, & and 13b
15 87 BM	10-13-88	Option: Fromal programs for adults, 9 or 13a
15 89 BM	10-10-88	Agenda planning group meeting
15 90 BM	10-4-88	Two Year Plan, 2nd Draft
15 91 BM	10-4-88	Best Practices" paper, draft
15 92 BM	10-4-88	Case Study of Outstanding Programs in Jewish Education, Draft proposal
15 93 BM	9-28-88	Agenda consultants meeting at Nativ
15 94 BM	9-23-88	Agenda consultants meeting
15 95 BM	9-25-88	Options Paper, Draft 1 including "map"
15 96 BM	9-14-88	Suggested Norms for all Commission Documents
15 97 BM	9-19-88	A Cautionary Note on Personnel Agenda, by Joe Reimer
15 108 C	8-10-88	From MLH to Commissioners absent re: 1st Commission meeting
15 109 C	8-9-88	From MLH to Commissioners present re: 1st Commission meeting
15 110 C	10-27-88	From A to AN, re: summary week's events
15 111 C	11-4-88	From MLH to Commissioner members, re: 2nd meeting & travel expenses
15 112 C	10-26-88	From Joe Reimer to A & SF, re: options papers
15 113 C	10-25-88	From SF to AN, re: David Finn meeting
15 114 C	10-20-88	From A to AN, re: progress report
15 115 C	10-19-88	From A to Joe Reimer, re: options papers
15 116 C	10-17-88	From David Resnick to SF & A, re: Aron/Bank article of supplementary school teacher shor
15 117 C	10-2-88	From A to VL, re: appointments with commissioner members
15 118 C	9-28-88	From AN, re: reminder letter for planning group meeting
15 119 C	9-29-88	From David Resnick to SF & A, re: JESNA input to commission
15 120 C	9-29-88	From A to Linda Darling-Hammond, re: commission
15 121 C	9-26-88	From VL to SF & A, re: tentative schedule 10/9-14
15 121 C	9-16-88	From A to VL, re: various
15 122 C	9-9-88	From SF & A to Planning Group, re: options paper
15 123 C	9-8-88	From AN to SF & A, re: feedback on options paper fax of 9/6/88
15 124 C	9-8-88	From Premier to Alvin, re: commission
15 125 C	9-8-88	From Premier to Eli Evans, re: commission
15 26 COM	10-14-88	Follow-up tasks w/commissioners following 1st Commission meeting
15 27 COM	10-26-88	Follow-up tasks for 1st Commission meeting
15 3 FI		Draft Israeli office budget
15 57 I	10-18-88	With Norma Lamm, towards 2nd meeting
15 58 I	10-19-88	With Dr. Schorsch, toward 2nd meeting
15 59 I	10-20-88	With Robert Loup, toward 2nd meeting
15 25 H	10-11-88	Minutes Planning Group Meeting 10/10/88 -- Draft
15 26 H	10-13-88	Minutes Planning Group Meeting 10/12/88 -- Draft
15 27 H	10-28-88	Minutes Planning Group Meeting 10/12/88 -- Draft
15 28 H	10-27-88	Minutes planning group meeting 10/10/88
15 29 H	9-28-88	Summary meeting 9/28/88 at Nativ, staff & consultants
15 30 H	10-14-88	Meeting CJF Boston minutes
15 3 P	1-88	Presentation slides for Commission meeting
15 13 PC	10-25-88	With AN summary

Howe

15 98 BH	9-6-88	Re: Options paper draft
15 99 BH	9-4-88	How to Think About Options -- Suggested Methodology
15 126 C	8-26-88	From Rabbi Kipper to MLM, re: commission
15 127 C	8-16-88	From Eli Evans to AH, re: meeting success
15 128 C	8-11-88	From David Hirshhorn to MLM, re: 1st Commission meeting
15 129 C	8-5-88	From Alvin Schiff to AH, re: 1st Commission Meeting
15 130 C	8-8-88	From AH to Rabbi Lookstein, re: various
15 131 C	8-30-88	From MLM to Alfred Gottschaik, re: commission
15 132 C	8-23-88	From Alfred Gottschaik to MLM, re: 1st Commission meeting
15 133 C	9-1-88	From MLM to Isadore Twersky, re: meeting
15 134 C	9-27-88	From Isadore Twersky to MLM, re: meeting
15 135 C	9-1-88	From MLM to Eli Evans, re: commission
15 136 C	8-16-88	From Eli Evans to MLM, re: 1st Commission meeting
15 137 C	9-1-88	From MLM to Bernard Reisman, re: Commission
15 138 C	8-10-88	From Bernard Reisman to MLM, re: Commission
15 139 C	9-2-88	From MLM to Rabbi Kipper, re: Commission
15 140 C	9-7-88	From AH to David Hirshhorn, re: Commission
<del>15 141 C</del>	<del>8-11-88</del>	<del>From David Hirshhorn to MLM, re: Commission</del> <i>duplicate</i>
15 142 C	8-8-88	From Rabbi Lookstein to AH, re: Commission
15 143 C	9-6-88	From AH to Commissioners, re: 1st Meeting
15 144 C	9-6-88	From SF to AH, re: options assignment
15 145 C	9-4-88	From SF to Mike, re: 1st Commission meeting
15 146 C		From MLM to Commissioners, re: 1st Commission Meeting
15 147 C	9-2-88	From MLM to Commissioners, re: 1st Commission meeting
15 31 M		Summary of Points from 1st Commission Meeting
15 32 M	9-6-88	Minutes 1st Commission Meeting, 8/1/88



FAX SENT  
DATE: 20/10

NATIV POLICY AND PLANNING CONSULTANTS  
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FACSIMILE TRANSMISSION

TO: DR. A.J. NAPARSTEK

FROM: ANNETTE HOCHSTEIN

DATE: OCTOBER 19, 1988

NO. OF PAGES: 17





October 20, 1988

Mr. Arthur J. Naparstek  
President  
Premier Industrial Foundation  
4500 Euclid Ave.  
Cleveland, Ohio 44103  
USA

114C ✓

Dear Art,

Here is my progress report. It precedes the phone call, to allow discussion of relevant topics. It is shorter and somewhat "drier" than I had planned. As you will undoubtedly hear in our conversation tomorrow I am under the weather and not quite my literary self.

1. Meeting with Commissioners-Educators on Friday October 14 in Boston. I believe we learned a lot at this meeting, and it was very useful to get the participants' input - as well as to prepare them for the upcoming meeting. An interesting part of the meeting was to follow the way by which they came to formulate the community as a priority option. (see attached summary).

2. Post October 14 contacts:

- we flew back with A. Schiff who was very pleased. Seymour spoke with him at length.
- SF spoke with Woocher who was very pleased.

3. Still in the US. I briefly reported to Jo Reimer on the meeting of the 14th.

4. Received your minutes of meetings of October 10 and 12, as well as list of assignments. Thank you. There is one omission: the preparation and mailing of materials to the Commissioners before the meeting.

5. Interviewed Lamm and Schorsch by phone. See attached reports.

6. Interviewed Loup (see report) and Ritz in Jerusalem (report forthcoming).

7. Seymour interviewed Ratner in Jerusalem and had a preliminary phone call with Mrs Melton. (Reports forthcoming).

8. Set up meeting with Lamm and with Schorsch for December 9 in New York.

9. Seymour discussed with you transferring money for agreed-upon budget items and indicated that one possibility might be the JWB. You were going to discuss this with Mort. We would like to know the outcome.

10. We have organised a second consultation with educators on October 27 (next Thursday).

11. We have begun writing our options papers and will forward them as they are written.

12. I hope to have the interview schedule ready by the 24th, as promised.

13. Seymour is having dinner with Finn on Sunday.

Very best regards,

*Annette*



MRS ROBINSON

all cap

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THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MINUTES OF MEETING -- OCTOBER 14, 1988

CCJP OFFICES -- BOSTON

PARTICIPANTS: ART NAPARSTECK, JACK BIELER, JOSH ELKIN, SEYMOUR FOX, ANNETTE HOCHSTEIN, SARA LEE, DEBBIE MELINE, ALVIN SCHIFF, BARRY SHRAGE & JON WOOCHEER.

Prof. Fox opened the meeting by introducing Dr. Naparstek, Director of the Commission and President of M.A.F., and all other participants. He then introduced the subject of the meeting: Taking a critical look at the staff work done since the first meeting of the Commission. Prof. Fox reviewed where we stand following the recent series of meetings in Cleveland. He asked for advice as to how we move forward from suggestions and desires to action?

Schiff: At the meeting of the Commission, two different senses emerged:

- The Commission is an entity in itself; and
- The Commission is a motivator, instigator, get things going beyond the life of Commission. Which is right?

Naparstek: The Commission's purpose is two-fold:

1. Focus on systemic problems. Be proactive, not reactive.
2. Be catalytic; set the philanthropic on Jewish education for the community.

Fox: Assumptions

1. Commission was designed to represent the best collective wisdom of the Jewish community. That representation has to be constantly monitored for accuracy. Are the representatives of various populations doing their jobs? Are they representative?
2. Just because a Commissioner says something, doesn't mean it's right.

(Discussion of Options Paper -- Draft 2)

Fox: Initially, all comments of Commissioners were categorized under 5 topics (Personnel, Clients, Forms, Methods, Community)

Hochstein: (Explanation of inventory -- personnel)

Bieler: How do you deal with areas of overlap? For example, job definitions are not "clean." Can't "pigeon-hole" a teacher into one role because he fills many roles.

Schiff: Why kind of profile of needs will emerge from this inventory?

Lee: What are the assumptions behind the preparation of the inventory? Examining the whole universe in detail, or formulating specific problems? Shouldn't we be dealing with specific problems?

Fox: (Presentation of list of options)

We purposely avoided definition of the goals of Jewish education, because we believe that such a discussion would blow the Commission apart. E.g., people with different ideologies will define different goals. E.g., no discussion on the goals of the USA for the same reason. We also didn't want to find a lowest common denominator or make trade-offs in order to choose which option to act on.

Schiff: The lay people need assurance that they are going somewhere. We can have an ultimate communal goal: Jewish continuity. Everyone can agree on that as a goal. Don't need to set intermediate goals such as create (define) "good Jews."

Lee: There is an assumption here that there are people of good faith involved in Jewish education and that the Commission can facilitate their work. Everyone can agree on that as a goal.

Fox: (Presentation of Criteria and Presentation Supplementary School Example)

We want to produce a separate paper on each option before December 13th.

Two categories of options are emerging: 1) Necessary/enabling; 2) programmatic.

Schiff: Supplementary school option is based on assumption that goal is to improve the individual student's experience in the supplementary school. But there's another aspect: group solidarity. Socialization of peers. Group experience. Supplementary school student is a link to his peers and his family.



Fox: (Formulation of Schiff's comment)

"We must decide whether we take the current state of the institution as the basis for our definition, or some vision of the institution (what is desired/needed) as the basis. How do we present the problem?"

Lee: If you want to reformulate the questions, you have to reveal the underlying questions that have led you to the questions. E.g., the congregation's relationship to the supplementary school.

Shrage: Sometimes you need to take conservative viewpoint. (E.g., can't destroy the congregations and recreate the whole institutional structure.) We need to take an integrative approach.

Woocher: Maybe the Commissioners will see more than 26 options. E.g., option 27. Restructure the congregation as a total educational institution. Encourage the fertile minds of the Commissioners.

Beiler: The options prevent an organic approach to the whole issue of Jewish education. Have to break down certain assumptions, be innovative, creative. But at same time, we have to deal with what's there. Also, have to be careful about imposing our own personal values, because we could be setting ourselves up for failure. E.g., maybe kids today don't care about the "group experience." "Socialization Discussion Needed."

Schiff: If we don't consider the area of socialization and just go with the trend of individualizations, then we're sunk.

When we did our research we considered elements of successful schools and we profiled the best schools. We looked at what made the schools tick.

Auspices, turf issues have to be considered as part of the community issue.

Elkin: Maybe need a quick and dirty study of congregational schools. Find out what the key issues are. Case studies give great insight. Have to look at the settings that are considered to be high quality.

Shrage: Not only models of excellence; look at models of what we have -- reality.

Woocher: The problem is that we could take an integrative, comprehensive approach to all of the options. I don't think that multiplying the options to choose among is



going to be useful to the Commission.

Lee: Natural tension between those who want to get started immediately and those who want to talk more. Some lay leaders are eager to intervene, act, do. Others are more cautious -- want to formulate the questions; rigorous thinking about the problems. I think the Commission's greatest contribution would be to help the North American Jewish community to focus on the right questions. I don't want to add any more options because then the real issues are going to get lost.

The real issues are not the shortages of teachers. The real issues are the conditions of Jewish education which make it impossible to give educators professional satisfaction and fulfillment.

Fox: If we don't get to an agenda, we're going to lose the Commission. But if we focus on one thing, we'll lose the richness of the variety of opportunities.

We're thinking of suggesting 3 areas of focus for the Commission. (Task-forces?)

1. Personnel
2. Community
3. Some kind of formulation for the programmatic options that perhaps others (foundations) could get involved in.

Visions and practice papers as response to some of the need to look at what exists and what works in areas of endeavors of the Commission; getting going.

Lee: Possible structure for task-force.

Appears to me that breaking things down to discrete units is detrimental. I think the third task-force should deal with forms of Jewish education. We are prisoners to the terms and forms that exist. Forms need to be looked at in a new way.

Community should include all of the institutional structures where Jewish education takes place. The context of Jewish education needs to be examined. What should or could the forms of Jewish education be?

Elkin: I like the term "context." It makes the community category fuzzier, complicated, but crucial. The other 2 (personnel, programmatic) will be easiest to tackle.

LUNCH BREAK

Schiff: The 3 task-force idea will allow to be both comprehensive and to go into some depth.

Elkin: Concur

Woocher: Concur

Lee: The problem with atomization.

Fox: Atomization does not preclude a holistic view.  
We need help for definition of task-forces.

Naparstek: Does everybody agree with the concept of task-forces? (Yes.)

Fox: Best practice: must avoid "political" choices. Help us raise level of discourse on this topic.

Schiff: Re: best practice.  
(Hochstein -- the Case Studies Proposal)

Schiff: Experience with complex and expensive best practice type study. We must be cautious. How do we guarantee that political fall-out won't be negative.

Lee: I think the task-forces should collect data on the institutions relevant to their work. Depoliticize the case study process.

Fox: Potential form of institutions  
Links to other institutions

Schiff: Send out a memo to whole community asking them to nominate themselves as candidates for case studies.  
Self-select: We process.

Woocher: Models exist. Shroeder Award process could be followed.

Shrage: We don't want to hear about successful programs. We want to know about comprehensive systems of effective education.

Hochstein: If task-forces do the case study work, they'll select the appropriate cases.

Lee: Presenting all the Commissioners with 26 papers (on each option) might be counterproductive in getting them to agree on 3 major categories.

Hochstein: We'll present back-up documents to show the Commissioners that we took all of their suggestions seriously. But a 4-page executive summary will explain the whole process and how we arrived at these 3 categories. We'll present the 3 task-forces and say

that (suggested presentation: The task at hand: to narrow the focus. How this was done: How we compiled the list of options, looked at their implications, checked against criteria. What emerged -- the 2 categories [programmatic and XXXX]. Why start with means? Personnel -- the community, etc.)

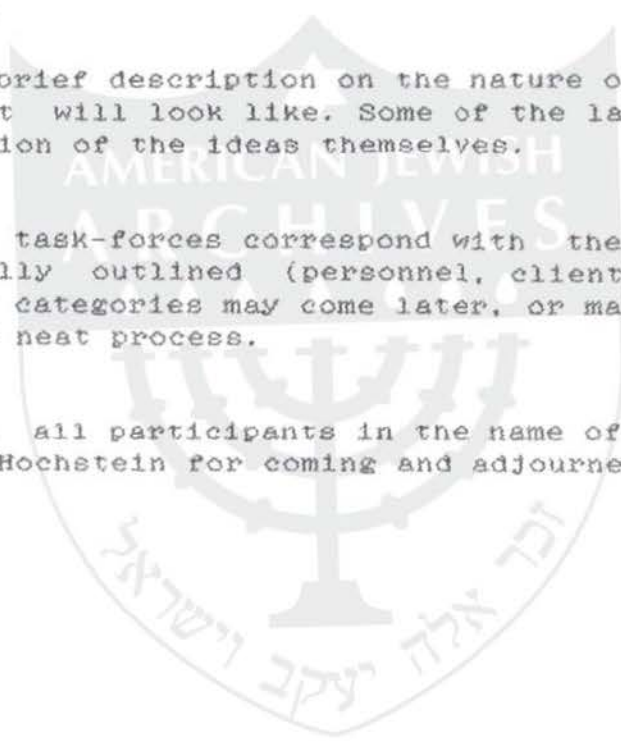
Schiff: Very positive! Shows people that they were really paid attention to! MLM should stress this in his remarks. MLM should say we have some definite ideas -- not written in stone -- we're open, but not totally open (maintain direction).

Lee: Concurs

Woocher: Need a brief description on the nature of the option -- what it will look like. Some of the lay people need definition of the ideas themselves.

Elkin: The 3 task-forces correspond with the 5 categories originally outlined (personnel, clients, etc.). The other 2 categories may come later, or may fall into the 3. Very neat process.

Fox: Thanked all participants in the name of A. Naparstek and A. Hochstein for coming and adjourned the meeting.



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FAX SENT  
DATE: 19/10

FACSIMILE TRANSMISSION

TO: DR. JOE REIMER  
BRANDEIS UNIVERSITY

FROM: ANNETTE HOCHSTEIN

FAX NUMBER: 001-

DATE: OCTOBER 19, 1988

NO. OF PAGES: 1

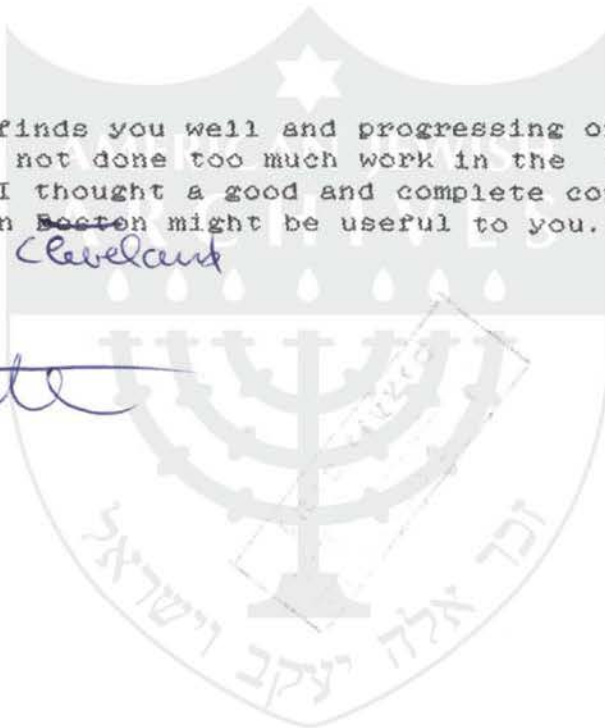
Dear Joe,

I hope this note finds you well and progressing on the "Options" papers. I have not done too much work in the 48 hours since touch-down, but I thought a good and complete copy of the "adult" option exercise in ~~Boston~~ *Cleveland* might be useful to you.

Best regards,

Annette

*Annette*



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

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

FUNCTION

SUBJECT/OBJECTIVE Commission on Jewish Education  
in North America

ORIGINATOR Virginia F. Levi

DATE 10/13/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
	Send formal letter of invitation from MLM to Lionel Schipper re serving on Commission (cc to Bronfman)		VFL	10/10/88	10/17/88	
	Check with Bronfman re Ron Appelby as another Canadian Commissioner		HLZ	10/10/88	10/14/88	Done
	Send invitation letter to Ron Appelby re serving on Commission (contingent on Bronfman ok)		VFL	10/10/88	10/17/88	
	Develop a page for each Commissioner, indicating contact person, strategy for contact, summary of contacts to date, and plans for future contact		VFL	10/10/88	10/17/88	
	Contact all Commissioners for in-depth interviews before 12/13 meeting		AJN, AH SF...	10/10/88	12/10/88	
	Prepare draft outline on task force functions and timetable; consider chairs and co-chairs for task forces at 12/13 meeting		AJN, SF MLM	10/10/88	11/1/88	
	Maintain file of all Commission-related correspondence in Foundation office, and circulate to Planning Group		VFL	10/10/88	Ongoing	
	Draft letter from MLM to all Commissioners re upcoming contact for interviews by staff		VFL	10/13/88	10/18/88	
	Send draft to SF of update letter to go from MLM to all Commissioners midway between Commission meetings, including reminder of upcoming meeting and reference to contacts		AJN	10/13/88	11/1/88	
	Finish draft of update letter from MLM		AJN, SF	10/13/88	11/15/88	
	Develop draft budget for Commission (SF will call AJN to discuss)		SF, AH AJN	10/10/88	11/1/88	
	Discuss PR strategy with David Finn in Israel		SF	10/10/88	10/25/88	
	Work on creating a subcommittee on public info to develop a PR strategy, with D. Finn's help		AJN	10/10/88	11/1/88	





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

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

## FUNCTION

SUBJECT/OBJECTIVE Commission on Jewish Education  
in North America

ORIGINATOR

Virginia F. Levi

DATE

10/13/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
14.	Gather list of materials on Jewish education to be sent to Commissioners; design label for such collection. (Need adequate check system)		Staff	10/10/88	Ongoing	
15.	Contact Eli Evans re sending his monograph to Commissioners		AJN	10/10/88	10/17/88	
16.	Consider creating an executive committee		Team	8/2/88		
17.	Develop a set of ground rules (research plan) to be used in the production of papers for the Commission		AJN, SF AH, JR	8/2/88		
18.	Draft Vision paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
19.	Draft Case studies paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
20.	Develop a brief paper describing and assessing each of the 26 options		JR, AH SF, staff	10/12/88	11/15/88	
21.	Decide by phone on the need for a third task force to deal with programmatic options		Staff	10/12/88	12/1/88	
22.	Decide on permanence of task forces, and issues of effectiveness connected with them		Staff	10/12/88	12/1/88	
23.	Call AR, CS and JW to arrange meeting for MLM and AJN with professional heads and presidents of JESNA, JWB and CJF re proposed agenda for 12/13, at GA in November		VFL	10/12/88	10/17/88	
24.	Meet with JESNA, JWB, CJF people at GA on November 16-20		AJN, MLM	10/12/88	11/20/88	
25.	Develop a plan for initiating and maintaining contact with constituent federations		HLZ, SF CS	10/12/88	11/1/88	
26.	Develop a plan for initiating and maintaining contact with constituent formal education groups					



PREMIER INDUSTRIAL CORPORATION

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

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 SEE MANAGEMENT MANUAL POLICY NO. 8.3  
 FOR GUIDELINES ON THE COMPLETION  
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

## FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education  
in North America

ORIGINATOR

Virginia F. Levi

DATE

10/13/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
27.	Develop a plan for initiating and maintaining contact with constituent informal education groups		AR, ?	10/12/88	11/1/88	
28.	Arrange and confirm meeting of Senior Policy Advisors 12/14 at JWB to follow up Commission meeting		VFL	10/12/88	11/1/88	
29.	Determine appropriate interview schedule for refugee education in their communities		JW, VFL	10/12/88	11/1/88	
30.	Develop a schedule of activities between 10/12 and 12/13; coordinate involvement of Senior Policy Advisors		Staff, AJN	10/12/88		
31.	Write and distribute interview schedule for Commissioner interviews before 12/13		AH	10/10/88	10/24/88	
32.	Arrange for minute-taking at 12/13 meeting		AJN	10/10/88	12/1/88	

10/14/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
<b>I. LAY LEADERS</b>			
Ronald Appelby	AJ - *	definitely see by 1	
Mandell Berman	AJ - 1	definitely see by 1; try for MLN meeting at GA	
Charles Bronfman	SF - 1	met 10/6; will again before 12/13	
Lester Crown	SF - 1	definitely see by 12/13	
Stuart Eizensta	AJ - 2	possible visit by 12/1	
Irwin Field	AR - 2*	AR should try to before 10/20	AJN to contact AR
Max Fisher	ML - 1	ML will see in kit 11/7; try for 4 meeting at GA	
David Hirschhor	HL - 1	HL will see in in 10/19	
Ludwig Jesselso	AL - 1	AL to try to see 9-1	
Mark Lainer	JR/AJN-2	JR will phone	
Robert Loup	AL - 2	will see on 10/1	
Morton L. Mande	AL		
Matthew Maryles	AJ - 2	definitely see by 1	
Florence Melton	AL - 1	see before 12/13	
Donald Mintz	AL - 1	try for ALN meeting at GA	
Lester Pollack	AL - 2	***no plans set this time	
Charles Ratner	SI - 1	meeting scheduled 10/19	
Harriet Rosenthal	AL - 2	AR reported on c - 8/15/88	
Esther Leah Rii	AVAR-2	AL to see 10/20	
Lionel Schipper	AN - *	definitely see 12/1	
Daniel Shapiro	AN - 2	possible visit by 2/1	
Bennett Yanowit	AM - 1	definitely see 12/1	
John Colman	HZ - 2	will see in early.	
Peggy Tishman	A/AJN-1	AL will try to see in sec. if AJN can see by then	
Henry Koschitz	J - 2	call or see by 1	
Mona Ackerman	AM - 1	definitely see 12/1	
David Arnow	J - 2*	definitely see 12/1	
Maurice Corson Fdn	HZ - 1	HZ will see in on 10/19	
Eli Evans - Fd	HZ - 1	HZ will see in on 10/19	
Robert Miller Fdn	HZ - 1	HZ will see in on 10/19	

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



10/14/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
<b>II. PIES, HIGHER JEWISH ED</b>			
Alfred Gottschalk	MM/SF-1	SF will see in Dec.	
Norman Lamm	MM/AH-1	AH will talk with him on 10/17 and see in Dec.	
Ismar Schorsch	MM/AH-1	AH will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
<b>III. SCHOLARS/EDUCATORS (1)</b>			
Seymour Martin Lipset	SF - 1	***no plans set at this time	
<b>IV. JUDAIC SCHOLARS (1)</b>			
Isadore Twersky	SF - 1	will see 10/14	
<b>V. JEWISH EDUCATORS (7)</b>			
David Dubin	AL - 2	***no plans set at this time	
Jack Bieler	JR - 2	will see before 12/1	
Joshua Elkin	JR - 2	will see before 12/1	
Sara Lee	SF - 1	will see 10/14	
Alvin Schiff	AJN - 1	will see before 12/1	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
<b>VI. RABBIS</b>			
Isakel Lookstein	AJN - 1	will see with Schiff by 12/1	
Harold Schulweis	JR - 2*	will call	
Isaiah Zeldin	JR - 2*	will call	
<b>VII. SR. POLICY ADVISORS</b>			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			
Arthur Wapner			

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

10/14/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rotman			
Carmi Schwartz			
Herman Stein			
Jonathan Woocher			
Henry Zucker			





החברה למען החינוך היהודי בצפון אמריקה

**Jewish Education Service of North America, Inc.**

730 Broadway, New York, N.Y. 10003-9540  
ENTRANCE 418 LAFAYETTE STREET

Tel. (212) 529-2000



M E M O R A N D U M

TO: Seymour Fox  
Annette Hochstein ✓

FROM: David Resnick

DATE: 17 October 1988

RE: Aron/Bank article on supplementary school teacher shortage

I know you're both familiar with Isa Aron and Adrienne Bank's work on the shortage of supplementary school teachers. I've enclosed a copy of their article on the subject, as it's appeared in the most recent issue of the Journal of Jewish Communal Service (Spring, 1988). This form may be particularly useful for Commission members, and their focus -- the need for "concerted and continuous effort on the part of the entire organized American Jewish community" -- couldn't be more relevant.

Hope you find it useful. Best regards.

116 CV

10/14/88

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

Name	Assignment	Post-Commission Working Assignments	Comments
<b>I. LAY LEADERS</b>			
Ronald Appelby	AJ - *	definitely see by 12/1	Note: All follow-up contacts should be made only by the person assigned.
Mandell Berman	AJ - 1	definitely see by 1; try for MLN meeting at GA	
Charles Bronfman	SF - 1	met 10/6; will again before 12/13	
Lester Crown	SF - 1	definitely see by 1/13	
Stuart Eizensta	AJN - 2	possible visit by 1/1	AJN to contact AR
Irwin Field	AR - 2*	AR should try to before 10/20	
Max Fisher	MLI - 1	MLI will see in bit 11/7; try for 4 meeting at GA	
David Hirschhor	HLI - 1	HLI will see in in 11/19	
Ludwig Jesselso	AI - 1	AI to try to see 9-1	
Mark Lainer	JR/AJN-2	JR will phone	
Robert Loup	AI - 2	will see on 10/1	
Morton L. Mande	AI		
Matthew Maryles	AJ - 2	definitely see by 1	
Florence Meltor	AI - 1	see before 12/13	
Donald Mintz	AI - 1	try for 4LN meeting at GA	
Lester Pollack	AJ - 2	***no plans set mis:ime	
Charles Ratner	SI - 1	meeting scheduled 11/19	
Harriet Rosenthal	AI - 2	AR reported on c - 8/15/88	
Esther Leah Rii	AVAR-2	AI to see 10/20	
Lionel Schipper	AN - *	definitely see 12/1	
Daniel Shapiro	AN - 2	possible visit by 2/1	
Bennett Yanowit	AJN - 1	definitely see 12/1	
John Colman	HZ - 2	will see in early.	
Peggy Tishman	A/AJN-1	AI will try to in lec. if AJN can see by then	
Henry Koschitzky	J - 2	call or see by 12/1	
Mona Ackerman Fdn	AI - 1	definitely see 12/1	
David Arnow	J - 2*	definitely see 12/1	
Maurice Corson Fdn	HZ - 1	HIZ will see in on 10/19	
Eli Evans - Fd	HZ - 1	HIZ will see in on 10/19	
Robert Miller Fdn	HZ - 1	HIZ will see in on 10/19	

\* = needs special treatment; \* = top priority; 2 = less deal to see now

OCT 17 '88 10:41

PREMIER CORP

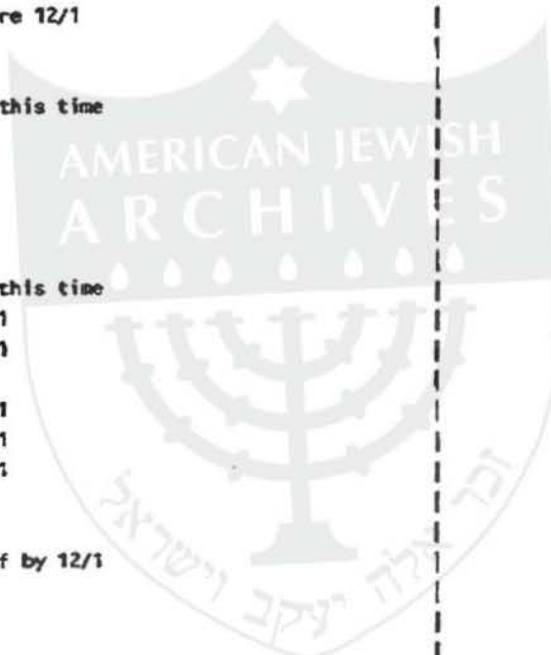
PAGE.03

10/14/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
<b>II. PEES, HIGHER JEWISH ED</b>			
Alfred Gottschalk	MUM/SF-1	SF will see in Dec.	
Norman Lamm	MUM/AH-1	AH will talk with him on 10/17 and see him.	
Ismar Schorsch	MUM/AH-1	AH will see in Dec.	
Arthur Green	Jt - 2*	definitely see before 12/1	
<b>III. SCHOLARS/EDUCATORS (1)</b>			
Seymour Martin Lipset	Sf - 1	***no plans set at this time	
<b>IV. JUDAIC SCHOLARS (1)</b>			
Isadore Twersky	Sf - 1	will see 10/14	
<b>V. JEWISH EDUCATORS (7)</b>			
David Dubin	At - 2	***no plans set at this time	
Jack Bieler	Jt - 2	will see before 12/1	
Joshua Elkin	Jt - 2	will see before 12/1	
Sara Lee	Sf - 1	will see 10/14	
Alvin Schiff	AJN - 1	will see before 12/1	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
<b>VI. RABBIS</b>			
Isakel Lookstein	AJN - 1	will see with Schiff by 12/1	
Harold Schulweis	JR - 2*	will call	
Isaiah Zeldin	JR - 2*	will call	
<b>VII. SR. POLICY ADVISORS</b>			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			
Arthur Maparstek			

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



10/26/88  
10/14/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rotman			
Carmi Schwartz			
Herman Stein			
Jonathan Woocher			
Henry Zucker			

VIII. Staff  
Rachel Gubitz  
Joseph Rieken  
Virginia Levi







**TORONTO / UNITED  
JEWISH / JEWISH  
CONGRESS / APPEAL**

טאראנטא יידישער קאנגרעס / הקונגרס היהודי של טורונטו

HERB ROSENFELD, PRESIDENT  
STEVEN AIN, EXECUTIVE DIRECTOR

October 13, 1988

Professor Seymour Fox  
Jerusalem Fellows  
Hatzfirah 22a  
Jerusalem, Israel

Dear Seymour,

I hope this letter reaches you in good health and that you and Sue and your family have gotten the New Year off to a good start. We have been busy here without much time for reflection or letter writing. Eileen was snapped up by the JCC for a job, and since we both unexpectedly had to start full time jobs upon arrival, it has delayed the process of setting up our home.

I am enjoying the job. One of my first substantive tasks is to look into the issue of support services in the day schools. There is apparently a great demand for counseling and remedial services and I am educating myself about the substantive, budgetary, and political aspects of the issue. I have been approaching and contacting the educators very slowly, but will use this particular issue as an entrée to establishing contact.

The task of constructing the overall lay committee responsible for Jewish education at TJC has occupied a good deal of my time. This has been a challenging process. Ze'ev met with me as well as with the core leadership group and he can share his perceptions with you. The inaugural meeting will occur in under a month and I had the chair mention in her letter of invitation that I will be contacting each member to set up an interview with them. Ze'ev made a similar suggestion, and although he saw it as a case of great minds working alike, I see it as a case of what sociologists call spuriousness -- we both haven't hung around you these years without not absorbing the basic modus operandi. Ze'ev suggested tht I feed back any notes to the participants and then create a working document that will be the basis of the committee's meeting with Ze'ev in early February. I know that you and Annette have developed a methodology for just

Cont. pg. 2

72c

RONALD APPLEBY, O.C., IRVING FELDMAN, O.C., WILFRED POSLUNS — PAST PRESIDENTS  
MICHAEL BENJAMIN, JACK CHISVIN, MARTY GOLDBERG, JUDY GWARTZ, ADRIENNE OFFMAN, PENNY OFFMAN, LES SCHEININGER — VICE PRESIDENTS  
AARON BROTMAN — TREASURER, GEORGE WASSERSTEIN — ASSISTANT TREASURER, GELLA ROTHSTEIN — SECRETARY, HARRY KRAKOWSKY — ASSISTANT SECRETARY,  
PHIL ALTER — LEGAL COUNSEL, JOSEPH B. SALSBERG — HONORARY OFFICER, ETTY DANZIG, CHARLES DIAMOND, HENRY KOSCHITZKY, JULIA KOSCHITZKY,  
MIRA KOSCHITZKY, HAROLD LEDERMAN, DONALD RAFELMAN, DAVID SATOK, GERALD SHEFF, CHARLES ZAIONZ — OTHER OFFICERS



this sort of thing with the Mandel Commission. You probably have not had any time to be reflective about it, but in case you or Annette have written anything up I'd appreciate receiving it. Alternatively, if you could share any of the raw materials so I might get a sense of how you distilled notes into synopsis and transformed them into working documents, that would be very helpful. Mike will be coming to Toronto soon, so maybe you could send something with him.

I will be seeing Lucy and Shmuel at the conference that Mike will be speaking at and I'm looking forward to that.

Please give my warm regards to the folks at Hatzfirah.

Best wishes,



Jay Brodbar-Nemzer, Ph.D.  
Senior Planning Associate

JBN/sg

cc: Annette Hochstein



**MENTS  
PROJECTS  
MATERIAL  
FUNCTIONAL SCHEDULE**

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

OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education  
in North America

ORIGINATOR

Virginia F. Levi

DATE

10/13/88

DESCRIPTION

PRIORITY

ASSIGNED  
TO  
(INITIALS)

DATE  
ASSIGNED  
STARTED

DUE DATE

COMPLETED  
OR REMOVED  
DATE

1. Send formal letter of invitation from MLM to Lionel Schipper re serving on Commission (cc to Bronfman)
2. Check with Bronfman re Ron Appelby as another Canadian Commissioner
3. Send invitation letter to Ron Appelby re serving on Commission (contingent on Bronfman ok)
4. Develop a page for each Commissioner, indicating contact person, strategy for contact, summary of contacts to date, and plans for future contact
5. Contact all Commissioners for in-depth interviews before 12/13 meeting
6. Prepare draft outline on task force functions and timetable; consider chairs and co-chairs for task forces at 12/13 meeting
7. Maintain file of all Commission-related correspondence in Foundation office, and circulate to Planning Group
8. Draft letter from MLM to all Commissioners re upcoming contact for interviews by staff
9. Send draft to SF of update letter to go from MLM to all Commissioners midway between Commission meetings, including reminder of upcoming meeting and reference to contacts
10. Finish draft of update letter from MLM
1. Develop draft budget for Commission (SF will call AJN to discuss)
2. Discuss PR strategy with David Finn in Israel
3. Work on recruiting a subcommittee on public info to develop a PR strategy, with D. Finn's help

VFL

10/10/88

10/17/88

Done

HLZ

10/10/88

10/14/88

Done

VFL

10/10/88

10/17/88

Done

VFL

10/10/88

10/17/88

Done

AJN, AH  
SF...

10/10/88

12/10/88

AJN, SF  
MLM

10/10/88

11/1/88

VFL

10/10/88

Ongoing

VFL

10/13/88

10/18/88

AJN

10/13/88

11/1/88

AJN, SF

10/13/88

11/15/88

SF, AH  
AJN

10/10/88

11/1/88

SF

10/10/88

10/25/88

AJN

10/10/88

11/1/88



AMERICAN JEWISH ARCHIVES

## ASSIGNMENTS

- ☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10-84) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 8.5  
 FOR GUIDELINES ON THE COMPLETION  
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION

SUBJECT/OBJECTIVE Commission on Jewish Education  
in North America

ORIGINATOR

Virginia F. Levi

DATE

10/13/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
4.	Gather list of materials on Jewish education to be sent to Commissioners; design label for such collection. (Need adequate check system) AJN, JR, SF, AR)		Staff	10/10/88	Ongoing	
5.	Contact Eli Evans re sending his monograph to Commissioners		AJN	10/10/88	10/17/88	
6.	Consider creating an executive committee		Team	8/2/88		
7.	Develop a set of ground rules (research plan) to be used in the production of papers for the Commission		AJN, SF AH, JR	8/2/88		
8.	Draft Vision paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
9.	Draft Case Studies paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
10.	Develop a brief paper describing and assessing each of the 26 options		JR, AH SF, staff	10/12/88	11/15/88	
1.	Decide by phone on the need for a third task force to deal with programmatic options		AJN, SF Staff MLM	10/12/88	12/1/88	
2.	Decide on permanence of task forces, and issues of effectiveness connected with them		MLM Staff	10/12/88	12/1/88	
3.	Call AR, CS and JW to arrange meeting for MLM and AJN with professional heads and presidents of JESNA, JWB and CJF re proposed agenda for 12/13, at GA in November		VFL, HLZ	10/12/88	10/17/88	
4.	Meet with JESNA, JWB, CJF people at GA on November 16-20		AJN, MLM	10/12/88	11/20/88	
5.	Develop a plan for initiating and maintaining contact with constituent federations		HLZ, SF CS	10/12/88	11/1/88	
6.	Develop a plan for initiating and maintaining contact with constituent formal education groups					

PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

## ASSIGNMENTS

- ☒ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

73090 (REV. 10/86) PRINTED IN U.S.A.

## FUNCTION

SUBJECT/OBJECTIVE

Commission on Jewish Education  
in North America

ORIGINATOR

Virginia E. Levi

DATE

10/13/88

DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
Develop a plan for initiating and maintaining contact with constituent informal education groups		AR, ?	10/12/88	11/1/88	
Arrange and confirm meeting of <i>Planning groups</i> Senior Policy Advisors 12/14 at JWB to follow up Commission meeting		VFL	10/12/88	11/1/88	
Determine appropriate terminology for referral education in their communities		JW, VFL	10/12/88	11/1/88	
Develop a schedule of activities between 10/12 and 12/13; coordinate involvement of Senior Policy Advisors <i>Planning groups</i>		Staff, AJN	10/12/88		
Write and distribute interview schedule for Commissioner interviews before 12/13		AH	10/10/88	10/24/88	
Arrange for minute-taking at 12/13 meeting		AJN	10/10/88	12/1/88	



26M

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

DATE OF MEETING: October 12, 1988

DATE MINUTES ISSUED: October 27, 1988

PRESENT: Morton L. Mandel (Chairman), David Ariel, Seymour Fox,  
Rachel Gubitz, Annette Hochstein, Virginia F. Levi  
(Sec'y), Arthur J. Naparstek, Joseph Reimer, Arthur  
Rotman, Herman D. Stein, Jonathan Woocher,  
Henry L. Zucker

COPY TO: Stephen Hoffman, Carmi Schwartz

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### I. Introduction

Following the first meeting of the Commission on Jewish Education in North America which took place on August 1, 1988, feedback was extremely positive. As a result, expectations are high for the future of the Commission. The planning group faces the challenge of providing focus and clarity to future activities of the Commission.

We were reminded that the mission of the Commission is to effect change in Jewish education for the sake of Jewish continuity by identifying key, systemic issues and serving as a catalyst for active implementation of meaningful solutions.

### II. Discussion of Draft Options Paper

Seymour Fox reviewed the process which he and Annette Hochstein followed in reaching 26 possible areas for review and study based on the comments of commissioners and others. He explained the checklist which might be used to assess each of these areas and the concept that the 26 can be divided into two subsets: enabling conditions and programmatic options. It was the sense of the entire group that two of the enabling conditions, personnel and community, transcend the other 24 options in their significance for change in Jewish education and that these might best serve as the primary agenda for Commission study and action.

It was suggested and agreed that a brief paper be developed describing and assessing each of the 26 options. While experts will be consulted, their names will not appear on the set of papers which will be distributed to commissioners. These papers will be available for review, as needed, at the December 13 Commission meeting, but will not all be discussed. The papers should serve to describe each option within a common framework.

## Minutes of 10/12/88 Meeting

Page 2

The responsibility of the planning group is to work with commissioners prior to the December 13 meeting to review the data that has been gathered and developed, to give a sense of the two emphases which seem to be emerging, and to get their reactions to this direction.

### III. Review of Possible Agendas for December 13 Commission Meeting

The goal of the December 13 meeting is to achieve some degree of consensus on Commission direction and to begin to organize along the lines of the primary foci which are identified.

Assuming agreement on task forces on personnel and community, we must still decide whether a third task force is in order to provide a roadmap for dealing with the programmatic options.

Another decision which must be made is whether task forces become either permanent groups for the life of the Commission, "floating groups" which change from meeting to meeting, or only a small nucleus of commissioners working with staff between meetings. If the task forces are to be standing groups, questions were raised as to whether logistics will permit meeting effectively between Commission meetings.

It was suggested that MLM meet to discuss the proposed agenda for the second meeting with as many as possible of the professional heads and presidents of JESNA, JWB, and CJF at the GA in November. (HLZ will set this up.)

The morning portion of the December 13 agenda will include a review of the 18-month timetable to provide a sense of urgency for moving ahead. The opening statement of the Chair could include the following:

- A. Update - activities since August 1.
- B. Definition of the task at hand - to narrow the focus.
- C. A review of staff actions on the Commission's mandate to conduct research and provide options for narrowing the focus, while still leaving decisions to the commissioners. Explain that staff:
  1. Was asked to help define a means to narrowing the focus.
  2. Looked at a comprehensive list of suggestions--inventory of criteria.
  3. Developed a checklist to assess how far each suggestion goes toward answering the concerns surrounding Jewish education.
  4. Reviewed the picture that emerged for each suggestion.



## Minutes of 10/12/88 Meeting

Page 3

5. Came out with two groupings of suggestions: programmatic and "preconditions."

D. MLM could then suggest the following:

1. There is no way to decide among the programmatic suggestions. All are valuable and should be dealt with. We should begin, however, by looking at the preconditions.
2. It appears that two preconditions are enabling factors for all other options. These are personnel and community.

E. The afternoon segment of the meeting will depend on the degree to which consensus has been reached on the topics for task forces. If there is relative agreement, task force groups will meet in the afternoon with pre-appointed temporary chairs and will reconvene to report to the full Commission prior to adjournment. If there is not consensus, discussion will continue with the hope that agreement on some set of task forces can be reached prior to the end of the day.

F. It was suggested that each meeting be concluded with a D'var Torah and that it might be appropriate to ask Ismar Schorsch to do so for this next meeting.

IV. Discussion of Vision and Case Study Paper Concept

Using the example of "The Future is History" presentation by the Carnegie Commission, it was suggested that work begin on the development of a vision paper to create a context for innovation. In addition, there were suggestions by commissioners of the importance of recognizing the strength of some programs which already exist (i.e., "best practices"). It was suggested that perhaps there be a presentation of a successful program in Jewish education at each Commission meeting which could be written up later to provide examples in the final Commission report.

V. Public Information

It was suggested that there is a need to interpret the activities of the Commission in order to both inform and engage the Jewish community. For this purpose, AJN will develop a recommendation for bringing together a small group of public relations experts to map out an appropriate campaign.

In addition, it was agreed that it is important to develop ties with a variety of constituent groups. It was suggested that the following

## Minutes of 10/12/88 Meeting

Page 4

senior policy advisors develop a plan on how to develop a main contact with the appropriate groups in their realms:

- A. Zucker, Hoffman and Schwartz - Federations
- B. Ariel and Woocher - formal education
- C. Rotman and ? - informal education

When anyone is aware of a meeting at which presentation of Commission goals would be appropriate, he should call it to the attention of AJN or VFL so that an appropriate presentation can be arranged.

VI. Concluding Remarks

- A. Senior policy advisors will meet at the JWB offices all day on Wednesday, December 14th as follow up to the December 13th Commission meeting.
- B. Reports on all interviews with commissioners and copies of all correspondence with commissioners should be sent to VFL as a central repository who then will see that they are circulated among senior policy advisors.
- C. Reference to Bureaus of Jewish Education should be expanded to include all bodies which coordinate Jewish education in their communities. Woocher and Levi will work together on determining the appropriate terminology for such bodies.
- D. A schedule of activities to occur between October 12 and December 13 will be developed and AJN will coordinate the involvement of the senior policy advisors in this process.



PREMIER INDUSTRIAL CORPORATION

SEE INSTRUCTIONS MANUAL FORM NO. 25  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

72890 (REV. 10/84) PRINTED IN U.S.A.

## FUNCTION

SUBJECT/OBJECTIVE Senior Policy Advisors for Commission on  
Jewish Education in North America

ORIGINATOR Virginia F. Levi

DATE 10/26/88

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE COMPLETED	COMPLETED AS REQUIRED DATE
1.	Develop a brief paper describing and assessing each of the 26 Options		IR, AH SF, staff	10/17/88	11/15/88	
2.	Clarify by phone on the need for a third task force to deal with programmatic options		AJN, SF MLM	10/12/88	12/1/88	
3.	Decide on permanence of task forces, and issues of effectiveness connected with them		MLM	10/12/88	12/1/88	
4.	Call AR, CS, and JW to arrange meetings for MLM and AJN with professional heads and presidents of JESNA, JWB and CJF, re proposed agenda for 12/13, at GA in November		HLZ, VFL	10/12/88	10/27/88	
5.	Meet with JESNA, JWB, and CJF people at GA on November 16-20		MLM	10/12/88	11/20/88	
6.	Develop a plan for initiating and maintaining contact with constituent federations		HLZ, SH CS	10/12/88	11/1/88	
7.	Develop a plan for initiating and maintaining contact with constituent formal education groups		DA, JW	10/12/88	11/1/88	
8.	Develop a plan for initiating and maintaining contact with constituent informal education groups		AR, ?	10/12/88	11/1/88	
9.	Arrange and confirm meeting of Planning Group on 12/14 at JWB to follow up Commission mtng.		VFL	10/12/88	11/1/88	
10.	Determine appropriate terminology for reference to all bodies which coordinate Jewish education in their communities		JW, VFL	10/12/88	11/1/88	
11.	Develop a schedule of activities between 10/12 and 12/13; coordinate involvement of Planning Group		Staff, AJN	10/12/88		

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

DATE OF MEETING: October 10, 1988

DATE MINUTES ISSUED: October 27, 1988

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

28 M

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## I. Commissioners

### A. Canadian Representation

Lionel Schipper has been approached by Charles Bronfman and has informally agreed to accept. VFL will prepare a letter from MTM formally inviting him. A copy will be sent to Bronfman.

Ron Appalby has been suggested by Steve Alm as another Canadian commissioner. HLZ will check with Bronfman and, if he agrees, VFL will send the appropriate invitation letter.

### B. Ongoing Contact with Commissioners

The importance of staying in close contact with commissioners was emphasized. It was agreed that a page would be developed for each commissioner indicating the contact person, strategy for contact, a summary of contacts to date, and plans for future contacts. This will appear in the books of the Planning Group at all future meetings for careful review and monitoring.

It was agreed that all commissioners should be contacted, by phone or in person, for an in-depth interview prior to the December 13 Commission meeting. AM will develop an interview schedule to be used in conversations with commissioners.

## II. Options Paper

The options paper was reviewed in depth. SF and AM explained their approach: to be as comprehensive as possible in listing potential areas of focus for the Commission, to do a detailed analysis of each option, and to help the commissioners determine those few options which appear to have the greatest potential to impact on Jewish education in North America. The analysis will all be available to show how the proposed options were selected and to help in further assessment of others which may remain of interest to commissioners. The pre-meeting interviews with commissioners will help in the selection of which options to pursue in greater depth.



It was suggested that the number of options for review be cut down from the current 26. The following guidance was offered: "Be prepared to give up small losses for large gains."

Primary attention will be given to those options which are most likely to be approved by the Commission and which will chance to provide them independently.

### III. Plan for December 13 Commission Meeting

It was suggested that the second meeting of the Commission should have two distinct segments:

1. 60% of the day to be devoted to agreement on 2-3 task forces -- community, personnel, a "roadmap." We will be prepared with a draft outline on task force function and timetable, will have background and so forth. In mind and be prepared to present them.
2. 40% of the day to discuss and agree on a plan of action for the Commission and its staff.

### IV. Eighteen Month Plan

The draft 18-month plan was reviewed in detail. In that context, the

1. A plan of action by the Commission to be developed and presented to the planning group.

2. At a point mid-way between Commission meetings an update letter will be sent from MIM to all commissioners. A reminder of the callings for interviews will be prepared to send out as soon as possible.

3. SF, AM, and AJN are to develop a draft budget for the Commission

4. AJN will work on recommending a plan and possible subcommittee on public information to develop a PR strategy. He will begin by contacting David Finn and asking his assistance. This will be facilitated by SF.

5. AJN will work with Ruth Reid to design Commission stationery which will include a list of commissioners (in formation) and senior staff.

## Minutes of 10/10/88 Meeting

Page 3

- F. Assignment sheets will be circulated among the planning group bi-weekly.
- G. A list of organizations which require regular contact will be developed and added to the planning group book for future meetings. The purpose is to insure that we are communicating with them effectively and that we are, from their perspectives, on the right track.
- H. Staff will gather a list of carefully selected materials on Jewish education to be sent to commissioners. Perhaps a label should be designed to be affixed inside the front cover of materials sent from the Commission.
- I. SF was assigned the responsibility for the "content" portion of the Commission's work. He and AJN will draft a job description spelling out his responsibilities, for approval by MLM.





31M

(circle)  
tapes/imm-w

Summary of Points - First Commission Meeting  
(taken from recordings of mtg.)

RESEARCH

Lipsett: R. isn't a luxury. Underfunded R. isn't worth anything. We don't know enough about the Amer. Jew. Community. In order to sell Jewishness, we have to do market research. We make too many false assumptions.

Berman: Too much research has been done. Jew. Ed. has been over-examined. Use existing data. 7 federations have done Jew. Identity studies.

Twersky: Don't need more research. We know enough.

Schwartz: Need to gather data on regional differences. Need data on lay involvement - in order to heighten awareness about critical leadership.

Lamm: Training programs have been under-researched. There are more Jew. ed. students than your data suggests. Need more exact figures.

Elkins: Need a more systematic assemblance of data. We should all hear about things like the Ramaz study and the Cleveland study - learn from them.

Corson: Need external evaluation of whatever the Comm. does.

COLLEGE CAMPUSES

Lipsett: CC is easy, cheap place to reach Jews. Hillel is under-funded. Bnai Brith is an obstacle: can't properly fund Hillel but doesn't want to allow it to be reorganized by someone else.

Lipsett: 10% of faculty is Jewish. Don't ignore them. Can be role models for Jew. students.

Fisher: Hillel is an important opportunity.

Berman: Most Hillels are pretty bad; not reaching the majority of students.

Schorsh: Don't try to take on the Colleges. There has been big increase in Judaic Studies recently, having more of an impact than Hillel.

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

75000 (REV. 10/88) PRINTED IN U.S.A.

## FUNCTION

SUBJECT/OBJECTIVE Planning Group for Commission on  
Jewish Education in North America

ORIGINATOR Virginia F. Levi

DATE 10/26/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Send formal letter of invitation from MLM to Lionel Schipper re serving on Commission (cc to Bronfman)		VFL	10/10/88	10/17/88	Done
2.	Check with Bronfman re Appelby as another Canadian Commissioner.		HLZ	10/10/88	10/14/88	Done
	Send invitation to Ben Appelby re serving on Commission (contingent on Bronfman okay)		VRT	10/10/88	10/17/88	Done
4.	Develop a page for each Commissioner, indicating contact person, strategy for contact, summary of contacts to date, and plans for future contact		VFL	10/10/88	10/17/88	Done
5.	Contact Commissioners for in-depth interviews before 12/13 meeting		All involved	10/10/88	12/10/88	
6.	Develop a draft budget for Commission and timetable; consider chairs and co-chairs for task forces at 12/13 meeting		MLM	10/10/88	11/1/88	
7.	Maintain complete file of all Commission-related correspondence in Foundation office, and circulate to Planning Group		VFL	10/10/88	Ongoing	
8.	Send draft to SF of update letter to go from MLM to all Commissioners midway between Commission meetings, including reminder of upcoming meeting and reference to contacts		AJN	10/13/88	11/1/88	
9.	Develop a draft budget for Commission		SF, AH AJN	10/10/88	11/1/88	
10.	Discuss PR strategy with David Finn in Israel		SF	10/10/88	10/25/88	
11.	Develop recommendation for a subcommittee on public info to develop a PR strategy, with David Finn's help		AJN	10/10/88	11/1/88	
12.	Gather list of materials on Jewish education to be sent to Commissioners; design a label for such collection. (Need adequate check system: JR, SF, AR)		Staff	10/10/88	Ongoing	
13.	Contact Eli Evans re sending his monograph to all Commissioners		AJN	10/10/88	10/17/88	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 43  
FOR GUIDELINES ON THE COMPLETION  
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

73888 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION

SUBJECT/OBJECTIVE Planning Group for Commission on  
Jewish Education in North America

ORIGINATOR Virginia F. Levi

DATE 10/26/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
14.	Consider creating an executive committee		Team	8/2/88		
15.	Develop a set of ground rules (research plan) to be used in the production of papers for the Commission		AJN, SF AH, JR	8/2/88		
16.	Draft Vision paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
17.	Draft Case Studies paper for consideration after 12/13 Commission meeting		SF	8/2/88	12/14/88	
18.	Write and distribute interview schedule for Commissioner interviews preceeding 12/13 mtng.		AH	10/10/88	10/24/88	
19.	Arrange for minute-taking at 12/13 meeting		AJN	10/10/88	12/1/88	
20.	Prepare and mail materials to Commissioners prior to 12/13 meeting		VFL	10/10/88	12/1/88	

10/26/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
<b>I. LAY LEADERS</b>			
Ronald Appelby	AJM - *	definitely see by 12/1	NOTE: ALL FOLLOW-UP CONTACTS SHOULD BE MADE ONLY BY THE PERSON ASSIGNED.
Mandell Berman	AJM - 1	definitely see by 12/1; try for MLN meeting at GA	
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	
Lester Crown	SF - 1	definitely see before 12/13	
Stuart Eizenstat	AJM - 2	possible visit before 12/1	
Irwin Field	AR - 2*	AR should try to see before 10/20	AJM to contact AR
Max Fisher	MLN - 1	MLN will see in Detroit 11/7; try for MLN meeting at GA	
David Hirschhorn	MLZ - 1	MLZ will see in NY on 10/19	
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	
Mark Leiner	JR/AJM-2	JR will phone	
Robert Loeb	AH - 2	will see on 10/19	
Morton L. Nandel	AH		
Matthew Naryles	AJM - 2	definitely see by 12/1	
Florence Melton	AR - 1	see before 12/13	
Donald Mintz	AR - 1	try for MLN meeting at GA	
Lester Pollack	AR - 2	***no plans set at this time	
Charles Ratner	SF - 1	meeting scheduled for 10/19	
Harriet Rosenthal	AR - 2	AR reported on call - 8/15/88	
Esther Leah Ritz	AH/AR-2	AH to see 10/20	
Lionel Schipper	AJM - *	definitely see by 12/1	
Daniel Shapiro	AJM - 2	possible visit before 12/1	
Bennett Yanowitz	AJM - 1	definitely see by 12/1	
John Colman	MLZ - 2	will see in early Nov.	
Peggy Fishman	AH/AJM-1	AH will try to see in Dec. if AJM can't see by then	
Henry Koschitzky	JR - 2	call or see by 12/1	
Mona Ackerman - fdn	AJM - 1	definitely see by 12/1	
David Aronow	JR - 2*	definitely see by 12/1	
Maurice Corson - fdn	MLZ - 1	MLZ will see in NY on 10/19	
Eli Evans - fdn	MLZ - 1	MLZ will see in NY on 10/19	
Robert Hiller - fdn	MLZ - 1	MLZ will see in NY on 10/19	

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



10/26/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
<b>II. PRES. HIGHER JEWISH ED</b>			
Alfred Gottschalk	NJA/SF-1	SF will see in Dec.	
Borden Lane	NJA/AH-1	AH will talk with him on 10/17 and see in Dec.	
Isaac Schorsch	NJA/AH-1	AH will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
<b>III. SCHOLARS/EDUCATORS (1)</b>			
Seymour Martin Lipset	SF - 1	***no plans set at this time	
<b>IV. ARAJC SCHOLARS (1)</b>			
Isadore Twersky	SF - 1	will see 10/14	
<b>V. JEWISH EDUCATORS (7)</b>			
David Rubin	JR - 2	***no plans set at this time	
Jack Bieler	JR - 2	will see before 12/1	
Joshua Elkin	JR - 2	will see before 12/1	
Sara Lee	SF - 1	will see 10/14	
Alvin Schiff	AJH - 1	will see before 12/1	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
<b>VI. RABBIS</b>			
Isidore Lasker	AJH - 1	will see with Schiff by 12/1	
Harold Schulweis	JR - 2*	will call	
Isaiah Zeldin	JR - 2*	will call	
<b>VII. SR. POLICY ADVISORS</b>			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			
Arthur Wapner			

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

10/26/88

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

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



1130 ✓  
NATIV POLICY AND PLANNING CONSULTANTS  
P.O.B. 4497, Jerusalem 91044  
Telephone: 972-2-662296  
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: DR A. NAPARSTECK

FROM: SEYMOUR FOX

FAX NUMBER: 216-39-8327

DATE: 25/10/88

NO. OF PAGES: 1

DEAR ART,

ANNETTIE

DELIVERED

AARON'S PACKAGE I HOPE

WIZ WILC STEIE HIM

IN OUR HOMER SOON.

DAVID FINN WILL

BIE HAPPY TO MEET

WITH YOU. HE IS  
BRIEFED. WILL RETURN  
TO U.S. NOW. I

BEST REGARDS

Sej



FAX SENT  
DATE: 23/10

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

FACSIMILE TRANSMISSION

TO: Dr. Arthur Naparstek  
FROM: Annette Hochstein  
FAX NUMBER: 001-216-391-8327  
DATE: October 27, 1988  
NO. OF PAGES: 3



October 27, 1988

Dr. Arthur J. Naparstek  
President  
Mandel Associated Foundations  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Art,

Towards our telephone conversation tomorrow, I would like to summarize the week's events. A number of important steps forward have occurred and they are listed below. But first I would like to return to our telephone conversation of last Friday, and particularly to the discussion on the budget for the Israel office.

I have discussed this with Seymour. He has some minor comments to make which he will include in the next phone conversation with you. I told him that I had understood that you were going to be out of Cleveland until Wednesday.

1. I will send by Monday summaries of the interviews with Bronfman, Ratner, and Twersky. Here are some thoughts about what is now a relatively significant number of interviews conducted.

The general thrust of the interviews seems to be unequivocally in favor of personnel. As regards the community option, there seems to be an emerging trend (not yet clear enough) whereby lay-leaders strongly endorse the community option, while professionals do not favor it. As far as task-forces are concerned, we find people generally liking the idea of mechanisms to do more intensive work, however they warn us not to schedule meetings of large numbers of people in between Commission meetings. In other words, we are being told to do it all in one or two days, at the same time. I believe that it is too early to reach any conclusions. But one of our general conclusions and recommendations from these first interviews is to concentrate, in the interviews, on the content aspects of the work (explanation and discussion) rather than on possible recommendations (specific options or mechanisms for work). We think it is more important to bring the commissioners on board as to the work process and content. We should continue to inform each other about commissioner's views, and reconsider our direction following the interviews.

I personally found the interviews very enriching and worthwhile, and have no doubt that they will impact on the work.

2. At the consultation this afternoon we have invited the following formal and informal educators:

Walter Ackerman	Avraham Infeld
Barry Chazan	Menachem Ravivi
Sol Greenfield (here visiting from JWB)	David Resnick (JESNA)
Sam Heilman	Don Scher (JWB)
Barry Holtz	

Our key agenda items include checking Draft No. 2 (we had begun last month) and beginning to check the individual options papers. (Seymour has met individually with some of them this week to ring them on board.)

3. We have received four draft options papers from Joe Riemer and have responded to them.

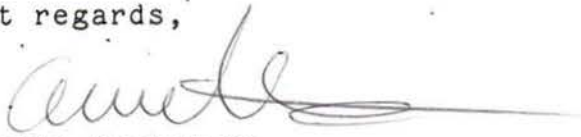
4. We have sent suggestions for the "Community" option to Hank Zucker.

5. We are working on our own options and hope to fax drafts to Joe early next week.

6. Seymour met with David Finn and thought it would be a good idea for you to meet with him next week. (SF sent a fax to that effect earlier this week and will discuss the details with you on the phone.)

7. Looking forward to our conversation on Friday, 9:00 A.M., Cleveland time.

Best regards,

  
Annette Hochstein



# AGENDA FOR PLANNING GROUP MEETING — 10/10/88

## A. REVIEW WORK OF SF AND AH

### 1. OPTIONS PAPER

- a. THE TASK
- b. THE STAFF ROLE
- c. CONTENTS
- d. THE LIST OF OPTIONS
- e. THE INVENTORY
- f. THE CHECKLIST
- g. DESCRIPTION OF OPTIONS
- h. ANALYSIS : ASSESSING OPTIONS
- i. ALTERNATIVES FOR DECISION
- j. NEXT STEPS

### 2. WORK-METHOD : PRINCIPLES AND APPLICATIONS

- a. Assumption:
  - What this Commission is about:
    - products must be mat'im to this Commission's potential
  - The need to gather knowledge and to offer knowledge
  - The attempt at comprehensiveness
  - What is valid
  - Theoretical basis
  - Disclosure of the above
  - Offer maximum useful knowledge for decisionmaking within time and means constraints.
  - Disclose rationale for choices; identify weaknesses;
- b. Sources of knowledge - for data and for methodology:
  - Commissioners
  - Staff
  - Literature survey
  - Expert Knowledge:
    - Wisemen
    - Forum and consultations
  - Analytic work
  - Iterative process

### 3. FOUR MONTH PLAN

- a. The plan
- b. The Assignments

### 4. TWO-YEAR PLAN

- a. The plan
- b. Assignments

### 5. THE "VISION" PAPER

### 6. THE "BEST-PRACTICE" PROJECT

89BM

Reg - possible design  
 1st meeting 5  
 2nd meeting 6  
 3rd meeting 8  
 Kick-off 12  
 Founding meeting

People

Approvals  
 hints of authority }



15 EAST 26th STREET • NEW YORK, N.Y. 10010

*Cleve 4*

TO: File

DATE: October 7, 1988

FROM: ARTHUR ROTMAN

Re the Mandel Commission:

Re Seymour Fox's request for a group of "informal" educators:

In North America:

Dave Dubin, Palisades NJ JCC

John Ruskay, Jewish Theological  
Seminary

Sol Greenfield, JWB

Barrie Weiser, Memphis JCC

Bernie Reisman, Brandeis Univ.

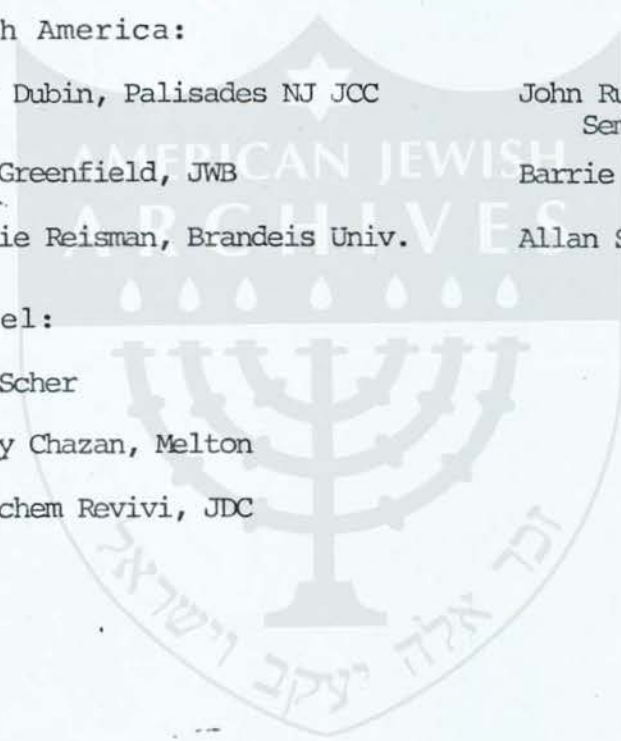
Allan Smith, UAHC Youth Division

In Israel:

Don Scher

Barry Chazan, Melton

Menachem Revivi, JDC



*8/4/88*

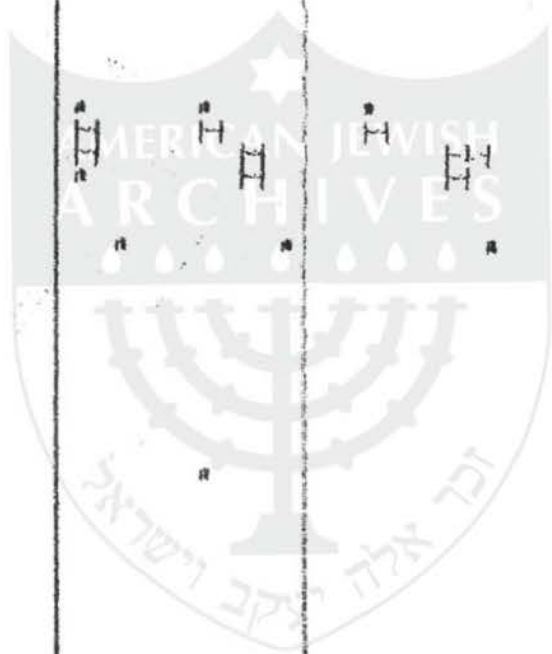
# COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## TWO YEAR PLAN

SECOND DRAFT - OCTOBER 4, 1968

90 BM

	J A S O N D	J F M A M J J A S O N D	J F M A M J J
I. COMMISSION MEETINGS			
FIRST MEETING	R		
SECOND MEETING		A	
THIRD MEETING			A
FOURTH MEETING			
FINAL MEETING			
II. FOR EACH MEETING			
# prepare agenda			
# prepare commissioners			
# logistics			
# prepare materials			
# task-force needs			
(to be decided)			
# debrief			
III. TASKFORCES			
For each			
-define the topic			
-composition			
- commissioners			
- others			
-chair			
-staff			
-prepare timetable			
-meetings			
-research			
-reports			
-assign logistics			
IV. RESEARCH			
A. GENERAL			
Gather existing data			
Prepare surveys			
Do research			
B. SPECIFIC			
- FOR EACH MEETING			
C. FOR SUB-COMMITTEES			
ADDITIONAL ACTIVITIES			
p.r.			



-31. RESEARCH

-32. RESEARCH

-33. RESEARCH

-34. RESEARCH FOR MEETING

-35. RESEARCH FOR TASKFORCE

-36. PUBLIC RELATIONS



conferences  
publications  
wise-people  
forums  
communications  
between meetings  
visits to community  
writings  
involve various publics

THE COMMISSIONERS' INVOLVEMENT:  
Personal involvement  
keep on board.  
Higher Institution  
bring on board  
Report to public  
Executive Committee  
Participation in taskforces  
Other

OUTCOMES  
Write report  
Translate into  
roadmap - priorities  
Facilitate sponsorship  
of various parts  
Launch projects  
Set up mechanism  
to facilitate and  
monitor implementations

#### LOGISTICS and PLANNING

Staff meetings  
Decide assignments  
Monitor  
Accept completion

Chairman's group

137. CONFERENCES

139. INVOLVE PUBLICS

140. COMMISSIONERS' INVOLVEMENT

141. Involving Institutions

142. REPORT TO PUBLICS

143. EXECUTIVE COMMITTEE

144. 1  
145.

146.

147.

148.

149. MONITOR COMMISSION'S WORK

150. ACCEPT COMPLETION

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TWO YEAR PLAN

SECOND DRAFT - OCTOBER 4, 1988

1. FIRST COMMISSION MEETING 8/1/88 to 8/1/88 [1 day]

Completed

2. SECOND COMMISSION MEETING 12/1/88 to 12/1/88 [1 day]

Main Agenda Items:

Discuss options

Narrow the focus of the Commission

Set up work-mechanism

(sub-committees - possibly on  
three topics: e.g. personnel; the  
community; the roadmap)

Get best-practice and vision  
formally off-the-ground.

3. THIRD COMMISSION MEETING 5/1/89 to 5/1/89 [1 day]

Third meeting of the Commission.

Agenda:

Reports of task-forces

Progress Reports on Vision and

Best-Practice papers

Key Item: perhaps one of these or  
data-show from one of the  
sub-committees

4. FOURTH COMMISSION MEETING 10/1/89 to 10/1/89 [1 day]

Agenda:

Sub-Committee reports

Key Item: Perhaps Vision or

Best-Practice - Perhaps one major

Sub-Committee report.

Discussion on mechanism for  
implementation - partners  
involved etc.

Decision on report-drafting and  
consulting process.

5. FIFTH COMMISSION MEETING 2/1/90 to 2/1/90 [1 day]

Fifth and last meeting of the Commission

Agenda:

Discussion of draft Commission Report + decision on publication  
Mechanism for implementation, and monitoring launched.

4th → If possible, announcement on sponsorship of some/may of the recommendations

Fall

6. PREPARE AGENDA 1 7/1/88 to 7/1/88 [7 days]

Completed

7. PREPARE AGENDA 2 10/1/88 to 10/1/88 [8 days]

Meeting to prepare the content, logistics and process relating to the upcoming meeting of the Commission:

Prepare the agenda for the coming Commission Meeting  
Discuss Anticipated outcomes  
Discuss preparation of materials  
Preparation of Commissioners  
Logistical Arrangements  
Discuss p.r. and interpretation to publics.

2 months before  
Kew - decisions  
Management

8. AGENDA 3 2/1/89 to 2/1/89 [7 days]

Preparation of next Commission Meeting

See item 7

9. AGENDA 4 8/1/89 to 8/1/89 [8 days]

Preparation of next Commission Meeting

See Item 7

10. AGENDA 5 12/1/89 to 12/1/89 [6 days]

Prepare Final Commission Meeting

See Item 7



11. PREPARE COMMISSIONERS 1 7/1/88 to 7/1/88 [19 days]

---

Completed

12. PREPARE COMMISSIONERS 2 10/1/88 to 10/1/88 [30 days]

---

Interview all Commissioners in preparation of the very difficult second meeting. Discuss content and outcomes

Prepare interview Schedule AH  
Report on each interview

13. PREPARE COMMISSIONERS 3 2/1/89 to 2/1/89 [30 days]

---

Depending on the process there may be a decision to interview all commissioners again

or  
interview some of them  
and/or  
have sub-committee meetings  
and/or other group meetings

13. PREPARE COMMISSIONERS 4 8/1/89 to 8/1/89 [30 days]

---

Preparing Commissioners  
See Item 12

14. PREPARE COMMISSIONERS 5 12/1/89 to 12/1/89 [19 days]

---

Prepare the Commissioners for the last meeting

Probably individual interviews

15. LOGISTICS 1 7/1/88 to 7/1/88 [30 days]

---

Completed

16. LOGISTICS 2    11/1/88 to 11/1/88    [30 days]

Logistical arrangements for  
upcoming meeting

Remind Commissioners and check  
attendance

All logistical Arrangements as per  
4-month plan and first meeting of  
the Commission

17 LOGISTICS 3    4/1/89 to 5/1/89    [31 days]

Logistical preparation for third  
meeting

See Item 16

18. LOGISTICS 4    9/1/89 to 9/1/89    [30 days]

Logistical Preparation for Fourth  
meeting

See Item 16

19. LOGISTICS 5    1/1/90 to 1/1/90    [30 days]

Logistical Arrangements Last  
Meeting

See Item 16

20. PREPARATIONS OF MATERIALS 1    7/1/88 to 7/1/88    [13 days]

Completed

21. PREPARATION OF MATERIALS 2    11/1/88 to 11/1/88    [21 days]

Technical Preparation of  
materials for distribution at the  
Commission Meeting and in advance  
of it

Preparation of display materials

22. PREPARATION OF MATERIALS 3    4/1/89 to 4/1/89    [21 days]

Technical preparation of Materials  
See Item 21

23. PREPARATION OF MATERIALS 4 9/1/89 to 9/1/89 [21 days]

Technical preparation of Materials  
See Item 21

24. PREPARATION OF MATERIALS 5 1/1/90 to 1/1/90 [21 days]

Technical preparation of Materials  
See Item 21

25. DEBRIEFING 1 8/1/88 to 8/1/88 [3 days]

Completed

Evaluate the Meeting  
Decide on next steps  
Plan

26. DEBRIEFING 2 12/1/88 to 12/1/88 [3 days]

Evaluate the Meeting  
Decide on next steps  
Plan

27. DEBRIEFING 3 5/1/89 to 5/1/89 [3 days]

Evaluate the Meeting  
Decide on next steps  
Plan

28. DE-BRIEFING 4 10/1/89 to 10/1/89 [3 days]

Evaluate the Meeting  
Decide on next steps  
Plan

29. DEBRIEFING 5 2/1/90 to 2/1/90 [3 days]

Evaluate the Meeting  
Decide on next steps  
Plan

30. SELECT TASKFORCE CHAIRS 10/1/88 to 10/1/88 [7 days]

Decide now who will chair the two  
or three first taskforces to be  
appointed in October.





31. RESEARCH 10/1/88 to 12/1/89 [449 days]

As work proceeds research needs will be identified. The need to collect existing data, prepare surveys and research some issues may emerge. E.g. in order to deal with the cost of various options, financial data will have to be prepared. The matrix for the option paper requires a large amount of information - much exists but needs to be collected. The Commission may decide to investigate what the clients, all or some, think about Jewish Education; what they want. In order to deal with personnel supply and demand data must be generated. The Best Practice work will require research and evaluation, etc.. Research design will be prepared.

*We prepare  
Budget*

*research*

32. RESEARCH 2/1/89 to 2/1/90 [370 days]

See Item 30

The research design will be prepared following initial discussion by planning group in October and will need to be updated as work proceeds.

Research may be short or long-term. It may be available for the work of the Commission - in the form of reports or as part of the staff work - or may - in some cases yield results beyond the life of the Commission.

33. RESEARCH 4/1/89 to 2/1/90 [329 days]

See items 30 and 31.

34. RESEARCH FOR MEETING 8/1/88 to 2/1/90 [571 days]

TO BE DETERMINED FOR EACH MEETING:  
FOR THE FIRST MEETING: DATA ON  
JEWISH EDUCATION

FOR THE SECOND MEETING:  
OPTIONS  
BEST PRACTICE  
VISION  
DATA ON PERSONNEL  
ETC...

*Hand  
opening section  
of report*

35. RESEARCH FOR TASKFORCES 1/1/89 to 2/1/90 [416 days]

TO BE DETERMINED

36. PUBLIC RELATIONS 10/1/88 to 4/1/90 [560 days]

News releases, articles,  
materials for presentation to  
various publics, talk-pieces for  
commissioners

To be prepared and processed  
for use by commissioners and  
others

*Wednesday*

37. CONFERENCES 3/1/89 to 2/1/90 [357 days]

Conferences and other forms of  
consultation should begin now.  
Depending on the task-forces, the  
appropriate discussions and  
consultations must take place  
with various groups. E.g.  
CJF-board, various educational  
associations, the denominations  
the rabbinical associations -  
these must be invited to discuss  
matters such as personnel.

38. WISE-PEOPLE'S MEETING 2/1/89 to 2/1/89 [7 days]

Depending on the work of the  
taskforces, meetings of  
wise-people will be convened  
periodically to accompany the  
work.

39. INVOLVE PUBLICS 10/1/88 to 1/1/90 [483 days]

Relevant publics must be informed  
of the work of the commission and  
must become involved -- this is  
part of the process of creating  
the climate in the community  
towards acceptance, involvement  
and commitment to the work of the  
Commission.

40. COMMISSIONERS' INVOLVEMENT 7/1/88 to 8/1/90 [764 days]

The Commissioners' involvement with the work of the Commission and their active participation in the decision process as well as in the implementation, is a major element in the potential success of the Commission. Commissioners must be informed, kept on board, and given relevant data for decisionmaking. They are a key-source of guidance for staff and consultants. A systematic effort to continue the involvement of Commissioners should be undertaken and monitored.

41. Involving Institutions 11/1/88 to 7/1/90 [635 days]

See Items 36, 39 and 40.

42. REPORT TO PUBLICS 11/1/88 to 7/1/90 [636 days]

Community organisations  
Educational organisations  
Denominations  
Others

43. EXECUTIVE COMMITTEE 1/1/89 to 2/1/90 [420 days]

MLM  
Chairs and Co-chairs of  
taskforces  
Art Naparstek  
Staff

44. WRITE COMMISSION REPORT 11/1/89 to 1/1/90 [91 days]

45. 1/1/90 to 2/1/90 [56 days]

46. 2/1/89 to 5/1/90 [482 days]



OCTOBER 4, 1988

"BEST PRACTICE":

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

It is proposed that the Commission undertake to prepare and publish a volume of "Best Practice" in Jewish Education. The project would entail seeking out examples of outstanding education programs and offer them as cases from which to learn, from which to draw encouragement, and, when relevant, as examples to replicate. The final product will be published for distribution amongst community leaders and educators.

It is anticipated that the effects of this endeavour will include:

- \* to help raise the morale of the field by recognizing, describing and crediting valuable achievements
- \* to encourage quality endeavours
- \* to raise expectations as to what can be done in Jewish Education.

THE PROCESS

1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):

- a. Commissioners
- b. People with the methodological know-how to guide such an endeavour
- c. People well acquainted with the field.

[It may be difficult - though important - to avoid pressures to offer a selection of cases that is "balanced" to represent interest groups. This should be borne in mind when deciding on the composition of the steering group].

The "Best Practice" process will include the following elements:

1. Identify outstanding programs (should we make a public call for "nominations"? Use professional and communal channels to help identify the appropriate programs? Use staff and consultants and their networks?)
2. Define criteria for selection;
3. Define short-cut methods of assessment (How much evaluation should be done to ensure validity of information? should a team be charged with site visits? Should professionals be asked to do site-visits? Etc...)
4. Define guidelines for case-descriptions;
5. Set up a screening and selection process
6. Do the actual work
7. Write, edit, present, publish, distribute.

91 BM

OCTOBER 4, 1988

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

It is proposed that the Commission undertake to prepare and publish a volume of "Case Studies in Jewish Education". The project would entail seeking out examples of outstanding education programs and offer them as cases from which to learn, from which to draw encouragement, and, when relevant, as examples to replicate.

The final product will be published for distribution amongst community leaders and educators.

It is anticipated that the effects of this endeavour will include:

- \* to illustrate programs in areas of relevance to the work of the Commission
- \* to help raise the morale of the field by recognizing, describing and crediting valuable achievements
- \* to encourage quality endeavours
- \* to raise expectations as to what can be done in Jewish Education.

THE PROCESS

1. A steering group should be set up to guide the enterprise. Members of this steering group should include (not mutually exclusive):

- a. Commissioners
- b. People with the methodological know-how to guide such an endeavour
- c. People well acquainted with the field.

[It may be difficult - though important - to avoid pressures to offer a selection of cases that is "balanced" to represent interest groups. This should be borne in mind when deciding on the composition of the steering group].

The "Case Studies" process will include the following elements:

1. Identify outstanding programs (should we make a public call for "nominations"? Use professional and communal channels to help identify the appropriate programs? Use staff and consultants and their networks?)
2. Define criteria for selection;
3. Define short-cut methods of assessment (How much evaluation should be done to ensure validity of information? should a team be charged with site visits? Should professionals be asked to do site-visits? Etc...).
4. Define guidelines for case-descriptions;
5. Set up a screening and selection process
6. Do the actual work
7. Write, edit, present, publish, distribute.





Oct. 2, 1988

Dear Art,

Here is the next draft.

Please share it with Mort,  
Hank, Joe Reimer and Ginny.

The last part - descriptions of  
two of the options - are rough  
examples. We will need finished  
products for each option

Will call you on Tuesday for  
final schedule etc...

Best Regards

Sm -

FAX SENT  
DATE: 3/11

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

FACSIMILE TRANSMISSION

TO: Dr. J. REIMER

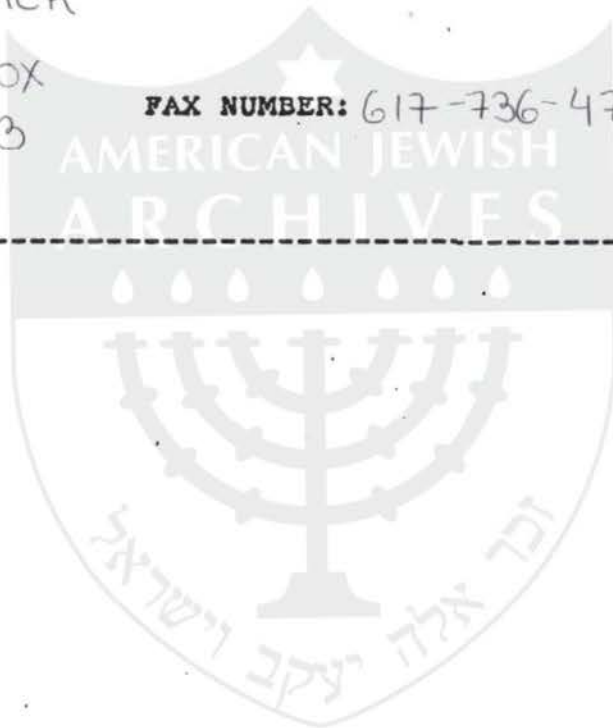
FROM: Prof. S. FOX

DATE: November 3

FAX NUMBER: 617-736-4724

NO. OF PAGES:

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80BM

Oct.1, 1988

## M E M O R A N D U M

### Options Paper-Draft #2

This document contains background materials for the second meeting of the Commission for Jewish Education in North America. Alternative options for action by the Commission are analyzed and presented.

Our goal is to facilitate the work of the Commission as it decides what area of Jewish Education to select and focus its attention upon.

#### PROCESS

1. The Commission was chosen to represent the best collective wisdom of the Community concerning the problems and opportunities facing Jewish Education in North America. They considered the most urgent areas of need in Jewish Education and expressed their views as to what direction - what area of endeavour - should be selected for the work of the Commission.

Major issues were raised as to what should be done now in Jewish Education to make it a more effective tool in the Community's struggle for Jewish Continuity.

\* Many Commissioners expressed the view that the next step should involve narrowing the focus of deliberation to a manageable set of options for intervention.

\* It was agreed that the Commission would attempt to decide at its Second Meeting what option or options to undertake.

2. The professional staff of the Commission prepared these background materials to point out the implications of the various options (what is involved in each choice) and how the various possible choices of the Commission could be dealt with

3. In order to offer maximum expert responsiveness to the options suggested by the Commissioners, a comprehensive analytic effort was undertaken (see memo's of September 6 and 15). The analysis was aimed at exploring each relevant option in-depth so as to identify the elements it entails, the anticipated benefits, and evaluate its feasibility as well as other implications.



4. The following steps were taken :

a. A list of relevant options for action (possible areas of intervention) was generated. The sources for these options are:

\* The Commissioners - options suggested at the First meeting of the Commission; in the interviews; in letters and conversations following the Commission meeting.

\* Expert knowledge - literature surveys and the polling of experts has been undertaken to identify possible additional options that the commission may want to consider.

b. An inventory was compiled of the elements relevant to these options (see memo of September 15: Inventory of elements). This helps identify what must be taken into consideration for any given option.

c. Criteria were developed to aid the Commission in the selection of options.

d. Options were analyzed against these criteria and the results of the analysis are offered here for consideration and decision.

Note: Though this process attempts to offer a comprehensive analysis of options, it should not be seen as final and will always be added to or changed, when new ideas, views, or options are suggested.

### B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. We will explain what may appear as redundancies. They may be eliminated later. E.g. options 3 and 12).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major agents for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To develop programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of the media, technology (Computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To develop and improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).

22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education ( research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc...)
25. To focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28.. Combinations of the preceding options.

### C. Criteria

The following criteria were applied to the options:

#### a. Feasibility

- I. Can the option achieve its targets?
- II. Can the option be implemented?
- b. What are the anticipated Benefits?
- c. How much will the option Cost?
- d. How much Time for implementation?
- e. The Importance of the option [to the entire enterprise]

#### a. Feasibility

- I. Can the option achieve its targets?
1. Can this option achieve its targets? (e.g. Is free tuition likely to increase enrolment significantly? Will increasing participation in early childhood programs increase these children's participation in Jewish Education in future years? Will it intensify the emotional involvement of the children participating?).
2. Is this option the optimal way to reach the targets or are there alternatives that should be considered? (e.g. is there a more effective way than free tuition to increase school enrolment?).
3. Criterion 1, ("will the option achieve its targets?") will require us to consider the options in terms of three levels of knowledge.

3a. Options for which we DO HAVE KNOWLEDGE as to how likely they are to achieve their targets.



3b. Options for which we have LITTLE OR NO KNOWLEDGE but we DO HAVE ASSUMPTIONS (informed opinion) as to how likely they are to achieve their targets.

3c. Options for which we HAVE NO KNOWLEDGE as to how likely they are to achieve their targets.

## II Can the option be implemented?

A. Are resources available? If not, how difficult would it be to develop them?

4. Do we have the KNOW -HOW? that is the professional knowledge available to successfully implement the option?

5. Is the manpower available? If not, how difficult will it be to develop?

6. Are materials (curriculum etc..) available? If not, how difficult will they be to develop?

7. Is the physical infrastructure available? If not, how difficult will it be to create?

8. Do the mechanisms - institutions for implementation exist? If not, how difficult will they be to create?

9. Are funds available? If not, how difficult will it be to generate them?

B. Will the communal and political environment support this option?

10. Will this option enjoy communal and political support? What are likely obstacles?

11. Is the option timely - that is: is it likely to be well received at this time?

## b. What are the Anticipated Benefits

How likely is this option to significantly affect the quality and quantity of Jewish Education?

12. What is the expected qualitative benefit or impact?

13. How many people are likely to be directly affected?

14. What additional benefits can be expected?

c. How much will the option Cost

15. How much will this option cost? (absolutely or per-capita or per expected benefit).

d. How much Time to Implementation

16. How long will it take until implementation? How long until results?

e. The importance of the option (to the entire enterprise)

How essential is this option to the success of the whole endeavour? Could it alone solve the problems of Jewish Education? Do other options depend on it? Is this option helpful to the success of other options?

The option could be classified according to the following criteria:

17. Is this option a sufficient condition? That is: if this option is selected and implemented will it be sufficient to solve the problems of Jewish Education?

18. Is this option a necessary condition? That is: does improvement in many or all areas depend on this option (e.g. the creation of an adequate climate of support for Jewish Education in the Community is a pre-condition for the success of almost any other option. We probably should not undertake any option without undertaking this one.)

19. Is this option an enabling or facilitating option? That is, it in itself may not directly affect the quality or quantity of Jewish Education. However it facilitates or enables the implementation of other options. (e.g. the generation of additional funding will enable the implementation of practically any other option - though it in itself may not significantly improve Jewish Education.)

#### D. Analysis of the Options

The Commissioners should be given maximum (but concise) useful information on each option. The richness and reliability of the information will be governed by the constraints of time and the available expertise.

The information will be presented two ways:

1. A comparative matrix (options versus criteria)
2. Individual discussion papers on each option

Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	a.Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
	1	2	3a	3b	3c
OPTIONS (*)	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
5 HIGH SCHOOL	Define	No	Some	Much	Some
6 COLLEGE	Define	No	Little	Much	Much
7 YOUNG ADULT	Define	No	Little	Some	Much
8 FAMILY	Define	No	Little	Some	Much
9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No			
11 NO TUITION	Define	No	Little	Some	Much
12 EARLY CH.PROGS	Define	No	Much	Much	some
13 FAM.&ADULT PROG	Define	No	Little	Some	Much
14 COLLEGE PROGS	Define	No	Little	Much	Much
15 TECHNOLOGY	Define	No	Some	Some	Some
16 INFORMAL ED	Define	No	Some	Much	Some
17 INTEGRATED	Define	No	Little	Some	Much
18 ISRAEL	Define	No	Much	Much	Some
19 SUPPLEMENTARY S	Define	No	Little	Much	Much
20 DAY-SCHOOL	Define	No	Some	Much	Much
21 CURR.& METHODS	Define	No	Much	Much	Some
22 PHYSICAL PLANT	Define	No	Much	Much	Some
23 ADD.FUNDING	Define	No	Much	Much	Some
24 KNOWLEDGE	Define	No	Much	Much	Some
25 HEBREW	Define	No	Little	Much	Much
26 INNOVATION	Define	No	Much	Much	Much

Notes:

\*. See Definitions in "Options Paper"

a. Define: see detailed descriptions of options

b. Hyerarchy of values: 1.Little 2.Some 3.Much

c. SH=short; M=medium L=long INCR=incremental

d. Estimates or exact figures should be provided

e. Blanks indicate missing data. To be researched.



Decision matrix - Draft 1 -- 27 Sept.1988

II. Can we implement?

KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
4	5	6	7	8	9	10
=====						
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT
SOME	NO	NO	SOME	SOME	PROB.	PROB.
SOME	NO	NO	YES	SOME		YES+CONFLICT
SOME	NO	NO	YES	SOME		
SOME	NO	NO	SOME	SOME		YES+CONFLICT
SOME	NO	NO		NO		
NO	NO	NO	YES			
			YES			
YES			YES	YES		YES+CONFLICT
YES	NO	SOME		YES	NO	YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.	YES+CONFLICT
SOME	COMPETE	NO	YES	YES		YES+CONFLICT
YES	SOME	SOME	YES	YES		YES+CONFLICT
SOME	NO	SOME	YES	YES		YES+CONFLICT
YES	SOME		SOME	YES		YES+CONFLICT
YES	SOME	----	----	NO		DOUBTFUL
YES						COMPETES
YES	-----	-----	-----	PROB.	-----	COMPETES
YES	YES	-----	-----	PROB.		NO
SOME	NO	SOME	-----	PROB.		DOUBTFUL
SOME	LITTLE			PROB.		



Decision matrix - Draft 1 -- 27 Sept.1988

	b.Benefits			d.Cost	d.Time
TIMELY	QUALITY	QUANTITY	OTHER	COST	DURATION
11	12	13	14	15	16
=====	=====	=====	=====	=====	=====
YES	YES	YES(d)	YES		SH-M-L(c)
YES	PERHAPS	YES	YES	SMALL (d)	SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES		SH-M-L
	YES	YES	YES		
	YES	YES	YES		
YES	YES	YES	YES		SHORT
YES	SOME	YES	SOME	SMALL	SHORT
YES	NO	YES	YES	\$1billion	SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS		MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES		MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES	HIGH	SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOL	DAYSCHOOLS			SHORT
YES	YES		YES		VARIES
DOUBTFUL	YES	YES	YES	REASONABL	SHORT-MED-LO
DOUBTFUL	YES	YES	YES	REASONABL	MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

Decision matrix - Draft 1 -- 27 Sept.1988

e.Importance		
SUFFICIENT	NECESSARY	ENABLING
17	18	19
=====		
NO	YES	NO
NO	YES	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	NO	NO
NO	YES	YES
NO	NO	NO
NO	NO	NO
NO	NO	NO



FACSIMILE TRANSMISSION

TO: Virginia Levy  
FAX NO.: 001-216-391-8327  
FROM: Annette Hochstein  
DATE: October 2, 1988  
Number of pages: 1

---

Dear Ginny,

I would like to interview as many commissioners as possible after the planning meetings. Could you please try to set appointments for Sunday the 16th or Monday morning the 17th with the following people:

Arnow  
Lamm  
Schorsch  
Tishman

This is tentative because I do not yet have a seat on the flight back home.

Warm Regards,

*See you soon*  
Annette *Annette*

*1170*





PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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9/30/88

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(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

## FROM:

NAME ARTHUR NAPARSTEK

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE: The attached letter was sent to:

Arthur Rotman  
Carmi Schwartz  
Jonathan Woocher  
David Ariel

Herman Stein } will be at Premier on  
Joseph Reimer } Tuesday 10/11 at 8:30 a.m.

PAGE 01

PREMIER CORP

SEP 30 '88 9:09

התאגדות לשיוען הדינוך היהודי בצפון אמריקה

# Jewish Education Service of North America, Inc.

730 Broadway, New York, N.Y. 10003-9540  
ENTRANCE 418 LAFAYETTE STREET

Tel. (212) 529-2000



## M E M O R A N D U M

TO: Seymour Fox  
Annette Hochstein ✓

cc: Jonathan Woocher

FROM: David Resnick

DATE: 29 September 1988

AMERICAN JEWISH  
ARCHIVES

Just a quick note of thanks for including me in yesterday's meeting, which deliberated on the work of the Commission on Jewish Education in North America. I can see why the JESNA Board heartily endorsed our involvement in the Commission; that I found the enterprise exciting, personally, was icing on the cake!

As I thought about the meeting afterword, it occurred to me that the enclosed JESNA document, "Communal Support for Congregational Schools: Current Approaches", may be of significant value to you and the work of the Commission, on several fronts:

- historical forces which shape funding policy;
- changing perceptions of the value of day and supplementary schooling;
- dilemmas involved in federation funding of congregational schools; and
- specific community experiences, including smaller communities (e.g. Columbus, Ohio).

Additional copies are available from the JESNA office in New York.

Thanks again for including me. I look forward to the next meeting!

*Handwritten signature: Mac*

120C  
September 29, 1988

Dear Dr. Darling-Hammond,

Last February you were kind enough to meet with me, upon the recommendation of Dr. Lee Shulman. I told you then of a comprehensive initiative likely to be undertaken by the Jewish community towards the improvement of Jewish Education in America. The planning group for this endeavour was, at that time, still groping in the dark, and the meeting with you revolved around general questions about Rand and education, and about your Program.

Since Spring things have moved very fast. A Commission was formed and convened on August 1st. Its members represent a coalition of major communal organizations, private philanthropists and educational organizations in the Jewish Community. It cuts across all major interest groups and target populations. Chances are that, given appropriate staff work and a careful Commission process, significant change may be initiated. The Commission is slated to complete its work - and enter the phase of implementation - within 18 to 24 months of its initial meeting.

Following your meeting with me, I have received and read some of the studies you have conducted at the Education and Human Resources Program. They are of great interest to us. Much of the work you have done and are doing is important to the work of this Commission. But even more important is the fact that many of the topics you have investigated are - for obvious reasons - the same as those we will have to investigate in the arena of Jewish Education. Personnel supply and demand, career structure, training, the use of technology, organization and funding strategies - all these are issues that the Commission has put on its agenda already at its first meeting. (See enclosed).

I believe that we have much to learn from your knowledge and experience. I would like to suggest that we consider how Rand's Education and Human Resources Program might be useful to us in our work.

Dr. Seymour Fox of the Hebrew University in Jerusalem directs the thinking and the research for this Commission. It may be useful for him to meet with you to discuss this further.

I enclose two sets of materials: Documents pertaining to the Commission on Jewish Education in North America (not yet for publication) and a couple of studies on Jewish Education in North America undertaken for a different project which I directed. I hope they may be of interest to you.

Sincerely,

Annette Hochstein

cc. Dr S. Fox  
Dr L. Shulman





Summary of Meeting - September 28, 1988

Present: W. Ackerman, B. Chazan, S. Fox, A. Hochstein, A. Hoffmann, B. Holtz, A. Infeld, D. Meline, D. Resnick.

Questions/Issues Raised

Do you need consensus in order to choose the option that the Commission will concentrate on?

The design document made a subtle push for personnel. Doesn't that limit the options right from the start?

Prioritizing is dangerous. Can't ask "Which intervention will make the most difference?" Have to look at the whole issue of/nature of intervention holistically.

Need to create a respected roadmap of Jewish education that shows all of the important issues, rather than limit attention to 2 or 3 issues. Create a broad platform and then pick one plank to start with.

Many road maps have been drawn in the past. The issues have been almost the same for the past 20 years. The major difference here is that a coalition has been created. Should consider what prevented any serious action from taking place in the past.

Where is the action supposed to take place? The design document pays little attention to the unit (e.g. school, JCC, etc.) Need to sharpen the focus.

Lay leaders (i.e. businessmen) think in terms of input/output, "bang for the buck", etc. Don't let them apply this thinking to the Commission. Its critical that early on in the process you introduce a broader conception.

The "Maximizing Report" was an important study process. It never dealt with operational aspects and the report itself was irrelevant, but the process turned the institution around. It taught the people on that commission how to think about Jewish education.

The Commission is an opportunity to educate the Commissioners, but we have to be careful how. They are busy people; they want tachlis.

The "representatives" on the Commission don't have direct contact with their constituencies. Have to be careful about claiming that you have true representativeness.

Don't present the Commissioners with a list entitled "Options" because they'll automatically begin to rank them; encourages anti-holistic thinking. Perhaps present a "mosaic" of the issues.

No one single item on the options list is going to make a difference by itself. Unfortunately we don't know the valence of each item but we do know that more than one element is necessary. Have to consider the conditions for, and locus of, successful intervention.

Are there a set of general, holistic issues that can be superimposed on the list of options in order to help focus the issues? E.G. "creating a profession" is a holistic way of looking at Jewish education, but is that too general?

To what extent do the commissioners really "own" the Commission? If you present them with your ideas of what to do will they think you are just bullshitting them by saying that you're listening to their ideas? The first time a decision is made will be a true test of ownership.

It's smart to use the commissioners as much as possible; let the ideas flow from them. Don't use the Socratic approach because they'll feel boxed in.

Suggestion: Cluster the ideas instead of listing them. It's easier to show how they lead to a holistic approach. Recommended cluster categories were very similar to the five categories of the inventory.)

Suggestion: Produce a cube with different elements on each axis in order to show the interaction of the elements.

The boards (inventory) are paralyzing. Good for planners but not for commissioners. They'll be intimidated by the complexity; won't know how to deal with it. How is it going to help anyone decide what issues to focus on? How will the commissioners know what to choose under each column? Big danger of making the wrong choice. And those people who are stuck on one idea won't be swayed by the boards at all.

By doing the inventory you've jumped way ahead of the commissioners. You should let the task forces do the work, come up with the grid, act out the drama of making the choices. The staff should just provide the technical help. But are the lay leaders willing to do the nitty gritty work?



How much of this (the inventory) do we share and with whom?

In order to be able to use this inventory you have to be able to defend it to everyone, guarantee that you fleshed out all of the issues. Otherwise it will appear to be manipulative.

We're putting our money on the fact that

- a) People will cooperate because they know that if everyone pulls in different directions nothing will get done. There is good will.
- b) People will be attracted by the rigorous, rational thinking process that we are trying to introduce.

Criteria:

How does "target" differ from "goal"?

"Responding to a felt need" should be included in the criteria.

Suggestion: Phrase the criteria as questions - more understandable. Criteria must be carefully worded. E.G. Don't say "we have no knowledge of this area," but rather "knowledge of this is not well-reported, not easily accessible."

"Chances of long-term maintenance" (i.e. will the program be sustained after the Commission) should be included in the criteria.

Does the question of evaluation belong in the criteria? Research, not necessarily for evaluative purposes, has to be mentioned somewhere.

CONTINUATION OF THIS MEETING WILL BE ON OCTOBER 27, 1:30 - 5:30.

Prof. Fox and Annette must:

1. Decide how to use the inventory - if at all -
  - a. in Cleveland
  - b. in small meetings with commissioners
  - c. at the second meeting of the commission (Dec. 13)
2. Clean up the formulation of the criteria.
3. Decide how to educate the commissioners before Dec. 13.



Consultation for the Commission on Jewish Education  
in North America

Nativ Offices - September 28, 1988

Participants: W. Ackerman, B. Chazan, S. Fox, A.  
Hochstein, A. Hoffmann, B. Holtz, A. Infeld, D.  
Meline, D. Resnick.

A G E N D A

1. Status of the Commission
2. Next Steps
  - A. Method
  - B. Options
  - C. Decisions
  - D. Work Plan
3. Additional Consultations
  - A. Experts
  - B. The Literature



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**Mandel  
Associated  
Foundations**

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

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

September 28, 1988

Dear Art:

This is just a quick note of reminder that the Planning Group meeting for the Commission on Jewish Education in North America will be on Wednesday, October 12 from 10:00 a.m. to 4:00 p.m. It will be held at the Jewish Community Federation of Cleveland, 1750 Euclid Avenue. We will be meeting on the second floor, Conference Room D.

Please feel free to call (216) 391-8300 with any questions or comments. I look forward to seeing you there.

Sincerely,



Arthur J. Naparstek  
Commission Director

Mr. Arthur Rotman  
Executive Vice President  
JWB  
15 East 26th Street  
New York, NY 10010

118C

9-26-88

To: Seymour + Annette

From: Ginny

Re: Tentative schedule for 10/9-14

Sun., Oct. 9 AH + SF - dinner at home of AJNMon., Oct. 10

8-10 a.m. - HLZ, AJN + SF at Premier

10-11:30 a.m. - AH, HDS, VFL, RMG (Rachel Gubitz) join HLZ, AJN, SF

Review work of AH + SF

Work on agendas for 10/12 + 12/13

Work plan for 10/13 - 12/13

Work plan for 10/13 - 1/-/90

LUNCH - all but AJN

Afternoon - continue work on morning agenda

Dinner - AH + SF at home of VFL

Tues., Oct. 11

Add J. Reimer + D. Ariel

8:30 a.m. - 3:00 p.m. - continue previous day's work

3:00 or 4:00 (TENT.) - meet w/MLM to brief for 10/12

Dinner - MLM, AH, SF, AJN

Wed., Oct. 12 - Planning Group Meeting at Federation

10:00 a.m. - 4:00 p.m. - MLM will chair

Dinner - SF + AH with HLZ

Thurs., Oct. 13

Open work day

121C