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Davis, Perry, 1987-1988.

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Perry Davis Associates, Inc.

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

Perry I. Davis

Addendum to C.V. (November 16, 1987)

PROFESSIONAL EXPERIENCE

1986 - Present - President, Perry Davis Associates, Inc. The firm specializes in support to the public and private sector in the areas of real estate, economic and job development.

A list of clients and recent publications and speeches is attached.

AFFILIATIONS

Federation of Jewish Philanthropies, Member Communal Planning Committee and Subcommittee on Jewish Education (as of Sept. 1987)

Ramaz School, Member of the Board of Trustees, Finance Committee

Lincoln Square Synagogue, First Vice President

American Jewish Committee, Member Executive Board, N.Y. Chapter

*Full schedule now. How will he work on our assignment?
Part-time? With an associate or several? What types?
How does President of Perry Davis Associates operate in
context of N.Y.C. Partnership (V.P. for Economic Development)
Is Brooklyn Development Ratner-related*

*See clients' list. What does he do for each; i.e., N.Y. Comm.
Trust, Federation of J. Phil., U.S. Catholic Conference.*

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Perry I. Davis
131 Riverside Drive
New York, New York 10024
(212) 787-0567

PROFESSIONAL EXPERIENCE

- | | |
|----------------|----------------------------------------------------------------------------------------|
| 1983 - Present | - New York City Partnership
<u>Vice President for Economic Development</u> |
| 1978 - 1983 | - New York City Board of Education
<u>Director/Office of Funded Programs</u> |
| 1974 - 1978 | - New York City Board of Education
<u>Senior Special Assistant to the President</u> |
| 1973 - 1974 | - <u>Assistant to the Mayor, New York City</u> |

TEACHING EXPERIENCE

1971 - 1978, taught graduate and undergraduate courses at Columbia University and City University of New York

RESEARCH EXPERIENCE

1972 - 1973, Graduate Research Assistant, Bureau of Applied Social Research, Columbia University

EDUCATION

Ph.D., Columbia University, 1975; Government, Public Administration specialty
M.Ph., Columbia University, 1974
M.A., Columbia University, 1972
B.A., magna cum laude, Yeshiva University, 1969; Political Science

HONORS

Woodrow Wilson Fellow, 1969
Fellow, New York State Regents, 1970-71
Milton Schleyen Award, Administrators in Compensatory Education, 1981

PERSONAL

Date of Birth: [REDACTED]. Marital Status: Married, 4 children.

JOB DESCRIPTIONS

New York City Partnership, Inc.
VICE PRESIDENT FOR ECONOMIC DEVELOPMENT

Coordinate all aspects of economic development programs as well as internal planning and review functions for this business/civic organization which promotes the economic welfare of New York City by establishing diverse economic development and social welfare programs.

- Develop, plan and execute all economic development programs in the areas of commercial real estate development, high technology growth and manufacturing retention in consultation with three key committees whose members include CEOs, university presidents and top government leaders.
- Initiated and guided development of mixed use site to provide retail, residential and back office space in Brooklyn; recruited developer, facilitated negotiation and closing of deal through close liaison with the Mayor and Borough President; groundbreaking for this \$500 million project is currently on schedule.
- Advising major international bank regarding negotiations with City government on the development of a 1.2 million sq. ft. headquarters building.
- Currently directing comprehensive revitalization program which will redevelop commercial and residential areas; conceptualized program, wrote funding proposal and secured agreement for pilot site with Pfizer, Inc. Grant proposal approved.
- Wrote and presented proposal which result in award of pro bono research project by Booz Allen and Hamilton; worked with senior management in preparation of final report.
- Developed Partnership's first program-related budget (\$8 million) in consultation with major accounting firm; trained staff in budgeting procedures and maintain interface between program executives and finance department
- Planned, funded and organized national conference on Public-Private Partnerships held in New York City under the auspices of the New York City Partnership and The Academy of Political Science and sponsored by the American Can Company Foundation and the Sloan Foundation.
- Wrote proposal which resulted in grant and designation as State's Regional Technology Development Organization for New York City; directs operation of T.D.O.
- Conceptualized, created and conducted conference to explore potential for creating major applied technology facilities and projects for Memorial-Sloan Kettering Cancer Center, New York Hospital/Cornell Medical Center and Rockefeller University.

Ratner Development

- Prepared strategic planning report which resulted in comprehensive reorganization and establishment of organization's overall agenda.
- Wrote President's monthly management report to Chairman, David Rockefeller; also wrote speeches for Chairman and President.
- Direct development of private foundation and government grants; private foundation fundraising more than doubled in the first year.

New York City Board of Education
DIRECTOR/Office of Funded Programs

Directed fundraising efforts for the Board of Education and managed 100 person office with \$1.7 million annual budget.

- Maintained stable federal, state and private foundation funding levels in excess of \$350 million despite significant government cuts.
- Initiated and established first corporate development capability which resulted in contributions, pro bono support and sponsorship of high schools and programs from major corporations which included American Can Company, Manufacturers Hanover Trust Co., Shearson/Lehman Brothers and others.
- Improved fiscal management throughout the City through design and implementation of internal control system for receipt and disbursement of funds.
- As Special Assistant to the Chancellor, served as liaison and chief negotiator with the Federal Office of Civil Rights; successfully settled five year dispute which resulted in over \$6 million in new funds.
- As chief negotiator in the Rosedale integration dispute, achieved amicable resolution to highly controversial community conflict.
- Successfully defended Board against State audit disallowance of \$70 million.
- Supervised intergovernmental contacts at the federal and state levels.

New York City Board of Education
SENIOR SPECIAL ASSISTANT TO THE PRESIDENT

- Managed the office of the President and served as chief liaison to the Chancellor.
- Handled staffing functions for the President and the Board.
- Involved in key aspects of fiscal review and oversight.
- Mediated community zoning and integration disputes.

AFFILIATIONS

Federation of Jewish Philanthropies, Co-Chair, Community Development Subcommittee of the Government Affairs Committee. Committee determines Federation's advocacy positions regarding housing and community development for local, state and federal legislation.

New York State Regional Council for Economic Development, Board member.

Ramaz School, Trustee and Member, Finance Committee.

Academy of Political Science, Member

PUBLICATIONS

out of date ✓ Editor of book on Public-Private Partnerships in the United States to be published by the Academy of Political Science. Publication date expected to be December 1986.

"Competing for Back Offices," N.Y.C. Partnership, Dec. 1984

Editor, "The Partnership Blueprint: Strengthening New York as a World City," March, 1984

"Let's Use Federal Aid to Up Teaching Time and Motivate Success," Newsday Jan. 30, 1981

"Teaching the Holocaust in New York City's Public Schools: Lessons for Humanity," Moment, Jan. - Feb. 1978, Vol. 3, No. 3

"American Jews: Their Culture and Language," Chapter in Bilingual Education, LaFontaine, Persky and Golubchick, Eds., Wayne, N.J., Avery Publishing, 1978.

"Corruption in Jewish Life," Present Tense Magazine, Winter, 1978, Vol. 5, No.2

Perry Davis Associates, Inc.

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CLIENTS (Partial List)

- American Can Company (Primerica)
(Northeast/Midwest Institute)
(New School for Social Research)
- Citibank
- Merrill Lynch
- New York City Partnership
- Teamworks (contract with White House Private Sector Initiatives Board)
- Belz Enterprises, Memphis, Tennessee
- Galveston (Univ. of Texas & City) "Let's Market Galveston"
- Bridgeport, Connecticut
- New York State Department of Commerce
(in conjunction with NYC Mayor's Office)
- New York Community Trust
- Federation of Jewish Philanthropies
(Neighborhood Preservation Program)
- U.S. Catholic Conference

What?

What?

What?

Editor, Public - Private Partnerships: Improving Urban Life
published by the Academy of Political Science, New York 1986

Department Editor (Community Economic Development) National Civic Review

Speaker, White House Conference on Public Private Partnerships

Speaker, National Alliance of Business

Speaker, International Downtown Association

Speaker, Wharton Econometrics

Corruption in Jewish Life

Some of Us Have Feet of Clay



markowitz

Gathered in the living room late on a rainy Sunday afternoon, watching the television news report, the family sees a group of tough-looking men lined up across the screen, accused of robbery and murder. One by one, their names are read out by the announcer. From the large armchair in the corner, the father declares: "Thank God, they're not Jewish!"

His comment reflects a common reaction which goes like this: Jews are not supposed to commit crimes. When they do, they make other Jews liable to guilt by association. They embolden the anti-Semites. They bring dishonor to the entire community.

Over the years, Jews have been involved in various criminal acts in this

Perry Davis, a political scientist and teacher, is senior special assistant to the president of the New York City Board of Education.



Perry Davis

country, but seldom in recent times have these been crimes of violence. One notable exception was David Berkowitz, the apparently demented young man charged with the "Son of Sam" murders which for more than a year confounded the police in New York City and terrorized many of its citizens. When he was seized and jailed last August, Jews in many places heard his name and asked: "How could a Jewish home produce such evil?"

It seems that some Jewish homes are producing some evils, mainly in the category of "white-collar" crimes. In the past few years, charges of em-

bezzlement, kickbacks, tax fraud, misuse of public funds, shady business practices and other corrupt actions have been made against Jews—and some of them have stuck.

One must, of course, differentiate between crimes committed by Jews and Jewish-crime. If a Jew holds up a store and shoots someone, he is essentially a person of a certain faith carrying out a crime. His religion is coincidental. Other Jews may shake their heads, deplore his act, perhaps worry about its effect on the attitudes of non-Jews. But the impact on the Jewish community will be primarily external.

Jewish corruption is a much more serious matter to the Jewish community. Here the religion of the suspect or criminal is more than coincidental. The accused is clearly an ethnic Jew. He may be a rabbi or lay leader. The crime may involve a Jewish institution or organization. In some cases his religion actually serves as a "cover" for

Many Jews are still afraid of "the outsider"—the shadowy figure that represents the non-Jew sitting in judgment.



crime. Often the accused persons are Orthodox Jews, and some of them choose to publicize their Jewishness as a character reference.

As with crimes committed by Jews, when the facts about Jewish crime come to light fear of anti-Semitic reaction always develops. But beyond this, and more painful, is the realization that men once considered models of uprightness, many long esteemed and even revered, have done unethical or criminal deeds. Then indeed there is not only anxiety but, often, anguish.

Certain cases stand out in memory.

There was, for example, the Belair Financial Corporation case. In an eighteen-count indictment in 1975, two Jewish stockbrokers were accused of manipulating prices of the company's stock and paying \$133,000 in kickbacks to other brokers, using Orthodox yeshivas and Jewish charities as conduits to transfer much of the money secretly to other participants in the scheme. Both men were convicted

and served jail terms.

Stolen checks and tranquilizer pills figured in cases involving rabbis. In 1976 an Orthodox rabbi in Queens, in New York City, was convicted of receiving a kickback on \$180,000 in checks stolen by a postal employee, who testified that he had asked the rabbi to cash the checks for people who, he said, were attempting to avoid paying income tax. The rabbi entered the checks in the accounts of his rabbinical college and his synagogue. A year later the rabbi's conviction was reversed by the U.S. Court of Appeals, which found that he had not known the checks were stolen, though he had actually agreed to defraud the United States.

In 1977, a federal indictment was issued for an Orthodox Brooklyn pulpit rabbi for conspiring to sell 281,500 valium tablets which he brought into the country from Montreal. If he is convicted, he faces three years imprisonment and \$10,000 in fines on each of two counts.

One Brooklyn landlord violated housing law so flagrantly that a judge cited him for contempt and ordered his arrest when he repeatedly failed to appear in court. A building he owned was cited for 200 uncorrected violations, including rats and vermin, no heat or hot water, falling ceiling plaster, no building superintendent—and was held in the name of a yeshiva whose president was the very same landlord.

Other kinds of corrupt practices were revealed in connection with contracts for government-financed programs.

In New York City, the Department of Real Estate awarded leases to a number of individual Jews for day-care centers, mostly for the children of working mothers, between 1969 and 1971. In 1976, news stories and private studies charged several Orthodox Jews with having been involved in unethical practices as the effective landlords of several centers. One of these, a Brooklyn rabbi, held five leases that paid him more than \$500,000 annually. One center operator said "We've been looking for the landlord. The roof is leaking and the refrigerator is broken. The elevator broke, and we have 200 senior citizens who need the elevator. But we couldn't find him for weeks."

The B'nai Torah Institute of Brooklyn joined the national summer free food program for needy children in 1974. Two years later it was the largest participating organization, reportedly controlling 10 percent of the program, or some \$12 million in contracts. It came under fire in 1975 and 1976, when Congresswoman Elizabeth Holtzman (Democrat, New York) repeatedly charged that possible collusion existed between B'nai Torah and food vendors. In connection with a program administered by the New York Education Department, she accused B'nai Torah of violating competitive bidding laws and cited three contracts between the Institute and kosher caterers that were apparently signed before the date scheduled for public opening of bids. B'nai Torah claimed there had been a clerical error.

Last May, New York's Mayor Abraham Beame approved an allocation of \$1.6 million in federal job training funds for B'nai Torah—which at the time was under intensive investigation by the U.S. Departments of Labor,

Justice and Agriculture, and the United States Attorney's office. In June, three B'nai Torah officials were indicted by the U.S. Attorney for billing the government for unserved food, for serving food at unauthorized sites and to adults instead of children. In mid-December, they were convicted in Federal District Court in New York. They face long jail terms and heavy fines. A fourth official who was indicted for perjury during a grand jury investigation of the summer lunch program was then awaiting trial.

When the U.S. Attorney's office subpoenaed financial records, B'nai Torah said they had been stolen in two burglaries. In August, Mayor Beame announced that no new job training funds would be granted to B'nai Torah pending the outcome of continuing probes by the federal government.

1975 was a big year for nursing home investigations. Several focused on Bernard Bergman, then 63, an Orthodox rabbi without a congregation. Evidence linked him with fifty-five nursing homes in New York State and many others elsewhere, most of which housed Jewish patients. It was reported that his own financial statements put him well into the millionaire category. Bergman homes, it was stated (including one closed for safety violations), had neglected patients, misused Medicaid funds and made questionable gifts and religious donations.

Bergman—who always wore a *yarmulka*, constantly identified himself as an Orthodox Jew and hired Nathan Lewin, an Orthodox Jewish Washington lawyer, to defend him—insisted that his religion was linked to the case “unjustly” being made against him. Media accounts of his rise to affluence invariably stressed that he was a leader of Orthodox Jewry, had been honored by numerous Jewish organizations and was a friend and confidant of important elected officials who considered him an ambassador to the Orthodox world.

In August 1975, Bergman was indicted in New York by federal and state grand juries on several criminal charges, including stealing \$1.2 million from Medicaid. His son, Stanley, and his accountant were also indicted on various counts. In March 1976, in a plea bargain, Rabbi Bergman pleaded guilty to the Medicaid charges. The charges against his son were dropped

and the family was granted immunity from further prosecution. In turn the Bergmans agreed to make full restitution of funds and to cooperate on investigations into illegal activities of public officials who may have accepted bribes for help in granting nursing home licenses or quashing inquiries into their operations. Bergman was sentenced to one year's imprisonment on state charges and four months on federal charges. He served the four-month term. His appeal, on health and legal grounds, of the one-year sentence has so far kept him out of state prison.

Meanwhile, Eugene Hollander, another prominent nursing home operator and a key figure in several major investigations of the industry, pleaded guilty to both state and federal charges of fraud related to his nursing homes and served six months in jail. He was also a well-known Orthodox leader and philanthropist.

Investigations by special New York State prosecutor Charles Hynes into the nursing home situation produced names of rabbis, Jewish community leaders and heads of yeshivos and synagogues who allegedly “laundered” funds by disguising illegal transactions as “donations” and channeling them through such persons and institutions. Mr. Hynes also subpoenaed records of more than a dozen Hebrew day schools because they were suspected of having defrauded Medicaid by overbilling and other means. A number of subpoenaed rabbis refused to turn over their records and were cited for contempt. In one case, an arrest warrant was issued for a rabbi; he has not yet been found.

The various investigations, the “crackdowns” on violations and malpractices, the legal resolution of the Bergman case and the Hollander case, all left numerous loose ends. Nursing home abuses have not been eliminated. The issue of moral guilt remains unresolved. And the ethical dilemma posed by the so-called pious criminals—in these cases, Orthodox Jews engaged in illegal and halachically immoral acts—continues to con-

found the Jewish community.

Speaking at the annual meeting of the National Conference of Jewish Communal Service in 1975, New York City Health Commissioner Lowell Eliezer Bellin, himself an Orthodox Jew, said: “Bear the following in mind: with but possibly a few exceptions, every proprietary nursing home in New York City is under Orthodox Jewish ownership and management. . . . Like it or not the nursing home problem is now a Jewish problem. Make no mistake. The current nursing home scandal is a reproach to the Jewish community.”

The collective impact of revelations of Jewish crime hit the Jewish community like a bombshell. In homes and shops, in synagogues and on the streets, people talked about them, exchanged the latest rumors, bemoaned the disgrace. Some leaders commented publicly; others kept silent. Some organizations issued official statements; others avoided involvement.

Major Jewish organizations condemned nursing home abuses but avoided mentioning names. Among them were the New York Board of Rabbis and the Synagogue Council of America, representing Reform, Conservative and Orthodox rabbis and congregations, both of which welcomed the investigations. The American Jewish Congress reissued a 1974 report on nursing homes which accused the Jewish community of apathy in this matter and called for reform of the industry and better government supervision. Rabbi Marc Tanenbaum of the American Jewish Committee said: “Together with every responsible Jewish group, we condemn practices of a few individuals who have reportedly engaged in illegal and immoral financial transactions with nursing homes for private gain. Such reprehensible behavior violates every moral and ethical canon of Judaism and the Jewish people.”

Aside from such public utterances there was a significant private reaction—a species of “I told you so” response—among some Jewish spokesmen who

“Bear in mind: The nursing home problem is now a Jewish problem. Make no mistake. The scandal is a reproach to the Jewish community.”

harbor a deep-seated disdain for Orthodoxy. Their attitude may stem from the fact that they resent the Orthodox as politically savvy opponents in the fight over aid to parochial schools. Some certainly are fearful that Orthodox enclaves in such places as the Williamsburg district in Brooklyn lend credence to anti-Semitic charges of Jewish "clannishness." Others believe that for generations the Orthodox community has looked down upon the non-Orthodox with a "holier than thou" attitude. But privately or publicly, pointing the finger at the Orthodox, these critics choose to ignore incidents of corruption in their own ranks—some of them reported by the press, but with little or no mention of religious affiliations.

In the Orthodox community itself there was consternation in some quarters. Some felt that the media had dwelt in lurid detail on the Orthodoxy

of several persons accused of crimes; in some quarters it was suspected that an attempt to discredit the entire community was involved. On the other hand, the world had seen Jews who called themselves rabbis or considered themselves pious, who professed to stand closest to God and His Torah, cast as common criminals charged with—often pleading guilty to—acts indecent by all standards. What would Orthodox leaders say?

The Mizrahi Religious Zionists of America, which Bernard Bergman headed, issued no statement about the nursing home charges, though, reportedly, quiet attempts were made to have Bergman resign during the hearings. Hasidic and right-wing Jewish organizations made no public comments. *Viewpoint*, the newspaper of the Orthodox National Council of Young Israel, which reported the high rating the state had given the organi-

zation's nursing home, made no comment about the ongoing investigation of other homes. In contrast, the Union of Orthodox Jewish Congregations published an editorial in its magazine, *Jewish Life*, which said that lying and fraud, though common in business life, have no place in the Torah world.

From their pulpits and in synagogue bulletins, some Orthodox rabbis spoke out against the nursing home scandal as a *hillul Hashem*—a desecration of God's name—but attempts by rabbis like Shlomo Riskin of the Lincoln Square Synagogue and Rabbi Avraham Weiss of the Hebrew Institute of Riverdale, both in New York City, to round up a list of notable Orthodox leaders to sign a statement on the issue failed.

The Jewish Press, one of the most widely read Anglo-Jewish weeklies in the United States and known as "the voice" of Greater New York's Orthodox community, appeared to be of two minds. Individual columnists offered some criticism of the Orthodox involvement in nursing home scandals. But the editorial policy was quite different. In December 1974 the newspaper published an article titled "Who's Behind the Nursing Home Sensation?" under the pseudonym of S. Schwartz. It alleged that John Hess of the *New York Times*, who had written numerous articles about the nursing home situation and Rabbi Bergman, was an anti-Semite who sought to "blacken the Jewish community."

In a response printed in its next issue, apparently under the threat of litigation, Hess defended himself, repeated the charges against Bergman and said: "... the earliest and some of the most effective critics of the nursing home racketeers have been Commissioner [of Investigations] Kaplan, the American Jewish Congress, Mary Adelaide Mendelson [author] of *Tender Loving Greed*, Jack Newfield [of *The Village Voice*] and many dedicated Jewish social workers and civil servants. It is high time that the Jewish community spit out from its ranks those who blacken its name." Even so, attacks on Hess and others continued.

Anita Gittelman, a member of Yavneh, an Orthodox college student group, wrote in a Jewish Student Press Service article that many Orthodox spokesmen were unwilling to discuss the Bergman affair or Jewish corruption publicly. She attributed this to



There was a significant private reaction—a species of "I told you so" response—among some Jewish spokesmen who harbor a deep-seated disdain for Orthodoxy.

"the age-old Jewish psychology that Jews must protect their own from any intruder, especially the non-Jew. It is not considered safe nor wise for the Jews to advertise their weaknesses to the outsider."

Privately, some Orthodox leaders condemned Jewish crime and the *hillul Hashem* it causes. But they also sought—privately—to provide a rationale. As one said: "We're often quick to give psychological or sociological explanations for the thief or mugger who isn't Jewish. We can certainly do the same for a fellow Jew."

The reasoning went like this: Most Orthodox Jews who became involved in Jewish crime were born outside America. They had seen their governments joining forces with their anti-Semitic gentile neighbors. Some were Holocaust survivors who had suffered the penultimate effects of this unholy alliance. To survive, they had had to live by their wits. They came to America to rebuild their lives, institutions of worship and education, perhaps even their *shtetls*.

Here too they found they were outsiders. The more pious and visibly strict about Orthodoxy they were, the more they found themselves excluded. As Sabbath observers, they often had difficulty finding jobs. Non-Orthodox co-religionists were ashamed of them, sometimes openly hostile; they even sought to divert government funds from impoverished yeshivos. At the same time, the government stood aloof, rarely hostile but rarely helpful. And black and Hispanic neighbors were benefiting from massive government giveaway programs. "They all do it," some of the Orthodox said, "why should we be any different?"

To some Orthodox Jews, these explanations were nothing more than an abdication of responsibility. Noting that other, defenseless Jews often were the victims of Jewish corruption, they accused the Orthodox community of covering up earlier scandals and thus failing to police itself. The crooks, they claimed, depended on Orthodox defensiveness to protect them. In 1976 an anonymous statement circulated among Yeshiva University students and others in the community. It read in part: "No whitewashing, no condoning, no apologizing in behalf of the desecrators. Let us make it clear that anyone who besmirches the Sacred Names ceases to be our friend. He has

It will spread by word of mouth, in these clear and simple terms: The Jewish criminal threatens the moral survival of the Jewish community. His actions will not be condoned.



defected unwittingly from our ranks and has joined our antagonists, to make us all suffer in his wake."

Commissioner Bellin voiced the feelings of such Orthodox Jews when he said: "What is wrong is not Orthodox Judaism. What is wrong is the *hillul Hashem* perpetrated by some of those who profess to practice Orthodox Judaism." He repeated a demand expressed in the past—that the Jewish community develop an ability to impose sanctions on violators of community morality, including the withdrawal of honors and status. Bellin urged that a mechanism be created to grant a "seal of approval" (*Hechsher*) to nursing homes, as is presently done for food and butcher shops.

Rabbi David Weingarten wrote in his column in *The Jewish Press*: "At a time when glatt [very strict] kosher is so popular... how about some glatt kosher money? Why, my distinguished spiritual leaders, don't you emphasize

that point with the same zeal and fervor that you emphasize the stomach religion?"

But beyond the words there was scant action. In New York, these were the visible Orthodox efforts to impress the tenets of *halakhah* on the community:

The Ethics Commission of the Orthodox Rabbinical Council of America urged communities to set up *Batei Din* (Jewish courts) to resolve civil and ethical disputes in a religious setting, as a first step in building a stronger community which, it is hoped, will adopt the kind of self-policing urged by Lowell Bellin.

The Samuel Fryer Foundation of Torah Umesorah, the National Hebrew Day School organization, which had for some time been publishing teachers' guides and curricular material emphasizing ethical conduct, helped yeshivos to set up courses and extracurricular activities dealing with

midos (good deeds). One school created a Mida of the Month Club, students at various grade levels choosing particular areas of ethical conduct to pursue each month.

The Board of Jewish Education in New York City, which coordinates outreach activities and serves as a clearing house for innovative ideas among day schools, devoted its 1976 annual professional conference to the issue of Jewish morality in the home and in the school. Sample lesson plans were developed and courses in Jewish ethics were instituted in some schools.

Yosher (Hebrew for honesty), launched in 1975 by a handful of

young Orthodox Jews, sought through conferences on Jewish ethics and other means to convince others to join in battling corruption.

A straightforward, statistical response to questions raised by the events of recent years would be to say that there is no Jewish crime wave. This is correct. A socioeconomic analysis would reveal only a meager amount of crime among Orthodox and traditional Jews. Since corruption is endemic among all peoples, it might be claimed that such crimes as the Orthodox have committed are nothing to get excited about.

Looking at the picture from a halak-

hic perspective, however, a most vexing problem arises. How could such things happen? What can be done?

The dilemma is hardly new. Throughout Jewish history, ethical crises have been identified and addressed by great sages. Solutions were sought in a stricter application of Jewish law and tradition. Collective guilt was denied, but some communities did assume the collective responsibility to raise ethical standards.

Two significant themes emerged over the centuries. First, Jews were exhorted to give as much stress to Torah precepts dealing with relations between man and his fellow man as to precepts involving man's relationship with God. Beginning with early childhood education, Jewish teachers and schools were urged to instruct students in the proper ethical treatment of fellow Jews and gentile neighbors. Second, Jewish scholars and spiritual leaders emphasized the concept of "Ma'alim b'Kodesh V'ain Moridim"—spiritual enhancement must be sought and standards must not be lowered. Thus Jewish communities in various countries set ethical principles exceeding not only those of the host nation but often even those of traditional halakhah.

If Jewish history is to serve as a guide to solving current ethical dilemmas, self-policing clearly is only a first step. Following past practice, the Jewish community should now confront and challenge activities that fall short of being criminal but are morally repugnant—for example, slander, unsavory business practices and racism.

But some Jews are not yet ready to openly state the obvious truth—that it is possible for a Jew to be highly observant and still be a crook. Therefore a unified Jewish effort to ethically clean house is hardly likely soon.

The fact is that many Jews are still afraid of "the outsider"—the shadowy figure that represents the non-Jew sitting in judgment. While revelations of Jewish corruption led to numerous public statements, none were as noteworthy as private expressions of fear. If the paralysis thus engendered wears off, the truly important response will follow. It will not be heralded in organizational press releases. It will spread by word of mouth, in these clear and simple terms: The Jewish criminal threatens the moral survival of the Jewish community. His actions will not be condoned. □

Yosher

In the spring of 1975, impatient with the lack of a significant response by the Orthodox community to revelations of Jewish wrongdoing, four Orthodox Jews—Robert Goldman of Dor Hemshech, a Zionist group; Rabbi Saul Berman, chairman of the Jewish Studies Department at Yeshiva University's Stern College for Women; Professor Steven Donshik, a teacher at Yeshiva's Wurzweiler School of Social Work and I—formed Yosher—A Jewish Ethics Committee. Yosher is the Hebrew word for honesty.

Our objective was to develop a group that would, in the framework of halakhah, increase the sensitivity and accountability of the Jewish community to lapses in moral conduct and to the ways in which people treat one another. As Rabbi Berman put it, the creation of Yosher was a sign of ethical strength, for "the easiest course would be to hide."

Yosher has attracted widespread interest. Most of our 200 members are students, rabbis, professional persons and businessmen in the New York area; people in other sections of the country have also joined in recent months. We held two conferences on Jewish ethics, in Manhattan in 1975 and in Brooklyn in 1976. We launched a Jewish ethics library in the Social Work Library of Yeshiva University's Brookdale Center, galvanized opposition to "Las Vegas Nights" in synagogues as a desecration of places of worship, publicized the problem of inflated kosher meat prices and issued a halakhic perspective on the need for complete honesty in income tax pay-

ments. Currently, Yosher and the Metropolitan Coordinating Council on Jewish Poverty are conducting an investigation of high kosher food prices.

While Yosher has been welcomed in many quarters, there have been negative reactions as well. (Nathan Lewin, Bergman's lawyer, accused the Jewish community of "cannibalism" for denunciations of the rabbi. "The very fact that allegations appear in the *New York Times* is not cause for immediate ringing declarations, defending or condemning the people who are mentioned," he asserted. But Rabbi Shlomo Riskin, who supported Yosher from the beginning, said: "Many of those who turned their backs knew and were silent, long before anything appeared in the *New York Times*." The most common charge is that Yosher highlights embarrassing situations, such as the fact that many yeshivos spend little or no time teaching the rudiments of ethical behavior. Others say Yosher is self-righteous in its approach to internal Jewish problems.

Some community leaders have urged that Yosher be more active. Others have falsely accused Yosher of acting against "the Jewish interest" by giving information about corruption to the news media. Yosher has been attacked by Rabbi Meir Kahane of the Jewish Defense League and supported by rabbis such as Emanuel Rackman, the new head of Bar Ilan University in Israel.

We plan to enlarge our library, continue the kosher food probe and act as a catalyst to the leaders of our community.

P.D.

TEACHING THE HOLOCAUST IN NEW YORK CITY'S PUBLIC SCHOOLS

LESSONS FOR HUMANITY

M. D. Mehdi, head of the American Arab Relations Committee, calls it "an attempt by the Zionists to use the city educational system for their evil propaganda purposes." And George Pape, the president of the German-American Committee of Greater New York, says, "I'm very much against it. It creates a bad atmosphere toward German-Americans in this country." Moreover, he continues, "There is no real proof that the Holocaust actually did happen."

What had angered these two men, and a number of others, was the announcement, on October 6, 1977, at a press conference at 110 Livingston Street—headquarters of the New York City public school system—of a new course for high school students: "The Holocaust, A Study of Genocide."

Just when one might have supposed that the "market" for Holocaust studies was drying up, when a generation of newer and more dazzling horrors had been brought to our homes via television, as guilt for participation, guilt for ignorance, guilt for silence were winding down—just then, it happened. Elie Wie-

sel, and Lucy Dawidowicz, and a course started by students at Hampshire College, and a dozen other courses, and as many national and international conferences, and even Ph.D. programs in Holocaust Studies. Anwar Sadat at Yad Vashem. Perhaps a time of silence and repression was required, perhaps not. That time is now, in any case, done. And the best evidence is that in troubled New York City, whose public school system is beset by problems budgetary and ideological, racial and curricular, there is now every prospect that henceforward each and every high school student will be required to spend not less than two weeks—in many cases, much more time than that—studying the Holocaust.

Nor is that prospect the product of a Jewish cabal. Jews have, of course, been centrally involved, but the story of how the New York City public schools have come to initiate the proposed program is not, essentially, a story of Jewish power. It is a story of urban coalition—lower case letters, no fanfare—and of teachers working at their tasks, of skilled and enterprising professionalism working its way up through a system.

The press conference to which Mr. Mehdi and Mr. Pape objected was called by the President of the New York

**PERRY
DAVIS**

Dr. Perry Davis is Senior Special Assistant to the President of the Board of Education, New York City.

City Board of Education, its Chancellor and its Director of Educational Planning and Support—an Italo-American Catholic, a Jew, and a black. It was the occasion for the announcement of the program, and for distribution of a new 461-page curriculum guide for teachers, product of years of preparation and thousands of manhours of work. Board President Stephen Aiello expressed the hope that after extensive experimental use this year and a summer of revision, the study of the Holocaust would become a mandated part of every high school student's course of study.

The negative reactions were given full press coverage, and overshadowed the more interesting, and surely more important, story of how such a project had come to pass, of what it says about New York, and of what it might mean to a generation of students.

Here and there, teachers in the New York system—as also in other scattered school districts around the country—have tried, over the years, to convey some part of the story and meaning of the Holocaust to their students. In several cases, the efforts have been unusually imaginative, the results most impressive. But these have been chiefly the products of private initiative. In New York City, as elsewhere, the Second World War is given brief attention in the curriculum, and there is at best only passing reference to the special case of the Holocaust. In fact, Diane Roskies, in her *Teaching the Holocaust to Children*, reviews the work of other scholars who have sought references to the Holocaust in public school textbooks, and finds that in twelve out of fifteen of the most commonly used world history texts, there is *no mention at all* of the Hitler genocide. And when there is a reference, it may well be no more than the following typi-

cal example: "A generation now living knows that *thousands* of people were killed in gas chambers because they were a minority group in Germany." (Emphasis added.)

New York has the largest Jewish population of any city in the world. But out of 1.1 million public school students, the overwhelming majority are not Jews. (More than 70 percent are members of black, Hispanic, or other minority groups.) Yet there has been almost no curricular effort to break through the conventional stereotypes of the Jews which so many public school students share—images of the Jew as slumlord, as exploitive businessman, as paternalistic liberal. The Jew as contributor to American culture, the Jew as poor and elderly, the Jew as survivor, the Jew as dedicated teacher—these images are ignored.

The reasoning—and the consequence—are apparent in one especially dramatic episode. In Crown Heights, a Brooklyn neighborhood shared by Lubavitch Chassidim and blacks, a man named Israel Turner was shot to death by a mugger as he was returning home from Friday night services in late 1975. Hundreds of Chassidim marched behind his hearse through the streets of Crown Heights. The procession stopped in front of the local police precinct and a rabbi mounted the steps to plead for Israel Turner's soul—and to ask for better police protection. As he spoke, a shout of "Heil Hitler" came from Lefferts Junior High School, directly across the street. Some black girls were seen looking out the window and giggling. A near-riot broke out, and a young girl, who apparently had nothing to do with the slur, was hurt.

An investigation ensued. Dr. William Moody, principal of the school, was asked if his curriculum included any courses focusing on the cul-

tures of different racial and religious groups in the community. "No," he said. "We don't put enough stock in the common sense of the average child. The average child is fair-minded and doesn't harbor any anti-Semitic feelings and we might suggest something that isn't there."

That viewpoint was—perhaps still is—widely shared. But many central school board officials and other community leaders disagreed. More than a year earlier, efforts to develop a Holocaust curriculum for the New York Public Schools had begun. (Because the city's population includes many Holocaust survivors and families of victims, the subject was more than history—it had a highly personal impact. But beyond that, the concepts of racism, genocide, and national resistance, epitomized in the Holocaust, manifestly affect all peoples.) Dr. Seymour Lachman, then president of the New York Board of Education, met with community and Jewish organization leaders to discuss the creation of a Holocaust curriculum. An Orthodox Jew who had lost family in Nazi Europe, Lachman further explored the idea with the chief school administrator, Irving Anker, who agreed to proceed. Some months later, Lachman announced his intention to leave the Board. Prior to his departure, however, he testified before the New York State Assembly Education Committee, which was conducting hearings to determine the need for Holocaust studies in the public schools, statewide. Citing the Holocaust as "the essential trauma of the 20th century," Lachman said, "at the very least students must know that the Nazis murdered six million Jewish men, women, and children." He urged that a special unit be integrated into the social studies, and suggested supplementary curriculum and textbook materials. In addition, he asked

that the State Education Department fund summer institutes to train teachers in the subject. He concluded, "The entire human race has been diminished by the Holocaust. Let it never again happen to any other people anywhere in this earth."

Then-Assemblyman Stephen Solarz chaired the hearings, and announced the introduction of legislation mandating Holocaust studies. (The following year, as a U.S. Congressman, he introduced similar legislation—H.R. 5490—before the House of Representatives, describing it as "a bill to direct the National Institute of Education to develop curricula concerning the destruction of the European Jewish Community by Nazi Germany prior to and during WW II, for dissemination to elementary and secondary schools.") Despite Solarz's best efforts, neither the State of New York nor the U.S. Congress enacted the measures.

Independently, however, the New York City Board of Education continued its efforts. Lachman was succeeded by his former special assistant, Stephen Aiello, who was actively committed to ethnic studies and to the Holocaust curriculum in particular. As progress continued in both areas, the Board and the Chancellor sought to separate the Holocaust project from the growing clamor for ethnic studies. The Holocaust was not to be taught as a Jewish history subject, but rather as a case of monumental bigotry, thus a key topic in value education.

The Holocaust: A Case Study of Genocide was published by the Board of Education in September, 1975. The 66-page experimental teaching guide, which included five model lesson plans, was written by the head of the Board's Social Studies office, Albert Post, and produced by the American Association for Jewish Education. Copies were sent to every high school with re-

quests for limited try-outs and reactions. The response was mixed, but mostly negative.

Diane Roskies, in a review of the guide, asserted that the unique nature of the tragedy had not been made clear. Recommendations for classroom use were "unimaginative." Specifically, "more information is provided on the controversy over the United States' refusal to ratify the Genocide Convention than on the Jewish world that was wiped out." Additional criticism came from the Association of Orthodox Jewish Teachers. Some of its members, teachers in the public schools, were already devoting course time to the Holocaust. The Association objected to its exclusion from the review process.

Given the disappointing reception of the new curriculum, and the objections, the matter might well have been shelved at that point. After all, one can hardly contend that there was a powerful constituency for whom the matter was genuinely urgent. There were a few people, and a few groups, but most of the school system was preoccupied with more obvious problems. The path of least resistance would seem to have led to abandoning the project.

But the people who cared cared deeply. And at about the same time that New York was addressing the matter, Holocaust studies programs had been instituted in Lawrence and Great Neck, in Chicago, San Francisco, and in Philadelphia (where it was announced that the curriculum would become mandatory after one year of experimental in-class application). While the introduction of Holocaust studies could hardly be viewed as a competitive race, New York has always, with good reason, perceived itself as an educational innovator. Yet here, despite its uniquely rich resources, New York had obviously fallen behind. The central administra-

tion had tried, and had produced a mediocre product. What to do?

Jay Schechter is a New York teacher who didn't wait for a curriculum to be handed down from above. He was already teaching his students about ghettos and Chassidim, Nuremberg laws and concentration camps. It wasn't easy for the young social studies teacher to explain Chassidic culture to his non-Jewish and largely non-white high school students. The Chassidim they saw in their neighborhoods seemed strange and foreign. Schechter, a member of the Association of Orthodox Jewish Teachers, looked for points of access. He brought in music from "Fiddler on the Roof" and *nigunim* of the Modzhitzer Rebbe. Soon, his students were actually dancing in the classroom aisles.

And at a Queens high school, Nancy Boyman was teaching a course on the Holocaust to more than 200 students a year. One of her lesson plans was a game called "Survive," developed by a rabbi in Kansas City, Missouri. Students are told that they are Jews living in America. A huge wave of anti-Semitism sweeps the country. Ghettos are set up. Deportations begin and Jews suddenly disappear. "What do you do now?" the students are asked. They are given a list of options ranging from "Go to the authorities; claim you are not Jewish; trust that this is all a mistake" to "organize acts of sabotage directed at those organizations responsible for the persecution." Rigorous time limits are set. Students are told to organize themselves into families and come up with quick joint decisions. As the exercise continues, squabbles break out and feelings of panic fill the classroom.

In Brooklyn, at John Dewey High School, another teacher, Ira Zornberg, established a Holocaust center with a special state grant

used to purchase audio and video taping equipment. Students met and filmed Holocaust survivors in their own communities. The victims described their experiences in the ghettos and death camps. The school library was remodeled to house a Holocaust photographic and bibliographic exhibit, including newspaper microfilms and other materials from the Nazi period. The Dewey Holocaust Center was dedicated on *Yom HaShoah*, the day that commemorates the Holocaust, in April 1977.

These and other similar projects were quietly happening at a handful of New York's public high schools. Al Zachter, chairman of a social studies department, was instructing colleagues on the teaching of the Holocaust at special seminars. And it soon became clear, as pressure for a city-wide curriculum continued, despite the initial disappointment, that the best job would be done by teachers and administrators who were already doing it.

Schechter, Zachter, Zornberg, Boyman, and other teachers, some of whom were excused from their classroom duties, were asked to collaborate on the project during the 1976-77 school year. And the Kansas City game of "Survive" and the music of the Modzhitzer Rebbe made it into the city-wide curriculum.

The project team was directed by Charlotte Frank, Florence Jackson, and Albert Post. By September 1977, *The Holocaust: A Study of Genocide* was finished. It consists of two parts. The first, 90 pages long, outlines the scope and sequence of the guide. It includes an annotated bibliography, lists of audio-visual materials, and sources for more information. Part two is 371 pages of actual teaching material to be reproduced for use in the classroom, accompanied by suggested lesson plans. The

complete guide is adaptable for a mini-section within the world history course or as a full semester elective on the Holocaust.

* Materials were collected from hundreds of sources and from publications ranging from the German "Anti-Semites Petition" issued in 1880 to an article on children of survivors which appeared in *The New York Times Magazine* on June 19, 1977.

The guide begins with a section on genocide and racism and includes a specific reading on the massacre of the Armenians by the Turks in the early part of this century. It dramatizes the ways in which the study of the Holocaust can alert people to present and future dangers of bigotry.

Describing European Jewry prior to the Holocaust, one lesson is devoted to the historical position of the Jewish ghetto, a concept quite different from the "ghetto" as it is understood by New York's inner city students.

The section on the Nazi takeover shows how school children in Germany were barraged with propaganda. Actual sample lessons are reproduced from Nazi textbooks.

The rise of anti-Semitism, and the groundwork for genocide, are documented through reproductions of vicious anti-Jewish cartoons. A child's identification card stamped with a large "J" is shown.

The implementation of the "Final Solution" is then described, including information on the concentration and extermination camps. A special section focuses on the murder of non-Jews by the Nazis and on the violent resistance efforts of Jews and non-Jews. There are children's drawings and poems recovered from liberated concentration camps. Rescue work is discussed—that of Father Roncalli, for example, later Pope John XXIII. And the American response is described. Students are

asked to react to the cover design of Arthur Morse's book, *While Six Million Died*, a reticent Statue of Liberty with lowered torch.

The final section is titled, "How can the study of the Holocaust contribute to a more humane world?" and lesson plans involve issues of Nazi fugitives, the Eichmann trial, the Calley trial, and the Vietnam War.

The Board of Education received hundreds of letters when the new curriculum was announced. One writer said: "I am a Christian German-American (three grandparents from Germany) and urge you to continue with your plans for the Holocaust curriculum in the New York schools. If every child in the world were to understand the full horror of the Nazi regime, perhaps such a terrible thing would never happen again. I have been appalled by recent reports that large numbers of German children are totally ignorant of the concentration camps and their implications. At least here in the United States we can be sure that our children are informed."

The Board also received its share of hate mail: "The Holocaust is used as a fund raising tool by the State of Israel and by the wealthy Jews here in the U.S.A."

"The latest profound interest of the crimes of the German people under Hitler, by the public media and now the schools to poison the minds of our young people against everything that is German (German = Nazi) makes me (us) wonder if Hitler was not so wrong after all."

Though they were publicly quiet, some Jewish leaders expressed reluctance about the curriculum. None would be quoted, but some felt that the Holocaust was too sacred to study in public schools, while others feared it might provoke new anti-Semitism. In the main, however, Jewish

reaction was positive. Larry Lavinsky, chairman of the New York Chapter of the Anti-Defamation League of B'nai B'rith, congratulated the Board and called the project "a major step toward the introduction of teaching about the Holocaust . . . and for making it part of the body of knowledge of all students."

A.D.L. was, at the same time, conducting its own conference on the teaching of genocide and the Nazi Holocaust in American secondary schools. At that meeting, Deputy Health, Education, and Welfare Commissioner Thomas Minter pledged greater support on the part of the Carter Administration for Holocaust studies saying, "this promise is wholly consistent with President Carter's emphasis on human rights."

Requests for the curriculum came from scores of school districts throughout the United States and Canada. Interestingly, many queries came from Jewish day schools in the process of developing their own Holocaust courses.

Lieutenant Abe Kushner of the New York Police Department said that the curriculum would ease tension and that "the work might be adapted for use in police sensitivity training courses."

The *Catholic Tablet* praised the curriculum editorially: "Holocaust studies are a breakthrough. Their success should encourage another look at ways to strengthen public education's ability to further the total growth . . . of the citizens of tomorrow, the next generation of our city."

A key reaction to the Holocaust curriculum came from the black community. Black-Jewish tensions, which had boiled over during the 1968 Ocean Hill-Brownsville community school control controversy, were simmering once again. At the time the Holocaust curriculum was issued, New York City was in the midst of a mayoral election. Blacks had lost their one

leadership position on the Board of Estimate and it appeared likely that four of the five borough presidents, the next mayor, and the comptroller, would all be Jewish. Blacks felt politically powerless, and claims that "the Jews control everything" spread rapidly.

On the other hand, the fall of 1977 was a precarious time for Jews. The Bakke case was being presented before the Supreme Court, and new teacher hiring and assignment patterns were being established in New York City as a reaction to charges of discrimination by the United States Office of Civil Rights. Some Jewish leaders viewed these efforts as a direct assault on the principle of hiring and promotion by merit. New York's junior Senator, Daniel Patrick Moynihan, compared new teacher assignment patterns to the Nuremberg laws, further fanning the flames of discord.

The introduction of the Holocaust curriculum in the 70 percent minority public school system threatened to tax whatever fragile bonds existed between blacks and Jews even further.

Reverend Timothy Mitchell, Chairman of the National Conference of Black Churchmen, and the leadership of the New York Association of Black Educators opposed the Holocaust curriculum and objected to efforts to make the unit mandatory. They claimed that a similar requirement should be instituted to teach about racism and slavery in America. The *Amsterdam News*, the most important paper in the black community, ran a red front page banner headline reading, "Holocaust Study Jeered." The accompanying article quoted Reverend Mitchell and Jitu Wensi, formerly known as Les Campbell, who was accused of anti-Semitic statements during the Ocean Hill-Brownsville controversy.

Board of Education offi-

cials responded that studies dealing with slavery and racism were already integral parts of the American history curriculum and a State Regents requirement. Time spent on these subjects far exceeds the proposal for a two week minimum requirement for Holocaust studies. At the same time, Horace W. Morris, the Executive Director of the New York Urban League, praised the project, as did the Urban Coalition. The entire Holocaust curriculum project was supervised by Dr. Arnold Webb, a respected and sensitive black educator. Webb wrote the introduction to the two-volume work. He cites several examples of genocide but notes that the specific case of the Holocaust was selected because "in this tragic chapter in human history, the intent and scope of mass murder are unprecedented." Further, he states, the subject "is almost too serious for classroom study. Yet the horror of genocide in the 20th century must be faced, and the story must be told so that students of all races and religions in our public schools can understand the danger confronting all peoples when human rights are denied to any one people."

In a curious way, then, the story of how the New York City public school system has come to this point in developing a mandatory curriculum for Holocaust studies provides a lesson almost as important as the materials themselves. Group pressures, trial and error, private initiative, the energy of decency—these are all aspects of a process that is its own insurance against a repetition of the horrors the curriculum describes. A city in which a black project chairman and an Italian school board president and a group of Jewish teachers can bring a project on the teaching of the Holocaust to fruition can scarcely be thought bankrupt.

Perry Davis Associates, Inc.

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

Perry I. Davis

Addendum to C.V. (November 16, 1987)

PROFESSIONAL EXPERIENCE

1986 - Present - President, Perry Davis Associates, Inc. The firm specializes in support to the public and private sector in the areas of real estate, economic and job development.

A list of clients and recent publications and speeches is attached.

AFFILIATIONS

Federation of Jewish Philanthropies, Member Communal Planning Committee and Subcommittee on Jewish Education (as of Sept. 1987)

Ramaz School, Member of the Board of Trustees, Finance Committee

Lincoln Square Synagogue, First Vice President

American Jewish Committee, Member Executive Board, N.Y. Chapter

Perry I. Davis
131 Riverside Drive
New York, New York 10024
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PROFESSIONAL EXPERIENCE

- 1987 - Present - President
Perry Davis Associates, Inc.
- 1983 - 1986 - New York City Partnership
Vice President for Economic Development
- 1978 - 1983 - New York City Board of Education
Director/Office of Funded Programs
- 1974 - 1978 - New York City Board of Education
Senior Special Assistant to the President
- 1973 - 1974 - Assistant to the Mayor, New York City

TEACHING EXPERIENCE

1971 - 1978, taught graduate and undergraduate courses at
Columbia University and City University of New York

RESEARCH EXPERIENCE

1972 - 1973, Graduate Research Assistant, Bureau of Applied
Social Research, Columbia University

EDUCATION

Ph.D., Columbia University, 1975: Government, Public
Administration specialty
M.Ph., Columbia University, 1974
M.A., Columbia University, 1972
B.A., magna cum laude, Yeshiva University, 1969;
Political Science

HONORS

Woodrow Wilson Fellow, 1969
Fellow, New York State Regents, 1970-71
Milton Schleyen Award, Administrators in Compensatory
Education, 1981

PERSONAL

Date of Birth: [REDACTED].
Marital Status: Married, 4 children.

JOB DESCRIPTIONS

Perry Davis Associates, Inc.

PRESIDENT

The firm specializes in support to the public and private sector in the areas of real estate, economic and job development, and fund raising. A list of clients and recent publications and speeches is attached.

New York City Partnership, Inc.

VICE PRESIDENT FOR ECONOMIC DEVELOPMENT

Coordinated all aspects of economic development programs as well as internal planning and review functions for this business/civic organization which promotes the economic welfare of New York City by establishing diverse economic development and social welfare programs.

- Developed, planned and executed all economic development programs in the areas of commercial real estate development, high technology growth and manufacturing retention in consultation with three key committees whose members include CEO's, university presidents and top government leaders.
- Initiated and guided development of a mixed use site to provide retail, residential and office space in Brooklyn; recruited developer, facilitated negotiation through close liaison with the Mayor and Borough President.
- Advised major international bank regarding negotiations with City government on the development of a 1.2 million sq. ft. headquarters building (now under construction).
- Directed comprehensive revitalization program which will redevelop commercial and residential areas; conceptualized program, wrote funding proposal and secured agreement for pilot site with Pfizer, Inc. Grant proposal approved.
- Wrote and presented proposal which resulted in award of \$250,000 pro bono research project by Booz Allen and Hamilton; worked with senior management in preparation of final report.

- Developed Partnership's first program-related budget (\$8 million) in consultation with major accounting firm; trained staff in budgeting procedures and maintained interface between program executives and finance department.
- Planned, funded and organized national conference on Public-Private Partnerships held in New York City under the auspices of the New York City Partnership and The Academy of Political Science; sponsored by the American Can Company Foundation and the Sloan Foundation.
- Wrote proposal which resulted in grant and designation as State's Regional Technology Development Organization for New York City; directed operation of T.D.O.
- Conceptualized, created and conducted conference to explore potential for creating major applied technology facilities and projects for Memorial-Sloan Kettering Cancer Center, New York Hospital/Cornell Medical Center and Rockefeller University.
- Prepared strategic planning report which resulted in comprehensive reorganization and establishment of the organization's overall agenda.
- Wrote President's monthly management report to Chairman, David Rockefeller; also wrote speeches for Chairman and President.
- Directed development of private foundation and government grants; private foundation fundraising more than doubled in the first year.

New York City Board of Education
DIRECTOR/Office of Funded Programs

Directed fundraising efforts for the Board of Education and managed 100 person office with \$1.7 million annual budget.

- Maintained stable federal, state and private foundation funding levels in excess of \$350 million despite significant government cuts.
- Initiated and established first corporate development capability which resulted in contributions, pro bono support and sponsorship of high schools and programs from major corporations which included American Can Company, Manufacturers Hanover Trust Co., Shearson/Lehman American Express and others.

- Improved fiscal management throughout the City through design and implementation of internal control system for receipt and disbursement of funds.
- As Special Assistant to the Chancellor, served as liaison and chief negotiator with the Federal Office of Civil Rights; successfully settled five year dispute which resulted in over \$6 million in new funds.
- As chief negotiator in the Rosedale integration dispute, achieved amicable resolution to highly controversial community conflict.
- Successfully defended Board against State audit disallowance of \$70 million.
- Supervised intergovernmental contacts at the federal and state levels.

New York City Board of Education
SENIOR SPECIAL ASSISTANT TO THE PRESIDENT

- Managed the office of the President and served as chief liaison to the Chancellor.
- Handled staffing functions for the President and the Board.
- Involved in key aspects of fiscal review and oversight.
- Mediated community zoning and integration disputes.

New York City Office of the Mayor
ASSISTANT TO THE MAYOR

- Served as liaison with Mayor's Office of Veterans Affairs and Mayor's Office for the Aging.
- Mediated community/City Hall disputes
- Directed research and speech writing for the Mayor on specific issues as noted above.

AFFILIATIONS

Federation of Jewish Philanthropies, Member Communal Planning Committee and Subcommittee on Jewish Education

Lincoln Square Synagogue, First Vice President

American Jewish Committee, Member N.Y. Executive Board

Ramaz School, Trustee and Member, Finance Committee.

Academy of Political Science, Life Member.

International Downtown Association, Member, Legislative Committee.

PUBLICATIONS and SPEECHES

Editor of Public-Private Partnerships: Improving Urban Life, published by the Academy of Political Science, New York, December, 1986

Department Editor (Community Economic Development) National Civic Review

"Competing for Back Offices," N.Y.C. Partnership, Dec. 1984

Editor, "The Partnership Blueprint: Strengthening New York as a World City," March, 1984

"Let's Use Federal Aid to Up Teaching Time and Motivate Success," Newsday Jan. 30, 1981

"Teaching the Holocaust in New York City's Public Schools: Lessons for Humanity," Moment, Jan.-Feb. 1978, Vol. 3, No.3

"American Jews: Their Culture and Language," Chapter in Bilingual Education, LaFontaine, Persky and Golubchick, Eds., Wayne, N.J., Avery Publishing, 1978.

Speaker, White House Conference on Public Private Partnerships
National Alliance of Business
CIGNA/International Downtown Association
Wharton Econometrics

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CLIENTS (Partial List)

- Primerica Foundation (American Can Company)
(Northeast/Midwest Institute)
(New School for Social Research)
- Citibank
- Merrill Lynch
- New York City Partnership
- Teamworks (contract with White House Private Sector Initiatives Board)
- Belz Enterprises, Memphis, Tennessee
- Galveston (Univ. of Texas & City) "Let's Market Galveston"
- Bridgeport, Connecticut
- Kansas City, Mo.
- New York State Department of Commerce
(in conjunction with NYC Mayor's Office)
- New York Community Trust
- Federation of Jewish Philanthropies
(Neighborhood Preservation Program)
- U.S. Catholic Conference
- National Puerto Rican Coalition
- Bronx Lebanon Hospital Center

Editor, Public - Private Partnerships: Improving Urban Life
published by the Academy of Political Science, New York 1986

Department Editor (Community Economic Development) National Civic Review

Speaker, White House Conference on Public Private Partnerships
National Alliance of Business
International Downtown Association
Wharton Econometrics

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Mr. Morton L. Mandel
c/o Hotel Pierre
New York, N.Y.

December 10, 1987

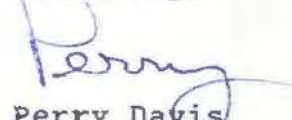
Dear Mort:

Enclosed is a letter indicating my recollection of the high points of our discussion yesterday. Given your interest and experience in Partnerships I've also included a copy of the book I edited on the subject last year and my most recent newsletter. I have also enclosed material on the Academy of Finance as you requested.

Just a word about an intangible sense of our meeting. I think we believe in something neither of us said explicitly yesterday. Namely that Jewish education is not merely the way to ensure a love of Judaism and therefore Jewish continuity, but rather that in its essence, Jewish education is Judaism.

I thought it clever of you to be joined on your side of the table by the countless Jewish "Neshomes" yet unborn, yearning for the successful blueprint of the Commission. Guilt always works well. I'd love to help you leave this legacy.

Sincerely,


Perry Davis

Perry Davis Associates, Inc.

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

December 10, 1987

Mr. Morton L. Mandel
c/o Hotel Pierre
New York, N.Y.

Dear Mort:

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

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

Background of the Commission

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

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

Qualifications

I expressed an opinion that there were four qualifications for the position of Commission Director:

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

- Second, an ability to work with a high level lay board. The candidate should be experienced in board, professional relationships that are collaborative not adversarial.

- Third, project management skills and experience. This includes budget management and control, setting milestones and meeting deadlines, evaluating success and making necessary mid-course corrections, working in a cost-effective and time efficient manner. Maintaining momentum based on continuous, measurable successes.

- Fourth, expertise and some fame in the area of education and particularly Jewish education.

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

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

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

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

Areas of Discussion

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

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

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

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

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

Sincerely,


Perry Davis

Perry Davis Associates, Inc.

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

DRAFT

COMMISSION ON JEWISH EDUCATION

- I. Planning stage (assumes needs analysis has been completed)
 - Duration - TWO MONTHS
 - A. Set mission and objectives (what are the broadest desired outcomes)
 - B. Time frame for commission roughly outlined
 - C. Budget for Commission set
 - D. Scope of Commission work set (adults too?, kinds of educational settings, how informal? US and Canada, regions of emphasis)
 - E. Review work done to date by Dr. Fox. Anything else of note on the subject. (Fed. , BJEs, etc.)
Fill in any gaps in needs assessment.
 - F. Selected site visits to model programs (see the best in action)
 - G. Selected interviews
 - 1. Experts in various aspects of the problem
 - 2. Possible Commission members
 - H. Work with core group to pick the Commission
- II. The Commission at Work
 - DURATION- SIX TO NINE MONTHS
 - A. Announce Commission P.R.
 - B. Commission agrees on mission and scope of work as well as general work plan.
 - C. Commission in operation (investigation phase)
 - 1. hearings
 - 2. special reports presented to it
 - 3. site visits
 - 4. other activities to be determined

- D. Issues of funding and eventual cost of full scale assault are considered throughout the work stage
- E. Commission deliberation and completion of report
- F. Consensus is built to ensure greatest receptivity for the findings and recommendations, (quiet PR)

III. Initial Execution Phase

DURATION- SIX MONTHS TO A YEAR

- A. Findings and recommendations released P.R.
- B. A pilot of the recommendations is implemented and carefully monitored by the Commission which continues a limited role.
- C. Evaluation of pilot and feedback to the Commission
- D. Redraft of report based on evaluation of pilot and feedback. Permanent evaluation process set up.
- E. By this time fullest possible consensus, support, funding and personnel are in place. Full scale attack is launched.
- F. Commission disbands.

TOTAL PROJECT DURATION - APPROXIMATELY 2 YEARS

DIFFERENT APPROACHES TO JEWISH EDUCATION

- Intensive Day Schools
- Supplementary (Congregations)
- College related (HILLEL, JACY)
- Informal (Structured)--- JCCs, Ys, Camps, National Orgs.
- Informal Unstructured -- Attending Soviet Jewry Rally in Washington, Public School Holocaust Curriculum, Trip to Israel, Trip to Jewish Museum, Life Cycle events, holidays, SHABBAT, Supper table, Confronting a homeless person if your compassion and reaction is motivated by a Jewish consideration, etc.

Every time we think or act as Jews primarily or even peripherally, opportunities for Jewish education, growth and greater affiliation present themselves. How can this fact be emphasized and opportunities like these expanded and institutionalized?

EMPOWERMENT V. APATHY

The problem of Jewish Education in American today is the apathy factor, i.e. those truly affected by the education don't care much about its quality and impact -- parents of young people in supplementary school, and the wider Jewish community. In fact, these consumers don't even see themselves as consumers or more aptly, "stake holders". The product thus suffers for lack of care and concern.

The solution lies in making these stake holders truly involved in the process. By widening the consumer group we increase its numbers, its clout, its available resources. If this wider community gets involved and is sufficiently demanding of a quality product, the more likely they are to get it.

OUTCOMES

The Commission can come up with a number of innovative ideas. One example is a "Parent's or Community Bill of Rights" associated with the quality of Jewish Education. Another idea is a national grant competition. These and other approaches will raise higher expectations and shine a more public spotlight on those in charge of providing Jewish Education (individual administrators and directors, as well as local Federations and their community affiliates). The result could be more dollars, better trained and motivated educators and administrators and at the very least more bang for the current bucks.

For their part, educators and administrators will begin to see their potential success tied not just to the education of the young people but to the active involvement in the educational process of adults. This will lead to more inclusive, imaginative and successful efforts. A real partnership results.

P. DAVIS

14/11/87

Seymour -

- ① See enclosed. His Summary of our Discussion is accurate. Review & let's discuss.
 - ② I WAS very impressed. Perry is very good, AND MEETS ALL my EXPECTATIONS (BASED on 1/2 hour INTERVIEW -- so this is, of course, a QUICK FIRST IMPRESSION)
 - ③ He IS INTERESTED; APPEARS RESPONSIBLE AND MATURE; SO IF HE ACCEPTS, HE'LL DO SO HAVING FIGURED OUT HOW TO "DELIVER".
 - ④ I AM TROUBLED BY HIS LACK OF JEWISH EDUCATION EXPERTISE, BUT HOW MUCH WEIGHT DO WE GIVE THIS?
 - ⑤ FINALLY, THE DECISION SHOULD BE MADE BASED ON WHO IS AVAILABLE, AND HOW PERRY STACKS UP ON A RELATIVE BASIS
- m

Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

December 29, 1987

Dear Mr. Davis:

Enclosed please find a copy of the schedule for your visit to Cleveland on Thursday, January 7.

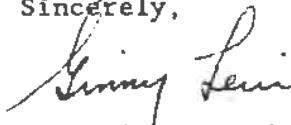
I suggest that you plan to take a taxi from the airport to Premier. It shouldn't take you more than a half hour to get here.

Premier is easy to find, but the specific door you should come to is a little bit complicated. Ask the cab driver to take you to E. 46th and Euclid (46th is S. Premier Drive). Turn south through the gate at 46th and proceed to No. 2030 on your right. Come in that door and the receptionist will tell you how to proceed from there.

I will be responsible for getting you from one appointment to the next during the day and will ask Steve Hoffman's office to see that you get back to the airport at the end of the day.

I look forward to meeting you. Please let me know if you have any questions.

Sincerely,



Virginia F. Levi
Program Officer

Mr. Perry Davis
Perry Davis Associates, Inc.
535 Fifth Avenue
New York, NY 10017

Enclosure

INTERVIEW SCHEDULE

PERRY I. DAVIS

Thursday, January 7, 1988

8:27 a.m. Arrive Cleveland Hopkins airport

9:30 a.m. Dr. Arthur J. Naparstek, Dean
School of Applied Social Sciences
Case Western Reserve University

Meeting will take place at:
Premier Industrial Corporation
4500 Euclid Avenue
Cleveland, Ohio 44103
(216) 391-8300

10:30 a.m. Henry L. Zucker, Consultant
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

12:00 noon Dr. Herman D. Stein
Provost and University Professor
Case Western Reserve University
Adelbert Hall, Room 28
Cleveland, Ohio 44106
(216) 368-4388

Meet at That Place on Bellflower
11401 Bellflower Road

1:30 p.m. Stephen H. Hoffman
Executive Director
Jewish Community Federation of Cleveland
1750 Euclid Avenue
Cleveland, Ohio 44115
(216) 566-9200

6:10 p.m. Depart Cleveland Hopkins airport

MEMO TO: Stephen H. Hoffman, Arthur J. Naparstek, Herman D. Stein
Henry L. Zucker

FROM: Virginia F. Levi *GV*

DATE: January 14, 1988

SUBJECT: Candidates for Director of MINA Commission . .

Attached please find the revised interview schedule for Perry Davis. He will be in Cleveland on Monday, January 18, 1988. You already have his resume.

INTERVIEW SCHEDULE

PERRY I. DAVIS

MONDAY, JANUARY 18, 1988

9:30 a.m.

Henry L. Zucker, Consultant
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103
(216) 391-8300

10:30 a.m.

Stephen H. Hoffman
Executive Director
Jewish Community Federation of Cleveland
1750 Euclid Avenue
Cleveland, Ohio 44115
(216) 566-9200

Meeting will take place at
Premier Industrial Corporation

12:00 noon

Dr. Arthur J. Naparstek, Dean
School of Applied Social Sciences
Case Western Reserve University
(216) 368-2270

Virginia F. Levi
Program Officer
Premier Industrial Foundation

Meet at That Place on Bellflower
11401 Bellflower Road

2:30 p.m.

Dr. Herman D. Stein
Provost and University Professor
Case Western Reserve University
Adelbert Hall, Room 28
Cleveland, Ohio 44106
(216) 368-4388

Meeting will take place at
Adelbert Hall

VFR

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 1/18/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

[Handwritten signature]

I have an excellent impression of Perry Davis. He is very broad gauge, has a deep interest in our subject matter, and seems to understand how to work with lay leadership.

I particularly discussed with him how he would handle the directorship of the Commission and, at the same time, give adequate attention to the work of Perry Davis Associates, Inc. He is ready to commit not less than one-half of his time to the work of the Commission and to engage an associate with Jewish education expertise to complement his activities.

He made the point that he would wish to participate in the selection of and the personal invitation to serve of Commission members. This would be the beginning of a process to involve Commission members personally in the work of the Commission and in establishing a working relationship between him and the members of the Commission.

He agrees that the report which will be produced should be a report of the Commission and not a report of the director which then is simply approved by the Commission.

In brief, I believe he is an excellent candidate for the Commission directorship.

INTER-OFFICE CORRESPONDENCE

Perry Davis - References - Phoned in 1/25/88

1. Frank Macchiarola - Professor at Columbia Business School and
President of Academy of Political Science
Was Superintendent of Schools - 1978-83
212-280-4410
2. Stephen Aiello - Senior Vice President at Burson Marsteller (PR)
President of NYC Board of Education - Then Assistant to Carter
212-614-5204
3. John Whitehead - Lay head of committee at Partnership
Was co-chair at Goldman, Sachs - Now Under Secretary of State -
under George Schultz
4. Fred Rose - Rose Associates - Real Estate - Jewish area
212-210-6666
5. Peter Goldberg - Head of Primerica Foundation (American Can Company)
Current client - was with at Board of Education
203-552-2148

Premier Industrial Foundation

3500 EUCLID AVENUE
CLEVELAND, OHIO 44103

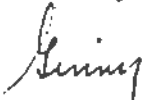
February 8, 1988

Dear Perry:

This will confirm your lunch meeting with Morton Mandel on Thursday, February 11th at the Pierre Hotel. He is expecting you at noon.

The hotel is located at 2 East 61st Street. When you arrive, call apartment 2311 on the house telephone and Mort will instruct you on a meeting place.

Sincerely,



Virginia F. Levi
Program Officer

Mr. Perry Davis
Perry Davis Associates, Inc.
535 Fifth Avenue
New York, NY 10017

cc: Morton L. Mandel

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Virginia F. Levi, Arthur J. Naparstek, Charles Ratner,
Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher,
Bennett Yanowitz, Henry L. Zucker

FROM: Morton L. Mandel

DATE: March 10, 1988

I am pleased to report that we have invited Perry Davis of New York to serve as the director of the proposed Commission on Jewish Education and he has accepted. We were fortunate to have three excellent prospects for director, and to have someone of Perry's caliber available for this post.

During the next several weeks we will be working with Perry to fill him in on the deliberations and planning which have taken place over the last year, and to take steps to organize the Commission. You will be contacted shortly, as we proceed to arrange meetings for Perry with planning group members.

I know that you join me in wishing Perry well in this new assignment.

Best personal regards.

To: MLM

From: PD

Re: Talking points for Commission Invitations

THE CONSORTIUM CONCEPT

1. The Commission is a policy facilitating mechanism -- a roadmap builder. It is not primarily an implementation or funding operation. It should not be portrayed as the "big *a monopoly* picture" on J.Ed.
2. The most significant aspect of the Commission is, and will be, as an arena for the formation of strategic partnerships. These partnerships will only succeed if there is a "win-win" anticipation, and outcome for us and the key commissioners. Eg. Mr. X's educational emphasis or area of interest (Canada, or training, for example) will, thanks to the facilitation of the Commission, gain valuable exposure, research support, and additional resource interests (other foundations or givers) as it in turn enlightens the commission on its pioneering work to date. Everyone wins.

Also included in the partnership concept is a sense of obligation.

3. Strengths and capacity already created are critical to the success of the endeavor. Without saying it, what's being said is that we're not taking over any educational "hill" already claimed nor will we monopolize the field. (Perhaps, the Commissioner being appointed can design and present his/her work to date to the full commission or a task force at an upcoming meeting.
4. All of this leads to :
 - An overall sense of increasing excitement about J. Ed.
The right climate.
 - Growing number of communal and private funding agreements to support various key components of J.Ed. This is the perfect time to perfect this given the relatively new, significant pockets involved -- private funds and federation endowments.
The best set of working partnerships.
 - The best possible research telling us all where to put our money and get the best return on our investment.

3-8-88

To HLZ and AJN from VFL

INITIAL LIST OF POSSIBLE PEOPLE TO MEET WITH
PERRY DAVIS
MARCH 22-24, 1988

Morton L. Mandel

Henry L. Zucker

Seymour Fox

Annette Hochstein

Arthur J. Naparstek

David Ariel

Stephen Hoffman

Charles Ratner

Herman D. Stein

Bennett Yanowitz

Sally and Stanley Wortheim

Chairs of commission subcommittees

Key rabbis

In addition, we will provide him with minutes of meetings and materials that were prepared leading to the final design document.

Should there be a meeting of MLM, PD, HLZ, SF, AH, AJN, VFL to review list of potential Commission members? list of possible technical assistants? fate of the Planning Group? other issues?

PERRY I. DAVIS
March 22-24
Tentative Work Plan

- I. Tues. afternoon meeting
(Davis, Zucker, Naparstek, Levi - Mandel will join at 3:00)

Set agenda for the visit
Determine the questions to be raised/answered
Review Design Document x

Issues to consider:

*Design + PR
Commission Org. + subh
Logistics*

- C [- list of potential Commission members
- process for soliciting Commission membership
- structure of Commission
- PD - list of possible technical assistants - paid support
- C - fate of the Planning Group
- C - name of Commission *> can wait*
- Des. PR - publicity/announcements
- PD - physical arrangements - office space, etc.
- C - meeting times for Commission - *Rough outline - where?*
- C - budget
- Des. - what to do about Canada
- C - possibility of planning major conference/retreat *after 2-3 mtgs.*
- C - timetable - meeting sched. -
- C - functional schedule
- Des. - outcomes of study - where we hope to be in two years
- Des. - discussion of "first measurable deliverable" - *first milestone*
- Des. - focus of the Commission - *personnel other areas?*
- *First assignments for PD*

- II. Wed. breakfast meeting

Purpose: For participants to get acquainted with Perry Davis and to exchange ideas with respect to MI-NA.

- A. HLZ - introductions and review of genesis of MI-NA.
- B. S. Fox - comment on HLZ's remarks and the future of MI-NA.
- C. P. Davis - respond to HLZ and SF and comment on his vision for this enterprise.
- D. Questions and comments by those in attendance.

- III. Wed. morning - 10:00 - noon
(Davis, Fox, Hochstein, Zucker)

Review discussion of Tues. afternoon
Firm up list of questions
Work on answers

- IV. Wed. - noon through evening

Consultation with SF and AH

PERRY I. DAVIS
Visit Schedule
March 22-24, 1988
Cleveland, Ohio

Tuesday, March 22, 1988

8:53 a.m. Arrive - Cleveland Hopkins Airport

Staying at:
Hollenden House Hotel
610 Superior Avenue
Cleveland, Ohio 44114
216-621-0700

10:00 a.m. Henry L. Zucker
Premier
4500 Euclid Avenue

12:00 noon Board Meeting of the Jewish Community Federation
1750 Euclid Avenue
(Morton Mandel will make a presentation on Jewish
education in North America)

2:00 p.m. Henry L. Zucker
Arthur J. Naparstek
Virginia F. Levi
Premier

3:00 - Morton L. Mandel will join PID, HLZ, AJN, and VFL
5:00 p.m.

[7:11 p.m. Seymour Fox and Annette Hochstein arrive - Cleveland
Hopkins Airport]

8:00 p.m. Dinner (location to be determined)
Davis
Mandel
Fox
Hochstein

PERRY I. DAVIS
March 22-24, 1988
(continued)

Wednesday, March 23

8:00 a.m. Breakfast at Jewish Community Federation
1750 Euclid Avenue

Henry L. Zucker - Presiding
Consultant
Premier Industrial Foundation

Guests:

PERRY I. DAVIS
David Ariel, President
Cleveland College of Jewish Studies
Alan Bennett, Executive Vice President
Cleveland Bureau of Jewish Education
Howard Berger, Associate Director, Endowments
Jewish Community Federation of Cleveland
Michael Cole, Assistant Director, Foundations
Jewish Community Federation of Cleveland
Joel Fox, Director of Social Planning & Research
Jewish Community Federation of Cleveland
Seymour Fox, Professor of Jewish Education
Hebrew University
Henry Goodman, Trustee
Mandel Associated Foundations
Mark Gurvis, Planning Associate
Jewish Community Federation of Cleveland
Annette Hochstein, Consultant
Nativ Policy & Planning Consultants
Stephen Hoffman, Executive Director
Jewish Community Federation of Cleveland
Virginia Levi, Program Officer
Premier Industrial Foundation
Arthur Naparstek, Dean
School of Applied Social Sciences
Case Western Reserve University
Bennett Yanowitz, Trustee
Mandel Associated Foundations

PERRY I. DAVIS
March 22-24
Tentative Work Plan

- I. Tues. afternoon meeting
(Davis, Zucker, Naparstek, Levi - Mandel will join at 3:00)

Set agenda for the visit
Determine the questions to be raised/answered
Review Design Document

Issues to consider:

- list of potential Commission members
- structure of Commission
- list of possible technical assistants
- fate of the Planning Group
- name of Commission
- publicity/announcements
- physical arrangements - office space, etc.
- meeting times
- budget
- what to do about Canada
- possibility of planning major conference/retreat
- timetable
- functional schedule
- outcomes of study

- II. Wed. breakfast meeting

Purpose: For participants to get acquainted with Perry Davis and to exchange ideas with respect to MI-NA.

- A. HLZ - introductions and review of genesis of MI-NA.
- B. S. Fox - comment on HLZ's remarks and the future of MI-NA.
- C. P. Davis - respond to HLZ and SF and comment on his vision for this enterprise.
- D. Questions and comments by those in attendance.

- III. Wed. morning - 10:00 - noon
(Davis, Fox, Hochstein, Zucker)

Review discussion of Tues. afternoon
Firm up list of questions
Work on answers

- IV. Wed. - noon through evening

Consultation with SF and AH

Tentative Work Plan
(continued)

- V. Thursday morning
(Davis, Fox, Hochstein, Levi, Naparstek, Zucker)

Review of issues and answers

- VI. Thursday - early afternoon
(Davis, Fox, Hochstein)

Continue consultation

- VII. Thursday - 3:30 - 5:00
(Davis, Fox, Hochstein, Levi, Mandel, Naparstek, Zucker)

Review discussions and outcomes

- VIII. Adjournment - 5:00

DRAFT

Mr. Perry Davis, President
Perry Davis Associates, Inc.
535 Fifth Ave. 3d Floor
New York, N.Y. 10017

April 1, 1988

Dear Perry:

What follows is an agreement between the Mandel Associated Foundations (MAF) and Perry Davis Associates, Inc. (PDA) regarding services to be performed in relation to the North American Commission on Jewish Education (the "Commission").

Agreement

I. Service

Perry Davis will serve as Commission Director. His duties will include supervision of Commission staff (full and part time), submission of a budget and expenditure reports, planning and preparation for Commission meetings, and guidance for Commission directed studies and reports. He will report directly to the Commission Chairman and will provide regular updates to the Chairman.

Time devoted to this project by PDA will average half of the normal work week of Perry Davis or the equivalent thereof which may be provided by other persons paid by PDA. Over the life of the Commission it is highly likely that the hours of service per week will fluctuate both below and above the half time average.

II. Term of agreement.

This agreement takes effect as of March 1, 1988 and may be terminated by MAF or PDA upon 90 days prior written notice.

III. Staff.

At the time of the signing of this agreement it is anticipated that the Commission will require the assistance of a full time assistant director and a secretary providing service to the Commission for half of his/her normal work week. The full time assistant director will be employed by MAF and report to the director. His/her full salary and benefits will be paid by MAF. The secretary will be employed by PDA and paid by PDA. MAF will reimburse PDA for half the cost of the secretary (salary, benefits, overhead related costs eg. payroll taxes, etc.). In addition, consulting services of an as yet undetermined nature will also be required. All consultants will be employed by MAF. Consultants will report to the Commission Director.

IV. Commission Office.

The Commission will be housed at the offices of PDA. MAF [will enter into a sublease pursuant to which it] will pay for all space related costs incurred by the Commission but not for space currently occupied by Perry Davis or other members of his firm who are not paid for by MAF. Space related costs (including an appropriate percentage of the lease, commercial occupancy tax, etc.) will cover the full space occupied by the assistant director, half of the space occupied by the secretary, and half of common space used by the Commission (eg. file area, reception area, copy machine area, conference space or other work space if used on a regular basis eg. for meetings or for significant work by consultants, etc.). MAF will also pay for furnishings, supplies, equipment (including telephone costs, computer/printer hardware and software) and other leasehold improvements required by the commission staff. This equipment will be the property of the Commission or MAF. MAF will share maintenance and operating costs of a copy machine and a FAX but the purchase cost of both will be born by PDA and the equipment retained by PDA. Except as noted above all PDA overhead costs will be paid by PDA.

[Lease and lease related costs incurred by the Commission will be paid for through the extent of PDA's service to the Commission but not for less than two years regardless of whether this agreement is terminated under provisions of section II.]

DRAFT

Mr. Perry Davis, President
Perry Davis Associates, Inc.
535 Fifth Ave. 3d Floor
New York, N.Y. 10017

May 1, 1988

Dear Perry:

What follows is an agreement between the Mandel Associated Foundations (MAF) and Perry Davis Associates, Inc. (PDA) regarding services to be performed in relation to the North American Commission on Jewish Education (the "Commission").

Agreement

I. Service

Perry Davis will serve as Commission Director. His duties will include supervision of Commission staff (full and part time), submission of a budget and expenditure reports, planning and preparation for Commission meetings, and guidance for Commission directed studies and reports. He will report directly to the Commission Chairman and will provide regular updates to the Chairman. Administrative supervision of this agreement between PDA and MAF will be the responsibility of the (A.N. Title) of the Foundation. Substantive educational issues will be overseen by Professor Seymour Fox.

Over the life of the Commission it is highly likely that the hours of service per week will fluctuate both below and above an half time average.

DRAFT

II. Term of agreement.

This agreement takes effect as of March 1, 1988 and may be terminated by MAF or PDA upon 90 days prior written notice.

III. Staff.

It is anticipated that the Commission will require a full time assistant and a secretary providing service to the Commission for half of his/her normal work week. The full time assistant will be employed by MAF and report to the Director (a job description is attached). His/her full salary and benefits will be paid by MAF. The secretary will be employed by MAF and may be based at the Foundation offices, maintaining regular phone, fax, computer and mail contact with the Director. In addition, consulting services of an as yet undetermined nature will also be required. All consultants will be employed by MAF. Consultants will report to the Commission Director.

IV. Office Space

MAF will enter into a sublease pursuant to which it will pay for all space related costs incurred by the Commission but not for space occupied by Perry Davis or other members of his firm

DRAFT

who are not paid for by MAF. Space related costs (including an appropriate percentage of the lease, commercial occupancy tax, etc.) will cover the full space occupied by the assistant, and half of common space used by the Commission (eg. file area, reception area, copy machine area, conference space or other work space if used on a regular basis eg. for meetings or for significant work by consultants, etc.). MAF will also pay for essential furnishings, supplies, its own separate telephone equipment and lines and other leasehold improvements required by the commission staff. These items will be the property of the Commission or MAF. MAF will share maintenance and operating costs of a computer and computer printer, copy machine and a FAX but the purchase cost of these will be born by PDA, and the equipment will be retained by PDA. Except as noted above all PDA overhead costs will be paid by PDA.

Lease and lease related costs incurred by the Commission will be paid for through the extent of PDA's service to the Commission but not for less than 18 months even if this agreement is terminated under provisions of section II.

V. Extraordinary Costs.

MAF will reimburse PDA for all vouchered expenses incurred

DRAFT

Frank Macchiarola
212-280 4410

Stepan Diello -
212-6145204

John Whitehead -
Undersee

Fred Rose -
212-210 6666

Peter Goldberg -
203-552 2148

To Dean

Date 1/26 Time 8:40

WHILE YOU WERE OUT

M Ginny Levi

of _____

Phone _____

Area Code Number Extension

TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL	<input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT	<input type="checkbox"/>

RETURNED YOUR CALL ☐

Message _____

Operator lp



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OCTOBER 1987							NOVEMBER 1987							DECEMBER 1987						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
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25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Dr. Silverman

I People for AIC

(1) Mort Yarmol
Dir. PR

212-751-4000

(2) Robert Goodkind
Attorney in AIC Board
212/490-2332

(3) Symon Bookbinder *coll*
Retired Dir. DC office
202/265-2000

II People Reconstructionist
Religious Village

(1) Rashi Weisberg Green *coll*
Current President was
Dean under Silverman
215/576-0800

(2) Judge Bill Mehlman
Benjamin Williams
was CoBoard
212/735-2020

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Larry Caplane

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OCTOBER 1987							NOVEMBER 1987							DECEMBER 1987						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

III Peapack 92nd St 4

(1) Sol Adler
Assoc. Sec.

212/427-6000

(2) Susan Schlechter
Mem. of Board

212/535-5274

Eugene
Art Ratman

Sal Greenfield JWB
212/532-4949

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