



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 3: General Files, 1980–1993.

Box
11

Folder
1

General correspondence. Staff, consultants, and senior policy advisors, March 1988-December 1989.

Pages from this file are restricted and are not available online. Please contact the [American Jewish Archives](https://www.AmericanJewishArchives.org) for more information.

ASN -

4-5

PD sent this working document + asked for reactions from HLZ, MLM + you. It won't be distributed, but is for PD's use.

Any suggestions? Please mark + return to me.

Siriny

DRAFT

Strategic Assumptions

March 29, 1988

At this 0 birthday, a number of assumptions can be posited surrounding the tangible outcomes, whatever they may be, of the Commission's final report. For the sake of illustration, assume it is 2 1/2 years from now, about 6 months after the final report has been made public:

- The Commission has presented a "blueprint", not in the sense of one set of plans only, but rather of a connected set of outcomes and recommendations (perhaps alternatives, but surely an interwoven plan). The blueprint clearly aims to protect, preserve and perpetuate the continuity of vibrant Jewish life in North America.
- The Commission blueprint already enjoys a broad level of national and communal acceptance. Based on the inclusive nature of the Commission membership and its task forces (which was built upon during the two year study process) the Mandel Commission plan represents a private/communal partnership to improve Jewish Education in North America.
- The blueprint's recommendations are focused primarily on the issue of personnel -- professional educators and lay leaders.
- The recommendations have already withstood the most rigorous intellectual onslaughts and prevailed. They are fully defensible.
- The blueprint has recommended specific initiatives that have already begun enlisting significant communal and private financial and other commitments.
- The investments already committed and those to be made will lead to measurable impact.
- The initiatives to be undertaken speak to the needs and opportunities facing professionals and laymen, young and adult Jews, national and local institutions, formal and informal education, and all denominations.
- The Mandel Commission initiatives have already imparted a sense of hope and excitement about the fate of Jewish Education on this continent. Building on strengths, a united Jewish community knows it will have a tangible and historic impact on Jewish education and Jewish continuity.

P. Davis

S.F.

DRAFT

Strategic Assumptions

March 29, 1988

At the outset, a number of assumptions can be posited surrounding almost any conceivable set of tangible outcomes based on the Commission's final report. For the sake of illustration, assume it is 2 1/2 years from now, about 6 months after the final report has been made public:

- The Commission has presented a "blueprint", not in the sense of one set of plans only, but rather of a connected set of outcomes and recommendations (perhaps alternatives, but surely an interwoven plan). The blueprint clearly aims to protect, preserve and perpetuate the continuity of vibrant Jewish life in North America.
- The Commission blueprint already enjoys a broad level of national and communal acceptance. Based on the inclusive nature of the Commission membership and its task forces (which was built upon during the two year study process) the Mandel Commission plan represents a private/communal partnership to improve Jewish Education in North America.
- The blueprint's recommendations are focused primarily on the issue of personnel -- professional educators and lay leaders. It will also lead to an improved climate in which Jewish education can thrive and attract and hold superior personnel.
- The recommendations have already withstood the most rigorous intellectual onslaughts and prevailed. They are fully defensible.
- The blueprint has recommended specific initiatives that have already begun enlisting significant communal and private financial and other commitments.
- HILUS A group is in place that will take a forceful, proactive role in the implementation of the Commission's findings and recommendations.
- The investments already committed and those to be made will lead to measurable impact.
- The initiatives to be undertaken speak to the needs and opportunities facing professionals and laymen, young and adult Jews, national and local institutions, formal and informal education, and all denominations.

- The Mandel Commission initiatives have already imparted a sense of hope and excitement about the fate of Jewish Education on this continent. Building on strengths, a united Jewish community knows it will have a tangible and historic impact on Jewish education and Jewish continuity.

P. Davis



Perry Davis Associates, Inc.

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

To: Morton L. Mandel

From: Perry Davis

Re: Update covering 3/1/88-4/15/88

Date: April 17, 1988

I. Tasks completed (following 3/24 meeting in Cleveland).

- Meeting held with Schwartz, Rotman and Woocher. Names added to list of potential commissioners. First meeting discussed. Concept of Senior Policy Advisors approved. Minutes drafted, reviewed and final minutes distributed.
- Follow up discussions (one on one) between PD and Schwartz, Woocher and Rotman.
 - Commission goals and concept of private/communal partnership explored.
 - JESNA 2 year regional conferences will be coordinated with MINA.
 - Woocher will survey for data about other major foundation's PR in the area of Jewish Education.
 - Added name for Commission suggested by Schwartz - Sheldon Beren (Torah Umesorah Chairman, Denver Businessman, Orthodox).
 - PD will attend JWB biennial (Rotman will consider targets of opportunity for MLM and PD).
- Discussions held between PD and Barry Holtz and Joseph Reimer. Both agree to serve as principal investigators.
- Update on general issues provided to Al Schiff
- Search for Assistant Commission Director and secretary launched.
- Commission's strategic assumptions drafted by PD and comments received from Zucker and MLM.

- General data gathered (preliminary review) by PD.
- Cleveland Jewish Continuity project data reviewed. Meeting with J. Fox and M. Gurvis scheduled. Meeting in Cleveland also scheduled with D. Ariel.
- Perry Davis Associates/MAF agreement discussed and first draft sent to HZ.
- Tentative set of agenda items set for 4/22 meeting with MLM
- Contacts regularized:
 - with Hochstein (weekly, one hour phone meeting)
 - with Zucker and Levi (approx. every other day)
 - with S. Fox (via Hochstein weekly) face to face monthly
 - with Schwartz, Woocher and Rotman - phone or face to face every other week
 - with MLM, phone weekly, written reports every 2-3 weeks, face to face in New York or Cleveland approximately every other week.
- Survey of major Jewish foundations completed by Margy Davis and submitted to HZ
- Draft revision of MINA Design Document completed. (To be reviewed).

II. Tasks to be accomplished within the next two weeks:

- Commissioner list finalized
- Phone and written invitations to commissioners (draft invitation letter completed)
- Redraft of MINA design document submitted for review
- Tentative agenda set for first Commission meeting
- Preliminary timetable set for MINA (90 days and full project)
- First major milestone date and possible subject set
- Task list set in preparation for first Commission meeting

- PDA/MFA agreement finalized
- Additional staff interviews
- JWB Biennial attended (contacts made)
- First set of meetings scheduled with Commission members (i.e. individual meetings involving commissioner and MLM and PD). New York meetings set. HZ suggestions for first meetings include: Berman, Mintz, Yanowitz, Wexner, Bronfman, Fisher.
- Series of interviews and meetings held by PD in Boston with various key individuals
- MINA kickoff PR issues considered. Tentative announcement date set. Elements of preliminary press announcement discussed and noted.
- Final decision on role of Foundation executives

III. Comments

Over the next two months the following goals should be achieved:

- Data gathered, significant gaps identified and progress made filling those gaps.
- Commission makeup finalized.
- First Commission meeting set, outcomes determined, agenda and presentations set.
- Plans begun for first key MINA deliverable. This should be a headline grabber and should occur by Fall 1988. Momentum is crucial at the earliest possible stage of the Commission's work. An early "blockbuster" will confirm commission members' sense of commitment, keep them coming to future meetings and silence the likeliest criticism ("what do we need another study for? We need the money!").
- Tentative set of milestones and timetable drafted (obviously subject to major revision).

At this time it appears that the most significant achievement of the next 60 to 90 days will be the cementing of the MINA partnership.

In fact, MINA and the objectives of improved Jewish education will most likely succeed on the strength, vitality and institutional nature of a series of partnerships:

-between private foundations and givers and the organized Jewish Community. This includes communal fundraising and substantive structures -- CJF, JWB and JESNA and the federations, bureaus, and Ys and JCCs they represent. Another significant part of this communal structure is the synagogue. While this partnership seems to be the strongest at this time it must not be taken for granted.

-between various forms and formats of Jewish education: Day schools, supplementary education, family formats, informal variations, etc, etc. This partnership also encompasses a key link between adult/child and family education.

-between home and school (classroom)

-between the denominations

-between the private foundations

-between professionals and laypeople in general

- particularly between Jewish educators as practitioners, lay leaders and scholars and other Jewish community professionals

-between the interests and leadership involved in Jewish education in North America and similar leaders and interests in Israel

*** -the most important partnership is that between MINA Chair/staff and the commissioners. MINA must elicit the strongest possible involvement of the commissioners, their firmest commitment in terms of time, money, readiness to implement findings, and their willingness to sound the clarion call for significant improvement in Jewish education and thus gain the attention and support of their colleagues throughout the Jewish Community. The Commission itself is not and should not be perceived as either "window dressing" or a "rubber stamp".

AGENDA ITEMS

April 19-20, 1988

Process

- General update
- Staff update (title for adjunct staff, P.Is?) (Schiff?)
(careful on MLM idea to use CJF, JESNA, JWB staff)
- Expected deliverables (30-45 days)
- 60-90 day timetable
- 2 Year milestones and rough timetable
- MLM protection/ trouble shooting (Calls delayed)
 - Who is the MINA Inbar? (methodology guru) (larger staff role)
 - What education "hills" are left for other Commissioner's to conquer (if MLM is king of the largest hill)?
 - How do we respond to the "just give us the money" argument (this includes the more dangerous position that there will be no "real" money at the end of the process and that the process itself is a money waster).
- How investigative can the Commission be (issue of waste or fraud). Shouldn't this be another filtering device? Hearings?

Substance

- What are the most significant gaps in our knowledge? What areas, if explored by the Commission will be possible "eye openers" possibly leading to key action recommendations?
- P.R. Themes and timing.
 - why the commission (why Jewish education, and what is the link to Jewish survival and continuity?, Carmi's ideas) (see strategic assumptions and revision of design document)
- Agenda for first meeting of Commission
 - how can the Commissioners feel that they are truly adding value to the process, that they are choosing from divergent alternatives and truly giving guidance to the project? How are their alternatives going to be circumscribed so as to avoid undesirable outcomes?
 - materials for first meeting
 - presenters and presentations (Schrage on Cleve. Cont)
- Presumptions about likely task forces

12/1/88
NO Bury

Miscellaneous items

- By Friday P.M. MLM wants a final or close to final list of Commission members, a sense of the agenda for the first meeting (and intended outcomes), a short and medium timetable, options for the first milestone/deliverable and subsequent ones. X
- Holtz only here till July? Can he be ~~P.I.~~?
- Status of Ph.D. theses list? (Resnick)
- Status of Ed. Def. for design doc.
- other staff names raised: Ed Rauch, Aron, Banks, Susan Shebitz, Danny Sime, S. Cohen, Steven Brown (Phila. S. Schechter School), a Y.U. person, Chanan Alexander, W. Helmreich
- Role for Cleveland people like Bennett and Ariel
- Tucker at Carnegie *Lauri Fred*
- Marketing (Jay Levenberg JWB)
- Story about the spread of Cleve. Continuity Project
- Who to see in Boston? (AH mentioned Schaffler and Reissman)
- Note JESNA two year series of regional meetings (final session could be MINA's)
- Neusner piece on Jewish Foundations?

Henil.

TO: Morton L. Mandel Arthur J. Naparstek FROM: Henry L. Zucker DATE: 5/9/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

HR3

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

We have been using several different names for the proposed North American Commission on Jewish Education. I believe we should develop an official name and use is consistently. In addition to the need for consistency in our use of a name, there are public relations considerations which need to be taken into account.

Is this a question which the three of us can settle, possibly in consultation with Perry, or is this something we should take up with the senior policy advisors?



INTER-OFFICE
CORRESPONDENCE

INTER-OFFICE CORRESPONDENCE

TO: Morton L. Mandel
Arthur J. Naparstek

FROM: Henry L. Zucker

DATE: 5/9/88

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF:

SUBJECT:

Tues. wed & Thur.

We have been using several different names for the proposed North American Commission on Jewish Education. I believe we should develop an official name and use is consistently. In addition to the need for consistency in our use of a name, there are public relations considerations which need to be taken into account.

Is this a question which the three of us can settle, possibly in consultation with Perry, or is this something we should take up with the senior policy advisors?

18 Month Commission

*50
\$460,000 - 50,000*

*In consultation with
senior policy advisors*

*Two alternatives
Ceo based*

New York Directed + based

New York Directed

Ceo Adm

Perry spend 2 days

Pros

P.D

How do elements A) W
cons
cons

Rudger

① Continuity - Prog Personnel

② Image to Public

③ ~~Not~~ Fulfill obligation

④ Proven capabilities

⑤ Induction

⑥ Commitment Passion

① Cost -

② Bureaucracy

③ Administrative
Divided authority
+ assignment

④ Conflict between
Comm bldg +
P.D. assec.

⑤ Too city
headquarters
i.e. quality
control

⑥ Last motion -
Time to come
to Dec.

⑦

A/W in House

Pro

① Program building
+ staff development
out of the Foundation

② Cost will be less

③ Efficiency, through
centralization.

④ Control (Full) on budget
+ Program.

Can

① Fine on this
take away from
Inquad of Foundation -

② Don't know much
about it
- Concern but, not
as deeply passionate
③ Heavy also dominated

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 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.



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

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

FUNCTION

SUBJECT/OBJECTIVE

ORIGINATOR

DATE

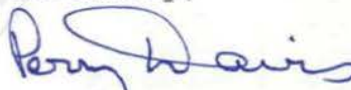
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Need to finalize Commission and Senior Policy Advisors. <i>Berenson</i> a. Bronfman b. Crown c. Eizenstadt d. Jesselson e. Shapiro <i>Smith</i> f. Wexner <i>Granovsky</i> g. Ackerman <i>Ziegelman</i> h. Arnow? i. Mogulof j. Evans <i>What about Tisch/Tuhman?</i> k. Hiller <i>Zorenky?</i> <i>Canadians</i> Presidents of Higher Education		AJN MLM MLM AJN MLM MLM MLM HLZ HLZ HLZ HLZ HLZ		6/3/88	
	a. Gottschalk b. Lamm c. Schorsh		AJN AJN AJN } <i>MLM</i>		5/30/88 5/30/88 5/30/88	
	Senior Policy Advisors <i>Revise letters of appointment</i>		AJN		5/25/88	
2.	Set Date for First Commission Meeting.		MLM/ AJN/ HLZ	5/20/88	5/20/88	
3.			HLZ			
4.	Define Pre-Commission Meeting Tasks and Timetable.		AJN/ SF/ AH	5/20/88 and 5/25/88	5/25/88 5/25/88	
5.	Define Commission Agenda.		MLM/ HLZ AJN	5/18/88	6/15/88	
6.	Set Date and Agenda for Senior Policy Advisors.		AJN	5/19/88	5/20/88	

eye on the Commission's timetable, budget, PR plan, key goals and objectives.

- Tracking and maintaining contact with commissioners (as determined by the Director). Contacts will elicit feedback on the operations of the Commission, prepare for Commission meetings, and maximize meaningful involvement and support.
- Tracking and maintaining contact with interested publics and key organizations; "nurturing the partnerships".
- Serving as the Director's liaison with one or more task forces.
- Submission of confidential monthly evaluation reports to the Director.
- Drafting of or review of drafts of any internal or public material as requested.

The above duties are submitted as a draft for your consideration. Please let me know if you have any questions or suggestions. It is fine with me if you choose to incorporate some of this language in our letter of agreement.

Sincerely,



Perry Davis

Perry Davis Associates, Inc.

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

C O N F I D E N T I A L

To: Art Naperstek

From: Perry Davis

Date: May 31, 1988

Re: May 25 meeting, follow-up items

A number of issues raised during our discussions on May 25 are worthy of some further trouble-shooting. Perhaps some of these items were raised and resolved with Seymour and Annette the next morning. Nevertheless, as we ended our meeting, and upon reflection the next day or so, the following issues came to mind, all related to our preparation for and the actual content of the 8/1 meeting:

- Source, veracity, and legitimacy of data to be presented on 8/1 and thereafter.
- Intended outcomes of the 8/1 meeting.
- Flow and liveliness of the 8/1 meeting.

I. Data Issues

During the last few months, I've found that the very issue of data collection, interpretation and presentation is as politically volatile as any of the substantive areas to be tackled by the Commission.

The educational arena is obviously populated with analysts, scholars and academicians. Their stock in trade is information and data. Their careers and egos are bound up in the pursuit of data and most will contend that their version is better than any other version. Add to this the fact that 1) several national Jewish organizations (and university faculty and departments)

are given grants and operating funds to produce reliable and definitive data, and 2) almost everyone agrees that in the field of Jewish education, much more is not known than is known. The result is a constant jockeying for some broader recognition and validation that one data collection source is superior to another.

MINA, for better or worse, will be perceived as the ultimate authority on what is or isn't authoritative in the world of Jewish education- the ultimate contemporary Jewish version of the "Good Housekeeping Seal of Approval".

At later meetings, as task forces begin to generate independent data, various communal organizations including our first level partners - CJF, JESNA, and JWB as well as some of the academic institutions represented on the Commission will begin searching for early clues and findings that validate the work they have been doing and thus justify the continuation of this "MINA-approved" research or programming. Some of our Commissioners and other friends will even listen for programs and organizations not mentioned as a sign of disfavor. The same holds true for foundations and lay leaders (Wexner, Bronfman, Gruss in particular) who will be attuned to any honorable mention or omission by a Commission as prestigious as Mort's.

Inclusivity, due deference and magnanimity will have to be the rules of protocol governing MINA meetings. And no matter how hard we try, I am certain that meetings will engender a residual sense by some that they, or their institutions, have been intentionally snubbed.

Clearly, MINA can not be governed by constant fear of what will be said about it. Our job is not to produce a feeling of comfort about the state of Jewish education in North America. Quite the contrary. But being forewarned will benefit our work.

For the first meeting, Woocher, Scwhartz and individuals like Gary Tobin at Brandeis will be paying close attention to the source and presentation of our threshold data on the current state of Jewish Education in North America. JESNA and CJF devote quite a bit of time and financial resources to collecting both educational and demographic data. What use we make of this material at the outset of the MINA process will signal laymen and professionals alike of our future intentions. Carmi and Jonathan have as much as said this to me already. Jonathan called me on May 27, to indicate that he had heard about NATIV conducting a survey of senior educational staff for MINA and letting me know that JESNA was undertaking a similar project. "Can we coordinate?" he asked. Frankly, I'm not at all sure that his interpretation of what Annette is doing is accurate, but you see the concern. Carmi raised similar concerns. There is an undercurrent in all of this and I'm not sure we can allow it to

remain below the surface or ignore it.

Recommendation: for now let's discuss this over the phone in the next day or so and involve Seymour and Annette in any attempted solution. As they begin data collection and preparation for the 8/1 meeting this issue should be resolved. It can't be allowed to fester until our Senior Policy Advisory meeting in July - that will be too late.

II. Intended Outcomes for 8/1

1. The commissioners should come away with a sense of inspiration about the process as unique, well timed and perfectly attuned to a seminal issue facing North American Jews - education as the key tool leading to Jewish continuity. They should feel a sense of pride in serving on the Commission.
2. The commissioners should come away with new, significant and, to many, even startling information about the substantive issues. They should be clear about primary problems and opportunities. Above all they should understand what is still not known and how these gaps (to be filled by our own task forces) will inspire the most realistic recommendations for wise investment. This will counter most know-nothing arguments that claim "we already know what we need - money for x program(s) or y institutions(s)."
3. The commissioners should leave with a desire to be active participants not simply occasional spectators for the next 18 months to two years. They should realize that while the Commission will have obvious benefits to MLM and other key givers, benefits will also accrue to them as educators, scholars or lay leaders. Collectively, the group should see their participation as the preparation of a vital gift (a legacy) to the entire Jewish community and for generations to come.
4. The pre-meeting interviews and MLM's remarks will emphasize the seriousness with which we take the individual and collective opinions of the commissioners. As the meeting progresses we will be coming to some critical forks in the road (both on process and substance), and the group (not Mort) will navigate. At the conclusion, a series of open items for future decisions must remain before the group - their continued guidance via task forces and at full commission meetings has to be obvious to one and all.

III. Flow of the 8/1 Meeting

Seymour is correct in his assumption that the historic nature of our first meeting will provide a high level of excitement. Upon reflection, however, I am concerned that this will not suffice, and that boredom or tedium may set in. Herman Stein's after lunch summary is one countermeasure. The use of some smaller group discussions as an option noted by Hank and Seymour is also helpful (Mort will have it in his "back pocket"). Some questions still remain:

- One of the key contributors to the boredom factor is long winded presentations, how do we ensure brevity? How do we break up the day?
- Commissioners will have to be kept awake, alive, surprised, engaged? Do we need a "star" like Cremin? What happened to our 'D'var Torah'? Do we still plan wall charts? Are there videos available for our purposes?
- How is the morning handled? Remember, three people are each presenting three separate items (their view of the partnership, their own resources, and some data). This will become lengthy, and perhaps confusing. How will audience discussion be handled? Maybe we should have only one of the three get into substance?
- What substantive areas do we raise in the morning? Wouldn't it be useful to highlight the open items, the gaps in our knowledge about Jewish education.

The Commission should begin with a common base of non-knowledge. This is critical before the meeting moves ahead to select task force areas for further study. It will also help counteract the sense of some that the problems are obvious, that they are solved by massive doses of dollars and the time to administer these doses is now.

- Do we want a formal or informal but assured speaking role for any foundation reps or heads (eg. Bronfman, Wexner, etc.). Do we want to promise such presentations at the next meeting? Will it "keep" for a few months? Do we have similar time devoted to mini-presentations by other notables on the Commission (particularly scholars like Lamm, Gottschalk, Schorch, Green, Twersky, Lipset and others like Schiff and Greenberg). The argument that they will speak whether we build them in or not may be correct, but will not apply to

all. Mort may have to draw some out as the meeting progresses. Seymour had suggested a list of notables who will be insulted because they haven't been invited to serve (these might be called upon to contribute at the task force level). Similar lists of key commissioners not invited to make formal presentations at meetings should also be compiled and roles built for them at future meetings. Between-meeting interviews will also help heal sore egos.

- Continuing on the issue of ego, do we really want Mort to name some commissioners during his opening statement and not others?

Many of these items deserve further thought and discussion over the next few weeks particularly as the agenda is prepared and distributed, and as Mort's annotated agenda is put together for his review and for discussion with the Senior Policy Advisors.



1988-----1989.

- 1990-----

[illegible]

cc: Arthur J. Naparstek
Virginia F. Levi ✓

Commission membership

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 6/13/88

REPLYING TO

YOUR MEMO OF: _____

SUBJECT:

HLZ

Mel Mogulof tells me that he has resigned as director of the Koret Foundation. His resignation is effective immediately, but he has agreed to stay on through September 30th at the latest, while the trustees are searching for a new director. In light of Mel's resignation, I did not invite him to serve on the Commission.

There is a great deal of dissension among the trustees of the Koret Foundation. The attorney general of California has been checking out certain practices of trustees of the Foundation, and this could result in damaging the reputation of some of the trustees. There are different factions among the trustees, and they have conflicting ideas about what to emphasize in grantmaking and how to operate the Foundation. We will have to wait to see how things settle down in Koret before we know how to deal with them in the future.

The status of foundation representation on the Commission now is as follows: Charles Bronfman, Lester Crown, Bob Hiller and Eli Evans have agreed to serve. Mona Ackerman (Riklis) has been approached and is considering participation. Leslie Wexner has not yet been approached. If he turns us down, I think we should consider inviting Maurice Corson. Bob Arnow has not yet been invited.



I
N
T
E
R
-
O
F
F
I
C
E

C
O
R
R
E
S
P
O
N
D
E
N
C
E

AN

Commission

TO: Virginia F. Levi FROM: Arthur J. Naparstek DATE: 7/25/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT:

We need to fax MLM speech to Art Rotman. His fax at vacation is 914-2545051.
You may want to check his office to see if he is there.

Also, Ben Yanowitz and Bill Berman should get advanced drafts of talk.
Indicate that this is still a draft but may help them in putting their remarks
together.



INTER-OFFICE CORRESPONDENCE

7/29/88 DRAFT

Two separate letters to Steve Ain, Toronto Federation
John Fishel, Montreal Federation

General

Dear Steve - John:

You were good enough to suggest possible Canadian participants in our Commission on Jewish Education in North America. We consulted two other people and then ran the names past Charles Bronfman.

I thought you might like to see the list of persons who are now serving on the Commission which held its first meeting on August 1st in New York City. We expect to have four to six meetings over a period of the next eighteen months or so and hope to come out of this with good practical recommendations for the improvement of Jewish education in North America.

As you know, we are working in close cooperation with JWB and JESNA, and in collaboration with the CJF. Several major foundations are represented on the Commission. It is our hope that, if the Commission performs as we expect it to, its recommendations will have a serious consideration of the Jewish education establishment and of funding sources.

Warm regards.

Cordially,

HENRY L. ZUCKER

8-3-88

Art -

You left this material at Federation on the 1st and I forgot to leave it with Bea on the 2nd. I trust you've survived without it.

Minutes will be coming to you soon. Meanwhile, I want to let you know that you've been assigned several commissioners for follow-up. They are: David Dubin, Irvin Field (if you're willing), Don Mintz, Lester Pollack, and Harriet Rosenthal. The idea is for you to be in touch with those who were present (all except Field) for their feedback and to ensure that they're on board. With Field you might call to fill him in on what happened. He will receive minutes, a book, and the offer of a cassette tape.

I'll be sending you more, soon. Thanks for the use of JWB and Bea's wonderful assistance.

Ginny

Background Papers

Aug 88	-	brochures	
Dec 88	(2)	4 5	16
June 89	(58)	58	49
Oct 89	(3)	2 3	14
Feb 90	(2)	6	17
June 90	(26)	25	16

Jerald Hoffberger

Barbara Hummelreich

Sal Goldstein

Roger Lipitz

Theresa Lonsburgh

Morton Blaustein

Herbert Goldman —

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUGGESTED NORMS FOR ALL COMMISSION DOCUMENTS

At the debriefing sessions following the first Commission meeting, the planning group agreed that it might be useful to set down agreed-upon norms to guide the preparation and presentation of all papers to be written for the Commission.

Scope

The following materials are involved:

- a. Documents for the Commissioners - e.g. the data pages for the first commission meeting.
- b. Staff research papers - e.g. the background paper on which the data pages were based; the personnel document to be prepared for the second meeting: the "map" of Jewish education, etc...
- c. Commissioned research - if and when needed and decided upon.
- d. Policy papers for the Commissioners. e.g. Summary of interviews; options' paper.
- e. All future publications of the Commission, e.g. "Best Practice" document.

Goal

Our purpose is to reach agreement, and some amount of uniformity, as to the Method by which documents are prepared, the Level of social science thinking and research involved, and guidelines for the written presentation of documents.

Rationale

The need for such agreement arises from two peculiarities of our work:

** Materials are being prepared by different people in separate and distant locations. This makes it harder to ensure adequate communication of expectations and of the anticipated depth, reliability, and validity of the background work.

** Ours is a multi-disciplinary endeavor. The unifying factor is the policy orientation of the Commission. This requires methodological agreement on the use of Social Science research for policy making, and on the applicable research norms. 1

The major challenge facing research for public policy is to strike a correct balance between the research needs and the inherent characteristics of the decision-making world. Chief amongst these are time limitations (Commissioners will not wait to take their decisions); limitations of resources (what are adequate and relevant research parameters); and the need to translate policy questions into social science questions - and then to translate social science findings back into policy-relevant language.

Some guidelines

These guidelines do not presume to relate to the individual methods of research, data-gathering, analysis and scientific reporting of the researchers. Rather they come to deal with one common aspect of all the Commission work.

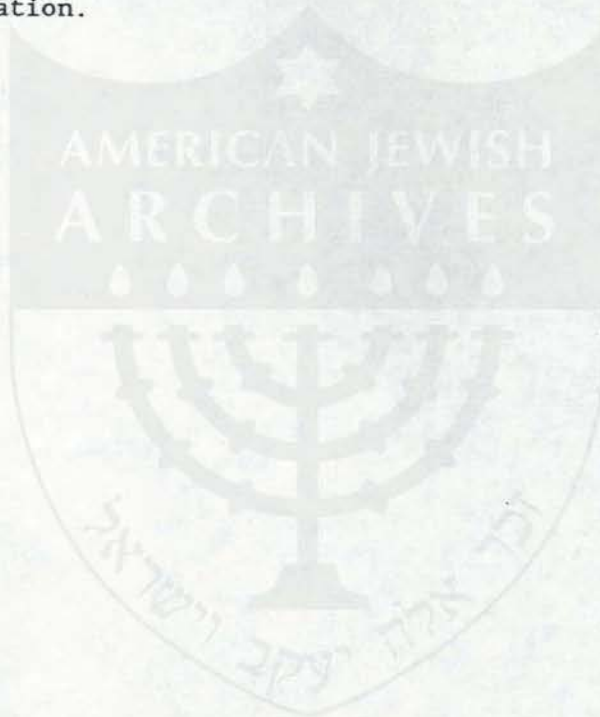
1. All materials prepared for the Commission - irrespective of their depth or breadth - should represent state-of-the-art knowledge.
2. The use of state-of-the-art methods appropriate to policy-oriented research should be encouraged. Polling methods of various kinds (e.g. delphi) should be considered - as a means of involving some or all Commissioners and various publics in the analytic process and the learning that will lead to recommendations.
3. Every paper prepared should fit within the overall workplan and research design for the Commission.
4. The methodology used in the preparation of materials should be disclosed - preferably before the paper is written - for critique by the planning group.
5. Consultations with the top experts in the various fields of relevance is probably our most effective means to overcome the time constraints inherent in the Commission work, while maintaining the quality level we seek. In order to ensure state-of-the-art knowledge, no materials will be circulated beyond the planning group before the author has the opportunity to consult with experts, either individually or in group meetings. Hopefully, as work progresses, a group of experts may be identified for ongoing consultation.
6. In each case, we will decide who is the relevant audience for the document. Documents for the Commissioners must be prepared with the following elements in mind:
 - * The pluralistic nature of the Commission requires awareness of the diverse sensitivities amongst Commissioners. Is the document likely to offend such sensitivity? If yes, is it a necessary and worthwhile price to pay?

- * The presentation should meet the requirement of very intelligent, very busy lay-people.
- 7. We may decide to allocate oversight responsibility for these various elements to different members of the planning group.

Notes

1. There is extensive literature on these topics. The following article may be useful:

James Coleman: "Policy Research in the Social Sciences", 1972, General Learning Corporation.





Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
617-736-2990

Waltham Massachusetts
02254-9110

Copies to: HLZ
VFL
RG
SF

9/14/88

Dear Art,

new file

Please find enclosed "A Cautionary Note on
the Personnel Agenda" This is my attempt to
answer the question posed to me by Seymour: if
we were to concentrate solely on personnel in
Jewish education, what would we be missing?
(I use synagogue + community here as metaphors
for "neighbor" or "locality.")

I tried to be concise + to include references
to first meeting of Commission. There's much
at the end that is implied + not spelled out.

By the way, the notes looked great.

Sincerely yours,

Joe



Brandeis University

Philip W. Lown
School of
Near Eastern and
Judaic Studies

Benjamin S. Hornstein
Program in Jewish
Communal Service
617-736-2990

Waltham Massachusetts
02254-9110

Joseph Reimer

September, 1988

Hornstein Program, Brandeis University

A Cautionary Note on the Personnel Agenda

Introduction

Observers of the field of Jewish education in North America are moved to press for the agenda of personnel on the basis of three common observations.

1. Each year there are insufficient numbers of teachers to fill the classroom assignments in Jewish schools.
2. The level of training of those who work as teachers and senior educators is below what we would expect for quality performance by professionals.
3. In the field there is not a clearly demarcated ladder of promotion by which to plan a long-term career, and hence people do not think of Jewish education as offering professional career possibilities.

The purpose of this short paper is not to argue against the validity of these observations or the logical response that personnel needs to be a crucial agenda for this field. Rather, I wish to suggest that even the finest campaign to recruit, train and retain professional personnel for Jewish education may still leave unanswered one of the crucial questions facing the field: What is to be the future of synagogue-based "supplementary education"?

To review the data presented at the first Commission meeting on the use of Jewish educational facilities in the United States: 1. a majority of Jewish school-age children are not enrolled in Jewish schools; 2. of those enrolled, a vast majority attend supplementary schools; 3. a growing minority attend day school during the early grades; 4. there is a great drop-off in use after age 13 in all Jewish schools; 5. informal Jewish education is most popular during the adolescent years, but reaches only a minority of eligible youth.

Looking at changes in enrollment over the past 20 years, we see that day school education, and more recently pre-school education, are growth areas in this field, while supplementary schools are in decline. (We do not know about changes in informal education.) Thus we face a paradoxical situation. The most intensive form of Jewish education - day schools - is

succeeding and expanding, while the less intensive form - the supplementary schools - is contracting. These trends seem to predict a greater over-all educational achievement. But insofar as growth in day schools is coming from the declining enrollments in supplementary schools, the total picture remains essentially unchanged: the majority of eligible students still attend neither day nor supplementary schools.

Looking at these enrollment figures and thinking about a campaign to recruit, train and retain professional Jewish educators leads me to wonder if newly trained personnel would not be absorbed primarily by the two expanding markets in Jewish education - day schools and pre-schools. After all, that is where potentially new, full-time jobs are likely to be available and where educators are most likely to gain the most professional satisfaction. If an educator can work in a school-setting that provides educational services that parents and children actually want, why choose to work in supplementary schools where the work is part-time and the demand for quality-educational services is only half-hearted?

AMERICAN JEWISH

That well-trained personnel may be drawn primarily to day and pre-school education is not an argument against the personnel agenda. It is a blessing to have expanding markets, and we know there is a terrible shortage of Jewishly-educated professionals to teach and administrate in these settings. Preparing a next generation of educators for day schools and pre-schools is a pressing agenda item; but it does leave unanswered the question of supplementary schools and their future.

Looking at the minutes from the first Commission meeting, we find three responses to the question of supplementary education. The first two are indirect responses while the third is more direct.

1. There are commissioners who advocate "adding strength to strength." This code language for supporting day school and informal education in place of the weaker sister - supplementary education. Not surprising, this position has its clearest advocates among the Orthodox who as a movement have taken an unequivocal stand by placing their chips on day schools, camps and Israel programs.

2. There are commissioners who favor support for informal education - be it Israel programs, Hillel on campus or media in homes. This position looks to the edges of the larger field to find pockets of excitement upon which to expand. It in effect says that the core institution is not worth re-building and we ought to invest in what can replace or augment it.

3. There are commissioners who say we need a "differentiated" or "comprehensive" approach that does not abandon the supplementary schools while yet also investing in day schools, pre-schools and informal education.

In summary, while no commissioner comes out and says "abandon the supplementary schools," two of the three positions advocate non-support,

while the third argues only for "non-abandonment." What support there is for supplementary schools is pragmatic, part of a comprehensive view. We are a long way from the days when people sung the praise of these schools or even defended them (as only one commissioner did) as a complement to support for public school education.

If the major supplier of Jewish educational services has been in decline in terms of enrollments, has been evaluated negatively by recent research studies (such as Schiff's New York study) and has little support among the commissioners, then why not come out openly and call for either its end or its overhaul? While I understand there may be political reasons for not openly addressing this question, I fear that this commission will politely side step the issue by focussing on other issues - as important as they may be - and miss the opportunity to go to the core institution and make clear recommendations as to its future. My contention is that focussing even on the issue of personnel will largely be an evasion of this central question, for well-trained professional educators will not be drawn to working in supplementary schools.

Is the synagogue - based supplementary ^{school} beyond hope (or in Max Fisher's words, a waste of money)? Two years ago I wanted to find out for myself and decided to teach in a graduating class of a supplementary school in a conservative synagogue in suburban Boston. It had been years since I had done it and wanted to taste it first hand. I discovered what I could have read in Schoem's ethnographic report or Schiff's recent survey: the children had switched off their minds long ago and the parents were holding their breath until the liberation of the last bell. I was told by parents, administrator and rabbi alike that I had done a great job, but as a teacher, I felt demeaned and wanted never to go back. Yet the kids were bright and likeable as individuals, and the parents, whom I got to know through a parent education course, were genuinely committed to Jewish continuity. How, I wondered, given my level of training, the commitment of the parents and the best intentions of the school administration, had my teaching turned out to be so horrible an educational experience?

I spent much of last year trying to answer this question by comparing this synagogue school with others in the Boston area that had reputations as working more effectively. Working with a team of Brandeis students, I came up with a tentative list of variables that distinguished the more effective schools (measured subjectively). Surprising, the variables had more to do with the synagogues and congregations than with the schools per se. We found that schools worked best when:

1. the rabbi was visibly involved with Jewish education;
2. the rabbi and head educator (usually principal) worked well together as a team;
3. the team had some stability and had earned over years the trust of the congregants; and

4. the team actively involved the lay congregants in decision - making and in their own Jewish education.

In brief, the schools were reflections of the congregations, and when the congregation worked well as a cohesive community for adults, the school worked well for the children as well. Without the cohesion in the adult community, and especially among the rabbi, the principal and the lay leadership, the school worked less well even when money was invested and good staff were hired.

This small study left me more hopeful and confirmed a point which has been made most powerfully by Barry Shrage. It is not the supplementary school that anchors religious education for the "average" American Jewish family, but rather the congregational synagogue. One avenue to explore further is what Foundations and Federations can do - through seed grants, etc. - to promote the health of congregational life so that the educational functions which flow from the synagogue - including not only schools, but also programs in informal education, adult education and outreach to the unaffiliated - can function with more spirit and effectiveness.

In conclusion, I am arguing against abandoning the congregational school. I above all am contending that the question of its future needs to be explicitly addressed by the Commission. I believe the personnel agenda is not the best way to address this question. The personnel agenda is a reform from the top down (from the university & foundation down to the community), while perhaps the most crucial issue is how the local community can be invigorated to work for its own creative survival. Foundations and Federations can play a significant role in communal (or congregations) re-invigoration, and as part of that process, an upgrading of personnel who fit the needs of the local community could become a very important contribution. But let us start our analysis at the micro level and then work our way up to the macro issues of personnel, etc.

Creath



JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

החברה למען החינוך היהודי
בצפון אמריקה

MEMORANDUM

FOR YOUR INFORMATION

TO: COLLEAGUES AND FRIENDS

FROM: PAUL A. FLEXNER

RE: RECRUITMENT AND TRAINING ISSUES IN JEWISH EDUCATION

During the past few weeks I have been a participant or convener of several meetings that have focused on personnel issues in Jewish education. The following notes provide a summary of the issues and questions raised. In order to promote further discussion, I invite your comments and suggestions. Follow-up meetings are now being scheduled which, hopefully, will continue the momentum for moving ahead.

Let me begin by listing the meetings that I have attended:

Personnel Directors of the CJF, JWB and JESNA with a
representative from the Wexner Foundation
Ad Hoc Committee on Recruitment and Training
Placement Directors of ECA, JEA, NATE and CJE/JESNA
National Board of License
Personnel Directors of Central Agencies of Jewish Education

Throughout all of the meetings questions were raised about what we know. Since there were many more questions than answers, it is obvious that our first concern is with gathering information about the profession. Once the information is available, we will be able to address the issues with facts and details as background. Thus, our first task will be to gather as much information as we can.

BASIC QUESTIONS

Who are we?

- Who are our professionals - a profile?
- What are the turn over rates?
- How many true full time positions are there?
- Where are they, what are the salaries and benefits?
- How are salaries determined?
- What is the relationship between salaries and credentials?
- What personnel surveys have been done in the past few years and which ones are ongoing or projected?
- Who compensates teachers for professional growth (how much and for what)?
- What local data systems for tracking teachers are being used by local agencies?

730 BROADWAY
NEW YORK, NY 10003-9540
Entrance 418 Lafayette Street
(212) 529-2000

PAUL FLEXNER
Director, Department of Human
Resources Development

Projects and Opportunities

- What projects for recruiting and training teachers, both experimental and ongoing, are taking place? How successful are they?
- What professional growth opportunities exist in the local communities - courses, workshops, etc...?
- What funds are available for teacher recruitment and training - federations, foundations, local agencies...?

Relationships and Issues

- What is the relationship between the local agencies and their federations?
- How do local boards of license function? Are they limited to licensing issues?
- What guidelines exist for local boards of license?
- How do criteria differ between the local boards?
- How do issues in the Jewish community capture the public mind - become front and center on the community's agenda?

These are only some of the questions that need answers. If, after reading this memo, you have additional questions, please forward them to me in New York. During the coming months, I will be developing mechanisms for gathering more of this important data.

ISSUES

With the questions as a backdrop, let me turn to the issues that were raised in the various discussions and the related ideas that evolved which might provide direction for our future projects. To begin with, one thought came through loud and clear - for years we have been talking about the problems in Jewish education, now it is time to do something about it. In other words, let's stop the talk and begin the action.

There is no simple way to itemize the suggestions and ideas that arose from the discussions other than to simply provide short statements about them. The following summary hopefully touches the key areas, but not necessarily in any particular order.

Attitudes

- * Educators feel the crisis but do the lay leaders and federation professionals? help them to develop ownership.
- * Develop a fresh action plan based upon the data.
- * Become proactive rather than reactive in addressing the issues.
- * Can we simplify the problem - "Quality of the Product" - make it immediate.
- * Emphasize the micro successes rather than the macro failures.

- * Develop an action plan aimed at capturing the "public mind" of the community.

Things to Do

- * Loosely coordinate the experiments - send out descriptions through publications like Trends, Pedagogic Reporter, and the newsletters of the educator organizations and federations.
- * Develop serious writing projects about what is happening in the personnel area, the problems, the pilot projects, the plans for the future, etc....
- * Funnel foundation dollars into the experimental projects.
- * Redefine the issue from that of a teacher shortage to the need for a different type of teacher/educator - family educator, informal educator, etc....
- * Utilize the Federations and national ideological movements to spread the word.
- * Develop a pattern of projects with 15 to 20 examples indicating that "things are changing" or "have changed".
- * Set up a major national Task Force with experts from the field of social change.
- * Utilize the Jewish Satellite Network.
- * Replicate the national Jewish teacher census.
- * Produce a 30-40 page profile of the Jewish teacher.
- * Utilizing the think tank approach, develop futuristic models - "If we could create the ideal, what would it be?"
- * Lay out the future with lay and professional leaders, interfacing with the Mandel Commission, the Wexner Foundation, etc...
- * Set up a national fund for communities to draw upon with their projects that are aimed at meeting the needs.
- * Utilize the secular press to highlight the issues rather than "just" the Jewish press. Let the world know that we share the same issues with the rest of the society.
- * Develop an Out-Placement mechanism to guide those who have not succeeded.
- * Ten percent of the funding for Jewish education is communal - develop action plans for influencing the other ninety percent.
- * Simplify and make it "Immediate".

NEXT STEPS

All of this talk during the past few weeks has been wonderful. We have begun to address the issues. Now we must expand our base to include all of the parties that share our concerns. We need to create the mechanism through which "they" can buy into the system of changes. Who are these parties? May I suggest that the following stake holders should be included:

- * Federation lay and professional leadership - nationally and locally.
- * National ideological movement lay and professional leadership.
- * National and regional Rabbinic leadership.
- * Seminaries and other academic institutions.
- * Central agency lay and professional leadership.
- * Leadership of all Jewish educator organizations.
- * Foundation leaders.

There are many valuable ideas included in this material. We certainly have the basis for creating an agenda for the future. It is now up to us to begin to act. With these thoughts as a backdrop, the question is "how do we begin?" Perhaps the best first step at this point is to gather all of the available information together and to create a linkage between the institutions currently operating in this area.

JESNA'S ROLE

JESNA is prepared to serve as a coordinating body for these initiatives and communications to the extent that this is desired and feasible. In this capacity, JESNA can maintain information at a central location which will be available to all on a 'need to know' basis. In fact, we are already in the process of gathering some of the data (see listing below). At all times the input of all stake holders will be sought as we move to the next step in the information gathering process.

The information currently being gathered includes:

- * Background data on Administrative Personnel in Jewish education.
- * Census data on all schools in North America together with Hebrew University
- * Salary schedules from local communities for teachers - where they exist
- * Details on professional development programs sponsored by the local communities
- * Data about pilot projects in teacher recruitment and training

In addition to acting as an information gathering agent, JESNA is also working with the National Board of License as it goes through the process of analyzing the standards and systems being utilized in the teacher licensing program. A study is in progress which will guide the Board in adjusting the system to better meet the needs of the community at large.

There are several important studies being undertaken by local communities around the country which are of interest to all of us. Working closely with these communities, JESNA will assist in the

dissemination of the data gathered. JESNA is also encouraging other communities to undertake similar studies of their teaching personnel utilizing the instruments already developed. By closely monitoring the personnel studies and, in particular, by encouraging the replication of the same study in a variety of communities both large and small, we should be able to develop a much better profile of who we are dealing with and how to best meet the needs of the community.

OTHER ACTIVITIES

In another area, plans are now being formulated for a series of networking meetings in October or November, 1988. Two of the groups have already been identified - the personnel directors of the various central agencies and the National Board of License. A third group, the placement directors, have already established a schedule of meeting two to three times a year. Other groups that also meet regularly with JESNA staff input are the Bureau Directors and representatives of the academic institutions.

Other activities which have already been initiated include:

- * A major Commission on Jewish Education being jointly sponsored by the Mandel Foundation of Cleveland, the JWB and JESNA.
- * A proposal for In-service Teacher Training involving a consortium of academic institutions in both North America and Israel.
- * A proposal for a Clearing House on Careers in Jewish Education to be established by JESNA.

In summation, many activities and initiatives have already started. If we are to succeed in addressing the issues at hand, we must work together as a profession and as a community. We can legitimately say that the future of the Jewish community in North America is in our hands. We have the responsibility to provide guidance and leadership to the process of developing a strong and viable educational system that will continue to produce leaders for future generations. By joining forces in a coordinated effort, we will be able to meet the challenges that lie ahead.

RECRUITM.MEM
7-20-88

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 9/19/88

REPLYING TO
 YOUR MEMO OF: _____

SUBJECT:

HLZ

A few thoughts about priorities for the Commission:

The number of topics which are potential sources of treatment by the Commission is so vast that a practical approach by the Commission necessitates zeroing in on the key issues. We can tip our hats to the others so that people see that we haven't overlooked them. I would see our Commission report organized in something of the following fashion:

1. A first section to describe the current condition of formal and informal Jewish education in historical perspective, and to produce case examples of successes, stating what are the common elements in successes and the chief causes of failures. This section should wind up with our vision of the field of Jewish education in the year 2000.
2. The second section would be a comprehensive discussion of the personnel situation, personnel being the key to improvement of the field. This section would discuss the shortage of personnel, the relatively low quality, the need to develop a career line to attract and keep qualified personnel, our aspiration to create a profession of teaching in Jewish schools, the training centers, and a statement of what is needed to attract and hold personnel. In general, we would tell American Jewry what is the condition of Jewish education personnel and what must be done to improve it.
3. The third section would discuss community aspects of the problem. How are we organized now to promote Jewish education? What changes are needed? How can we bring the very top lay leadership into the field? How to make certain that the Jewish community accepts the prime importance of Jewish education? What funds are needed and what are the sources of these funds. What responsibility will the Commission take to carry this message to the sources of funding?
4. The fourth section would make it clear that the Commission cannot treat all the important subjects relating to Jewish education. Possibly we should list those subjects worth studying in the post-Commission period, maybe with a brief description of the current situation and the nature of a study which would be helpful. This would partially be a reprise of the first

section which makes it clear that the Commission has selected the universal problems for discussion and action (personnel, community responsibility) and that such other important issues as curriculum, how to teach, judging between day schools and afternoon and Sunday schools, judging the relative importance of concentrating on specific age groups, etc. are subjects very definitely worth study and action, but belonging to other forums.

If we can agree soon on the general thrust of our eventual Commission report, it should help us to assign the preparation of the initial reports to the appropriate consultants, and to avoid a lot of unnecessary work in areas we have decided lie outside of our work.



TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 9/20/88

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Should we add one more section to our projected final report of the Commission, namely a discussion of the day school movement and the supplementary school, (or as Reimer calls it, the congregational school)? This would be an analysis of the current situation in each area, giving it historical perspective, and projecting developments in the next 5-10 years. Here is a good place to tell of the success stories, what works, what doesn't work. A statesman-like section on this subject would be very encouraging for both advocates of the day school and the advocates of the supplementary school, provided that the positive possibilities are emphasized.



I
N
T
E
R
-
O
F
F
I
C
E

C
O
R
R
E
S
P
O
N
D
E
N
C
E

*Lessons of the past - instructed
as per the future -*

personnel is not compelling -

David S. Ariel
October 4, 1988

North American Commission on Jewish Education
Proposal on Approaches to Training Issues

1. Historical Importance of Jewish Educational Personnel
"It is customary in each general assembly of Jewish leadership to examine the by-laws governing the affairs of the community in general and in detail. The first and most important among them concerns support for education."
(Regulations of the National Jewish Council of Lithuania [1623-1764]).

2. Definition of Problem of Personnel: a picture of the personnel issue in North America based on studies by the Jewish Agency, Bank and Aron, JESNA and others.

3. Review of Literature: A review of the recent studies on personnel in Jewish education and the state of research (Fishman 1987; Cohen and Wall, 1987; Schiff et. al, 1987; Chazan, 1988; Brandeis Conference on Professionalization, etc.)

4. Training Institutions: A review of the types of training institutions, a summary of the enrollments by institutions and follow up on placement of graduates; consideration of the strengths and weaknesses of each institutional genre; preliminary description of each institution.

A. Denominational Seminaries

Yeshiva University
Jewish Theological Seminary
Hebrew Union College
Reconstructionist Rabbinical College

B. Colleges of Jewish Studies

Spertus College of Judaica
Boston Hebrew College
Cleveland College of Jewish Studies
Baltimore Hebrew University
Gratz College

C. University Programs

Brandeis University
McGill University
Others

*(which are strengths
+ weaknesses of
each of the different
institutions)
1. 2. Stern men
(4) - which right
and whole - Stern
men (Lam, Gottlieb
do it)*

7. Educational Positions: What are the positions for which personnel are being trained, where training is provided. What are the new positions which are not being trained and where training could be offered. Strategic considerations: comprehensiveness of focus, differentiation, prioritization.

A. Preschool and Early Childhood Programs

Educational Director
Teachers

B. Elementary Day School
Educational Director
Teachers

C. Elementary Supplementary School
Educational Director
Teachers

D. Day High School
Educational Director
Teachers

E. Supplementary High School
Educational Director
Teachers

F. College Programs

G. Adult Education Programs

H. Jewish Community Centers
Summer Camping Programs
Retreat Centers
Youth Activity Programs

I. Congregations
Family/ Parent Educators

J. Community Specialists
Curriculum Specialists

8. Institutional Issues

A. What types of training are needed? Is there one generic program or must there be specialized programs such as denominational programs, day school, supplementary, etc.? (See preliminary report of Association of Institutions of Higher Learning in Jewish Education)

B. What types of institutions should provide this training? What is the role of seminaries, colleges of Jewish studies and university programs? What sort of change is needed within these institutions?

9. Related Issues

A. Is the creation of a national network of special-purpose institutions feasible? To what extent are the approaches to training denominational, national or local? How many such institutions are needed?

5. Literature on Professional Training: What are the elements of a profession and how do these elements relate to Jewish education? Should professionalization be a goal? Should there be differentiation between professionalization and avocational training?

A. The authority of the profession derives from dependence upon the knowledge and competence of the profession and the legitimacy or validity of its interpretations of reality ("persuasive claim to [cultural] authority"). [First problem in Jewish education is that Jewish educators lack a persuasive claim to cultural authority. This is due to the ambiguous relation of Jews to Judaism.]

Authority signifies the possession of some status, quality or claim that compels trust or obedience. (Steven Lukes, "Power and Authority") [Status for Jewish educators cannot be improved through salaries and benefits. Improved compensation is the result of increased status. Thus, the key to improving status is to create a persuasive claim to authority for Jewish educators. Jewish education must first address the issues of dependence and legitimacy.]

The acceptance of authority signifies a "surrender of private judgment" and the acceptance of the superior competence of the professional. (Paul Starr, Social Transformation of American Medicine) [The authority of a Jewish educator is based, in part, on superior competence in Jewish knowledge but must also be based on dependence upon that knowledge. In what way are Jews "dependent" upon the knowledge of Jewish educators? How is Jewish knowledge indispensable?]

6. Training Issues in Jewish Education

A. Professional Issues

Recruitment

Training (Preservice)
(Inservice)

Placement/ Hiring

Compensation and Benefits

Retention

Professional Growth and Development

B. Institutional Issues

Mission and Purpose (Specialized or General)

Resources (Faculty, Students, Finances)

Institutional Outcomes and Effectiveness

Can't deal with
Training issue
until the issue
of authority of
Jewish education

How do you

create a
situation in
which Jewish
ed. dependent

Status -
Does what
we do as
important
to him

- Last uniqueness -
significant value

B. What is the best way to address the needs of smaller communities?

C. How can the cadre of university faculty in Judaic studies be of benefit to this area?

D. How can a persuasive claim to cultural authority for Jewish education be established?

E. What is the proper role of Israel in educator training?

10. A Process for exploring the issues

A. Consultation among Senior Policy Advisors

B. Consultation with appropriate Commission Members (Lee, Elkins, Green, Bieler, Schiff, Lamm, Schorsch, Twersky, etc)

C. Consultation with members of the Association of Institutions of Higher Learning in Jewish Education and other appropriate bodies involved in training (e.g. Wexner Foundation Institutional Grants Program)

D. Development of Draft Document on training personnel in Jewish education for consideration

main \word \training.doc

Perry Davis Associates, Inc.

25 West 45th Street, New York, NY 10036 • (212) 840-1166

OCT 13 1988

*ag 7 for
file*

October 11, 1988

Mr. Morton L. Mandel, Chairman and CEO
Premier Industries
4500 Euclid Ave.
Cleveland, Ohio 44103

Dear Mort:

I hope that things are going well with the Commission. The Jerusalem Post article was most interesting.

Although we really didn't have an opportunity for the support arrangement we worked out in the attached letter to develop properly, my understanding from Art late in August is that there would be no further need for my services. In light of that conversation, I wanted to make things official and this letter serves as a formal notice of the termination of our agreement. I will miss working with the Commission.

One request. I recall a number of lengthy meetings here in New York and in Cleveland about a year before I began to work with you officially. My sense of symmetry and I hope your sense of fairness leads me to suggest one more get together now that our formal collaboration is over. May we meet for lunch or breakfast at your convenience the next time you are in New York?

Sincerely,

Perry Davis

bcc - H. Zucker

Rachel . . .

Here is list and paper sample.

Need :

- ① Approval of names, etc.
- ② Approval of new paper
- ③ To know if we are to order 5000 each env. + letterhead.
(Other quantities we got estimates for were 1000 and 2500). We should be able to come in at low end of estimated range -- will give a firm quote when paper is approved. (over)

④ Anticipate delivery date of 11/29 or 30 if there are no delays in getting this to the printer.

⑤ Need the above asap

Thanks,
R!

4500 Euclid Avenue
Cleveland, Ohio 44103
Telephone: 216/391-8300

4500 Euclid Avenue
Cleveland, Ohio 44103

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loup
Matthew J. Maryles
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

Senior Policy Advisors

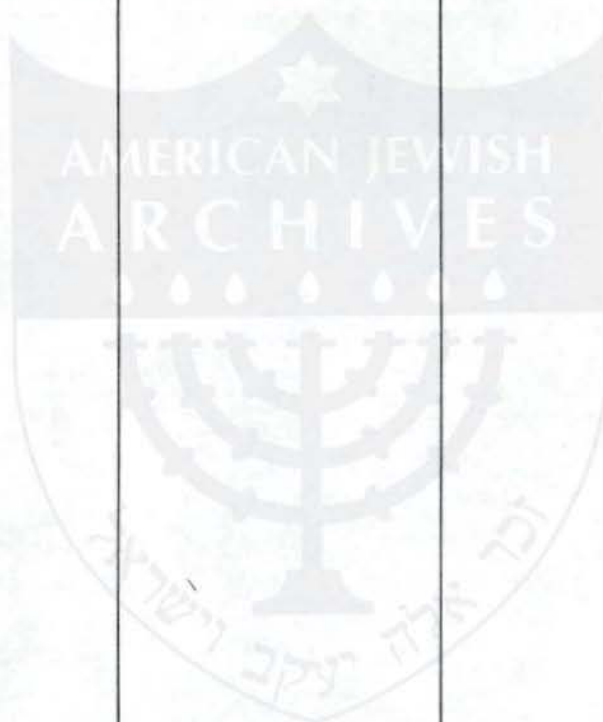
David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Rachel M. Gubitz
Virginia E. Levi
Joseph Reimer



1ST PROOF 11-17-88
PETO'S TYPE HOUSE / 621-1678
CUSTOMER: Ruth Reid
CUSTOMER NO.: Jewish ed. ltrhead
PETO'S NO.: 27845 AREA: 124-1



Ruth Reid & Company
Communications. Unpuzzled.

Hoyt Block • 700 W. St. Clair Avenue, Suite 320 • Cleveland, Ohio 44113
Telephone: (216) 781-6010
November 4, 1988

Art... I'm glad you have an eagle eye --- there is a mistake on the printing estimate we sent. One of my assistants assumed the prices noted should be applied to the letterhead and envelope separately when in reality they included both. The revised quote is noted below. Sorry!

Commission on Jewish Education in North America
BALLPARK PRINTING ESTIMATES

	<u>Quantity</u>		
	<u>1000</u>	<u>2500</u>	<u>5000</u>
Letterhead and Envelope	\$500-\$800	\$1080-\$1600	\$1600-\$2450
Second Sheets	\$100-\$200	\$300-\$450	\$550-\$700
<hr/>			
Total Estimated Cost Printing and Paper	\$600-\$1000	\$1380-2050	\$2150-3150

cc: Virginia Levi ✓

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Mauro S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loup
Matthew J. Maryles
Florence Meiton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

Senior Policy Advisors

David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Rachael M. Gubitz
Virginia F. Levi
Joseph Reimer



(Letterhead)

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

1750 Euclid Avenue
Cleveland, Ohio 44115
Telephone 216/391-8300

*check name
Mike Cole*

*4500 Euclid Ave.
Cleveland, Ohio 44103
Telephone 216/391-8300*

Chairman

Morton L. Mandel,

Commissioners

Mona Riklis Ackerman, Ph.D.

David Arnow, Ph.D.

Mandell L. Berman

Rabbi Jack Bieler

Charles R. Bronfman

John C. Colman

Rabbi Maurice S. Corson

Lester Crown

David Dubin

Stuart E. Eizenstat

Rabbi Joshua Elkin, Ph.D.

Eli N. Evans

Irwin S. Field

Max M. Fisher

Rabbi Alfred Gottschalk, Ph.D.

Rabbi Arthur Green, Ph.D.

Rabbi Irving Greenberg, Ph.D.

Robert I. Hiller

David Hirschorn *h*

Carol K. Ingall

Ludwig Jesselson

Henry Koschitzky

Mark Lainer

Rabbi Norman Lamm, Ph.D.

Sara S. Lee

Seymour Martin Lipset, Ph.D.

Rabbi Haskel Lookstein, Ph.D.

Robert E. Loup

Matthew J. Maryles

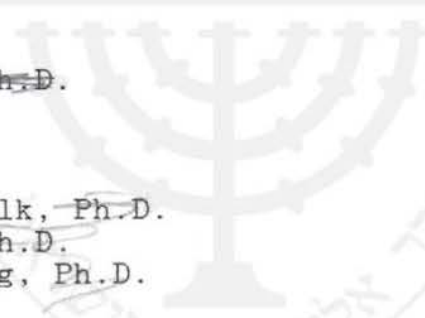
Florence Melton

Donald R. Mintz

Lester Pollack

Ronald Appelby

AMERICAN JEWISH
ARCHIVES



(Commissioner's -- continued)

Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff, Ph.D.
Rabbi Ismar Schorsch, Ph.D.
Rabbi Harold M. Schulweis, Th.D.
Daniel S. Shapiro
Margaret W. Tishman
Rabbi Isadore Twersky, Ph.D.
Bennett Yanowitz
Rabbi Isaiah Zeldin

Lionel H. Schipper

Senior Policy Advisors

David S. Ariel, Ph.D.
~~Rabbi~~ Seymour Fox, Ph.D.
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naperstek, Ph.D.
Arthur Rotman
Carmi Schwartz
Herman D. Stein, D.S.W.
Jonathan Woocher, Ph.D.
Henry L. Zucker

Consultants

~~Rabbi~~ Seymour Fox, Ph.D.
Annette Hochstein
Joseph Reimer, Ed.D.
Herman D. Stein
Henry L. Zucker

Director

Arthur J. Naperstek, Ph.D.

Staff

Virginia F. Levi
Rachel M. Gubitz

Convened by The Mandel Associated Foundations
In cooperation with JWB and JESNA
and in collaboration with CJF.

Press Release

↑
pull out

We used convened.

Minutes of Meeting
November 16, 1988

Present: Morton L. Mandel, Henry L. Zucker, Arthur J. Naparstek,
Virginia F. Levi (Sec'y)

Copies to: Seymour Fox, Annette Hochstein, Joseph Reimer

I. Check Dates

The following dates were confirmed for upcoming Commission meetings:

Dec. 8 - in Cleveland -Team (HLZ, AJN, SF, AH, HDS, JR, VFL, RG)
9:00 am - 3:00 pm
Team + MLM - 3:00 - 7:00 p.m. (no dinner)

Dec. 12 - in New York - Planning Group (MLM, HLZ, AJN, SF, AH, JR, VFL, RG) 2:00 - 5:00 pm - probably at Federation

Dec. 13 - Commission meeting - 10:00 am - 4:00 pm

II. Organization of Commission

The following ideas were discussed concerning the possible establishment of task forces. These will be discussed further with other members of the planning group.

There appears to be a strong consensus developing for the establishment of a task force on Personnel and another on Community and Fund Raising.

This leaves 23 options which should not be lost from further consideration. One possible approach is to establish a third task force (or to assign staff) to consider ways of grouping these options in order to encourage their implementation beyond the work of the Commission. Without ranking them, like options could be grouped and described in a final report in a way that would facilitate their selection for further review and implementation by foundations or individuals. The Commission staff could be made available to advise others in the design and staffing of work on these projects.

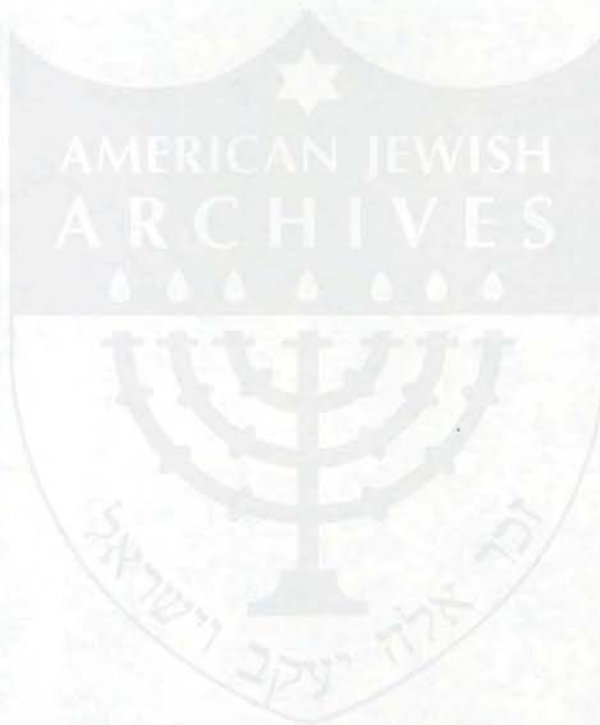
The final report of the Commission might include the following components:

- Introduction and conclusion which assess the current state of Jewish education in North America and provide a vision for the future (2000, 2010);
- one major section each on Personnel and on Community and Fund Raising;

- a section on the remaining options, either as currently formulated or as grouped by focus;
- possibly a section on case studies or on one of the groupings of options, such as formal education or informal education.

III. Letterhead

The proposed Commission letterhead design was discussed and AJN and VFL were advised to proceed with the printing of proofs.





Ruth Reid & Company
Communications. Unpuzzled.

Hoyt Block • 700 W. St. Clair Avenue, Suite 320 • Cleveland, Ohio 44113
Telephone: (216) 781-6010

November 21, 1988

Ms. Virginia Levi
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Ginny:

Here is a sample of what the final product will look like--more or less. Don't be too concerned about the few letters that are missing from several of the names. The grey type is visible and easy to read, while black type would be too prominent.

Sincerely,

Eugenia
Eugenia Pidhirny

P.S.

Please sign the blueprint of the letterhead and return to us asap.
We will then forward to printer immediately.

*returned 11/21
4:30 p.m.*

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216/391-8300

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loup
Matthew J. Maryles
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

Senior Policy Advisors

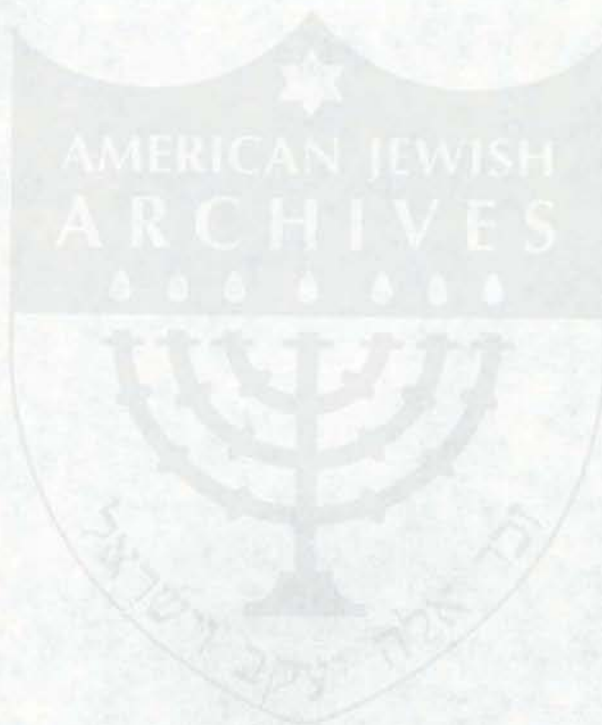
David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Rachel M. Gubitz
Virginia F. Levi
Joseph Reimer



Approved by,

Virginia F. Levi

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103



VFL

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VF*
DEPARTMENT/PLANT LOCATION

DATE: 11/22/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

I have spoken with Jonathan Woocher about the appropriate terminology to be used when referring to bodies which coordinate Jewish education in the community. The phrase that JESNA has settled on is "Central Agencies of Jewish Education." We should consider using this same phrase in our writing.



INTER-OFFICE
CORRESPONDENCE

11/22/88

TO: AJN

FROM: VFL

RE: Summary of phone conversation with S. Fox and A. Hochstein

In our telephone meeting today with Seymour and Annette we discussed the following items:

1. Confirmed meeting dates -

12/8 - all day - Cleveland - Planning Group
12/12 - 2-5 pm - New York (UJA/Federation) - Planning Group
12/13 - 10-4 - New York (UJA/Federation) - Commission
12/14 - 8-4 - New York (JWB) - Sr. Policy Advisors

2. Reviewed dates for receipt and mailing of materials

11/23 - They'll fax us cover page and first page of background materials, in final type.
Monday - 11/28 - They'll fax and express mail entire document, including text of content portion of cover letter, exec. summary, background materials with papers on 17 options (as 13 papers - several have been combined).
Tues.
Wed 11/30 - We are to receive stationery.
Thurs. 12/1 - We'll mail cover letter with background document - not in book form.
12/13 - We'll distribute background materials in book form, along with updated commissioner bios, list of policy advisors and staff, and agenda.

3. Discussed Hiller's recommendation to draft philosophical statement and agreed that it's premature. Might come as result of 12/13 meeting.

✓ 4. Indicated that 6/8 is emerging as date for next Commission meeting. AJN will ask MLM to discuss this date with M. Fisher, whose secretary won't commit him this far ahead. - This would mean 6/7 for prep. meeting and 6/9 for follow-up with Sr. Policy Advisors.

✓ 5. Agreed to talk at 11 on 11/29 - Annette's office - about task forces, 12/13 agenda, presentations and AV needs.

6. Discussed responses for meeting - 31 yes, 6 no, 1 maybe, expect at least 5 more yes. VFL will do update of checklist of interviews.

✓ 7. Discussed need to contact Schorsch about doing D'var Torah.

8. VFL to call F. Melton re possible change in her bio.

①

Call Schorsch -

TO: See Distribution

NAME

DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

DATE: 12/12/88

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: Partnership Strategy

At our meeting on November 28, we agreed that the partnership between JWB, JESNA and CJF will encompass the following:

a. Communications Strategy

JWB, JESNA and CJF will provide the Commission staff with a list of key associations in the field of Jewish education as well as meetings that must be covered during the life of the Commission. Rotman and Woocher will write a paper outlining a communications strategy with these organizations. The paper will identify national organizations, networks and meetings in which the Commission should be represented. What we are after is a road map that can lay out a twelve - eighteen month schedule of meetings and appearances for Commissioners and staff.

b. Programmatic Options

CJF and JESNA will provide a catalog of activities on programmatic options in North America. Individuals and organizations in various programmatic areas will be identified. Here, we will focus on innovative state of the art programs.

c. Content Papers

As the Commission develops and task forces emerge, JESNA and JWB will feed information into the process. This may take the form of content papers.

I hope this is consistent with your understanding of our discussion at the meeting.

Distribution:

Art Rotman

Carmie Schwartz

John Woocher

cc: Ginny Levi

TO: Art Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Tina Schlatter
NAME *Tina*
DEPARTMENT/PLANT LOCATION

DATE: 12/20/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Commission Files

Attached is a list of files for the Commission on Jewish Education in North America. These files have been combined with those previously maintained by Ginny Levi. Since we no longer have a zillion copies of everything, please do not remove correspondence for long periods of time. Instead, copies can be made as needed so that nothing is lost or misplaced.

attachment



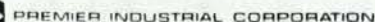
INTER-OFFICE CORRESPONDENCE

Background Material-Executive Summary
Boston Commission Meeting
Budget & Administration
Commission Interviews
Commission Members
Commission Stationery
Design Document
Federation-Led Community Planning
General Info - Commission on Jewish Education
Hotel Correspondence
Jewish Education Session - GA New Orleans
Letters from Commissioners re Aug. 1 Meeting
Letters to Commissioners re Dec. 13 Meeting
Meetings - Schedule of
Meetings - Planning Group
Meeting August 1, 1988
Meeting December 13, 1988
MLM Interview by AH
Options
Personnel
Plan - 4 month
Plan - 2 years
Publicity - Commission
Senior Policy Advisors, Consultants & Staff
Task Forces
Travel Expense Policy
Ackerman, Mona Riklis
Appleby, Ron
Ariel, David
Arnow, David
Arnow, Robert
Berman, Mandell L.
Bieler, Jack
Bronfman, Charles R.
Colman, John C.
Corson, Maurice S.
Crown, Lester
Davis, Perry
Dubin, David
Eizenstat, Stuart
Elkin, Joshua
Evans, Eli N.
Field, Irwin S.
Fisher, Max M.
Fox, Fox
Gottschalk, Alfred
Green, Arthur
Greenburg, Irving
Gruss, Joseph S.
Hiller, Robert
Hirschhorn, David
Hochstein, Annette
Ingall, Carol K.
Jesselson, Ludwig
Koschitzky, Henry
Lainer, Mark
Lamm, Norman
Lee, Sara S.
Lewis, John F.
Lipscomb, John
Lipset, Seymour Martin



Mintz, Donald R.
Pollack Lester
Reimer, Joseph
Ratner, Charles
Ritz, Esther Leah
Rosenthal, Harriet L.
Schiff, Alvin L.
Schipper, Lionel H.
Schorsch, Ismar
Schulweis, Harold M.
Shapiro, Daniel S.
Solender, Stephen D.
Stein, Herman
Tishman, Margaret W.
Twersky, Isadore
Wexner, Leslie
Yanowitz, Bennett
Zelden, Isaiah





76392 (REV. 12/86) PRINTED IN U.S.A.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

1989

1990

[illegible]

JAN 25 1989



Ruth Reid & Company
Communications. Unpuzzled.

Hoyt Block • 700 W. St. Clair Avenue, Suite 320 • Cleveland, Ohio 44113
Telephone: (216) 781-6010

CALL REPORT
Premier Industrial Foundation
1/23/89
(telephone)

CLIENT: Virginia Levi
AGENCY: Ruth Reid

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA -- Letterhead

1. Cost to add & delete names, add "In Formation" at bottom and reprint 2,500 letterheads estimated at \$350 -- including type, keyline revisions, plate change and printing.
2. Changes to include
 - ° add name -- Joseph S. Gruss
 - ° delete name -- Rachel M. Gubitz
 - ° add words "In Formation" in small type under "Commissioners"
3. Needed by Friday, January 27! Agency to advise on whether this is possible.

cc: Art Naperstek

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

4500 Euclid Avenue
Cleveland, Ohio 44103
216/391-8300

Commissioners

Morton L. Mandel
Chairman
Mona Riklis Ackerman
Ronald Appleby
David Arnow
Mandell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
Maurice S. Corson
Lester Crown
David Dubin
Stuart E. Eizenstat
Joshua Elkin
Eli N. Evans
Irwin S. Field
Max M. Fisher
Alfred Gottschalk
Arthur Green
Irving Greenberg
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jesselson
Henry Koschitzky
Mark Lainer
Norman Lamm
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert E. Loup
Matthew J. Maryles
Florence Melton
Donald R. Mintz
Lester Pollack
Charles Ratner
Esther Leah Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yanowitz
Isaiah Zeldin

Senior Policy Advisors

David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
Carmi Schwartz
Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Rachel M. Gubitz
Virginia F. Levi
Joseph Reimer



COMMUNICATIONS REPORT

AS OF MAR 8 '89 15:30

TIME

TO/FROM

MODE

MIN/SEC

PG

STATUS

15:23

•NATIVEp972 2 699951

G3-S

6/52

07

OK





PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

☐ TELEX NO. _____
☐ MAILGRAM _____
☐ FAX NO. 972-2-699951
NO. OF PGS. _____
(INCL. COVER SHEET)

DATE REQUESTED

2/2/89☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME SEYMOUR FOX, ANNETTE HOCHSTEIN
COMPANY NATIV CONSULTANTS
STREET ADDRESS _____
CITY, STATE, ZIP JERUSALEM
PHONE NUMBER _____

FROM:

NAME GINNY LEVI
COMPANY PREMIER
DEPARTMENT _____
COST CENTER 090

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

Greetings! I hope the week is going well. I am sending 1 copy of each of the attached, including the Sr. Policy meeting letter. Please consider these as for both of you.

We're scheduling a Planning Group meeting, also at JWB, for all day on 3/29. I suggest beginning at 9:00 so we don't have to ask JWB for breakfast. I'd appreciate your discussing with AJW, if you have strong feelings on the subject.

Ginny

cc: Henry L. Zucker
Virginia F. Levi ✓
Seymour Fox

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/6/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: MEETINGS WITH JON WOOCHEER AND ART ROTMAN

Meeting with Jon Woocher on February 2, 1989

Seymour Fox, Annette Hochstein and I met with Jon Woocher to discuss ideas related to an outreach and network strategy for the Commission. The meeting quickly evolved into a freewheeling, brainstorming session with Jon making several strong points. I will summarize his major suggestions:

1. Jon felt the rhetorical battle with regard to Jewish education has been won: that is, Jewish education is now seen by key, lay leadership as a top priority. Jon believes this is true because of the role you have played in convening the Commission, and the fact that the Commission has created the context for lay leadership to take on Jewish education on the local level.
2. Jon feels very strongly that the Commission needs to develop a guiding vision. He is concerned that we could get trapped into putting forward a number of small ideas without a guiding vision.
3. Jon believes we need to develop strategies for what we can do for teachers and develop pilot programs.

Seymour Fox asked Jon to develop a think piece on what this Commission can solve that other entities cannot. He also asked Jon if he thought JESNA would consider holding a consultation that would convene people who can help the Commission.

Meeting with Art Rotman on February 2, 1989

Art felt the key issue confronting Jewish education from his perspective was that the climate to support Jewish education, as well as the climate that would support a change in attitudes related to Jewish education being perceived as a top priority, was not evident. He also felt there is a major problem in terms of preparing the next generation of executives for leadership in informal educational settings. He felt we do not have a strategy for finding and recruiting executives.

Art agreed that a consultation with people from his networks, sponsored by JWB in support of the Commission, would be appropriate and he agreed that we should plan for one.

I
N
T
E
R
-
O
F
F
I
C
E

C
O
R
R
E
S
P
O
N
D
E
N
C
E

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VF*
DEPARTMENT/PLANT LOCATION

DATE: 2/6/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: COPYRIGHT

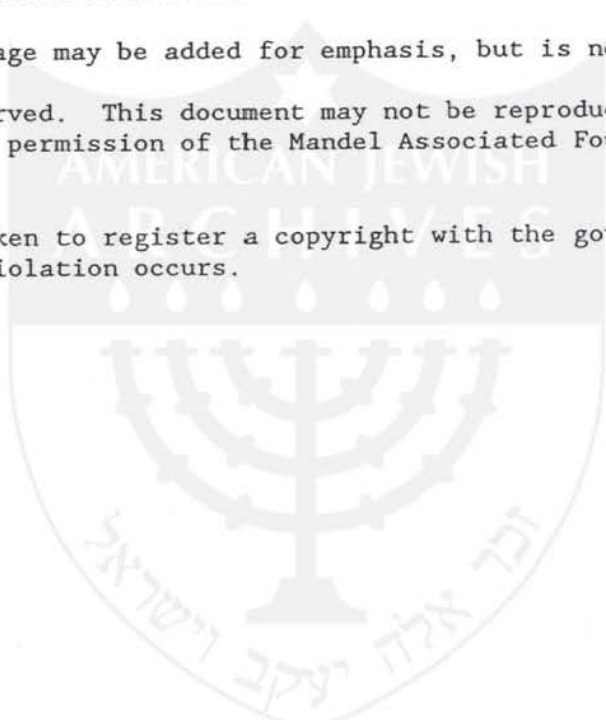
I spoke with Kent Wilson, an attorney for Premier, about the steps necessary to reserve rights to written materials. He indicated that the following must appear at the bottom of the first page of the document:

© Copyright, 1989
Mandel Associated Foundations

The following language may be added for emphasis, but is not required:

All rights reserved. This document may not be reproduced without the express written permission of the Mandel Associated Foundations.

No steps need be taken to register a copyright with the government. That is done only after a violation occurs.



INTERNATIONAL
OFFICE
CONFERENCE
ON
JEWISH
RELIGION

BENJAMIN S. HORNSTEIN PROGRAM IN JEWISH COMMUNAL SERVICE
Brandeis University, Waltham, MA 02254-9110

Notes of February 23, 1989 meeting at Brandeis University

Present: Arthur Naparstek, Joseph Reimer, Susan Shevitz, Sylvia Fishman, and Larry Sternberg

1. Art began by saying that Mr. Mandel is committed to this Commission's having a workable implementation mechanism and, when asked, gave several examples from his experience of what such a mechanism could look like.

a. A mechanism developed in Cleveland to deal with poverty in the neighborhoods, developed to be catalytic, to work with community groups and connect them with funding sources and provide them with technical know-how and their staffs with professional training.

b. In the famous Flexner report, the mechanism was John Hopkins: the improvements of that medical school set the standard for the profession.

c. During the Nixon years, one person concerned with the functioning of personnel in the Federal government pushed for the creation of the Federal Executive Institute which was a mechanism for intensive, rejuvenating training programs for Federal employees.

2. Art posed the question of whether we can put forward an intellectual base to explain how an implementation mechanism could operate to make a difference. He observed that a report without a mechanism is dead weight, but a mechanism without a report is technocratic fallacy.

Susan Shevitz spoke of the need to create not only an intellectual base, but a common vision and a common language by which to speak of change in the field. The field lacks a cohesive way of viewing itself and operating of its own potential for growth. Larry Sternberg concurred, saying that if the mechanism is the product of a private vision of change, the mechanism will continue, but the sense of mission will be lost. He wondered how it is possible to create a common vision which could outlast the mechanism itself.

Larry Sternberg suggested that at the heart of that vision would be the reconceptualized role of the educator and the program. The role of the educator has to evolve beyond the current part-time, non-professional status if the field is to grow, and the vitality of the program offered in the few short hours we have has to be enhanced if the education is to have effect. Perhaps at the heart of the reform is the creation of the "community

educator" who works full-time in a variety of settings and helps fashion the more effective program. That requires the creation of new education slots and funding to help synagogues create these full-time positions.

Susan Shevitz wondered if it's at all realistic to envision professionalizing the teaching corp. Perhaps we have to aim at a professional core of senior educators and a more dedicated corps of avocational teachers who are trained and directed by the senior educator.

3. Art wondered if it made sense to think of a mechanism like the National Endowment of the Arts (or Humanities) which is centrally administrated but which functions by stimulating activity in the local communities.

Sylvia Fishman responded that what is crucial is to stimulate local activity that requires cooperation between institutions - like JCC's and synagogues - who do not normally cooperate. Susan Shevitz agreed with the goal, but reminded us of the crucial "culture gap" which exists between communal and denominational organizations that so often undermines their efforts at cooperating together.

4. Joseph Reimer asked if there were ways to bridge the "cultural gap." Larry Sternberg spoke of select professionals from each "world" coming together to learn the culture of the other world.

Sylvia Fishman spoke of learning by doing - putting cooperative projects into place teaching the professionals a common language. Susan Shevitz cautioned that each side may need to be prepared in order to work together. Sylvia Fishman saw in the example of the Synagogue council a hopeful sign that differences (in denomination) could be overcome in launching a joint project.

5. Art remarked that he was hearing support for the concept of a central mechanism of implementation. Sylvia Fishman agreed - if it was understood that local communities have real input into the process. Susan Shevitz agreed that working with select communities made sense and that a plan for implementation that broke through the talk was needed. On a community level you had a chance to get organizations to see that cooperation can be in their enlightened self-interest. That is harder to achieve on a national level. Art agreed - saying you need the national body as a funding mechanism, but implementation has to be decentralized.

6. Art asked: What is the intellectual base that could galvanize people to move action and begin to answer questions like how centralized is decentralized should the mechanism be? Susan Shevitz warned of difficulties due to lack of a data base.

Larry Sternberg thought the crucial argument is showing that Jewish education makes a difference in promoting Jewish identity and survival. Sylvia Fishman and Susan Shevitz thought that the crucial intellectual effort is moving the definition of Jewish education from "school" to "community," from providing knowledge to providing a communal context in living as a Jew makes sense.

7. Joseph Reimer asked what the group thought needed to be done in regard to personnel. Larry Sternberg thought two priorities were crucial: full time principals for supplementary schools and Jewish enrichment for JCC workers. Susan Shevitz spoke of need to make Jewish educational field competitive with rabbinate in salary and status so we can compete for the better students. Also, the need to upgrade those in the field by offering salary increments for improved performance and added responsibilities. Larry Sternberg talked of need to get back to youth groups as source of recruitment.

8. Art asked what is the body of knowledge that would help guide the mechanism for change. Susan Shevitz suggested commissioning a series of paper in which people would lay out their theories of change, their hypothesis for change which could be tested against the results of the "experiments" of implementation.

* * *

Barry Shrage added several points that afternoon.

1. College students represent a pool of untapped personnel for Jewish education.

2. Crucial to success of implementation is cooperation between universities, communal agencies and synagogues to help synagogues maximize their educational effectiveness beyond the supplementary school.

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek

NAME

DEPARTMENT/PLANT LOCATION

DATE: 4/12/89REPLYING TO
YOUR MEMO OF: _____

SUBJECT: TRIP REPORT - APRIL 5-10, 1989

APRIL 5I. Commission on Jewish Education in North America - Meeting of Commission EducatorsCommissioners present: Jack Bieler, David Dubin, Josh Elkin,
Carol Ingall, Sara Lee, Alvin SchiffStaff and advisors: Seymour Fox, Annette Hochstein, Joseph Reimer,
Jonathan Woocher, Arthur Naparstek

A. Joe Reimer chaired the meeting and put forward the steps which moved us from enabling options to an implementation mechanism. All the commissioners present responded positively to the idea of an implementation mechanism. Seymour Fox presented the idea of the implementation mechanism as a way of thinking about how to initiate and manage change in partnership with a community action site. Reaction to Seymour's presentation was uniformly positive with several questions raised and discussed. For your information, I believe, these are the key questions:

1. How will the implementation mechanism not become a national agency or a threat to existing national agencies?
2. Who will represent the community in negotiations with the implementation mechanism?
3. Will the implementation mechanism use its limited funds more effectively by generating matching funds?
4. Doesn't this model assume an ideal community will be selected and worked with? Wouldn't it be better to start with a number of communities hospitable to developing this type of personnel?
5. How do you get the implementation mechanism started? How do the board and the advisors get into the act? When does funding facilitation come in?
6. To whom is the implementation mechanism accountable?
7. Isn't it natural that it be more than a mid-wife, that it also be a generator of rigorous, practical thinking and that it spell out principles and implementation?

INTER-OFFICE CORRESPONDENCE

8. Shouldn't the implementation mechanism also be spawning academic positions to have people ready to study and evaluate the process.

B. As much as the Commission has agreed that an implementation mechanism is the logical outcome of the Commission, several also voiced a concern about the relation of the implementation mechanism to the life of the Commission. In the words of David Dubin, Sara Lee, Alvin Schiff, all indicated that the implementation mechanism was important, but within the context of best practice and vision. It was the consensus that the Commission needs to proceed on two parallel tracks: toward an implementation mechanism, but also spelling out more clearly the substance of the personnel and community issues in the context of best practices and vision. Several suggestions were made:

- * 1. We may need a task force or subcommittee to study the substance of the personnel and community issues.
2. That study may be needed to reflect a section of the final report.
- * 3. We may want to use part of the June 14th Commission meeting to start the conversation about the substantive issues on community, personnel, and the relationship to programmatic options. There were several comments, again Dubin and Lee, who felt that the June 14th meeting should deal with both strategy and substance, strategy being the IJE, substance being personnel and community as stated above.
- * 4. We may also want to consider putting forward a paper on best practices. It need not be specific best practices, but a universal alternative practices, a vision of what is possible to be done, what kind of educators could be produced. That might be an appropriate paper for the June meeting.

II. Meeting with Annette Hochstein and Seymour Fox

Seymour and Annette asked to meet with me concerning the budget for the Israel office. I indicated that it was my hope we would have a meeting on the budget with you the next day, at which time we might be able to make a decision with regard to several of the outstanding items.

Seymour is very concerned that the writer be employed as quickly as possible. We agreed that further discussions on the budget would be taken up directly with you on the following day.

APRIL 6

I. MIG Meeting Impressions

I thought the meeting could not have gone better. It was a very wise strategy to open it with personal statements. Not only did it make the meeting go more effectively, but it also helped me to understand my own relationship to Jewish education in that I can now connect what we are trying to do to my own personal life as well as professional life. I made an attempt at doing that, as you recall, in my presentation to the Wasserstrom committee at CJF on April 10th.

In any event, I thought the meeting was excellent. The flow was natural and MIG seems to be a logical outcome from everything that's gone before. I was very impressed.

II. Meeting with Seymour Fox, Annette Hochstein, AJN and MLM

I felt that we did not come to closure on the budget issue as it relates to the Israel office or the overall Commission budget. I will work with Michael Albanese in trying to develop a format that better puts forward the budget so that you are able to take a decision on key issues. In any event, I believe we have to resolve both the Israel office aspect of the budget as well as the overall pattern of expenditures.

Following the meeting on the budget, you began talking about some of your thoughts related to the Commission process. You indicated that an overall objective had to be a strategic marriage of programmatic options with the interests of individual commissioners. You spoke about finding champions for programmatic options, and that the initiative on Jewish education or the implementation mechanism would help that commissioner or individual implement and execute that programmatic option. That would be one major thrust and outcome of the Commission and a second would be policy implications related to the various demonstration or implementation programs that were developed.

You talked about five major discoveries evolving from the Commission:

- A. The issue of preconditions and programmatic options.
- B. IJE as an implementation mechanism.
- C. IJE as a mechanism to involve research, planning, and best practices, and to link enabling options to the programmatic options.
- D. Looking at national and international organizations so they can be improved and made better.
- E. Linking to the future of the federation movement.

I felt all of that was very helpful.

III. Meeting with Seymour Fox, Mike Sviridoff and Art Naparstek

Seymour and I met with Mike Sviridoff at the Arnold & Porter offices in Midtown Manhattan. Mike spoke of intermediary organizations and identified five major areas in which they have been developed: literacy, police, drugs, welfare, and manpower. He spoke about the intermediary as an instrument that can test ideas and execute. He talked about various strengths and weaknesses. I will, in a separate memo, put forward some of the ideas that Mike spoke about, and also other ideas that I received from Peter Szanton in my meeting with him on Monday, April 10.

Most importantly, Seymour asked Mike if there had ever been an intermediary in education. Mike indicated there had not been and felt there needed to be. He also indicated that Peter Goldmark, the new president of the Rockefeller Foundation, is developing an intermediary in education. Mike felt we were on the right track and that an intermediary could be used in Jewish education.

APRIL 7

I. Visited Sites

During the morning I visited the American Jewish Committee and the 92nd Street Y and met with staff at both organizations. The AJC is okay for our meeting but not great. It does have breakout rooms and a decent general meeting room. However the major problem would be in terms of serving lunch in which lunch would then have to be served in the room that we meet in. 92nd Street Y is not appropriate as it is too busy and we may not have control over our meeting space.

II. Meeting with Jim Gibson of the Rockefeller Foundation

Met with Jim Gibson to discuss Cleveland's poverty initiative and the role of Rockefeller. Jim asked me how I saw the poverty initiative in Cleveland developing. I spoke with Jim about the role Neighborhood Progress, Inc. could play in developing a means of dealing with poverty in the city. As you may recall, we established a poverty center at the Mandel School of Applied Social Sciences before I left. The center will operate much like NPI operates in relationship to Cleveland Tomorrow in that the center will provide data to help move strategies. The Rockefeller Center is funding the center.

I spoke with Jim about developing a strategy for poverty in Cleveland that would see a neighborhood as a system and that, in effect, community organizations or community development corporations would be expected to manage the neighborhood systems. The question of how do you manage those systems needs to be answered. We would, in effect, begin a process of training through NPI, the directors of the CDCs and the

community organizations so that they would develop the skills to manage the systems. The poverty center would put forward the analysis needed so we would be able to identify the component parts of the system that are necessary in order to deal with the problems of poverty.

In an earlier conversation, I talked with Tom Cox about this idea of managing the system on a neighborhood level. Tom truly does believe in it, but did indicate that many of the neighborhood actors in Cleveland did not see themselves as managers. There is not the conception of managing neighborhood organizations in relationship to problem solving.

Further, I pointed out that Cleveland lacks a sense of cohesion in that data does not inform decisions. For the most part, decisions related to poverty in Cleveland are made on whim or intuition and that we do not have a data base that provides us with any guidance. Thus, I concluded with Jim Gibson that NPI could serve as a means to serve community development corporations, their staffs and boards in helping to manage systems in the neighborhoods so as we may be able to deal with all income issues.

Jim was very positive about my presentation and would like to come to Cleveland at some point in the near future, possibly to meet with you, Tom Cox and others. Further, sometime in mid-June, Peter Goldmark will be visiting Cleveland and if we decide to get involved in the area of neighborhood approaches to dealing with poverty, it would be appropriate for us to set up a meeting on the subject between you, Goldmark and others. You and I need to discuss what my involvement will be.

III. JWB Convention

I attended the Friday evening opening sessions of the JWB Convention and shared with you my thinking about that evening. I was impressed with Art Rotman's cultivation of both the lay and professional leadership in his network. Rotman is absolutely brilliant in putting it together. The sense of community at the JWB meeting was much stronger than at any other comparable meeting I've been to in the Jewish world i.e., CJF or, for that matter, even the JESNA meetings that I've attended. I really believe Art has done a brilliant job in developing a sense of community in his network. He pays attention to detail. I was impressed that he had signed Zev Heimowitz to be my host and Zev was never more than several feet away from me throughout, not only that evening, but through the weekend.

APRIL 8

- I. I attended the JWB convention in the morning, spending time at the workshop on issues of fundraising. Steve Solender was the presenter. Steve did a fine job in presenting the position of federations in

relationship to JCCs. In summary, Steve detailed the problems of federation fundraising, that there was an expectation of flat campaigns for the coming years and the impact that would have on agencies. He detailed other problems federations are having in relationship to the responding to crises i.e., the JDC problem, the Russian Jewry problem, the whole a Jew issue. An us and them atmosphere evolved in the meeting between the problems as represented by directors of the JCCs and Steve's presentation of the problems of federations.

Following the meeting I spoke with Steve about beginning to look at the issues of federation/JCC relationships in a different way. One, by having lay leaders from JCCs move to leadership positions in federations and, two, by beginning to see the JCC as part of a system of service delivery agencies within the community. By initiating a strategic planning process, issues of cutback could be handled in more effective ways, the reason being that environmental factors could be factored into the relationship between federations and agencies.

II. Meeting with Seymour Fox

I spent the afternoon in a meeting with Seymour Fox debriefing on Commission activities. We reviewed what took place at the Jewish educators meeting and the short meeting with you. Fox is concerned that the budget questions get resolved quickly and that you speak with Bronfman as soon as possible. We set up tentative dates and deadlines for assignments. The key to those deadlines and assignments are that all commissioners that will be seen are seen by May 1st, that we decide that the paper for the June 14th meeting be written by June 1st with writing to start by May 14th, that the letter informing commissioners of progress be sent out by April 20th.

III. MLM Presentation

I returned to the JWB convention at approximately 4 p.m. and was in the audience during your presentation. As I told you, I thought it went very well and the informal responses and feedback from the audience were quite positive.

APRIL 9

- I. I attended the JWB meeting and worked with Henry Hecker to make sure that the photographer would be there and worked with his assistant on a press release based on your presentation of the evening before. Following the Mendel Caplan presentation, I left the hotel and flew to Washington, D.C. with Philip Wasserstrom. There is nothing to report on my time with Wasserstrom.

Kaplan

II. Dinner Meeting with Federation Executives

I was somewhat disappointed with the limited response you received. Only four executives spoke up. We need to follow up. I will talk to HLZ about it next week.

APRIL 10

I. Breakfast meeting with Warren Schmidt

Warren Schmidt is a former faculty member of mine at the University of Southern California's Graduate School of Public Administration. One of the more creative academics I have come in contact with, he has actually won several Academy Awards for films he has made on subjects of value. In any event, he is involved in poverty-related issues in Los Angeles and as he was in Washington, we decided to meet to compare notes on what was happening in Cleveland and models that have been developed in Los Angeles that might be applied to Cleveland. He had a number of ideas that we will be able to use.

II. Wasserstrom's Committee on Jewish Identity and Continuity

I attended the 10:30 a.m. meeting and made the presentation. I don't think there is anything significant to report.

III. Lunch Meeting with Peter Szanton

Peter Szanton is the resource person Mike Sviridoff suggested I meet to discuss intermediaries. I was impressed with Szanton who is currently a private consultant. He had been an associate director of the Office of Management and Budget. He was also president of the New York City Rand Institute in the late '60s and early '70s.

We had a very detailed conversation with regard to intermediaries and the role the intermediary can play in Jewish education. I will be preparing a separate memo on the subject for your consideration as well as for Seymour's and Annette's attention. I've already briefed Annette on the meeting.

Szanton, who is Jewish and currently consults with the Federation in Baltimore, could be a valuable resource for us. I was very impressed with the meeting.

IV. Meeting on National Service

Later in the afternoon I met with the Mikulski staff on national service, developing an agenda for the first meeting of our advisory committee. I will be chairing a committee that will be made up of the

following: Don Kennedy, president of Stanford University; Dan Thursz, director of the Council on Aging; Sondra Grey from the Independent Sector; Jan Rivitz of the Strauss Foundation in Baltimore, Alice Shabecoff of the Clearinghouse on Neighborhoods; Dr. Ethel Richardson from Baltimore, Dr. Antonio Pantoza from Puerto Rico; Peg Rosenberry from the National Association of Service and Conservation Corp.

The National Volunteer Service Program has caught hold in Congress and there are a number of bills that have been introduced. Nunn, McCurdy, Mikulski, Kennedy, Pell, Dodd, Peneta, Moynihan, Bumpers and Graham all have bills in national services. I am attaching a matrix which explains all the various bills that the Congressional Quarterly put out in March. We are clearly on the cutting edge of this very important issue and, I believe, that the Mikulski bill will be the key. Mikulski's leadership will provide the Senate with an overall bill that combines all the others.



MEMO TO: Commission Steering Committee

FROM: Virginia F. Levi

DATE: May 3, 1989

At the May 2 meeting of the Commission Steering Committee, I was asked to send you the two documents which are attached.

1. Memorandum to Seymour Fox from Morton Mandel listing possible Commission outcomes.
2. Draft copy for a general brochure on the Commission which is intended as a trifold, pocket-sized piece. Please return it to me with your comments no later than Friday, May 12.

Distribution: Stephen H. Hoffman
Morton L. Mandel
Arthur J. Naparstek
Herman D. Stein
Henry L. Zucker

April 13, 1989

FROM: Morton L. Mandel

TO: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18 telecon.

Outcome #1 The IJE (i.i.)

Outcome #2 Community Action Sites: From Demonstration to Implementation

Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.

Outcome #3 Personnel: Building a Profession

A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).

Outcome #4 Federation: A Key Factor for Jewish Continuity

An organized, long-term effort to achieve consensus that the local federation is the key convener and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.

Outcome #5 The North American Support System: A New Design

A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.

Outcome #6 Programmatic Options: Implementation

A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:

1. - Champion is Chair of a Commission (e.g., Eli Evans)
2. - Champion finances Commission (or obtains financing)
3. - IJE helps select and approves all Commission members
4. - IJE helps select and approves Commission staff
5. - IJE monitors and exercises quality control on each Commission

Outcome #7 Research, Publications, Etc.

A permanent ongoing element of IJE (to be designed).

~~Morton L. Mandel~~
Arthur J. Naparstek
TO: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/23/89

REPLYING TO
YOUR MEMO OF:

SUBJECT: MAIN POINTS OF MEETING OF MAY 22, 1989

- A. Someone should analyze the interviews with commissioners for suggested outcomes on personnel, community, and implementation.
- B. It was suggested that the following papers should be distributed to commissioners as background to lead to the concept of an implementation mechanism:
1. A revision of the Joel Fox paper
 2. Community and financing--a basis for authorization of a fuller report
 3. Personnel--a basis for authorization of a fuller report
- C. During the meeting of June 14, the group process should guide us to an implementation mechanism as a reaction to a perceived need.
- D. Of the options suggested in the Fox memo to MLM dated May 21 with respect to a presentation on personnel, we prefer the preparation of a paper on community and a series of questions about personnel. It was suggested that the list of questions might refer to problems, state of the field, and issues for building the profession, and might be accompanied by any ideas suggested in commissioner interviews for possible further action.
- E. We might wish to consider developing a single paper on community and personnel as interrelated issues.
- F. We should consider further and discuss with S. Fox the assignments for presentations and group staff on June 14. It was proposed that the central presentations be assigned as follows:
1. Personnel--Fox and Hochstein
 2. Community--Yanowitz
 3. J. Fox paper--Woocher
- G. We will postpone publishing an article in the CAJE Journal.
- H. A letter to CJF, lay and professional leaders, will be postponed until after June 14. At that time, we will consider sending it from Bill Berman.
- I. AJN will conduct his interviews with Mintz and Koschitzky over the telephone.
- J. This group is scheduled to meet again at 2:00 p.m. on Thursday, May 25.

INTERNATIONAL OFFICE OF THE AMERICAN JEWISH ARCHIVES

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 6/27/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

I am pleased to endorse Barry Shrage's suggestion that Hillel be represented on the Commission and specifically that Richard Joel, the new international director, be the representative. However, before acting on the suggestion, I think we should take up the question of representation at the next meeting of our Commission Steering Committee on July 5th.

I would accept the Steering Committee's advice on the suggestion.



I agree!
m

INTER-OFFICE CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/17/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: BUREAU DIRECTORS

I spoke with Jonathan Woocher today about the Bureau Directors' meeting he attended early in June, as well as his thoughts for the November Bureau Directors' meeting.

The June meeting was attended by 13 or 14 Bureau Directors. They expressed general interest in the work of the Commission, but other issues dominated the meeting and there was little discussion of Commission-related matters. Jon reminded me that this meeting occurred before the third Commission meeting, and he felt there was little of a concrete nature to report.

When asked who should meet with Bureau Directors at their November meeting, Jon indicated that this depends on our goals for that meeting. If we wish simply to update Bureau Directors, he feels that he, Alvin Schiff, and Carol Ingall--all of whom will be there anyway--can make a report. Jon suggested that if we are seeking input or active involvement from Bureau Directors at that point, we might wish to have a staff person who is more familiar with how we might involve Bureau Directors (I would suggest an alternative: to bring Woocher up to date and ask him to take the lead.)

Jon also indicated that there is a possibility that the Bureau presidents may hold a meeting in November. If so, he suggests that MLM or another top lay leader of the Commission be present.

DRAFT

August 14, 1989

ORGANIZATIONAL CONTACTS FOR COJENA

ORGANIZATION

PROPOSED CONTACTS

- | | |
|---|---|
| 1. Bureau Directors Fellowship | Meeting with directors in Cincinnati (November 14);
Input into papers (allow directors to organize a process);
Input into rewriting of options papers (possibly by assigning directors to specific options) |
| 2. Denominational education commissions / departments | (Contingent on meetings with Schorsch, Lamm, Gottschalk);
meeting with department directors and (if feasible) commission chairs; invitation to submit written statements on topics being addressed in report; Reform and Conservative departments to review and comment on draft of Reimer paper on role of synagogues |
| 3. Planners | Consult with CJF on possibility of meeting at GA; invitation to planners group to review and comment on papers dealing with community and leadership, plus community action sites and IJE proposals (process to be worked out by planners and CJF) |
| 4. AIHLJE | Report and discussion of 10/23 meeting at AIHLJE meeting of 10/29-30; coordination of preparation of papers and Commission report sections on personnel with AIHLJE project on educator preparation (through Sara Lee); invitation to review and comment on papers dealing with personnel training |
| 5. COJEO | Ask Alvin Schiff to report on Commission at COJEO meeting and seek general feedback |



15 EAST 26th STREET · NEW YORK, N.Y. 10010-1579

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

cc: Mark Gurvis

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/PLANT LOCATION

DATE: 9/18/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SUMMARY OF TELEPHONE CONVERSATION WITH SF AND AH

Following are highlights of our conversation with Seymour and Annette of Monday, September 18.

1. SF referred to the memorandum he had just faxed to MLM and HLZ in preparation for a meeting with Charles Bronfman.
 - a. I am to pull out reports of earlier interviews with Bronfman and forward them to both of you to accompany the new memorandum.
 - b. SF suggests a refinement of the "set-aside concept" to note that the starting point for funding depends on what a particular foundation is already doing in the area of Jewish education. It is hoped that this new commitment would go beyond the current commitment. He noted that Bronfman appears to be seeking direction for his support of the Israel experience and might welcome guidance.
2. We are to send Seymour a copy of the Twersky letter when it has been sent.
3. By Wednesday, September 20, Seymour and Annette will fax us a progress report in preparation for the October Commission meeting. This will include an action plan and from one to three appendices, possibly including (a) a description of the IJE, (b) a summary of the status of research, and (c) a description of community action sites.

They ask that we respond as quickly as possible to the draft and will set a time for a telephone conference for late this week or early next week. *Mon or Tues*
At that time, they would like to discuss the format for the October 23 Commission meeting and note that Aron and Davidson are available to make presentations, if we decide that this would be appropriate.

4. Annette reported that she has been in conversation with Joe Reimer and that he will complete work on the option papers as soon as possible. She noted that the combining and rewriting of papers should take place after October 23. It was suggested that the new papers be ready to send in advance or distribute to commissioners on October 23.

Seymour and Annette agree with us that Joe Reimer should conduct telephone interviews of his California commissioners and focus his energies on completion of the option papers and work on his research paper.

5. We were asked our position on the Los Angeles Commission. You reported that MLM may call Barbie Weinberg. SF reported that LA is anxious to be a community action site and reminded us of his earlier suggestion to invite

Barbie Weinberg to a Commission meeting. He also noted that George Kaplan (IA Federation president) would like to meet with MLM. SF will be meeting with Steve Huberman and will fax us a report on that conversation.

6. You reported that Steve Hoffman met with federation directors in New York last week and that they are anxious to be involved. You felt that this was a good beginning to our relationship with federations.
7. SF and AH reported that there will be no formal reports on research ready by October 23. They will have received informal reports on what Aron and Davidson are doing and their tentative direction and will share those with us. They suggest that it might be useful to report at the Commission meeting that research has been launched and for the two primary researchers to summarize the efforts they are undertaking and a time-table for completion of this research. We should let commissioners have input in shaping the research.
8. *Agenda* You suggested that a review of SF and AH's recommendations for a market study be postponed for our next meeting with senior policy advisors. SF will notify us whether to plan to use the language in his fax on research or some new formulation which he will provide.
9. With respect to the Isa Aron proposed budget, Seymour suggests that Annette talk with Sara Lee regarding the use of HUC computers and telephones in order to reduce the proposed budget.
10. SF will be on vacation beginning September 27 until he arrives in the United States sometime between October 16 and October 18.

cc: Mark Gurvis
Virginia F. Levi

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 10/2/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Here are some ideas I would like to see discussed at the October 23rd Commission meeting. Some of them could be used in your opening statement. Others might be introduced in the discussion period.

Community/Financing Section

There is a consensus among Commission members that the time is ripe for a major move forward in the field of Jewish education. To take advantage of this opportunity requires an input of a substantial amount of new money. While some believe that not all of our problems will be solved with more money, it seems clear that substantially more money is needed to effect needed changes and to energize the field of Jewish education. At this point, there is only a vague idea of how much new money is needed. There are questions about what should be the sources of funding, and where the new monies should be allocated to achieve the most beneficial results.

The following propositions should be evaluated by the Commission and by its follow-up mechanisms:

1. The bulk of the new monies will need to come from foundations and families with a special interest in Jewish education; and from federations on behalf of the organized Jewish communities.
2. The foundations and private family sources should be a primary source for near-term funding to give the forward movement a quick start, and to demonstrate where the best investments can be made in Jewish education. Substantial funding by foundations and private families will be needed, and should be projected for a period of at least 5 to 10 years. Federations and the organized Jewish community should be looked to for near-term funding, and should be viewed as carrying primary responsibility for long-term improvement in the Jewish community's investment in Jewish education.
3. Prevailing and anticipated conditions are a cause for hope that substantial additional funding can be made available. There has been a rapid growth of foundations and family charitable funds. This is a recent development in Jewish philanthropy. There is strong evidence that this growth will continue, both in the resources of existing foundations, and in the development of new foundations. The challenge will be to develop ideas and programs which will appeal to foundation principals and trustees, and to use their funds in a manner to inspire confidence.

Plans are under way to meet with foundation principals and others to ascertain the extent of their interest and their willingness to participate.

INTER-OFFICE CORRESPONDENCE

4. Obtaining substantial new funds from federations presents a more complicated problem. Federations are under pressure now to supply substantial new funds in other directions (i.e., Russian immigration), and current fundraising campaigns are not producing sufficient additional funds. On the other hand, federation leaders are very concerned about Jewish continuity and Jewish education, and are placing a higher and higher value on them. There has been a steady growth of support for Jewish education, and it appears that Jewish education will continue to have an increasing priority in distribution of campaign proceeds. There is a strong probability, too, that as federations get more deeply involved in basic studies of Jewish continuity and Jewish education, ways will be found to produce additional funds. Also, in recent years, federations have experienced a rapid growth of endowment funds, and these funds continue to grow at a good pace. Endowment funds and family foundations should be a rich source of funding for local programs. At least one major federation has already put together a multi-million dollar special fund for Jewish education. The process of developing community action sites should result in several models of local financing of major Jewish education initiatives.

Informal discussions have been held with individual federation leaders, including small meetings with federation executives and with federation planners. The Chairman of the Commission is scheduled to meet with the presidents, executives, budget and planning chairmen and endowment chairmen of all the federations on November 17th. It is too early to make a judgment of when and how much additional support will be forthcoming from federations. It seems clear, however, that at least some federations will make an important step forward in funding Jewish education, and that forward movement is likely to accelerate during the next 5 to 10 years.

Questions:

1. Should there be a dollar goal for our appeal to foundations? If so, how much?
2. Should there be challenge funds available nationally to stimulate local communities to raise funds for their local program?
3. Should there be created a national endowment for Jewish education? What financial resources should it command?
4. Should the use of nationally controlled funds be concentrated in a few local action sites, or should they be available to any community or organization which has a competitive idea?
5. Can nationally controlled funds be used for both local action sites and for continental interventions in critical areas (training, research, media, etc.)?
6. Should family foundations contribute to a central fund which selects the recipient organizations; or should they fund directly the programs in which they have a special interest? If funding is to be determined directly by each foundation, should we ask each foundation to reserve a specific sum for Commission-recommended programs?

Commission - File
~~Comm~~

TO: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

FROM: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

DATE: 10/10/89

REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

This will summarize a conversation I had with Dr. Fred Gottschalk in New York on September 29. We met for lunch, and were together from about 12:30 to 2:30. During that time, I brought Dr. Gottschalk up to speed on the activities of the Commission, and he was quite interested. Regrettably, he will not be able to attend our meeting on October 23, because that is the same day as an all-day meeting of his Board.

The general thrust of our discussion was how we best could interface the Rabbis in the movement, particularly with regard to those who are interested in the Jewish educational aspect.

At the outset of our discussion, Fred felt that we were doing pretty well working with him, but as the conversation progressed, he agreed that it might make a lot of sense to convene a group of about ten, who would represent the various aspects of the reform educational apparatus, as well as the appropriate members of the rabbinate. This work group would, of course, include Rabbi Dan Syme. We agreed that such a meeting would be held most appropriately in December, January or February, and that he and I will coordinate as to when we would do this.

Essentially, this meeting would be an opportunity to bring this group up to date with regard to the Commission, and also give them the opportunity to input their ideas to the Commission. It was hoped that, by this connection, we will at least get them feeling that we are concerned with their reactions, and want to enlist their assistance.

As a further idea, we thought it might make sense for me to contact Rabbi Alex Schindler directly, in view of his leadership position with the Union of American Hebrew Congregations.

Fred was extremely supportive of the Commission work, and wants to do everything he possibly can to facilitate our objectives. He is solidly behind all that we are doing.

INTER-OFFICE CORRESPONDENCE

VFL

TO: Morton L. Mandel
Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis

NAME

DEPARTMENT/PLANT LOCATION

DATE: 10/25/89

REPLYING TO
YOUR MEMO OF:

SUBJECT: PROGRAMMATIC OPTIONS

Following the senior policy advisors meeting on Tuesday, SF, AH, JR and I met briefly to discuss where we go next on the programmatic options. I had come away from the meeting with the understanding that SF and AH had an assignment to refine a collapsed list of programmatic areas, but that we would not convene the kind of small working groups on specific program areas proposed during the meeting. AH felt that there was a mandate to move ahead with that kind of process in order to complete their assignment. We agreed that I would check with you, and that we would be prepared to move ahead as follows:

1. SF and AH will collapse the list of program areas.
2. Of the remaining areas there are five that CAJE could be helpful with (early childhood, family education, adult education, media, and the supplementary and congregational school); several fall within the domain of the overall report and need not be addressed separately (personnel, community, research, etc.); one Annette can handle outright (Israel experience); and others would require some other process of refinement, as yet undetermined.
3. The proposed process with CAJE is that we communicate to CAJE limits of time and expense and focus on only five at this time. We would work with CAJE to identify work groups of three people maximum in each area who would come to Cleveland on December 4th and 5th for a two-day work session. They would complete their refinement within that work period or shortly thereafter. Although CAJE would by and large suggest the participants, we would be free to suggest other names (in consultation with SF, JR, JW, and AR).
4. This would coincide with a meeting of researchers in Cleveland (Aron, Davidson, Reimer, Fox, Hochstein, with an invitation extended to professional members of the Commission and senior policy advisors). Thus, Fox and Hochstein are available to open and close the two-day process with CAJE and otherwise spend the time on that Monday and Tuesday with the researchers. The meeting with researchers will need to take place regardless of whether or not we proceed with CAJE.
5. JR and MG would meet with Eliot Spack and Betsy Katz from CAJE at the General Assembly in Cincinnati to complete the details of the two-day meeting in Cleveland. Prior to this, invitations would have been extended to participants. This means the invitational list would have to be negotiated out with Katz and Spack by the end of next week.

INTER-OFFICE CORRESPONDENCE

6. Since the researchers and senior policy advisors will have to meet anyway in Cleveland during that time frame, the additional cost of this approach is bringing fifteen to twenty people to Cleveland for two days.

I believe this process will help us produce a good product on the programmatic areas. It will only address five, and we may need to do something similar in another four to seven areas. However, we will need to move quickly to take advantage of Seymour's and Annette's next trip in December.

Please advise.




MEMO TO: Seymour Fox, Annette Hochstein
FROM: Mark Gurvis *MG*
DATE: October 30, 1989
SUBJECT: Involvement of Commissioners

During the recent Commission meeting, I made some notes on particular commissioners who were expressing interest in specific areas of the Commission's work. We might want to keep track of these in order to preprocess some of the recommendations before the February/March Commission meeting. Doing this might help raise the level of commissioner involvement and investment in the recommendations.

Best Practice -- John Colman, David Dubin, Florence Melton, and Esther Leah Ritz all focused their comments in the plenary session heavily on issues related to best practice.

Community Action Sites -- Bob Hiller spoke to the issue of community action sites in the small group session and evidenced a clear understanding of how such sites could be developed. He might be very helpful in testing out the language in the recommendations on community action sites.



MEMO TO: Seymour Fox, Annette Hochstein, Virginia F. Levi,
Henry L. Zucker

FROM: Mark Gurvis *MG*

DATE: November 2, 1989

A local Cleveland leader, Joe Shafran, recently shared the attached article with me. I thought you might find it of interest.



Education Reforms That Do and Don't Work

By IRVING KRISTOL

Why can't we teach our children to read, write and reckon? It's not that we don't know how to, because we do. It's that we don't want to. And the reason we don't want to is that effective education would require us to relinquish some cherished metaphysical beliefs about human nature in general and the human nature of young people in particular, as well as to violate some cherished vested interests. These beliefs so dominate our educational establishment, our media, our politicians, and even our parents that it seems almost blasphemous to challenge them.

Here is an example. If I were to ask a sample of American parents, "Do you wish the elementary schools to encourage creativity in your children?" the near-unanimous answer would be, "Yes, of course." But what do we mean, specifically, by "creativity"? No one can say. In practice, it ends up being equated with a "self-expression" that encourages the youngsters' "self-esteem." The result is a generation of young people whose ignorance and intellectual incompetence is matched only by their good opinion of themselves.

A Romantic Rebellion

The whole notion of "creativity" in education was (and is) part and parcel of a romantic rebellion against disciplined instruction, which was (and is) regarded as "authoritarian," a repression and frustration of the latent talents and the wonderful, if as yet undefined, potentialities inherent in the souls of all our children. It is not surprising that parents find this romantic extravagance so attractive.

Fortunately, these same parents do want their children to get a decent education as traditionally understood, and they have enough common sense to know what that demands. Their commitment to "creativity" cannot survive adolescent illiteracy. American education's future will be determined by the degree to which we—all of us—allow this common sense to prevail over the illusions that we also share.

The education establishment will fight against common sense every inch of the way. The reasons are complex, but one simple reason ought not to be underestimated. "Progressive education" (as it was once called) is far more interesting and agreeable to teachers than is disciplined instruction.

It is nice for teachers to think they are engaged in "personality development" and even nicer to minimize those irksome tests with often disappointing results. It also provides teachers with a superior self-definition as a "profession," since they will have passed courses in educational psychology and educational philosophy. I myself took such courses in college, thinking I might end up a schoolteacher. They could

all fairly be described as "pap" courses.

But it is unfair to dump on teachers, as distinct from the educational establishment. I know many schoolteachers and, on the whole, they are seriously committed to conscientious teaching. They may not be among the "best and brightest" of their generation—there are very few such people, by definition. But they need not be to do their jobs well. Yes, we all can remember one or two truly inspiring teachers from our school days. But our education proceeded at the hands of those others, who were merely competent and conscientious. In this sense, a teacher can be compared to one's family doctor. If he were brilliant, he probably would not be a family doctor in the first place. If he is competent and conscientious, he serves us well.

Our teachers are not an important factor in our educational crisis. Whether they

governors' conference on education. Gov. Bill Clinton of Arkansas announced that "this country needs a comprehensive child-development policy for children under five." A comprehensive development policy for governors over 30 would seem to be a more pressing need. What Gov. Clinton is advocating, in effect, is extending the educational system down to the pre-kindergarten years. Whether desirable or not, this is a child-care program, not an educational program. We know that very early exposure to schooling improves performance in the first grade, but afterward the difference is quickly washed away.

Let us sum up what we do know about education and about those education reforms that do work and don't work:

- "Parental involvement" is a bad idea. Parents are too likely to blame schools for the educational limitations of

on the teachers. There is neither my nor paradox in the fact that as educational expenditures (in real terms) have increased sharply in the past quarter-century—we now spend more per pupil than any other country in the world—educational performance has declined. That is the way the system works.

- Students should move up the educational ladder as their academic potential allows. No student should be permitted to be graduated from elementary school without having mastered the 3 R's at the level that prevailed 20 years ago. This means "tracking," whose main purpose is less to permit the gifted youngsters to flourish (though that is clearly desirable) than to ensure that the less gifted get the necessary grounding for further study or for entering the modern world of work. The notion that tracking is somehow "undemocratic" is absurd. The purpose of education is to encourage young men and women to realize their full academic potential. No one in his right mind actually believes that we all have an equal academic potential.

- It is generally desirable to use older textbooks—many of them, alas, out of print—rather than newer ones. The latter are modish, trendy, often downright silly, and at best insubstantial. They are based on dubious psychological and sociological theories rather than on educational experience. One of the reasons American students do so poorly in math tests, as compared with British, French, German or Japanese students, is the influence of the "New Math" on American textbooks and teaching methods.

Principals With Authority

Anyone who wants to appreciate just how bizarre this situation is—with students who can't add or subtract "learning" the conceptual basis of mathematical theory—should read the article by Caleb Nelson (himself a recent math major at Harvard) in the November American Spectator.

- Most important of all, schools should have principals with a large measure of authority over the faculty, the curriculum, and all matters of student discipline. Study after study—the most recent from the Brookings Institution—tells us that the best schools are those that are free of outside interference and are governed by a powerful head. With that authority, of course, goes an unambiguous accountability. Schools that are structured in this way produce students with higher morale and superior academic performance. This is a fact—though, in view of all the feathers that are ruffled by this fact, it is not surprising that one hears so little about it.

Mr. Kristol, an American Enterprise Institute fellow, co-edits *The Public Interest* and publishes *The National Interest*.

Board of Contributors

Locally elected school boards, especially in our larger cities, become the prey of ambitious, generally corrupt, and invariably demagogic politicians or would-be politicians.

are or are not underpaid is a problem of equity; it is not an educational problem. It is silly libel on our teachers to think they would educate our children better if only they got a few thousand dollars a year more. It is the kind of libel the teachers' unions don't mind spreading, for their own narrow purposes. It is also the kind of libel politicians find useful, since it helps them strike a friendly posture on behalf of an important constituency. But there is not one shred of evidence that, other things being equal, salary differentials result in educational differentials. If there were such evidence, you can be sure you would have heard of it.

If we wish to be serious about American education, we know exactly what to do—and, just as important, what not to do. There are many successful schools scattered throughout this nation, some of them in the poorest of ghettos, and they are all sending us the same message. Conversely, there are the majority of unsuccessful schools, and we know which efforts at educational reform are doomed beforehand. We really do know all we need to know, if only we could assimilate this knowledge into our thinking.

In this respect, it would be helpful if our political leaders were mute, rather than eloquently "concerned." They are inevitably inclined to echo the conventional pap, since this is the least controversial option that is open to them. Thus at the recent

their children. Parents should be involved with their children's education at home, not in school. They should see to it that their kids don't play truant; they should make certain that the children spend enough time doing homework; they should scrutinize the report card. If parents are dissatisfied with a school, they should have the option of switching to another.

- "Community involvement" is an even worse idea. Here, the experience of New York City is decisive. Locally elected school boards, especially in our larger cities, become the prey of ambitious, generally corrupt, and invariably demagogic local politicians or would-be politicians. New York is in the process of trying to disengage itself from a 20-year-old commitment to this system of school governance, even as Chicago and other cities are moving to institute it.

- In most states, increasing expenditures on education, in our current circumstances, will probably make things worse, not better. The reason is simple: Education takes place in the classroom, where the influence of money is minimal.

Decades of educational research tell us unequivocally that even smaller classes have zero effect on the academic performance of the pupils—though they may sometimes be desirable for other reasons. The new money flows into the already top-heavy administrative structure, which busies itself piling more and more paper work

TO: Seymour Fox, Annette Hochstein, Virginia F. Levi,
Henry L. Zucker

FROM: Mark Gurvis

DATE: 11/20/89

I thought that you would be interested to see what is developing at the
University of Michigan.

Attachment





Close Ties and the New Synergism

"No other Jewish community across the country will have as close a tie with a major research university," predicts **Conrad Giles**, outgoing President of the Detroit Jewish Federation. "Through Project STaR, we are looking for a series of research, training and technical assistance involvements that will provide direct benefits to the Federation and its member agencies and serve as a model for other communities."

"Detroit has an enormously successful resource forty miles away. It would be shortsighted not to take advantage of it," notes **Marty Kraar**, currently Chief Executive of the Council of Jewish Federations and recently CEO of the Detroit Federation. Giles and Kraar found receptive partners in Dean **Harold Johnson** and Professor **Armand Lauffer** at The University of Michigan School of Social Work.

"You can't expect local agencies to have fully developed R and D capacities," agrees **Robert Aronson**, the Federation's new Executive Vice President. "We are looking for a new synergism, a way of bringing the best of the community's and the campus' resources together so as to solve long standing problems. The University has the capacities to do the things the community could not duplicate without extraordinary investment."

We are looking...for a way of bringing the community's and the campus' resources together so as to solve long standing problems.

Robert Aronson

That synergism has already begun in a series of subprojects, described in these pages. They range from research and technical assistance on Jewish education, to staff and board development.

"The University has for a long time been the recipient of the Jewish community's largesse and vision," points out **Todd Endelman**, William Haber Professor of Jewish History and Director of The Frankel Center for Judaic Studies. "Project STaR not only expands the range of faculty and researchers dealing with Jewish communal issues, but provides us with a new vehicle for providing service."

Harold Johnson explains that "our partnership with the Detroit Jewish community can serve as a model for work with other ethnic and religious communities. It articulates well with (University) President Duderstadt's definition of the *Michigan Mandate* which calls for nothing less than transforming the University into a paradigm of diversity and pluralism." "STaR also fits into the School's move

The University has for a long time been the recipient of the Jewish community's largesse and vision.

Todd Endelman

towards establishing a series of research centers," indicates Professor **Charles Garvin**, chair of the School's Strategic Planning Committee, "and provides a base for creating a more comprehensive center for the voluntary sector."

Michael Brooks, B'nai B'rith Hillel Director at The UofM, thinks that Project STaR provides another kind of unique opportunity. "Everyone agrees that the campus is a critical area for the future of the Jewish community. There are an estimated 400,000 Jewish young men and women on North American college campuses, yet there is no place that specifically prepares students for careers in campus work," says Brooks, referring to a grant application to the Wexner Foundation.

Jointly prepared by representatives of the School of Social Work, the Judaic Studies Center, Hillel, and the Federation, it proposes creation of a campus-wide certificate program in Judaic Studies and Jewish Communal Service. When combined with a professional degree, the program will prepare graduate students for professional and lay leadership roles in campus and community settings.

Project STaR was initiated in June of 1988 with a 3-year, \$120,000 start-up grant from the Max M. Fisher Jewish Community Foundation of the United Jewish Charities in Detroit.

STaR Trek-- Facing The Future

Seventy staff members of Columbus Ohio Jewish communal service agencies recently spent a day together travelling to the future and designing new inter-agency programmatic linkages via a simulation game.

"If you have an idea of where you are going," says **Meryl Weisman**, Director of Operations at the Columbus Jewish Federation, "it becomes easier to design the steps you take to get there. That's what made the Project STaR futuring workshop so useful."

"I particularly enjoy using futuring tools," says **Armand Lauffer**, referring to new planning and simulation techniques created by STaR staff, "because they help people break out of their current mindsets as their creative interplay leads to the generation of new ideas."

STaR staffers are often on-the-road, trekking to communities in the U.S. and abroad. While in Jerusalem recently, Lauffer consulted with former Deputy Mayor **Lotte Saltzberger** on the integration of futuring techniques into the Municipality's proposed strategic planning process. **COMPACTS** (a **COM**munity **PL**anning and **ACT**ion **Sim**ulation) and other games designed by University of Michigan faculty are currently being used by the community work division of the Israel Ministry of Labor and Social Affairs and a number of community centers.

Lauffer also recently conducted two training sessions for members of AJCOP (Association of Jewish Community Organization Professionals) at the Boca Raton meetings of the Conference of Jewish Communal Service, and led a teaching session on "competent supervision" at the World Conference of Jewish Communal Service. **Daniel Steinmetz** has lectured on the impact of Jewish schooling in Los Angeles and Boston.

Rising STaRs

Recent School of Social Work graduates have rapidly moved into positions of leadership in Jewish communal service. After doing a management practicum in the Jewish Family Service, **Carla Mintz**, worked at the Michigan Anti-Defamation League and is now Planning Associate at the Jewish Welfare Federation. **Marian Friedman** is on assignment with the Neighborhood Project. **Pat Milner** is Building Manager for the Jewish Federation Apartment's new complex on Ten Mile Road. **Jerri Litt** is the Social Worker and Assistant Facilities Director at Prentis Towers.

Shelly Milan had barely completed her field placement at the Jewish Federation before she was hired to work on the Campaign and in the Women's Division. After com-

Advice and Advocacy

"It's more than an Advisory Committee," believes **Michael Berke**, Executive Director of the Detroit Jewish Welfare Federation. "I see it more as a partnership advocacy committee" referring to **DA-PAC**, the **D**etroit-**A**rea professional advisory committee to Project STaR. "The partnership is already in full swing," continues Berke, chairman of the group which includes three Federation administrators and four agency CEO's.

"By establishing criteria for selecting visiting scholars, we guided Project STaR's recruitment of Professors **Zev Klein** and **Allan Hoffman** to Michigan." Both are on sabbatical from the Hebrew University where Klein served as Dean of the School of Education and Hoffman is Director of the Melton Center for Jewish Education in the Diaspora. Klein is currently consulting with the Federation's Committee on Jewish Education, chaired by **Joel Tauber**.

Perhaps nowhere is the partnership better expressed than in the first Executive Seminar (see story on Boiledfrogism). "The two themes that reappeared at each session," Berke reports, "was the concern for building on the already productive working relationships between executives and board members, and the need to more effectively recruit, retain, and train agency staff of the highest quality. Both are issues we'll be working on together with Project STaR."

pleting her summer block placement at the Federation, **Michelle Blunienberg** organized a Jewish Student's Organization at Eastern Michigan University. She is now Program Director of the University of Michigan Hillel Foundation.

Catherine Tick moved west to become the Youth Supervisor and Camp Director for the Marin County JCC. **Nancy Friedman-Reed** created a resource file on all the membership organizations of the Conference of Jewish Communal Service before moving to Chicago with her husband. **Aliza Orent** is Supervisor of Youth Programs at the Minneapolis JCC and will soon be joining her family in Israel. **Elayna Tait** is a new Campaign Associate with the Fort Lauderdale Jewish Welfare Federation.

Bringing It All Together--A Staff Profile



"The timing was right," recalls Armand Lauffer. "It was the right time for me personally, for the University, and for the Federation. I'd been looking for a vehicle to integrate my commitments to the development of the American Jewish community with my academic and research interests. The University was in the midst of articulating its renewed commitment to diversity and cultural pluralism. The Detroit Federation's lay leadership was deeply involved in raising funds for the building of the new Mandell Berman Jewish Student Center and endowment support for the Frankel Judaic Studies Center."

Marty Kraar, recalling how they had discussed the possibility of a Center at Michigan in Lauffer's Jerusalem apartment, notes, "I was impressed by how well Armand understood us (referring to the Federation and other Jewish Communal Service agencies)." "Marty's always complimentary," shrugs Lauffer. "The truth is I've been knocking around the community for quite a few years, and have had many impressive role models," referring to Detroit's Irwin Shaw, and California's Gerald Bubis.

Some Detroiters may remember "Avi" Lauffer as the first program worker at the Ten Mile branch of the Jewish Community Center in 1956. "It was a great time for innovation," he recalls, describing how the field behind the center was transformed into a kibbutz during the day camp season.

Shortly after Avi married Detroit's Rickie Lupovitch, they moved to Los Angeles where he coordinated an experimental youth program at the West Side JCC before moving on to becoming Youth Program Supervisor at the Long Beach center. During this time he directed camp weekend programs for Reform congregations and taught at the University of Judaism.

Following brief stints as a Specialist in Aging at the Jewish Family Service of Long Beach and then at JFS in Detroit, Lauffer completed his Doctorate in Social Planning at Brandeis University. In 1968, Lauffer accepted an appointment at Michigan as Director of the Program for Continuing Education in the Human Services. He has directed more than 20 research and training projects in Israel and the U.S., and has published nearly two dozen books. Recent titles include: Strategic Marketing; Grantsmanship and Fund Raising; Working in Social Work; Careers, Colleagues, and Conflicts; Assessment Tools; and Understanding Your Social Agency.

Lauffer currently serves on a UofM Faculty Committee on Government Affairs, was recently chairman of the School of Social Work's Curriculum Committee. A board member of Washtenaw County's Federation, he has also been active in a number of Detroit Federation committees, including the Commission on Identity and Affiliation, the Israel and Overseas Committee, and the Demographic Studies Committee. He was one of the Federation's delegates to the Jewish Agency meetings in Jerusalem last summer.

For a number of years, Lauffer has divided his time between Ann Arbor and Israel where he spent a year as a Fulbright Scholar at Haifa University, and taught three years at the Hebrew University. He has consulted with the JDC and the Municipality of Jerusalem, and conducted management training programs for several Israel government agencies.

In 1986, he represented the U.S. Department of Health and Human Services in an effort to promote binational research on self-help as part of a memorandum of understanding between both governments. Lauffer's family members are no less involved in Jewish communal life. Both Rickie and son Josh are teachers at the Ann Arbor Hebrew Day School. Daughter Tamar and her family live in Jerusalem.

Who is A(nother) Jew?

"It's the first research of its kind," explains **Lauren Liss**, chair of the Study Advisory Committee to Project STaR's team that is exploring the impact of Jewish schooling on the attitudes of children to other Jews. "Not only have there been few enough evaluative studies on Jewish education, but hardly anyone has looked at how schooling impacts on how Jewish children view each other."

"We approached Michigan with the idea of this study, because we felt that there was an urgent need to improve the community's ability to understand how it could help its schools deal with intra-Jewish relations" points out **David Gordis**, Vice President of the University of Judaism and Director of the Susan and David Wilstein Institute of Jewish Policy Studies. "We were well aware of the University's reputation as a research institution, and we were interested in a partnership through which we could explore the policy implications of classroom teaching in Reform, Conservative, Community, Orthodox, and Secular day and supplementary schools."

...the Michigan project will create a study approach that can be used for self analysis.
Jonathon Woocher

"What interested us about the study," reports **Steven Bayme**, Director of Research for the American Jewish Committee, "is that while there have been other studies on how Jews and non-Jews view each other, and a few studies sponsored by the AJC on this issue there weren't any studies on how Jewish children regard one another."

The study is jointly funded by the Wilstein Institute and the AJC and co-sponsored by JESNA, the Jewish Education Service of North America. "The fact that the Michigan project will create a study approach that can be used by other schools and Federations for their own self analysis is what intrigues us the most about the project," comments **Jonathon Woocher**, Executive Director of JESNA, "Detroit, with its varied educational programs, is an almost ideal laboratory for testing out the utility of the instruments to be developed."

"I couldn't agree more," comments **Larry Ziffer**, the Jewish Welfare Federation's Director of Planning. "Detroit has provided leadership in so many other fields, why not in the serious evaluation of its educational programs?" The community's willingness to lead is demonstrated by the participation of eleven supplementary and day schools in the Project. **Danny Steinmetz**, Program Associate in Project STaR is the study's principal investigator.

Cooperation on research and evaluation between the School of Social Work and Detroit area Jewish educators

was under way even before STaR entered the picture. "Syd's work (Professor **Sydney Bernard**) pointed to what may be central to the successes we've had," reports **Harlene Appleman**, director of Project JEFF (Jewish Experience for Families). "He found that what Jewish parents were seeking, above all else, was quality family time." "By zeroing-in on what people need and on what works," says Steinmetz, "instead of focusing on problems and disappointments, the University and the community may be able to highlight the best of our common experiences."

"One who digs wells for the community washes his face and hands in them."
Babylonian Talmud,
Tractate Berachot 30A

When Rabbi Ammi's hour to die came, he wept bitterly; and his nephew asked, "But why do you weep? Is there any Torah you have not learned and taught? Is there any kindness you have not practiced? And you never accepted public office, or sat in judgement of others."

The rabbi replied: "That is why I weep. I was given the ability to extend justice, but never carried it out."

Tanchuma on Mishpatim

Just Say KNoW

One of the main obstacles to the use of computers, for direct practice and management, is the general incompatibility in the way that people and machines operate. "That's why we created KNoW--The Knowledge Workstation," says Dr. **Chanan Yaniv**, president of Eureka, and a recent graduate of the University of Michigan.

"It's one of the most advanced and user-friendly systems of its kind available," reports **Carl Zinn** of the University's Center for Research on Learning and Teaching.

Eureka is engaged in creating an executive information system for the Joint Distribution Committee in Israel. Any staff member or, for that matter, board or community representative, can easily find out what the JDC does, who does it, where it's done, and the critical policy areas to be addressed. A second project for the Joint, a decision support system for child development centers, cuts the diagnostic and assessment process to 1/3 or less the amount of time that it might normally take.

Data, in the form of text pages, illustrations, photographs, even videotapes complete with sound, can be scanned into the computer's memory bank.

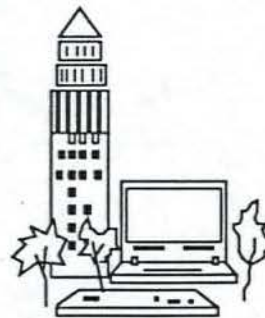
Data, in the form of text pages, illustrations, photographs, even videotapes complete with sound, can be scanned into the computer's memory bank. A sophisticated linking system makes it possible for the user to zero in on a word or concept in a page of text and then to get additional information from other modules of interest.

Boiledfrogism

"Researchers have discovered," noted **John Tropman** with a smile, "that if you place a frog on a petri dish over a very low flame, the frog will not move, even if you increase the flame over a long period of time. Not aware of the changes in its environment, the frog will eventually boil in place. Some organizations are like frogs."

Tropman, Michigan Professor of Social Work and an expert on boards and voluntary organizations, was speaking to a group of twenty-two Detroit area administrators at the Jewish Vocational Service on September 21.

"Just like frogs," he continued, "some agencies do not perceive those changes in their environment which should get them moving." The occasion was the second session of the 1989 Executive Seminar, the first such



We've asked Steve Danchek, the director of CJF's Israel office, to investigate the system further.

Donald Feldstein

Armand Lauffer, who was referred to Yaniv by the JDC was so impressed with the application potentials that he arranged for Yaniv to meet with Detroit area Federation executives and with central office staff of the Council of Jewish Federations, the Jewish Welfare Board, and the Conference of Jewish Communal Service. Reviewers were equally impressed. "We've asked **Steve Danchek** the director of CJF's Israel office, to investigate the system further," reports **Donald Feldstein**, Associate Executive Director of the Council.

Potential applications include: tracking Soviet immigrant resettlement throughout the United States; involving children and youth in the design of their own Jewish educational units; language study (for example Hebrew or English for Soviet immigrants); providing accessible information on community services for the elderly; and disseminating information for use by local agencies and synagogues on the results of demographic surveys and community studies.

program planned by Project STaR's Professional Advisory Committee in cooperation with the Leadership Development Department of the Jewish Welfare Federation. Other meetings were held at the Jewish Community Center, United Hebrew Schools, and Borman Hall.

Each session was designed to confront strategic aspects of agency management and planning. The first, on increasing staff motivation and productivity, was led by **Armand Lauffer**. At the third session, participants explored approaches to generating demand for Jewish communal service through strategic social marketing. The most recent workshop, led by Social Work Professor **Marilyn Flynn** focused on preparing for the future through strategic planning and management.



Project STaR Staff

Armand Laufer, Director
Daniel Steinmetz, Program Associate
Lilly Glancy, Secretary
Ben Adam, STaRnet Editor
Zev Klein, Visiting Scholar
Allan Hoffman, Visiting Scholar
Harold Johnson, Dean, SSW

Detroit-Area Professional Advisory Committee

Michael Berke (JWF, chair)
Albert Ascher (JVS)
Sam Fisher (Fresh Air Society)
David Gad-Harf (JCCouncil)
Michelle Passon (JWF)
Morton Plotnick (JCC)
Laurence Ziffer (JWF)

UofM Planning Group

Michael Brooks (Hillel)
Todd Endelman (History)
Charles Garvin (Social Work)
Zvi Gitelman (Political Science)
Anita Norich (English)
Mitchell Rycus (Urban Planning)
David Schoem (Sociology, LSA)
John Tropman (Social Work)
Diane Vinokur (Social Work)

About Project STaR

Project STaR was established to link the resources of academia with those of the American Jewish community. Through its service, training and research activities, it reflects The University of Michigan's commitments to excellence and diversity and the Detroit Jewish Welfare Federation's commitments to leadership and communal development.

Service to National and Local Organizations

Technical assistance is provided in such areas as:

- strategic planning and marketing
- program design and evaluation
- management information systems
- Jewish learning for professionals
- leadership training
- board/staff relationships
- research utilization
- human resource development

Training for Leadership

The School of Social Work prepares students for careers in Jewish communal service at the campus, community and national levels. Continuing education programs are designed collaboratively and can be conducted at the agency or on a systems-wide basis.

Research and Development

R & D activities are supported through contracts and grants. Research scientists and scholars are drawn from many units and research centers at Michigan and other universities in Israel and North America. A creative approach to grantsmanship is used to orchestrate funds from agency, foundation and government sources.

STaRnet
published by Project STaR
The University of Michigan
School of Social Work
4064 Frieze Bldg.
Ann Arbor, MI 48109-1285
Tel (313) 764-5392
Fax (313) 936-1961

The University of Michigan Regents:
Deane Baker, Paul W. Brown, Neal D. Nielsen,
Phillip H. Power, Thomas A. Roach, Veronica
Latta Smith, Nellie M. Varner, James L. Waters,
James J. Duderstadt, President, ex officio

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 5072 Administration Building, Ann Arbor, MI 48109. (313) 763-0235.

Project STaR
The University of Michigan
School of Social Work
4064 Frieze Building
Ann Arbor, MI 48109-1285

Address Correction Requested

NON-PROFIT
ORGANIZATION
FIRST CLASS
U.S. POSTAGE
PAID
Ann Arbor, MI.
Permit No. 144

INTER-OFFICE CORRESPONDENCE

TO: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis *MG*
NAME
DEPARTMENT/PLANT LOCATION

DATE: 11/22/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Just want to share with you Art Rotman's concerns and discomfort with the process we are now engaged with on the programmatic areas with CAJE. Art feels that the process with CAJE is wrong for the reasons articulated at the recent senior policy advisors meeting. Particularly, he feels that involving CAJE in the way we have does not guarantee that the right people will be participating in the discussions on the programmatic areas.

In preparation for the December 4 and 5 meetings, I collected suggestions from Art, Jon Woocher, Joe Reimer, and Seymour and Annette for possible participants. These were shared with CAJE leadership with the understanding that CAJE might or might not approach people who were suggested, and that the Commission would not exercise a veto over CAJE's choice of participants. From CAJE's perspective, their contribution is a convening of these groups from their active networks of educators. If the Commission were to convene whomever wished irrespective of CAJE, then there would be no need for CAJE to be involved. From Art's perspective, he did not understand that the invitations to participate would be extended from CAJE leadership, and feels that he ought to have had the opportunity to determine which of his suggested participants would have been approached. In passing along the suggestions, I did not identify to CAJE where each suggestion generated from, and in the end do not actually know who was or was not invited to participate. I only have the resulting list of people who will actually be coming.

On balance, I believe we have an excellent group of people coming in on December 4 and 5 through CAJE, and that their leadership has outlined a process for the two days that should produce an excellent result.

Art is, nevertheless, correct in his frustration that what is occurring on December 4 and 5 is counter to the advice of the senior policy advisors. I think it would be important for you to talk this through with him before the next senior policy advisors' meeting on December 6.

Background material
+ minute from each meeting
Design document
Comm bios

Daniel Mann
B'nai B'rith Int'l
1640 Rhode Island AV NW
WASH. D.C. 20036

mailed 12/5/89