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Mandel, Morton. Correspondence and interview. "Mandel Institute Report of Activities," 1992-1993.

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Agenda

jewish education

Vol. 1 No. 1: Fall 1992

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INTERVIEW WITH MORT MANDEL

No one is more closely associated with the current drive to put Jewish education and Jewish continuity at the top of the Jewish community's agenda than Mort Mandel. For nearly a decade, Morton L. Mandel has made the revitalization of Jewish education his "cause." He brings to this cause years of experience as a top-level Jewish, business, and civic leader; almost boundless energy and enthusiasm; and readiness to step forward and entice others to line up beside him in unprecedented coalitions. As the following interview reveals, Mr. Mandel, though intensely Jewish, was not always a Jewish education activist. He is in a sense, therefore, an exemplar of both the problem he has tackled—how to get the leadership of the Jewish community seriously engaged with Jewish education—and its solution. We spoke with Mort Mandel about the development of his Jewish commitment, about the initiatives for Jewish education he spearheaded, and about his hope for the future and for his fellow leaders.

A: Let's start at the beginning. What shaped you Jewishly as you were growing up? **MLM:** There's no doubt that the home I grew up in was a very important influence on me. My parents were very Jewish in the daily living sense. There was a very thick Jewish atmosphere—Jewish ambience, Jewish neighborhood. I went to schools that had large numbers of Jews.

My whole world was full of Jewish customs, Jewish traditions, holidays were big things. I grew up in a protective environment, a segregated environment, to some extent. I soaked up

Jewish education by osmosis, not by going to school. When I was approaching Bar Mitzvah age, probably when I was ten, I went to cheder. We all hated it—we tolerated it out of respect to our parents. I was Bar Mitzvah, I didn't want to go any more and my parents didn't insist.

I had a wonderful Jewish education growing up in a home with Jewish values, Jewish traditions, Jewish history, Jewish customs, Jewish songs, Yiddish songs, a real thick Jewish-Yiddish connection. I still say Yiddish words—*mechaya* and all that—with a twinkle in my eye because somebody else like me has the same twinkle when we use those words. It's a very warm, fuzzy kind of memory.

AJE: How did you actually become involved formally in Jewish leadership?

There are many other people who grew up under similar circumstances, most of whom did not become a Mort Mandel. **MLM:** Let's see...in the fourth grade, I was president of my class, fifth grade you couldn't nominate yourself again, so sixth grade I was president. Ninth grade I was president of the student council, eleventh grade I was president of my senior class—it just happened to me. I guess I enjoyed it and to become active in Jewish communal life was probably not a Jewish expression of anything...it was just natural. **AJE:** What were the first areas that you actually got involved in?

MLM: I got out of the service in 1946 and I became active in the Jewish Federation campaign. I came up right from the bottom, as a solicitor in a low ranking, invisible division of the campaign, the Young Adult Division. I was 23 and I became chairman of the Division. I started that same year in the United Way and I eventually became

president (1978). I guess it's my drive, my interest. A lot of people are interested—a lot of people aren't. **AJE:** How did the move come about to Jewish education? I've heard that this was not something that was always on your list of involvements. **MLM:** No, it was not premeditated; it was a surprise. In fact, I was not a particularly staunch

During the nineties, the first objective is to have in place the appropriate network of organizations and institutions to exploit this opportunity to strengthen Jewish continuity and help achieve the quality of Jewish life we all want.

supporter of the Jewish day school idea, being more generalist in my thinking. I was not supportive of it even up to and including my presidency of the Federation (1976). Most of my colleagues, the people who were the real leaders of the community, tolerated Jewish education. It was not where

the most active, most highly qualified, most visible leadership was at.

In 1978 I became president of CJF, and in '79 I was on the Board of the Jewish Agency. At my very first meeting, Arveh Dulzin, Chairman of the Executive, announced that the State of Israel and the Jewish Agency were forming a fund for Jewish education in the Diaspora, because they were worried about the trend lines. They didn't have the recent CJF study, but they knew already—everybody knew what

Committee, I was chairman, and I was going to invite some other people to be consultants. I got Herb Millman, Carmi Schwartz, Seymour Fox, and Danny Tropper.

We drafted a statement of purpose, objectives, what would qualify [for support], what wouldn't, the kind of process we would go through. I held that job about nine years, during

In the early eighties, when I got into Jewish education seriously, the recognition was growing in me that this was one way to attack the negative trend line—a point of entry, a way to intervene. Not necessarily the answer, but part of the answer. That's how it happened. AJE: Let me skip ahead a bit. I know we could talk about your work at what was then JWB and the Maximizing Jewish Educational Effectiveness process, but I want to move on to the Commission on Jewish Education in North America. This was again truly unprecedented. What led you to decide that we needed something of this scope and ambition, something that would bring leadership together on an unusual trans-institutional basis? MLM: In the mid-eighties, I was talking to other serious players—professionals, lay leaders, foundation leaders—there was no track for any of us to run on. We didn't want a single uni-track process, but there was nothing clear. I was out of the Jewish Agency, talked about it with my family, and we decided to put the important parts of our philanthropic resources into Jewish continuity, Jewish education. The Commission was born out of the need to establish a clearer picture of how to intervene in practical ways—how to produce systemic change, to enable the system to cope. We, the Mandel family, always knew we were going to take one of the recommendations, one of the findings of the Commission, and pursue it. AJE: The Commission report, *A Time to Act*, has obviously been a seminal document in terms of its recommendations, but as you look back on it now, what do you see as the most important recommendations? Was there something beyond the

they are there, they will always be there— to pick up the torch of Jewish education and Jewish continuity. This is a time for action. That's the message.

was happening. They set aside \$10 million—five and five—for Jewish education in the Diaspora to support Jewish continuity. I held my hand up and I said: This is the first meeting of the Jewish Agency Board of Governors I've attended, and if this is the kind of thing you do here I am really honored to be here.

Next thing I know I'm asked to be chairman of the Steering Committee. I said, let me bring consultants. He said, bring anybody you want. He announced there was a Steering

which the Joint Program sponsored the World Conference for Jewish Education (1984 ed.)—the first ever of its kind. The Jewish Agency adopted a fifth portfolio—Jewish education. They appointed a first Committee on Jewish Education in their history—which I chaired, while I was chairman of the Joint Program. We gave away money, mostly to places in great need, and for innovative ideas. Throughout the world Jewish education was in virtual disarray. A brilliant spark here, a jewel there—but mostly third rate.

report and the recommendations?

MLM: I think the medium was the message. The Commission, there could have been two or three other groups as qualified, though this certainly was a qualified group, was a happening. It was a happening because of who was there, their unbelievable attendance, their involvement, the engagement with the Commissioners. The fact that this group spent two years to author a report did a lot for Jewish education in America. That kind of gain, that kind of foothold could be squandered. We probably have the decade of the nineties—but that's all. As important as the report was, that serious people came together to devote their time to Jewish education, Jewish continuity, was very important. That so many outstanding accomplished people came—was a major achievement of the Commission, and this sent quite a message. AJE: Now, I'd like you to look ahead. The Council for Initiatives in Jewish Education (CIJE) is up and running. It's beginning to get to the heart of its work with the Lead Communities and several of its other projects. Where would you like it to be five years from now? And in broader terms, where would you like to see Jewish education a few years down the road? MLM: I would like to see a strong established apparatus, a system of agencies—well led, well financed, working cooperatively together. CIJE is certainly needed to help catalyze the North American Jewish community, along with other constructive forces, to implement the report, to help evolve, help design how the North American Jewish community responds to Jewish education and Jewish continuity.

During the nineties, the first objective is to have in place the appropriate network of organizations and institutions to exploit this opportunity to strengthen Jewish continuity and help achieve the quality of Jewish life we all want. That's the mission for the nineties, my personal mission as well, to be one of the architects of this design in terms of structure, support, etc. AJE: Let me pick up on the issue of the design. One of the unique dimensions of your leadership is how much you have been able to bridge the worlds of Israel and North America. The Mandel Institute for the Study and Advancement of Jewish Education that you've recently established in Israel represents again something that is to my knowledge unprecedented: a world institute for Jewish education centered in Jerusalem. How do you see the role of Israel as this decade unfolds? What does Israel have to contribute to us, and do we have something to contribute to them? MLM: Definitely. Israel will be a major center of Jewish thought, philosophy, activity, leadership, and so will America. And so could England, France, Australia. . . . We could have Jewish communities full of lay leaders, scholars, academicians, professionals—interactive, relating to each other the same way we have in the university setting—a Stanford, a Harvard, a Brandeis, an Oxford, a Cambridge, a Hebrew University—teams of scholars competing with each other in a collegial way. It's like fighting cancer. A large number of brilliant cancer research centers and teams working today around the world, competing with and complementing each other. They relate to each other; they have journals, it's a very healthy, exciting competition

in certain phases of our life. I would like to see that in Jewish education.

Now there is more power in Israel than any other place in the world, probably about sixty, seventy people, men and women in Israel, who make up that power. Why aren't there sixty, seventy men and women in America—maybe a hundred—we are a bigger Jewish community? One of the Mandel Institute's missions is to foster this kind of healthy competition. I am trying to influence some of my friends in other countries to have a commission on Jewish education. I tell them if you can get what we've got in America in your own way—for example in your own UK way, adapted to the UK environment, customs, traditions—it might help pull your community together. Why can't they do that in France and in Australia? As a matter of fact some folks in the UK are talking to us now about just this. That's my dream. AJE: One final question. There are a lot of leaders out there, many of whom have already bought in to what you have been arguing and advocating, some of whom haven't really yet. They are where you were, as you described it, perhaps thirty years ago. What's the message you want to leave with them? MLM: Along with the other major, critical needs that exist in the Jewish community—they are there, they will always be there—pick up the torch of Jewish education and Jewish continuity. This is a time for action. That's the message. AJE: That, I think, is a very fitting place to end. I want to thank you on behalf of *Agenda: Jewish Education* and all those whom you have and will continue to influence to get involved and to take action.



DATE: 11/2/92 TIME: _____

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TO: FAX NO. (011) 972-2 - 619951

Name Seymour Fox & Annette Hochstein

Company Mandel Institute

Street Address 22a Hatzfira Street

Jerusalem , 93102 , Israel
City State Zip Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

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

Dear Seymour and Annette:

I want to tell you both, once again, that I thought our planning together was very meaningful and very constructive.

We surfaced the "core issues" that many organizations fail to deal with head on. Such questions as:

1. What do we want to be? What is our "vision"?
2. How do we keep the vision constantly in front of us?
3. How do we get there, without too many detours?

We are talking about the right things. Thank you both for that.

Also, the two dedications were extremely satisfying. I must say that the dedication of the School established a new high-water mark for my personal satisfaction!

Warmest regards to all.

Mort



27 October 1992

Fax - 02 - 669898

To - Mr. Mordechai Mordukhai

From - Dr. Avishay Braverman, President.

Warmest congratulations on the establishment of the School for Educational Administration. I am certain it will be a major contribution to educational institutions in Israel.

/eg.



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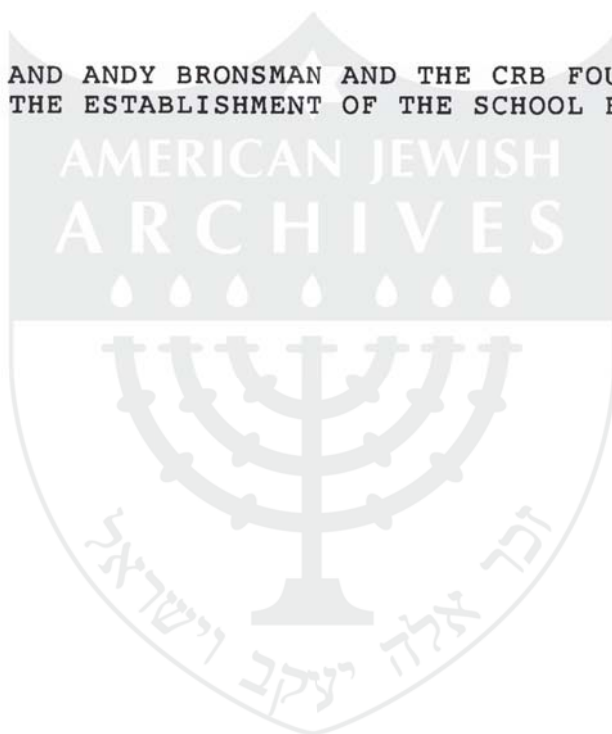
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DEAR MORT,
IN THE NAME OF CHARLES AND ANDY BRONSMAN AND THE CRB FOUNDATION
CONGRATULATE YOU ON THE ESTABLISHMENT OF THE SCHOOL FOR
EDUCATION LEADERSHIP.
JANET AVIAD



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July 7, 1992

LEAD COMMUNITIES AT WORK

A. INTRODUCTION

The Commission on Jewish Education in North America completed its work with five recommendations. The establishment of Lead communities is one of those recommendations, but it is also the means or the place where the other recommendations will be played out and implemented. Indeed, a lead community will demonstrate locally, how to:

1. Build the profession of Jewish education and thereby address the shortage of qualified personnel;
2. Mobilize community support to the cause of Jewish education;
3. Develop a research capability which will provide the knowledge needed to inform decisions and guide development. In Lead Communities this will be undertaken through the monitoring, evaluation and feedback project;
4. Establish an implementation mechanism at the local level, parallel to the Council for Initiatives in Jewish Education, to be a catalyst for the implementation of these recommendations;
5. The fifth recommendation is, of course, the lead community itself, to function as a local laboratory for Jewish education.

B. THE SCOPE OF THE PROJECT

1. A Lead Community will be an entire community engaged in a major development and improvement program of its Jewish education. Three model communities will be chosen to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, where the importance of Jewish education is recognized by the community and its leadership and where the necessary resources are secured to meet additional needs.

The vision and programs developed in Lead Communities will demonstrate to the Jewish Community of North America what Jewish education at its best can achieve.

2. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay

leaders, educators, rabbis and heads of educational institutions of all ideological streams and points of view will participate in the planning group of the project, to shape it, guide it and take part in decisions.

3. The Lead Community project will deal with the major educational areas -- those in which most people are involved at some point in their lifetime:

- Supplementary Schools
- Day Schools
- JCCs
- Israel programs
- Early Childhood programs

In addition to these areas, other fields of interest to the specific communities will also be included, e.g. a community might be particularly interested in:

- Adult learning
- Family education
- Summer camping
- Campus programs
- etc...

4. Most or all institutions of a given area will be involved in the program (e.g. most or all supplementary schools).

5. A large proportion of the community's Jewish population will be involved.

C. VISION

A Lead Community will be characterized by its ongoing interest in the goals of the project. Educational, rabbinic and lay leaders will project a vision of what the community hopes to achieve several years hence, where it wants to be in terms of the Jewish knowledge and behavior of its members, young and adult. This vision could include elements such as:

- adolescents have a command of spoken Hebrew;
- intermarriage decreases;
- many adults study classic Jewish texts;
- educators are qualified and engaged in ongoing training;
- supplementary school attendance has increased dramatically;
- a locally produced Jewish history curriculum is changing the way the subject is addressed in formal education;
- the local Jewish press is educating through the high level of its coverage of key issues

The vision, the goals, the content of Jewish education will be addressed at two levels:

1. At the communal level the leadership will develop and articulate a notion of where it wants to be, what it wants to achieve.
2. At the level of individual institutions or groups of institutions of similar views (e.g., all Reform schools), educators, rabbis, lay leaders and parents will articulate the educational goals.

It is anticipated that these activities will create much debate and ferment in the community, that they will focus the work of the Lead Communities on core issues facing the Jewish identity of North American Jewry, and that they will demand of communities to face complex dilemmas and choices (e.g., the nature and level of commitment that educational institutions will demand and aspire to). At the same time they will re-focus the educational debate on the content of education.

The Institutions of Higher Jewish Learning, the denominations, the national organizations will join in this effort, to develop alternative visions of Jewish education. First steps have already been taken (e.g., JTS preparing itself to take this role for Conservative schools in Lead Communities).

D. BUILDING THE PROFESSION OF JEWISH EDUCATION

Communities will want to address the shortage of qualified personnel for Jewish education in the following ways:

1. Hire 2-3 additional outstanding educators to bolster the strength of educational practice in the community and to energize thinking about the future.
2. Create several new positions, as required, in order to meet the challenges. For example: a director of teacher education or curriculum development, or a director of Israel programming.
3. Develop ongoing in-service education for most educators in the community, by programmatic area or by subject matter (e.g. the teaching of history in supplementary schools; adult education in community centers).
4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for day-schools)
5. Recruit highly motivated graduates of day schools who are students at the universities in the Lead Community to commit themselves to multi-year assignments as educators in supplementary schools and JCCs.

6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

E. DEVELOPING COMMUNITY SUPPORT

This will be undertaken as follows:

1. Establishing a wall to wall coalition in each Lead Community, including the Federation, the congregations, day schools, JCCs, Hillel etc..
2. Developing a special inclusive relationship to rabbis and synagogues.
3. Identify a lay "Champion" who will recruit a leadership group that will drive the Lead community process.
4. Increase local funding for Jewish education.
5. Develop a vision for Jewish education in the community.
6. Involve the professionals in a partnership to develop this vision and a plan for its implementation.
7. Establish a local implementation mechanism with a professional head.
7. Encourage an ongoing public discussion of and advocacy for Jewish education.

F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES:

The CIJE, through its staff, consultants and projects will facilitate implementation of programs and will ensure continental input into the Lead Communities. The CIJE will make the following available:

1. Best Practices

A project to create an inventory of good Jewish educational practice was launched. The project will offer Lead Communities

examples of educational practice in key settings, methods, and topics, and will assist the communities in "importing," "translating," "re-inventing" best practices for their local settings.

The Best Practices initiative has several interrelated dimensions. In the first year (1991/92) the project deals with best practices in the following areas:

- Supplementary schools
- Early childhood programs
- Jewish community centers
- Day schools
- Israel Experience programs

It works in the following way:

a. First a group of experts in each specific area is recruited to work in an area (e.g., JCCs). These experts are brought together to define what characterizes best practices in their area, (e.g., a good supplementary school has effective methods for the teaching of Hebrew).

b. The experts then seek out existing examples of good programs in the field. They undertake site visits to programs and report about these in writing.

As lead communities begin to work, experts from the above team will be brought into the lead community to offer guidance about specific new ideas and programs, as well as to help import a best practice into that community.

2. Monitoring Evaluation Feedback

The CIJE has established an evaluation project. Its purpose is three-fold:

a. to carry out *ongoing monitoring of progress* in Lead Communities, in order to assist community leaders, planners and educators in their work. A researcher will be commissioned for each Lead Community and will collect and analyze data and offer it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each Lead Community.

b. to *evaluate progress* in Lead Communities -- assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted by a variety of methods. Data will be collected by the local researcher. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and 2) To begin to create indicators (e.g., level of participation in Israel programs; achieve-

ment in Hebrew reading) and a database that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute in the long term to the publication of a periodic "state of Jewish education" report as suggested by the Commission.

c. *The feedback-loop*: findings of monitoring and evaluation activities will be continuously channeled to local and CIJE planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

During the first year the field researchers will be principally concerned with three questions:

(a) What are the *visions* for change in Jewish education held by members of the communities? How do the visions vary among different individuals or segments of the community? How vague or specific are these visions?

(b) What is the extent of *community mobilization* for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in human resources?

(c) What is the nature of the *professional life of educators* in this community? Under what conditions do teachers and principals work? For example, what are their salaries and benefits? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

The first question is essential for establishing that specific goals exist for improving Jewish education, and for disclosing what these goals are. The second and third questions concern the "enabling options" decided upon in *A Time to Act*, the areas of improvement which are essential to the success of Lead communities: mobilizing community support, and building a profession of Jewish education.

3. Professional services:

The CIJE will offer professional services to Lead Communities, including:

a. Educational consultants to help introduce best practices.

- b. Field researchers for monitoring, evaluation and feedback.
- c. Planning assistance as required.
- d. Assistance in mobilizing the community.

4. Funding facilitation

The CIJE will establish and nurture contacts between foundations interested in specific programmatic areas and Lead Communities that are developing and experimenting with such programs (e.g., the CRB Foundations and youth trips to Israel; MAF and personnel training; Blaustein and research).

5. Links with purveyors or supporters of programs

The CIJE will develop partnerships between national organizations (e.g., JCCA, CLAL, JESNA, CAJE), training institutions and Lead Communities. These purveyors will undertake specific assignments to meet specific needs within Lead Communities.

G. LAUNCHING THE LEAD COMMUNITY -- YEAR ONE

During its first year (1992/93) the project will include the following:

1. Negotiate an agreement with the CIJE that includes:
 - a. Detail of mutual obligations;
 - b. Process issues -- working relations within the community and between the community, the CIJE and other organizations
 - c. Funding issues;
 - d. Other.
2. Establish a local planning group, with a professional staff, with wall-to-wall representation.
3. Gearing-up activities, e.g., prepare a 1-year plan, undertake a self-study (see 6 below), prepare a 5-year plan.
4. Locate and hire several outstanding educators from outside the community to begin work the following year (1993/94).
5. Preliminary implementation of pilot projects that result from prior studies, interests, communal priorities.

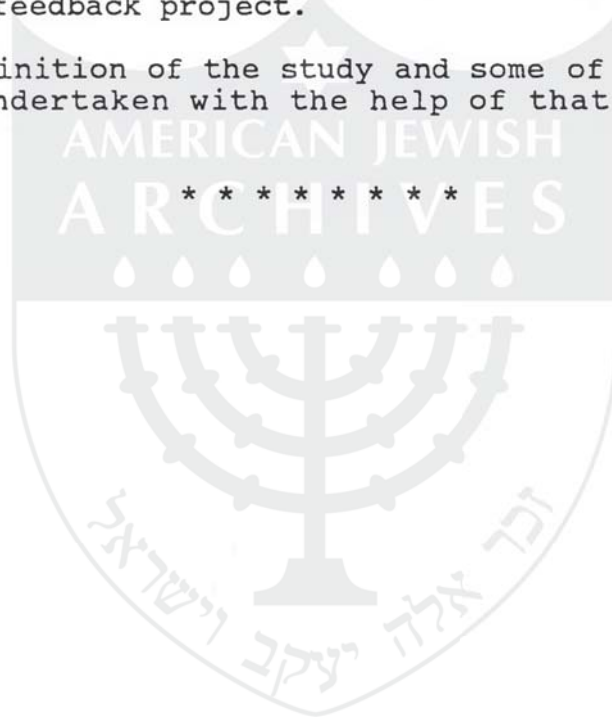
6. Undertake an educational self-study, as part of the planning activities:

Most communities have recently completed social and demographic studies. Some have begun to deal with the issue of Jewish continuity and have taskforce reports on these. Teachers studies exist in some communities. All of these will be inputs into the self-study. However, the study itself will be designed to deal with the important issues of Jewish education in that community. It will include some of the following elements:

- a. Assessment of needs and of target groups (clients).
- b. Rates of participation.
- c. Preliminary assessment of the educators in the community (e.g., their educational backgrounds).

The self-study will be linked with the work of the monitoring, evaluation and feedback project.

Some of the definition of the study and some of the data collection will be undertaken with the help of that project's field researcher.



MORTON L. MANDEL

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

AWARDS

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

HONORARY DEGREES

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

DIRECTORSHIPS

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

COMMUNITY ACTIVITIES**Cleveland**

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

Morton L. Mandel

page 2

COMMUNITY ACTIVITIES (Continued)Cleveland(continued)

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

National

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

International

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

March 1990



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Jerusalem / / / Israel
City State Zip Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

Tele. No. (216) 391-8300 Ext. 2322

Dear Seymour and Annette:

The School is yet another major milestone for us.

I share your hopes and dreams for the School, and all the good it can do.

Congratulations to us!

(Note: 8:00 a.m. on September 6 is fine.)

Warmest regards,

Mort

AMERICAN JEWISH
ARCHIVES



Dear Mort,

I would like to suggest some ideas for your presentation at the meetings in New York city on the 18th and 19th of July.

I believe that the MAF program expresses the following:

1. Your deep concern for Jewish continuity (example you have used in the past: will there be Jews like us in 50 to 100 years who are concerned about, and committed to, the future of Jewish life in the diaspora and to a secure and successful Israel).

2. The trendlines are not encouraging (the CJF census).

3. Your belief that Jewish education is the only known strategy to ensure Jewish continuity.

4. You have deliberated and consulted for at least the past 8 years so as to be able to decide how to cut into this problem. It may be useful to describe your involvement in Jewish Education beginning with JWB, the Joint Program, and the Jewish Education Committee of the Jewish Agency.

5. As a first step, the North American Commission. The year long consultation with outstanding community leaders, heads of the denominations, Gottshalk, Lamm, Schorsch and educators, Schiff and Rotman, which led to the decision to establish the commission.

6. Believed that this was the appropriate time to bring together the various players that needed to join forces if a massive attack was to be made to help ensure Jewish continuity through Jewish education.

a. It had to be broad-based (wall-to-wall).

b. Community, private partnership (CJF, JCCA, JESNA).

7. What did you learn from Commission that worked from 1988-1990:

a. That there are many needs and good ideas (23 options) p.48 of "A Time to Act".

b. That there are necessary conditions that are pre-conditions to every one of these important 23 needs.

c. They are personnel and community.

d. Quote from "A Time to Act" pp. 49-50.

"Upon analysis, it became clear that the most fundamental problems facing Jewish Education are an underdeveloped profession of Jewish Education and inadequate community support .

"There is a shortage of well trained and dedicated educators for every area of Jewish education. They are needed in order to motivate and engage children and their parents, to create the necessary educational materials and methods and to design and carry out a wide variety of research studies .

"However, only if there is a fundamental change in the nature of community support for Jewish education is it likely that large numbers of talented young people will be attracted to careers in Jewish education. Only if community leaders will give Jewish education the high priority it deserves on the local and national agenda will the resources necessary for a program of major improvement be obtained. Only if the climate in the community is supportive of Jewish education will qualified teacher personnel be attracted to its new career opportunities. Here then was the key to developing a comprehensive plan. The Commission's work would focus on these two necessary conditions for change and improvement:

- a. "personnel - developing a profession of Jewish education, and
- b. the community - recruiting leadership, securing funding and developing appropriate structures."

8. Our Foundation decided to work in these areas, personnel and community, and to ensure the continued work of the Commission on Jewish Education in North America.

9. How?

10. Personnel:

- a) In personnel we have decided to concentrate on senior personnel (your belief in the power of senior personnel).
- b) In Israel - school for educational leadership.
 - 1) Describe meeting with Hammer
 - 2) 1,000 key positions that determine what can happen in education (100,000 educators)
 - 3) Learned from impact of Jerusalem Fellows (MAF supports colloquium)
 - 4) A partnership of other Foundations and the ministry, Doron Foundation and Felix Posen.
- c) The MAF grants to U.S.A. training institutions (Hebrew Union College, Jewish Theological Seminary, Yeshiva University and JCCA) focussing on senior personnel and faculty development.
- d) In Cleveland - Cleveland Fellows

- e) You might mention that others are doing important work here e.g. Wexner, and their program for fellowships in education as well as the new program they have established in Jewish Education at Stanford University.

11. Community:

- a) Your support for CIJE to continue the work of the Commission - to perpetuate the partnership of the communal and private sectors (you have involved others in this some who are sitting around this room). The CIJE as an independent tool of the Community, rather than of M.A.F.

1. The CIJE is now establishing lead Communities

2. Also implementing other recommendations of the Commission (Israel experience - Bronfman; research-Blaustein Hirschhorn)

- b) Cleveland (commission and continued work) supporting its recommendations.

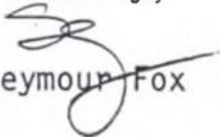
12. Mandel Institute to think, plan and guide the work in Jewish Education.

- a) Planned and launched the School for Educational Leadership
- b) Consultant to Ministry of Education
- c) Consultant to other Jewish communities, England etc.
- d) Consultant to the CIJE.
- e) Content or ideas - if appropriate you may want to mention the impact of goals and therefore the Educated Jew project. A partnership of Harvard and MAF with Harvard undertaking the assignment of developing, understanding of the Educated person to serve as background for the goals project in Jewish education.

I hope that these points are useful, and I look forward to discussing them with you today at our telephone conversation at 10.30 a.m. New York time.

With best regards,

Sincerely,


Seymour Fox

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 44115
216/566-9200 Fax 216/861-1230

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Chief Education Officer
and Acting Director
Dr. Shulamith Fisher

July 6, 1992

Sent to all CIJE board members

Dear

This is a reminder that the next meeting of the CIJE Board of Directors will be on Tuesday, August 25, 1992 from 10:00 a.m. to 3:30 p.m. at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street. As in the past, coffee and danish will be available at 9:30 and we will plan to begin the meeting promptly at 10:00.

Nine communities have been identified as finalists for the CIJE Lead Communities project and the selection process will continue with site visits during July. At our meeting on August 25, we expect to hear the recommendations of the selection committee and to name the Lead Communities.

Also, we will hear a report on the progress being made on our Best Practices project, we will discuss plans for the content to be covered in Lead Communities, and we will learn about a proposed program of monitoring, evaluation and feedback for the Lead Communities.

In the near future we will contact you to discuss personally with you the plans for the August 25 meeting. I hope that you will feel free to share your ideas at that time.

Please complete and return the enclosed reply card as quickly as you can confirming your plans to attend.

I look forward with pleasure to seeing you there, and send my warmest personal regards.

Morton L. Mandel
Chair



PREMIER INDUSTRIAL CORPORATION
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NUMBER OF
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| | |
|--|--|
| TO: FAX NO. (011) <u>972-2 - 619951</u> Name <u>Seymour Fox</u> Company <u>Mandel Institute</u> Street Address _____ _____ City State Zip Country | FROM: FAX NO. (216) <u>361 - 9962</u> Name <u>Morton L. Mandel</u> Company <u>Mandel Associated Foundations</u> Tele. No. (216) <u>391-8300</u> Ext. <u>2320</u> |
|--|--|

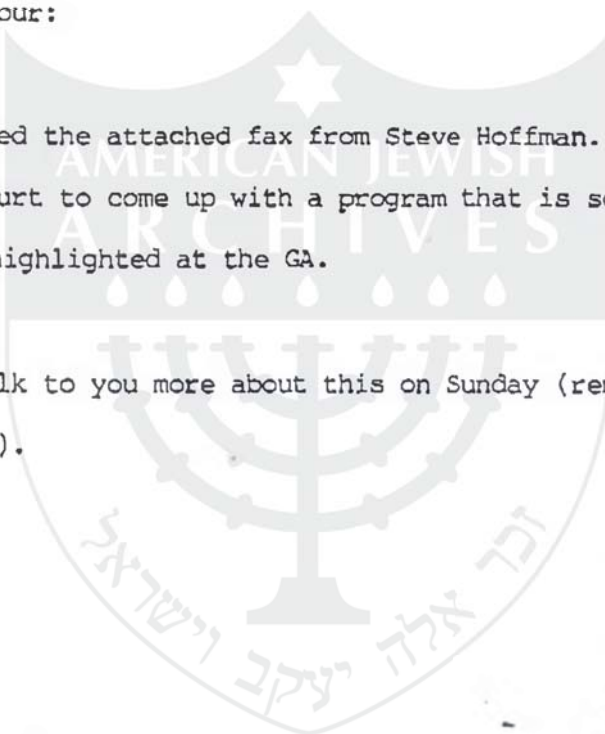
Dear Seymour:

We received the attached fax from Steve Hoffman. The ball is clearly in our court to come up with a program that is so attractive that it will be highlighted at the GA.

I will talk to you more about this on Sunday (reminder: I will be in Cleveland).

Regards,

Mort



כאן

אקדמי

סוף

צור

JUL 2 '92 16:42
JUL 2 '92 10:51

PREMIER CORP. ADMIN.
JEWISH COMMUNITY CLU.

PAGE.02
PAGE.01



THE JEWISH COMMUNITY FEDERATION OF CLEVELAND
1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

| | | |
|--|--|---------------------|
| Post-It™ brand fax transmittal memo 7671 | | # of pages 1 |
| To: Morton L. Mandel | | From: S. H. Hoffman |
| Co: | | Co: |
| Dept: | | Phone # |
| Fax # 361-9962 | | Fax # 966-9084 |

July 1, 1992

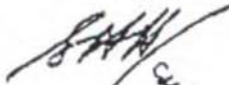
Mr. Morton L. Mandel
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

I saw Seymour Fox today, and he asked me about the CIJE presentation at the G.A. I had already spoken to Marty Kraar about it, and Marty says he will be more than happy to work out whatever we need. So, we have to come up with what we want to do this year, and Marty will facilitate it.

Warm regards.

Sincerely,


Stephen H. Hoffman
Executive Vice-President

SHH:gc
B3:31A

(Dictated, but not read.)



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 PAGES SENT: 1

| | |
|--|---|
| TO: FAX NO. (011) <u>972-6 - 792-1705</u> Name <u>Stephen H. Hoffman</u> Company <u>c/o Kibbutz Nos Ginnosar</u> Street Address _____ <div style="display: flex; justify-content: space-between;"> City State Zip Country </div> | FROM: FAX NO. (216) <u>361 - 9962</u> Name <u>Morton L. Mandel</u> Company <u>Premier Industrial Corp.</u> Tele. No. (216) <u>391-8300</u> Ext. <u>2320</u> |
|--|---|

Dear Steve:

At the CIJE Steering Committee Meeting on June 26, we discussed the importance of moving quickly to secure a major slot (possibly a forum) on the GA agenda for a CIJE/Jewish Education event. Various suggestions include a dynamic, well-known speaker, whom we might help obtain, with responses, perhaps, from each of the heads of the three training institutions, or responses by the Federation presidents of the Lead Communities. These are only some of the building blocks that we could all work on together.

The important aspect of this is to be sure we get CIJE on the Agenda.

I understand that Marty Kraar is in Israel now. I suggest you meet with him there, and try to get this idea more firmed up, to the extent possible.

Regards,

Mort

cc: Seymour Fox ✓
 Stanley Horowitz



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PREMIER CORP. ADMIN.

PAGE.01

DATE: 6/30/92

TIME:

NUMBER OF
PAGES SENT: 3

TO: FAX NO. (011) 972-2 - 619951

Name Annette Hochstein & Seymour Fox

Company Mandel Institute

Street Address 22a Hatzfira Street

Jerusalem , 93102, Israel
City State Zip Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

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

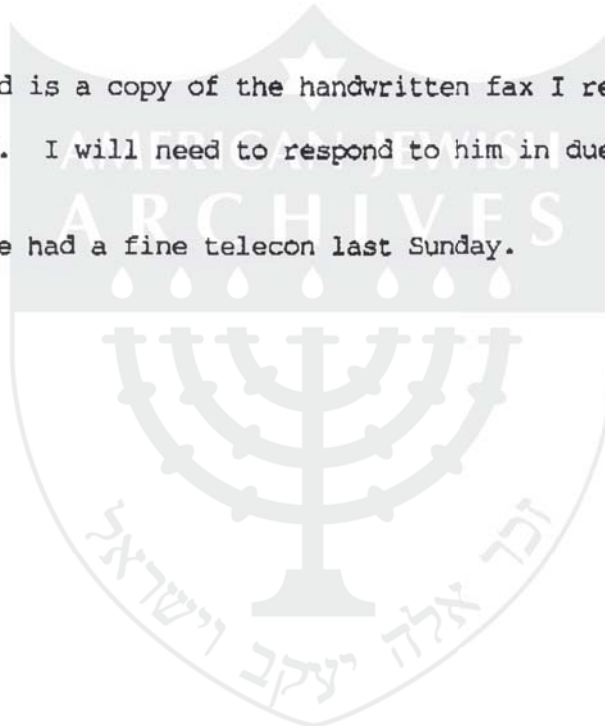
Dear Annette and Seymour:

Attached is a copy of the handwritten fax I received from Bernie Reisman. I will need to respond to him in due course.

Also, we had a fine telecon last Sunday.

Best,

Mort



Refer to 55c



HACIA EL FUTURO

CENTRO LATINOAMERICANO
DE FORMACIÓN E INVESTIGACIÓN
PARA LA PRODUCCIÓN INSTITUCIONAL JUDÍA

Buenos Aires

June 4, 1992

Morton Mandel
Cleveland, Ohio

Dear Mort,

My sabbatical leave from Brandeis continues. The 1st segment was in Israel where I studied adult educational trips to Israel. I am now finishing up my work in Argentina where I have been teaching & consulting with Jewish organizations. This past weekend I lectured at a conference for Jewish educators from Latin American communities. The conference was planned by a new organization, JAVATA, (2 years old), which is a grass-roots organization of Jewish educators, similar to CASE in the U.S. I am extremely impressed with the work of JAVATA. It is clear to me that Jewish education is the number one priority for Latin American Jewry. The problem is that the lay leaders haven't yet come to that realization. The professional leadership of the Joint Distribution Committee in Latin America, based in Buenos Aires, is ready to convene top lay leaders of Jewish communities in Latin America on the matter of upgrading Jewish education. Javata is ready to convene a major conference of Jewish educators, and I am encouraging that the 2 groups - JDC + Javata to

Leatid es una iniciativa del Joint Distribution Committee y del Liderazgo Judío Latinoamericano

(2)

join forces. As you well know, if any significant change is to occur with Jewish education in Latin America, it will require the interest + support of the lay leadership.

If you would be agreeable to attend such a conference in Latin America + describe your leadership initiatives in North America, it could make a major difference - first in getting the lay leaders from this area to attend + then in generating financial support. Both JDC here + Javai are ready to determine the date for the proposed conference at a time when you could come here.

Most, I hope this is something you will do - an initiative from you could help the strong Jewish communities of Latin America mobilize themselves + strengthen their Jewish education programs.

I'm now off to South Africa to work with Jewish education groups under the auspices of the So. African Board of Jewish Education. I return to Brandeis on July 6.

Warm regards, Bernie Reisman
cc: Alfredo Berlfein, JDC
Javai

DRAFT 6/12/92

TO: Board of Directors/Senior Policy Advisors (2 separate memos -
same text except for last paragraphs as noted)

FROM: Morton L. Mandel

RE: Update on CIJE Activities: June 1992

DATE: June , 1992

I am pleased to report on the fine progress the CIJE has made in the six months since our last meeting in January.

In February fifty-seven North American Jewish communities, eligible on the basis of their Jewish populations of between 15,000 and 300,000, were invited to participate in the CIJE Lead Communities Project by submitting preliminary proposals. Twenty-three Jewish communities responded--representing 1.5 million Jews in North America. Both the number and quality of proposals actually received were far greater than we-- had anticipated, prompting us to consider the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

A list of these twenty-three communities is appended for your information.

Twelve experienced and distinguished educators and professionals served in an advisory capacity to the Board Committee. The Lead Communities Committee of the CIJE is chaired by Charles Ratner. Committee members include: Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack. Arthur Rotman is serving as the staff for the Committee.

The selection of finalist communities was made by the Committee on June 5th during its deliberations. The following North American communities have been informed that they are to be finalists:

| | | |
|-----------|------------|------------|
| Atlanta | Columbus | Oakland |
| Baltimore | Metro West | Ottawa |
| Boston | Milwaukee | Palm Beach |

Finalist communities will be visited during the month of July by Committee members, staff and educational consultants.

Work is proceeding on the identification of Best Practices to be integrated into the Lead Communities. Under the direction of Dr. Barry Holtz, working educator groups have identified criteria for supplementary and early childhood programs and discussions are under way with the JCC Association to identify and document the exemplary Jewish educational programs within the center movement.

The Monitoring, Evaluation and Feedback Project being developed by Dr. Adam Gamoran is concentrating efforts at this time on the development of the field research component of the Lead Communities Project.

FOR BOARD MEMBERS:

I look forward to discussing the Lead Communities Project and other CIJE programs and plans with you and other members of the Board at our August 25th meeting at UJA Federation of Jewish Philanthropies, 130 East 59th Street, New York, 9:30 a.m. to 3:30 p.m. The Lead Communities Committee plans to make a final selection report as part of the agenda.

FOR SENIOR POLICY ADVISORS:

I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work. Plans are now under way for a meeting of the advisors in mid-September.



5/20/92

PAGE 28

LEAD COMMUNITIES: PRELIMINARY PROPOSALS

Atlanta

Baltimore

Boston

Columbus

Dallas

Denver

Hartford

Kansas City

Metro West (NJ)

Milwaukee

Montreal

Oakland

Ottawa

Palm Beaches

Rhode Island

Rochester

San Diego

So. Palm Beach

Suffolk Co. (NY)

Toronto

Vancouver

Washington

Winnepeg



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PAGES SENT: 1

TO: FAX NO. (011) 972-2 - 619951

Name Seymour Fox and Annette Hochstein

Company Mandel Institute

Street Address 22a Hatzfira Street

Jerusalem / / / Israel

City State Zip Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

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

Dear Seymour and Annette:

For me, the last two weeks were spectacular! Starting with our very first session together, things seemed to go extremely well.

I know how much preparation went into making our sessions so efficient. My hat is off to you and the entire staff for the enormous personal input that is given so willingly and with such fine spirit.

It was, once again, a pleasure.

Regards,

Mort



| | |
|--|--|
| TO: FAX NO. (011) 9722-61995/ ANETTE HOCHSTEIN Name SEYMOUR FOX Company _____ Street Address _____ City _____ State _____ Zip _____ Country _____ | FROM: FAX NO. (216) 341-9962 Name GINNY LEVI Company _____ Tele. No. () _____ Ext. _____ |
|--|--|

Dear Annette -

Can we go ahead with this memo, or
some variation. I understand you advised
SE to check with AR and that he says it's
not up to him. Please advise me
how to proceed with this, if at all.

Also, I need to talk with you about
the HUC proposal. Please call me.

I'm also sending a copy of the letter
re the Jerusalem Education Authority planning
project. We tentatively scheduled the second
payment for June, but must see a written
report first. I need your advice on
this, too.

Thanks. Hope all is well.

Ginny

note to
her to hold

DRAFT 5/20/92

TO: Board of Directors/Senior Policy Advisors (2 separate memos -
same text except for last paragraphs as noted)

FROM: Morton L. Mandel

RE: Update on CIJE Activities: May 1992

DATE: May 22, 1993

I am pleased to report on the fine progress the CIJE has made in the few months since our last meeting in January.

In February fifty-seven North American Jewish communities, eligible on the basis of their Jewish populations of between 15,000 and 300,000, were invited to participate in the CIJE Lead Communities Project by submitting preliminary proposals. Twenty-three Jewish communities--representing 1.5 million Jews--responded. Both the number and quality of proposals actually received were far greater than we had anticipated, prompting us to consider the opportunity suggested by the commitment to Jewish education contained in these preliminary proposals. A list of the twenty-three applicant communities is appended for your information.

We are now working on the selection of 8-12 finalist communities to enter the final round of the process. Twelve experienced and distinguished educators and professionals participated in the preliminary review process. We asked them to evaluate and discuss the preliminary proposals in an advisory capacity to the Board Committee.

The selection of finalist communities is taking place this month and an announcement of the final candidates will take place early in June, following the deliberations of the Lead Communities Committee of the CIJE chaired by Charles Ratner, and staffed by Arthur Rotman. Committee members include: Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack. The finalist communities will be invited to submit more detailed proposals and to meet with the Lead Communities Committee on site visits to be scheduled over the summer.

Work is proceeding on the identification of Best Practices to be applied in the Lead Communities. Under the direction of Dr. Barry Holtz, work has begun in the areas of supplementary and early childhood Jewish education and is currently under way on exemplary programs in JCCs. In addition, we hope to have work under way on best practices in day school education by the time Lead Communities are ready to be launched.

The Monitoring, Evaluation and Feedback Project being developed by Dr. Adam Gamoran is concentrating its efforts at this time on the development of a field research component of the Lead Communities Project.

FOR BOARD MEMBERS:

I look forward to discussing the Lead Communities Project and other CIJE programs and plans with you and other members of the Board at our meeting on August 25 at the UJA/Federation of Jewish Philanthropies, 130 East 59th Street, New York, 9:30 a.m. to 3:30 p.m. You will be contacted prior to the meeting for a personal update and an opportunity to share your thoughts on the process.

FOR SENIOR POLICY ADVISORS:

I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work.



5/20/92

PAGE 03

LEAD COMMUNITIES: PRELIMINARY PROPOSALS

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Oakland

Ottawa

Palm Beaches

Rhode Island

Rochester

San Diego

So. Palm Beach

Suffolk Co. (NY)

Toronto

Vancouver

Washington

Winnepeg



DATE: 5/20 TIME: _____
NUMBER OF PAGES SENT: 5

TO: FAX NO. (011) 972 2-619951

ANNETTE HOCHSTEIN

Name SEYMOUR FOX

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. (216) 361-9962

Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____

Dear Seymour + Annette -

Attached is a new draft of the proposed memo to Board members and Sr. Policy Advisors. Please review and, if you think it's ready, go over it with MLM. We'll be prepared to get it out as soon as I hear from you.

Seymour, can you call Ray between 9:30 and 10:00 a.m. our time on Sat. He'll be at 216-752-3124.

Thanks.

Ginny

P.S. Shulamith ^{productive} reports that she, Art + Jim met for several hours after the telecon. Art will carry a draft of materials for MLM + Chuck Ratner to Israel. Following discussion with you, Art will let Shulamith know what to send to Chuck + when.

DRAFT 5/20/92

TO: Board of Directors/Senior Policy Advisors (2 separate memos -
same text except for last paragraphs as noted)

FROM: Morton L. Mandel

RE: Update on CIJE Activities: May 1992

DATE: May 22, 1993

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FOR SENIOR POLICY ADVISORS:

I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 44115
216/666-9200 Fax 216/861-1230

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Chief Education Officer
and Acting Director
Dr. Shulamith Elster

MEMO TO: Shulamith Elster, David Finn, Seymour Fox,
Charles Goodman, Neil Greenbaum, Annette
Hochstein, Stephen Hoffman, Barry Holtz,
Stanley Horowitz, Martin Kraar, Virginia Levi,
James Meier, Arthur Naparstek, Lester Pollack,
Charles Ratner, Jack Ukeles, Jonathan Woocher,
Henry L. Zucker

FROM: Morton L. Mandel

DATE: May 15, 1992

I am pleased to announce that Art Rotman has agreed to staff the CIJE Lead Communities Committee. His involvement from the start in the work of the Commission on Jewish Education in North America and the CIJE, coupled with his expertise in community organization, makes him ideal for this important assignment.

Warmest regards,

Art

Tel: 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: MORTON L. MANDEL Date: 7/5/92
From: ANNETTE HOCHSTEIN No. Pages: 1
Fax Number: 216 - 361 - 9962

DEAR MORT,

AMERICAN JEWISH
ARCHIVES

A BRIEF CONVERSATION WITH YOU WOULD GO
A LONG WAY TOWARDS HELPING ME
ADVANCE THE LEAD COMMUNITIES PROCESS. TWO
ISSUES ARE AT STAKE:

- ① THE STAFFING OF CHUCK'S COMMITTEE
- ② SCHEDULING A CONFERENCE CALL FOR THE
DECISION ON FINALIST COMMUNITIES

I HAVE SUGGESTIONS FOR BOTH.

WILL CALL BETSY FRYE ON FRIDAY MORNING TO
CHECK WHETHER AND WHEN ON FRIDAY OR
SUNDAY WE MIGHT TALK.

HOPE THIS FINDS YOU WELL. THE NEWS FROM
JERUSALEM IS GOOD.

BEST REGARDS,

Annette



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TO: FAX NO. (011) 972-2 619951

Name Annette Hochstein

Company Mandel Institute

Street Address 22a Hatzfira Street

Jerusalem , 93102 , Israel
City State Zip Country

FROM: FAX NO. (216) 361 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

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

Dear Annette:

Thanks for sending me the information so promptly. Here is my response:

1. The draft schedule for the Mandel Institute Board Meeting looks exactly right. I would only suggest that, for the evening meeting on May 27, we should try to have an "image guest", such as the Minister or some other "personality" who is appropriate.
2. The outline you sent me for the CIJE Meeting on May 3 is very helpful, and I will discuss it in more detail with you on Sunday, May 3, at 9:30 a., when we meet at my place at the Hotel Pierre.

Warmest regards.

Mort



PREMIER INDUSTRIAL CORPORATION

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DATE: 4/22 TIME: _____NUMBER OF
PAGES SENT: 2TO: FAX NO. (011) 972 2 - 619951Name ANNETTE HOCHSTEINName SEYMOUR FOX

Company _____

Street Address _____

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. (216) 341 - 9962Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____

Annette -

Please review the attached notice -
especially purpose of meeting paragraph -
and give me your suggestions on Thurs.

Thanks.

Ginny

DRAFT

MEMO TO: Shulamith Elster, David Finn, Neil Greenbaum, Annette Hochstein, Stephen Hoffman, Barry Holtz, Stanley Horowitz, Virginia Levi, James Meier, Arthur Naparstek, Charles Ratner, Jack Ukeles, Jonathan Woocher, Henry L. Zucker

FROM: Morton L. Mandel

DATE: April 22, 1992

This will confirm plans for a meeting of the CIJE planning group on Sunday, May 3, 11:00 a.m. to 3:30 p.m. The meeting will be held at the offices of:

AMERICAN JEWISH
ARCHIVES
Ruder Finn, Inc.
301 East Fifty-Seventh Street
(Corner of 2nd Avenue)
Third Floor
(Entrance is glass door set back from garden)

We believe that the Lead Community preliminary proposals suggest a greater commitment to Jewish education on the local level than we had anticipated. We have called this meeting to review our plan and rethink the implications of the large number and high quality of proposals.

Please notify Ginny Levi, 216-391-8300, if you find that you are unable to attend.

cc: Charles Goodman
Martin Kraar
Lester Pollack
Arthur Rotman



PREMIER INDUSTRIAL CORPORATION

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103 • (216) 391-8300

April 8, 1992

Annette Hochstein
Mandel Institute
22A Hatzfira Street
Jerusalem, Israel 93102

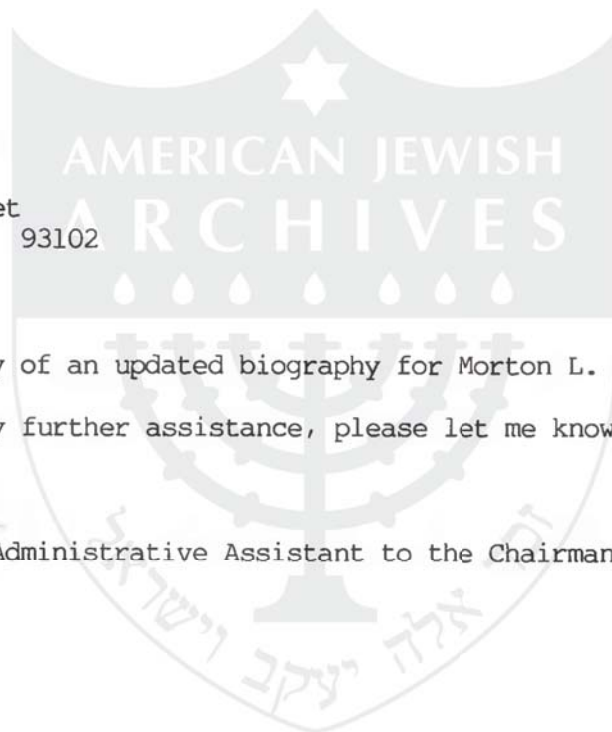
Dear Annette:

Enclosed is a copy of an updated biography for Morton L. Mandel.

If I can be of any further assistance, please let me know.

Betsy
BETSY R. FREY -- Administrative Assistant to the Chairman

Enclosure



MORTON L. MANDEL

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

AWARDS

Western Reserve College Distinguished Service Award, Case Western Reserve University, 1992
Business Executive of the Year, Sales & Marketing Executives of Cleveland, 1990
Presidential Award for Private Sector Initiatives, 1988
George S. Dively Award for Corporate Leadership in Urban Development, 1986
Business Statesman of the Year, Harvard Business School Club of Cleveland, 1985
Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982
Charles Eisenman Award, Cleveland Jewish Community Federation, 1977
Civic Leader of the Year, Clean-Land, Ohio, 1983
Ben-Gurion Centennial Medal, State of Israel Bonds, 1986
Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980
Frank L. Weil Award, JCC Association, 1974
Citizen of the Year, Cleveland Board of Realtors, 1974
Businessman of the Year, Cleveland Urban League, 1973
Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce, 1956

HONORARY DEGREES

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

DIRECTORSHIPS

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

COMMUNITY ACTIVITIES

Cleveland

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

COMMUNITY ACTIVITIES (continued)

Cleveland (continued)

Case Western Reserve University, Honorary Trustee; Trustee, 1977 - 1992
Jewish Community Federation, Life Trustee; President, 1974 - 1977
Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957
Mt. Sinai Medical Center of Cleveland, Trustee Emeritus

National

Council of Jewish Federations, Life Trustee; President, 1978 - 1981
JCC Association, Honorary President; President, 1970 - 1974
United Way of America, Trustee, 1985 - 1991
Council on Initiatives in Jewish Education, Chairman, 1991 - present
National Jewish Democratic Council, Chairman, 1990 - present

International

The Jewish Agency, Board of Governors, 1979 - 1988; Chairman, Jewish Education
Committee, 1984 - 1988
Operation Independence, Founding Co-Chairman, 1985 - 1988
World Conference of Jewish Community Centers, Honorary President;
Founding President, 1977 - 1981
Center for Social Policy Studies, Trustee, 1983 - present

April 1992
bio

April 1, 1992

Dear

I look forward to seeing you at the meetings of the Board which will take place on May 27-28, in Jerusalem. There have been exciting developments in several of our projects since we last met. A few highlights:

* The CIJE Lead Communities project has moved to the implementation stage. Materials have been sent to communities, and applications for participation are being received. Twenty communities have already completed the application procedure; three will be selected for participation.

* The School for Educational Leadership is becoming a reality. The search for a director is in its final stage; meanwhile, nearly 1,000 inquiries have been received from prospective Fellows, and we are busy with the selection process.

* The Harvard session of the Seminar on the Educated Jew was extremely productive. All five of the scholars have now submitted initial position papers, and have prepared responses to each other. The group is reconvening here in Jerusalem this week.

I am enclosing the minutes of our last meeting (December, 1991). In the light of the directions our work is taking, we are now starting to plan the agenda for our next meeting. In this context, the Institute staff is also beginning to prepare a full progress report, to be sent to you after Pesach. This will give you an overview of our work and help you to prepare for the meeting.

In the meantime, best wishes for a happy Pesach.

Sincerely,

Morton L. Mandel
Chairman