



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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Box  
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Goals Project. Jerusalem seminar (Folder 2 of 3), 1996.

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MEMO TO: CIJE and Mandel Institute Staff  
FROM: Daniel Pekarsky  
RE: The January 1996 Jerusalem consultation  
DATE: January 16, 1996

I have prepared a Goals Project Update for the CIJE Steering Committee which summarizes some ~~principal~~ the January meetings' principal themes and decisions. However, that document is somewhat abbreviated as a record of our deliberations. I want to use this occasion not to repeat but to supplement what is discussed in the Update, so that we will not lose, or lose sight of, important dimensions of the consultation. I know that Daniel Marom took careful notes in the discussion concerning the Agnon School, and I have therefore not made the effort on this occasion to reproduce the major issues we considered during that rich conversation.

*Acuse*  
CONCEPTUALIZING THE KITCHEN

At the beginning of the consultation, Pekarsky summarized the rudiments of the kitchen-document he had prepared. The challenge, he suggested is to develop an organizational scheme that meets several criteria:

- a. it allows for easy sorting and accessing of relevant materials.
- b. It points in the direction of products we need.
- c. It suggests fruitful relationships between different sets of materials.

An additional challenge will be to decide which of the many resources we might produce are most pertinent to our needs and who should be responsible for their development.

The conceptual scheme Pekarsky developed included three principal categories: **Visions at work; Journeying towards vision; and Meta-issues.** Most of our discussion focussed on the "Visions at Work" category. It will be recalled that this scheme relied on the "five levels" developed by SF that we have often used as a way of categorizing educational texts and discussions. As the grid that was passed out suggested, this cupboard of the kitchen was made up of a series of five-levelled columns, each representing a comprehensive approach to Jewish education. Looked at vertically, a column would quickly suggest the relationships between philosophical ideas, educational design and practice, and educational evaluation. Looked at horizontally at any given level, the grid would quickly reveal differences across approaches, e.g., in the way the importance of Israel is understood or the way the teaching of Tanach is to be approached, etc.

Pekarsky's conceptualization also included a category called

*smallly probable that  
is a plan but.*

"Negations/actualities" which gave rise to considerable confusion on the part of participants in our consultation. What he had to capture in this category was the world of the everyday which stands in sharp contrast to a vision-informed approach to education. The actual situation of American Jewry ~~does not~~ represent a clear philosophical orientation towards the meaning of Jewish existence (Philosophy); educating institutions are not typically guided by a clear and compelling conception of the kind of individuals they hope to cultivate (philosophy of education); approaches to the teaching of different subject-matters are not informed by a deep understanding of how the approach will contribute to or hinder the realization of any vision Jewish existence (Translation to practice), etc. The intuitive idea behind incorporating this negations/actuality category is that it may be important to have readily accessible materials that speak to the deep problems found in North American Jewry's life and approach to education. [Whether, conceptually speaking, the best way to do this is by having a special column in the "Visions at work" cupboard is at this point unclear to me.] *hoped*

Presentation of this conception and briefer discussions of the two other major divisions of the proposed kitchen-conceptualization established the background for some of the discussion that ensued, discussion that served to clarify, elaborate, and critique the proposed conceptualization. Some of the points that arose are captured below.

#### MISCELLANEOUS THEMES, ISSUES AND INSIGHTS

The role of the conceptual scheme developed in "the kitchen documents." The conceptual scheme developed in the kitchen-documents and based on "the five levels" needs to be understood as more than a device for identifying tasks, sorting materials, and readily accessing materials. It is also a way of thinking, a lens or interpretive framework that enables one who has internalized it to understand ordinary phenomena in an educational setting in new and fruitful ways. In fact, part of what will be involved in initiating newcomers into the work of the GP is to bring them to a point where they can use this conceptual scheme in this way.

Two qualifications are, however, in order. The first is that we should not assume that the technical language associated with this scheme needs to be shared with the communal or institutional representatives we may be working with. Just as a psychoanalyst may be wise to use very untechnical language with clients, so too in the case of GP activities. The second point is that the conceptual scheme defined by the five levels needs to be understood as a flexible, evolving scheme, rather than anything writ in stone. Over time, and particularly as we try our hands at sorting our varied resources, we may discover the need for minor or radical changes in conceptualization. The important thing for now is that the scheme we have adopted gives us a way to begin identifying materials we need, as well as a basis for

systematically sorting them into readily accessible categories.

The role of "cases" in GP work. Our meetings featured a rich discussion of the important role of "cases" in GP work, with special attention to the best ways to use cases to stimulate learning. By "cases", we had in mind situations that might arise - or in fact have arisen - in the life of an educational institution, situations that can be used to catalyze reflection concerning the process of interpreting a situation and ways of using any given situation to catalyze the kind of reflection concerning goals that we hope to promote. We imagined two kinds of cases -- open-ended cases, where no information is given concerning how the situation was in fact interpreted and responded to; and filled-in cases in which how the case was interpreted and responded to is specified, along with the assumptions and guiding principles that informed this interpretation and response. It was stressed that such cases are most effectively used not as "Best Practice" examples (or "models for transfer") but as stimuli to reflection and study.

There was considerable enthusiasm for the idea that some carefully selected cases should be used as a basis for some of the sessions at our projected summer-seminar. It was also suggested that one of the assignments to be given to participants in this seminar was a project that involved them in writing up a case to be used as a basis for a subsequent discussion.

Visions and mission statements. There was a lengthy discussion of the role and the dangers of mission-statements (as distinct from guiding visions). Their tendency to "freeze thinking" was discussed, and a suggestion was made that it would be a useful exercise to examine a representative mission-statement through the lens of the five-level scheme as a way of better understanding what it might represent or entail. More immediately, the suggestion was made that an interesting activity for the projected summer seminar might be to analyze a mission-statement in this way, as well as to think about the way an institution's mission-statement could be used to stimulate fruitful reflection among the institution's stake holders.

It was stressed during this conversation that the process of arriving at a shared vision was as, if not more important, than the actual product. A critical by-product of this process is the creation of a culture of inquiry which will, it is hoped, become institutionalized.

Reference was made during this discussion to an article on the power of vision in the business world (See Annette for the reference).

The social milieu. It was suggested that in trying to understand an institution and seeking to help it work towards a clearer sense of its basic purposes, it is important to understand the social milieu. "Social milieu" as we were using

it refers to the outlook - clear, confused, or other - of the community in which the institution is situated, and especially of the parent-community. Attention to this problem is very important in efforts to help an institution change, and it may be appropriate to discuss this matter in developing an overall theory of the Goals Project.

The principal focus of the Goals Project. At several points during the consultation, questions arose concerning the major focus of the Goals Project. The GP has been identified with helping institutions become more vision-informed, helping communities wrestle with the problem of developing overarching community-goals, working with central agencies for Jewish education, and encouraging the American-Jewish community as a whole to struggle with larger questions of vision. It was suggested that since we cannot do everything, we would be wise to make some choices from among this list of possible foci, rather than spreading ourselves thin. Making such decisions would be enormously helpful to us in our efforts to decide which kitchen-products are most necessary to us.

Pekarsky indicated that his conception of "the kitchen" presupposed that the Project's primary focus is on helping institutions become more vision-informed both through working with them and by creating a supportive cultural context. His conception also assumed that it was important for institutions to have the help of an individual (a coach, a facilitator, a guide...whatever) who would move the process along.

#### BASIC DECISIONS MADE AND WORK PLAN

Our decisions concerning the most important resources the project needs to develop followed upon examination of a more extensive list of relevant materials that had emerged during our discussions. This lengthier list included the following, ~~listed~~ *organized* under the larger kitchen sub-divisions:

##### **Meta-issues.**

1. A theoretical piece that makes the case for focusing on goals and vision, drawing on pertinent literatures from Jewish and general education.

##### **Visions at work.**

2. One and if possible two rich descriptions of vision-driven institutions (one of them being the Ramah piece).
3. Two filled-in columns from the kitchen-grid, each representing a comprehensive approach to Jewish education, grounded in basic philosophical orientations.

4. A compendium of vision-driven conceptions. That is, articles that depict very different ways of approaching given subject-matter domains, where each way is grounded in a different philosophical position concerning the nature of Jewish existence.

### **Journeying to vision.**

5. Case-studies of institutions moving towards being more vision-guided, one of them being the Agnon project.

6. "Cases" - some open-ended, some filled-in - that can be used to deepen our own thinking and to educate others concerning ways of encouraging an institution in the direction of greater goals-seriousness.

7. An institutional profile instrument that could be used by the representatives of an institution or by an outsider commissioned by the institution to ascertain where the institution is vis-a-vis goals at a particular moment in time.

From this list of possibilities, we narrowed down to the smaller list reflected in the work plan described below. The presumption was not that the full list is unnecessary, but only that we lack the human resources to do it justice at this time. It is conceivable, as noted in the update, that some of the items on this list could be addressed by individuals we will be bringing into the Goals Project.

### **WORK PLAN WE AGREED TO**

The Work Plan described below includes elements from the aforementioned list, along with other GP tasks. The assignment of individuals to different tasks is based on decisions made during the consultation.

1. Pilot-projects and case-studies based on them. (Marom and, if a suitable opportunity presents itself, Pekarsky)
2. Portrait of a vision-driven institution: the case of Ramah (Seymour Fox and Nessa Rappaport)
3. ~~An~~ <sup>S</sup> article articulating the theory of the Goals Project (Different pieces to be written by Fox, Marom, and Pekarsky)
4. Integration of Goals-related concerns into varied CIJE activities (Pekarsky and staff)
5. Development of summer-and winter workshops for

potential colleagues (CIJE/Mandel Institute staff, led by Pekarsky and Marom)

6. Faculty for workshops (CIJE/Mandel Institute staff)

7. Bibliographical work.

a. Inventory and sort extant Goals Project materials (Marom)

b. Responsibility for appropriately sorting new materials that are relevant (Staff and Marom, with staff having the assignment of making sure pertinent material gets into Marom's hands.)

c. Responsibility for searching out existing materials not yet in our possession but which belong in our kitchen (Undetermined)

d. Responsibility for revising, as appropriate, the organizing scheme used for sorting materials (Marom and Pekarsky)

*9. DP pre-Booky members JCC*  
[Note that missing from this list is the development of "cases" that can be used as a basis for inquiry and dialogue during the projected workshops for prospective colleagues; I am assuming that two or three such cases can be developed out of the case-studies.]

#### RECRUITING NEW PERSONNEL INTO THE PROJECT

This section is broken down into the following sections: a) the people we are interested in; b) the projected workshops.

*Supshants*  
*Small Group*  
**The people we are interested in.** The sense of the group was that we were looking for individuals who have the ability to work with institutions and/or to contribute to the project in other ways -- for example, by taking on a kitchen-assignment. It was also agreed that we want folks who, by virtue of temperament, personality, experience, and competence, could readily become "members of the family", people whom we trust enough to go backstage with in the development of the project. There follows a list of individuals we mentioned during our meeting (along with two or three others - whom I've starred - that were not mentioned):

PHIL MILLER, ALVIN KAUNFER, DANNY MARGOLIS, ELIZA KERSHAN STUART SELTZER MOSHE SOKOLOV, DEBBIE KERDIMANN, DAVID ACKERMAN, JODY HIRSH, MICHAEL PALEY, RAY LEVI, MARK SILVERMAN, LIFSA SCHACHTER, STEVE CHERVIN, MARCI DICKMAN, CAROL INGLE, SUSAN SHEVITZ, JOE RIEMER, \_\_\_\_\_ HOLTZER, ARNA POUPKO, DEVORAH STEINMETZ, AMY GERSTEIN, TZIVIA BLUMBERG POUPKO, MARC ROSENSTEIN, JOHNNY COHEN,

STEVE BBROWN, DAN CHAZAN, JACK BIELER, ELAINE COHEN, VICKI KELMAN, BERNIE STEINBERG\*, KYLA EPSTEIN\*

From within this list, some participants expressed an initial preference for KAUNFER, MILLER, KERDIMANN, RIEMER, CHAZAN.

### **The projected workshops.**

Timing. After initially thinking that the projected workshops for new Goals Project partners could be held in July, it emerged that July and early August are simply too crowded with other Jewish education activities, including our own professors conference, the research conference, and the CAJE conference. We tentatively determined to schedule the first workshop for later in August, in Cambridge, with a follow-up workshop to be held in Jerusalem in December. Included in the second workshop would be appropriate individuals living in Israel. We would meet briefly with these Israel-based individuals in the course of the summer, so as to ready them for the December workshop.

Structure. The general idea we toyed with is that at the end of the initiatory summer workshop participants would be given, or would carve out, an assignment that would then be used as subject-matter for the December meeting. The assignment could be to launch and document a small-scale goals intervention or to do a piece of kitchen-work. The intent of the assignment is to give participants a chance to get deeper into the work of the Goals Project, as well as to contribute resources and lore to the project.

The insides of the workshops. Since we have not begun to plan these conferences, it is premature to speak seriously about their content. But since a number of ideas were expressed at various points during our consultation, I thought it wise to make note of them so that they can infuse the planning process. A general point to make is this: our shared sense is that we will be dealing with sophisticated individuals who will, we hope, turn into colleagues in the project; the challenge is to develop activities that evidence our respect for their intellect, experience, and possible contribution to the project's development. Put differently, the challenge is to bring them in to our ongoing conversation as full partners. Here is a summary of some of the specific ideas proposed:

- a. Opportunities to grow acquainted with the thinking behind the Goals Project and the Educated Jew Project,

including opportunities to seriously encounter materials and thinkers associated with these projects. The intent is to enable them to become at home with the key concepts, issues, and insights that inform our efforts, as well as to elicit their thoughtful reactions.

b. Acquaint the participants with some of the materials suggested in a) prior to the summer, and then interview them so as to ascertain issues/questions/concerns that these materials provoke. Make these issues/questions/concerns part of the seminar's agenda.

c. Put Marom's Agnon case-study on the table and give participants a chance to discuss the development of this project with Marom and other staff members.

d. In preparation for the summer, develop "cases" - both open-ended and filled-in, and put these on the table as bases for discussing the nature of work with institutions on a goals-agenda, with attention to the complex variables and principles that enter into strategic decision-making.

e. Put on the table a possible problem-situation that might arise in an educating institution, e.g. pertaining to behavior problems, or to dissatisfaction with the Hebrew curriculum, or to the wearing of Kippot, etc., and inquire together concerning how such a presenting situation could be used to encourage progress on a goals-agenda.

f. Systematically examine ("explode") a typical mission-statement with attention to its weaknesses and implications. How such a document might be used to stimulate thoughtfulness as part of a goals-process could also be part of the process.

#### DECISIONS THAT NEED TO BE MADE IN THE VERY NEAR-FUTURE

1. Who do we want to invite to the summer and winter meetings?
2. Can these meetings be held in Cambridge in August and in December in Jerusalem as we discussed?

# Introduce Day

A. Review Agenda

B. yesterday Part I.

① Power, dangers, Pedagogy  
of Cases

Model of Transfer / Opp for  
Study

② what's involved in exploding  
a Vision-Statement

Are they useful? Dangerous

Value of Process-Freezing

Culture of Inquiry

3 "Trained eye" - Everything is  
clue

How train the eye?

4. What's missing?

Amet-fewish Condition  
Parents / Milieu.

5. Summer Seminar

"Cases" / Scenarios

Entry  
ATS

Exlude a mission-statement

What bothers you?

(Prime them + their issues)

# Marom on the Writing of his Case

## ① Audience-Assumption:

People who would work in institutions  
— aimed at them.

Distance

~~Show texts~~

vs Other approaches

→ What else do you need for it to meet their needs?

## ② Assumptions 2:

Ben Perutz, Sarason / A lot of references  
Heldman to

Does it become too  
"pedagogical"? Too  
much of a course!

Lose flow?

3) Vignettes as teaching devices

--but also need

more - what's

Commentaries,

Competing analyses

How best use? What to include?

4) Confidentiality - issue

e.g. Problematic teacher.

5) How far should the analysis go?

[~~n~~ uses of the document]

Training

"Possible"

Two different documents???

Goal:

Challenges/Needs

1) Documenting/describing  
~~the~~ process.

As much material  
as possible

± Primary Sources

2) A number of possible  
stories.

a) About ~~the~~ protagonists

b) Conditions for change  
Role of different  
variables, including  
principal

One Project -- a lot of  
cuts in --

"A Case of What?"  
Dennis Phillips

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Alan : There is a boote  
① here! On "An intervention  
in a school."

② Perhaps  
Need a journal. describe  
"what happens" in a  
less analytic mode.

more naturalistic  
Thicker description = precursor  
to full analysis

(~~B.g.~~)

Followed by different  
commentaries on same  
Vignette.

## Sharon's methods

- 1) Some taping
- 2) Some running field notes

~~Perhaps~~ Seymour  
Circulate "Case Study"  
now and get feedback

Need to test it out w/  
different audiences

This chapt. -- for the coaches

→ Get their reactions,  
How they hear it.

Pedagogical Approaches

Put it into footnotes/appendices

Make text lean

Every piece should stand  
on its own — — Each chapter  
should be a separate  
document.

Theory-piece  
— also 2 audiences!

— — — —  
Nessa

Need "running log," fieldbook

Do we need the first-order  
account? Why?

Nessa —

'Presenting problem'  
↳ not in here

Nessa

↳ DM — trying to plunge  
US into ~~the~~ experience  
→ Non-linear.

Needs to be linear

Need baseline — where  
they're starting?

Running Log / Compromise

/ Yes \ Interp

No

Compromise

↳ 1 chapter that includes thick descriptions

"Can't do both at same time." ISSUE.

Good

① Tape + transcribe

② Minutes.

Barry

Need for journal ??

N Question of discipline

e.g. Heilman

Barry

"Is there a rush to judgment?"

Seymour - what's the discipline

Not anthropology.

(Here's the story?)

Point is Everything in a school  
reflects or fails to reflect  
goals"

Pay price w/out  
goals

Does it matter whether it's  
the truth?

3 purposes of  
the project.

a) Training

b) Power of Goals  
- ~ Details

c) Look what  
can happen

steps

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Necessity — all the  
differe

How to do it — for schools

Assignment

Alarm:

Given limited energy,  
what's the best  
way to tell story for  
our purposes?

Originally

1) How use the for  
training?

2) Model for "writing a  
case" for our "group"

For "telling the world" re:  
inside of a goals-process  
-- do need some thick  
description!

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Criterion for "successful effort"

Geertz vs Helm

↳ Participants learn something  
new!

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For Summer - piece (Nesse)

- ① Need "Presenting Problem"
- ② One

# Introduction to Jerusalem Consultation

## Background to Consultation

### A. Decisions made in July

1. Don't leap prematurely into "service" or "training"
- ~ 2. "Readiness-conditions" are not yet sufficiently in place.
  - a) Knowledge-base
    - E.g. nature of the work,
    - Challenges
    - Strategies
    - Conditions of Success
  - b) Materials/tools → Lenses
  - c) An informed, supportive culture
  - d) "Human Capacity": kind is unclear

## ⇒ 3. Practical Decisions

a) January Consultation : refine, ratify, plan of action designed to remedy these ~~problems~~ Challenges

b) July → January Activities

1. Pilot project(s) plus Papers

2. Draft of "Kitchen" Conceptualization.

3. Outstanding Commitments + Seed Culture

4. Begin developing the Ramah piece

→ c) Use these activities as basis for launching January Consult

B. July-January Activities -- pretty much on course.

1) DPs "kitchen-pieces"

2) Marom's work w/ Agnon + Paper

plus: Pekarsky in Milwaukee:

↳ 3 institutions

3) "Seeding the culture" / outstanding commitments

a) Baltimore Central Agency

b) JCCA Camps (see material)

c) Wexner-Retreat  
Plan + Intro

4) Periodic Phone Consultations

This brings us to today.

# Purposes of the Consultation

## 1. Conceptualize "Kitchen" plus

Basic decisions

re: priorities, products, division of Labor

## 2. "Pilot-projects":

Better understand nature of work

Language for describing

How to exploit this work  
for Kitchen, Seed Culture.

## 3. Kind of human Capacity we need to achieve "readiness"

Plus Summer Seminar: Who? For what?

## 4. Consult re: up-coming "Service"- Challenges, e.g. JCCA Camps

Agenda reflects this set of purposes:

A) DP/DM in Consultation.

B) Sequence - Human Capacity - 3rd  
Practical decisions - last

C) Tentative Schedule

1) Today: "Kitchen"

2) Tuesday: Agnon - pilot

3) Wed. 8<sup>30</sup> - 10<sup>30</sup> - Build Capacity

4) Wed. 10<sup>30</sup> - 3<sup>30</sup> - Practical decisions

Could be faster, could be slower.

See Booklet

# Introduction to "the Kitchen"

## A. The Challenge

1. An organizational scheme that meets several criteria:
  - a. It allows for easy sorting and finding
  - b. It points us in direction of products we need.
  - c. It suggests <sup>fruitful</sup> relationships between different sets of materials

2. More practically:

Decide: what products  
└ who.

# Developing "the Kitchen"

A) From "Easy" to "Hard."

B) Initial Cut

Generative Themes  
= Substantive / Functional

"Subject-matter"

"VDI"

"Comm. Vision"

"Ed. Jew"

Tools, materials  
for different  
phases of the  
work.

Each theme is developed  
at multiple levels

## Problems w/ Initial Cut

1) Functional Category -- don't yet know enough

→ Dump it

Still 2) Repetitive/Overlaps

3) Weak inner logic

C) Let's see what it would look like to use 5 levels as a guide to sorting out tasks/materials

yes -- but insufficient

→ 2 other Categories

⇒ 3 Divisions → Explain

# Visions At Work

1. Each column → a distinctive approach.

↳ 5 levels

2. Vertical/Horizontal linkages

See Grid #1.

3. Richness of categories.

See "close-up" for specifics

4. "Negation/Actuality

5. Activities

6. Plus - Internal Logic / N ships / Non-repet.

7) Minus - VDI - where?

↳ Insufficient! →

# Journeying towards Vision

→ Process of becoming Vision-informed

E.g. Case-studies

Horace's School + Jewish Horace's School

Change - literature

"Vignettes"/Cases  $\leq$  Interpreted Respond

~ 1) Open-ended

2) Filled in

~ training

"Seed Culture"

"Training" → "Cases"/"Vignettes"

Institutional Profile Instrument

# Meta-Issues : Theory of the project

1) Why "Vision"?

2) "Vision" & Practice

3) Nature of VDI's

v1) Explaining the  
need

2) Justifying the  
process

# Building Capacity

## Kinds of Capacity ~ Kinds of Work

1. Develop evaluation/institutional profile instruments
2. Work of institutions as "Coaches" 'advisors,' or Counsellors
3. Vivid accounts of a vision-suffused institutions
4. Filling-in Columns:
  - a) Gathering materials.
  - b) Creating materials.

E.g. From 1 → 2  
2 → 3  
3 - 4  
4 - 5

## Building Capacity - Names

Bernie Steinberg

Lifsa Schachter

Michael Paly

Cheryl Finkel

Amy Gerstein

Rob Toran

1) Check my files for last year's names!

2) Develop list by function: w/ portfolio.

3) Investing w/o portfolio

# Summer Seminar - Aims

1. Initiation into the principles and language of the Goals Project.
2. Opportunities to practice "goals-process" via "cases".
3. Opportunity to refine our conceptions re: "process" of working w/ institutions
- 4.
5. Interest participants in being engaged in project
5. Assign participants to GP activities.

# Jerusalem Consultation

Intro: See Update

Here: Issues

Decisions

Work Plan

~~Immediate~~ Challenges

Assume Familiarity w/ the Petroskykharo  
papers

## Overview of Consultation

First-Cut ~~at~~ what we need

2nd Cut

{JANUARY 1996}

TO: ALAN HOFFMANN

FROM: DANIEL PEKARSKY

RE: GP UPDATE -- SLIGHTLY REVISED SECOND DRAFT

Here's a draft. I hope this was what you had in mind. Let me know if it's not. Also, there are a number of matters I'd like to discuss with you very soon. Please get in touch when you can.

DP

## GOALS PROJECT UPDATE

January 1996

### INTRODUCTION

According to plan, between August and December the Goals Project (GP) has focused on two kinds of efforts: activities designed to deepen the appreciation of critical constituencies concerning the need to wrestle with questions of vision and goals; and activities designed to build our capacity to meet the needs of institutions that want to take on a goals-agenda. After summarizing these activities, the report goes on to discuss future plans as these were refined during the CIJE-Mandel Institute January 1996 consultation.

### RECENT ACTIVITIES

Seeding the culture. A number of CIJE's recent activities have been used as vehicles of what we have come to call "seeding the culture" -- that is, of nurturing among critical constituencies an appreciation for the need to wrestle with "the big questions" concerning the basic goals of Jewish education. One of these activities was an all-day retreat for Baltimore's central Jewish education agency, designed to help its Board clarify the role of the agency in the community. A second activity was a day-and-a-half conference in Washington, D.C. for the leadership of the JCCA and five JCCA overnight camps concerning the Jewish dimension of JCC camps. Pekarsky's upcoming work with the JCC camp in Milwaukee will follow-up on this very successful effort; other forms of follow-up are under consideration. A third activity was CIJE's collaboration with the Wexner Heritage Foundation in planning a weekend retreat for some three hundred East Coast alumni of the Wexner program. Held in Landsdowne, Virginia in December 1995, this retreat was designed to engage graduates of the Wexner program in efforts to revitalize Jewish education in their home-communities. This was an ideal opportunity to underscore the critical role that thoughtfully determined visions and educational goals play in the development of inspiring and effective educating institutions.

Building capacity. Current GP efforts to build capacity emphasize pilot-projects designed to deepen our understanding of a goals-sensitive educational reform process; the development of a library of resources that can be used as tools in such a process; and the identification of human resources needed by the GP. Each of these is briefly discussed below.

As planned, Daniel Marom of the Mandel Institute continued the pilot-project he had launched with Cleveland's Agnon's School. An intensive visit to the Agnon School, supplemented by regular long-distance contact, enabled Marom to make considerable headway on a goals-agenda with this institution. Marom's insightful and thoughtful written account of his work with this

institution is proving a rich source of insight and reflection concerning the process of helping an institution pursue a goals agenda.

Pekarsky developed a concept piece entitled "Designing the Kitchen" that was intended to do two things: first, to identify crucial resource-materials that would prove invaluable to GP efforts to "seed the culture" and to work with institutions; and second, to develop a classification system for these resources that would facilitate ready access to them.

How to approach the third element of the "building capacity" challenge - the recruitment of human resources who can in various ways enhance the GP's development - was a prominent subject of the recent CIJE-Mandel Institute deliberations. This matter will be discussed below.

#### THE JANUARY CONSULTATION

Building on the documents developed by Marom and Pekarsky during the fall, the January consultation was designed to deepen our understanding of what is involved in facilitating a goals-sensitive reform effort, to finalize decisions concerning the resources needed for GP efforts, and to identify the kinds of human capacity the GP needs and how to bring appropriate individuals into the work. These discussions were to eventuate (and actually did) in a more finely-tuned 1996 GP work plan. Major themes addressed and decisions made are described below.

The Agnon pilot-project. Marom's rich description of his work with the Agnon school stimulated some valuable discussion concerning what it takes to work successfully with an institution on a goals agenda. His paper and the discussion based on it illuminated the kinds of preconditions that are essential if progress is to be made and led to some important points concerning the bases for interpreting and responding to encountered institutional realities. As discussion of this paper continued, it became clear that it will be usable in a multitude of ways to forward the work of the GP. There was consensus among participants in the consultation that continuing work on this pilot project and its documentation is a high priority for the GP. If it proves possible for Pekarsky to develop a parallel pilot project with one of the Milwaukee institutions he is exploring, this would be important as well; but it was also stressed, partly based on what is being learned from Marom's efforts, that such a project ought only to be entered into if appropriate pre-conditions are in place.

Developing resources for the Goals Project. [ Pekarsky's conceptualization of the GP resource library identified three major categories: "Visions at work", in which can be found examples of educational practices and institutions that spring from powerful but different visions of Jewish existence;

~~After generating a list of  
In the course of discussing material...~~

"Journeying to vision", in which category can be found literature from both general and Jewish education which speaks to the question of how to help educating institutions become more vision-informed; and, finally, "Meta-issues", which is concerned with identifying the most cogent reasons for making the problem of vision and goals central to our efforts at Jewish education.

While participants in the consultation seemed comfortable with this conceptualization and with the kinds of materials that were identified under each heading, ~~it~~ <sup>JAI</sup> became apparent to us that we would need to make strategic choices from among the many resources that had been identified as relevant to the GP's work. Seeking to identify those resources that are the most essential, we were especially interested in materials that would prove valuable in more than one arena, e.g., in seeding the culture, in working with institutions and in training personnel for GP work. Our deliberations led to a decision to focus our energies on the development of the following published materials:

- a) at least one case-study, built on a pilot-project, that documents the efforts of an educating institution to become more vision-informed, with special attention to the strategic decisions made by the individual facilitating this process of change;
- b) one vivid, in-depth description of a vision-guided institution - of an institution that has succeeded in becoming organized around a compelling vision of a meaningful Jewish existence.
- c) a well-articulated discussion of the theory of the project which highlights the critical reasons for believing it critical that educators and leaders concerned with Jewish education pay careful attention to questions of vision and goals.

In a related vein, it was agreed that staff-time needs to be allocated to the task of identifying, gathering, inventorying, and sorting extant materials that will prove useful to GP efforts.

~~The consultation team felt that successfully creating, gathering and sorting the aforementioned materials will suffice to fuel many GP efforts, both in the "seeding the culture" and "working with institutions" arenas, and we proceeded to divide up the necessary tasks among CIJE and Mandel Institute staff members. It is, however, important to note our shared sense that the project would benefit from certain additional resources which are presently beyond our capacity to produce. We concluded that these resource-priorities needed to be kept in mind as we recruited new individuals into the project's work. This challenge of "building human capacity" (See below) represents the third major issue explored during the consultation.~~

*On reflection: By the end of the consultation these various tasks were distributed among*

for

→ The A sequence of two workshops, one scheduled for August and the second for December was tentatively agreed on. Behrman

Building human capacity. The GP requires human capacity in at least two domains: individuals who will work with institutions around a goals-agenda and who, by documenting their efforts, will enrich our understanding of the work; and individuals who will participate in the effort to develop appropriate resources for the GP. In order to draw appropriate individuals into the GP's work, it was agreed that CIJE and the Mandel Institute would jointly develop an intensive set of workshops for select individuals who have the potential to become serious colleagues in the GP initiative. The consultation focussed on the workshops' aims, content, and clientele.

the two  
w.s.  
participants  
will be  
assigned  
tasks  
which  
will  
contribute  
to the  
Project's  
stock  
of  
resources  
and will  
become  
a focus  
for the  
Dec.  
meetings

Scheduled for August and December of 1996, the projected workshops will be designed to initiate these individuals into the thinking behind the GP and to engage them in addressing the GP's challenges. At the end of the August workshop participants will be given assignments that will become part of the subject matter for the December workshops. Depending on the individual's competencies and interests, the assignment might be to launch and document a small-scale goals-oriented intervention in an educating institution, or it might be to work on developing tools and resources needed by the GP. The development of an inventory of different kinds of vision-driven educational practices in a subject-area domain like "Hebrew" or "Israel" is just one example of the kinds of resources that might emerge from these assignments.

It is expected that this sequence of activities will serve the interests of the GP at least two ways. First, it will increase the GP's working partners, enabling it to expand the circle of its activities. Second, it will enrich the body of tools and resources that are essential to the GP's work.

#### CONCLUDING COMMENTS

In concluding, it is important to add that as CIJE's work has unfolded, we have grown committed to the principle that questions pertaining to goals need to be integrated into the whole gamut of CIJE activities. As an example, GP staff will collaborate on the planning of the upcoming Harvard Principals Seminar, and the important place of vision and goals in educational leadership and planning will be featured during the seminar. The principle that CIJE's own activities need to be infused with the goals-dimension represents a serious commitment to practice what we preach, and it promises to enrich CIJE's effectiveness.

# Introduction to Day (Wed)

A) Review Agenda

B) yesterday (Part I)

Learn  
Engage

① Power of "Cases", plus their place in projected Summer Seminar ~ Pedagogy Dangers!

Model of Transfer vs opp.s for study

② What's involved in "exploding" a vision-statement

Implications at 5 levels ~ Summer

Good idea? Process Freeze

vs Culture of Inquiry

3. A trained eye

~ Everything is a clue!!

How train the eye?

4. What's missing?

Materials/discussion re:

Social milieu/Community/Context

Amer-Jewish  
Condition

Where "Classify"?

Journey  
Theory

Reynolds  
Schoen

Who are the parents/rabbi?  
How do they see the world?

~~Scenarios~~

5. How "cut in"? Making  
use of what presents itself

Multiple entry points

6. "What bothers you?"

-- asked of participants

Prime them + their  
issues

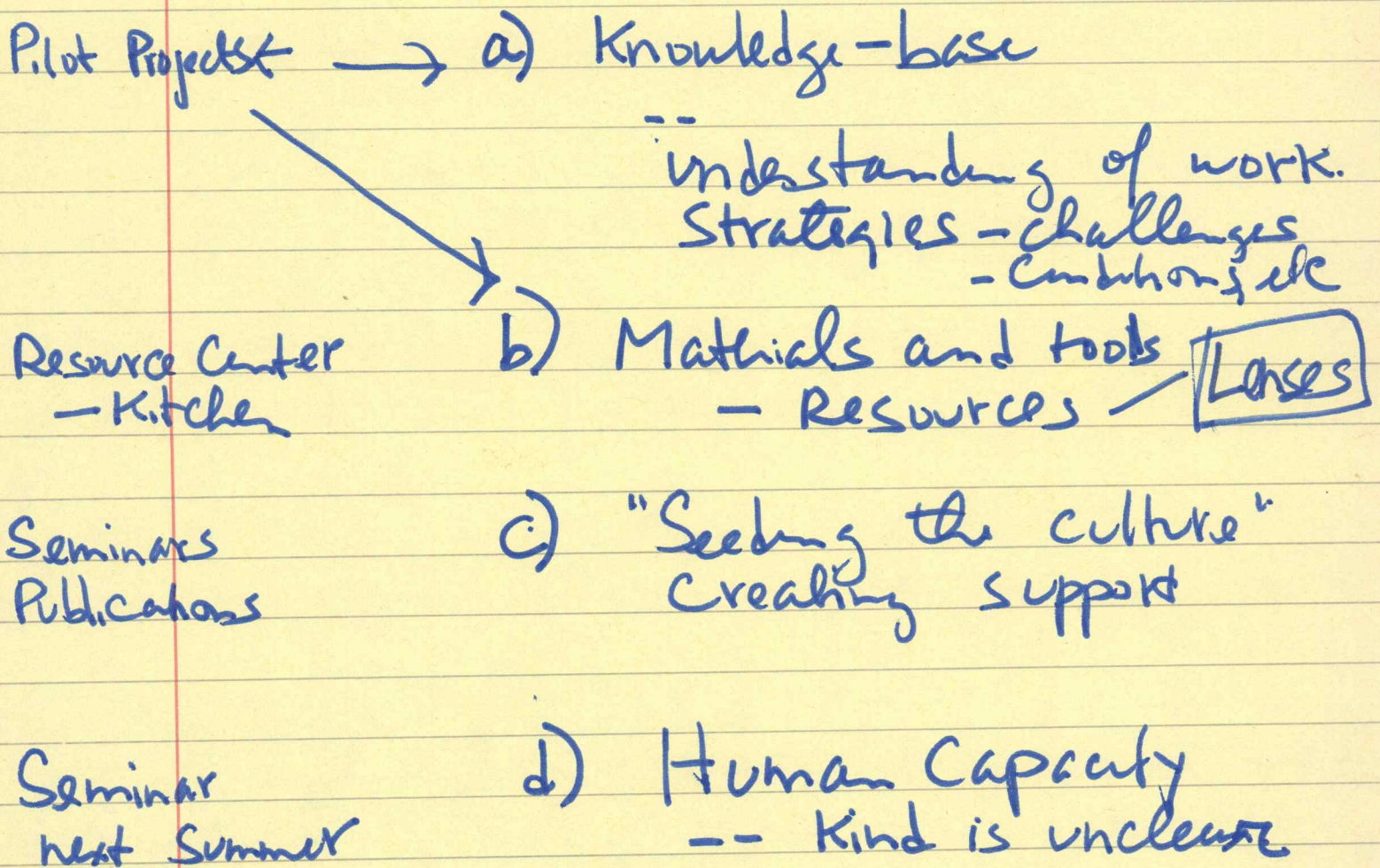
# Introduction to Jerusalem Consultation

## A. Background to Consultation

Decisions made at our July meetings

#1 - Don't leap prematurely into "Service" - or even into training

#2 - "Readiness-conditions" are not yet sufficiently in place.



### #3 - Practical Decisions

- A) A January Consultation to refine and, if possible, ratify a plan of action that speaks to these specific challenges
  
- B) Between July and January
  - 1) Pilot-project (s)  
+ Paph.
  - 2) Draft of Kitchen-  
conceptualization
  - 3) Outstanding commitments  
+ Seed the Culture
  - 4) The Ramah piece
  
- C) Use these activities as basis for continuing the discussion

#4

Between July & January,  
pretty much on course

A) DP's Kitchen-pieces

B) Marom's work w/ Agnon  
+ Papp

~~D) Outstair~~ + DP on Mluft

C) "Seeding the Culture"  
activities

1) Baltimore ??

2) JCCA + Follow-up

3) Wexner - our role

Haven't done . . . .

And this brings us to this week's  
meeting

# Purposes of Our Meetings

- 1) Conceptualize the kitchen  
+ Make Basic decisions concerning ~~what to~~  
Priorities / Division of  
Labor → Products  
who  
who need
- ② Pilot-projects:  
Better understanding nature  
of work  
Language for describing  
How to exploit this  
work for the kitchen  
for seeing the culture
- ③ What kind of capacity do  
we need to achieve  
readiness and beyond  
→ Decide to: Summer Seminars  
- who, what, when

The Agenda reflects the set of concerns

A) - worked up by DP & DM  
- Consultation

B) <sup>Nitty-gritty</sup> Practical decisions  
- left 'til last part

Starting-Point: "The Kitchen"

# Introduction to "The Kitchen" Discussion

## The Challenge

- 1) Kinds of things we need to gather
- 2) An organizational scheme that meets several criteria
  - a) It allows for easy sorting & finding
  - b) It helps to identify products we need
  - c) It suggests relationships between different sets of materials that will be rich.

# Struggles w/ Taste

A) Thought it would be easy  
hard.

## B) Initial Cut

Generative themes / Functional

~~Different~~  
Levels

{ Subject-matter  
{ Vision-driven  
institutions

Tools  
Grids  
Materials

① Repetitive

② Internal logic wear

But

③ A lot of materials  
that are useful

⇒ Refined piece:

Dumped "functional" category

c) Let's see what it  
would look like if we  
used ~~the~~ 5 levels  
as a guide to  
Sorting out tastes and  
materials

In a word, yes,  
but insufficient:

2 other categories  
of material

Hence ~~the~~ 3 divisions,  
which I'll now explain

# Visions at work

## Key-points

- ① Columns = Approaches
- ② Vertical/horizontal linkages
- ③ Activities/Exercises designed to stimulate reflection at this level

# Journey towards Vision

Evaluation tools / Institutional Profile

Case-studies

Horace's School

Articles/Books on Change

Vignettes/Cases

→ How interpret

→ How respond

Meta-Issues

1) Arguments for Goals + check-list - **META**

2) Ramah, etc.

3) Columns

4) Vision-driven  
conceptions

Visions at  
Work

5) Cases → open-ended  
→ spelled out

6) Institutional  
Profile  
- str

Journey  
to  
Vision

## Summer Seminar

- Lifsa
- Cheryl
- Devorah Steinmetz
- Bernice Steinberg
- Amy Gerstein
- Michael Paley
- David Achenbach
- Rob Toren
- ~~Scott~~ Kerdiman
- Elaine Cohen -- Kurshah

{ "Cases"  
"Vision-statements"  
Develop "Case"

## Post-Seminar Assignment

Our tasks: { -- Develop a "Case" -- External / Internal  
-- Write-up an institution

We Pay // They're responsible!

## Web Session

I. DP on Tuesday - Summary

II. Challenges for today  
known next steps

A) JCCA

B) Summer Seminar

C) Build Capacity

III. Work-Plan

## Questions Emerging out of our Discussion

- 1) Workplan that flows out of the "kitchen-discussion": What Division of Labor
- 2) Who to invite to the Summer Seminar
- 3) Dates for the Summer Seminar.

Lisa

Paley

Steinberg

Deborah Stein....

Cheryl Finkel

Toren

Israelis ??

(a) "Cases" in "own" or other setting

(b) Someone we commission to write up a school

(c)

Alan's Aim: Worryplan      Capacity we need

DP's Aim: Concept + Priority items - Nature of work  
+ Practical decision

Reading of Doc. prompted reactions

↳ (1) Character of Kitchen ~ "Demand"

↳ Working contexts      T&I/Principals  
Schools

↳ (2) Suffusion

Lay-leads

Kitchen from Iyun to fill  
in squares!!



# Importance of Goals

Does not work  
if meet the Goals  
Standard —

Evaluation!!

"Cases"

Powerful  
A lot of support

~~Theory of~~  
Pedagogy of "Cases"

Danger of imitation  
"Unseen cases"

Goal on Sharon/Deborah  
-- unpack the  
process.

"Cases" - not models  
for transfer but  
oppo for study!

Session on "Cases"

↳ ~~what~~ Do we need?  
How use?

# Role of "Cases"

Meta-levels

Check-list

---

Collect Vision-  
Statements

N<sup>o</sup> "Cases"

Summer-Seminar

Howard, On "VISION"  
& "MISSION"

Annette's Reference

---

{ "Put his glasses  
on table." } Barry's

Put a "mission-  
statement" on  
table for discussion

Lengthy discussion  
on Visions/Mission

- 1) How unique?
- 2) Good idea <sup>or bad</sup>  
- pragmatic
- 3) Run through the  
implications at  
different level
- 4) Process is more  
important than  
content!!

Accreditation

episodic vs

Done  
seriously

② Culture of  
inquiry

①

Everything is  
a clue

②

Training  
eye !!

~~the~~

"Cultures of  
Inquiry  
Implementation"

---

Are there materials  
that are missing??

Is our focus - should  
it be -- an institution?

---

Conception of  
community where we  
fit into

American Society?

Sociological  
Analysis

Philosophy

of Content-Aspects  
of Jewish Society

"Working w/ institutions"  
→ Need for unobstructed  
outlook

"The Outlook of  
the Clientele"

---

Journey to Vision  
Commence

---

Reynolds/Schoem

# Politics of Education

→ Little written on it

Argument for souls

Issues of  
American Jewish  
Community

Context/perspective  
of parents

"A Time to  
Think"

America - Jewish  
Community

↳ Who are the  
parents? How do  
they see the  
world? The milieu

← Social  
The milieu"  
← under-developed

---

Possibility for summer

How cut in for  
this side? that side?

"why Hebrew?"

"why Bible?"

"why Kippot?"

Prepare for the  
Summer — —

"What bothers you?"

How prone the?  
Figured out — the  
issues?

~~And~~ Seymour, Practical  
Image of the Practical!

# Scenarios

"What if ...?"

→ anticipatory  
imagined problem

↳ Then share  
findings!

---

"Pairs" - for post-summer

Bart

Exam tentative

write it up

Casebook

## Summary

Aims: Work-Plan / Capacity / Kitchen - <sup>concept</sup> priorities

Maxim: Nature of Work / Language / Exploit

Practical decisions

Many Interesting / Important Questions

(i) Conceptual scheme

Identify Tasks / Sort / Locate

Also A way of thinking / interpretive scheme

~ training

## Qualifications

1) Do clients need "the language"

~ Psychoanalysis

2) Flexible / Evolve

Sufficient if it gets us started

## ② The Columns

A) Very difficult to do one,  
much less several

B) Sufficiency of one or two.

Danger of getting buried

N③ Massiveness of undertaking

→ Need to determine priorities

A) Contexts of use - Institutions  
Lay Leaders  
Central Agency

What would we need to be  
effective in any one?

DP's presumption: Institutions/coaches/'seed culture'

Missing Context: Ongoing  
CISE Work  
→ Kind of Kitcher

B) Aren't yet fully clear re:  
priorities/contexts

→ Alternate Route

→ Identify a Fertile minimum  
useful across contexts

Assuming

appropriate  
pedagogy  
Activities

What would we need "to do it"?

e.g. This summer / Institutions / seed  
culture  
CIJE - Internal

The bottom-line Question:

Would the DP kitchen suffice?

More narrowly, what products would suffice to "do it"

— "do it" → Work w/ an institution

↳ "Seed culture"

---

In course of discussion, we identified 4 desiderata:

- 1) Theory of the project: What is vision?  
Why vision/goals? Rational
- 2) Descriptions of vision-guided institutions  
→ Ramah plus X  
plus gather.
- 3) Fill-in 2 Columns = "Future As history"  
Greenberg plus

## Two functions of these Portraits

↳ what to aspire to

useful for the work  
itself

4) Vision-guided conceptions & practices

E.g. Approaches to Hebrew, Prayer to Israel, to Kippot

What/why/how

Search for literature

↳ People

Miles Cohen  
Ruth Raphaeli

Would 1-4 be enough?

No -- Also need "the happy tact & ingenuity ~~sensitivity~~ James speaks of

↳ A sense for where to cut in, & why; how to interpret, how to decide → Journey → case-study  
↳ force

# Kitchen - Prontios

- Seed Culture  
- W

- \* (1) Sarah Lightfoot Volume.
- (2) Case-studies e.g. Agnon  
Vignettes - Process/Content
- (3) "Cases"<sup>MX</sup> - e.g. Analysis of an interaction
- (4) Policy - Brief
- (5) Fill out 3 columns
- (6) Inskhond Profile / Goals

"Cases" - e.g. Kippah = problem

- Seed Culture  
- Process

## Journey-piece

↳ Seed Culture + training

→ Case-studies. But time!!

Alternative to waiting

1) Develop cases from out of work

2) Build new library of cases with help of people we work with

↳ e.g. Summer-Seminar assignment

~ Developing Case.

Summer Seminar -- not training coaches, but a

Study-group

Different Assignments

Projects

Work-plan → 1-4

#1 - Petkarstey

#2 - Fox/Nessa (Ramah)

Create #2: Farm out?

Gather

#3 Fill in Columns for Greenberg

#4 Vision-guided Concepts/practices  
↳ Divide among us

(+ Plan Summer Seminar)

Plus "Cases"

---

+ #5 "Cases" out of work:

#6 Diagnostic tools/Profile

Mission-Statement

↳ workshop w/ profile

# Meta-Issues

= ~~Quality~~

Theories/Beliefs that underlie  
our project - Policy Brief  
General Ed

---

## C) Immediate Challenges

---

### Important themes

A) Social milieu

# Danny on Agnon

## Two issues

1) The work

2) How to write about it, so that it will be useful

(Skills missing)

1) Strategic decisions

2) Not a "goals project" *à la* Sizer.  
Rather "recommendations"

Why?

3) Chemistry as key variable

4) Visit to Agnon to get to know school ~ content-analysis  
Says Ray: get to know teachers.  
Also get to know Ray.  
through questionnaires

5) Progressively clearer hypotheses  
Vignette (to the teachers)

ⓐ What do you want to <sup>do</sup> know  
in Israel? Not classroom --  
want to see country.

(b) Marans taught ~ Proved himself?

→ what do you want find  
by experience?

8th grade encounter.

---

Summer trip

↳ goals of Israel CERN.

Marom makes himself Credible

Ray sees himself as a goals coach.

Ray wants to build an infrastructure that doesn't need Ray or Marom.

↳ 30 people  
core-  
group

INE

↳ Educational implications of the INE.

# January - Interview

⇒ Focus common hopes & aspirations, plus challenges.

Core group  
Lunch group  
Scene group

ISSUES

→ Suggests 1 issue:  
what does it mean  
"Pluralist" community?

עניין זה?

Pdste: Culture/Community  
w/ openness

Conference of Watzler, Scheffler,  
Brinker types around community-  
goals for school re design

- Learning
- Recommendations
- Conference
- Create a running glossary
  - i.e. Core universe  
vs Brit Goral

---

Art teacher

Icons to feelings

Eye to heart!  
core universe

Closures Recommendations

→ Need them!

D's goal w/ Ray:  
set up infra-structure

Pollak:  
recommendations

What's the minimum that  
needs to happen?

Need Benchmarks of  
Progress - = Culture of Inquiry  
not enough.

# Questions

① After 2 years, what?

{ where/how would process  
continue?

{ Institutionalize certain ways  
of thinking about goals

Leader

Build ~~an~~ ongoing evaluation  
into process.

# Categories of Question

Barry

"The work itself"

"What if I had to do this work?"

A)

- ① How would teachers answer the question "what's the GP?"
- ② What will come out of the ~~the~~ "interviews?"
- ③ What will come out of the ~~the~~ "interviews?"

B) "Building trust" --

e.g. Emma Lazarus

How much you were doing → the  
Scholar

Can we expect  
{ this of our coaches?  
→ Versatility

Marom is all-purpose  
consultant through goals-  
lens.

Marom's negative reaction to  
the TTEC. wants more  
"open-ended" vs Curriculum.

→ Can we do w/o curriculum?  
How distill the s.t. that  
someone else can do it?

Marom has a "measuring tool" re:  
what's "bad or good"?

e.g. the ~~one~~, the ~~one~~.  
Why bad?

What is the "measuring" instr

DP -- How did you decide?

Nessa : (1) To what extent to his  
instructs reflect match  
with issues of these  
schools

Mathat (2) How much did you  
propose your ideas, how  
much did you glean  
their ideas?

~~(3)~~ Deep Receptivity vs Maron  
instruments

### ③ Evaluation - Question

Was everybody "in"?

were there resistors?

Goal ① Bulky trust / established readiness  
??  
→ Are they one.

### ② Strategy:

→ observe  
Develop thesis - try out  
Reformulate  
Get response to it  
"Successive iterations"

Is the whole, ② Kachub strategy?



Alan;

(1) Amazed by intensity of level of engagement

Is this what's happening —  
School? Or — is it your  
~~intensity~~ intensity coming through?

Alan "Blown away"; ~~etc~~

↳ Simultaneous Bully Project.

(2) Ray — — — Polster

↳ Given Ray's background,  
will he be able to run  
the deliberation? Will  
he ever have Maroni's  
"trained eye"?

N Scheffler's philosophy -  
in - ~~the~~ - hospital.

Not just gadgetry but also  
mouth-piece for vision.

[Behave receptively &  
imposition - try out  
a vision.]

Seymour

~~Supposed~~ it can only be  
done by a Danny Maron?

Only time will tell!!

Is it worth our time?

[Dangers of one  
case-study]

one model

---

Need to suggest  
alternative models

case-study + limitations of  
his.

It may be that  
passion/chemistry are  
different

---

The Eighth grade Zane  
Case

M

↳ How find an intersection  
between goals & upcoming  
trip?

## Seymour

General-Particular ~ Goals

1) What did you get out of  
Science?

If "general" ~~question~~ answer,  
where go w/ it?

Who am I talking  
to and how should  
I prepare?

Seymour's tree

① What is purpose of  
each series

② 1-7  
where go w/ each one?

Dani needs to disclose  
more than ~~the~~ levels  
— why he made his  
choices?

Need a Schön-like study of  
the process.

Don't need to be expert  
in Bible, but to know how  
to use expertise already there  
— i.e. say, in a teacher.

Why not "we"?

Maron:

1) ~~lay~~ 1st Lay/Prof. Mtngs

Need to { 2) Don't start w/ text,  
but w/ discussion of why  
study text }

3) { "Fundamental defining text"  
of future

→ Brinker-perspective would  
negate the "religious"

Assess  
School  
about  
Peoplehood

Segment { 4) Bad idea because it  
creates as-symmetry  
re: participants

→ Creates Ineq-ality!!

Perhaps need to be committed to  
~~the~~ vision/outlook of your  
constituency

Can't move up 5 levels  
Perspectives

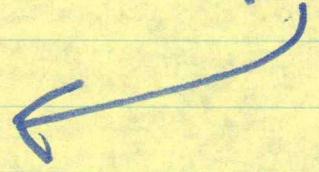
Internalize

Levels  
Perspectives

Suffice

Goal : 3 questions Maron's "paradigm"

"Cognitive  
Learner"



Can we identify  
hermeneutic principles?

Kinds of Lenses :

- Common-places
- Levels
- Context

Hitch

How many principles do  
we want to articulate?

Harris discussing  
of principle

~ practica

→ 4 whole lot of  
principles!!

---

Two issues

↳ Principles  
Internalize

Berry

Jackson's "thinking on your feet"

→ Impressed by DM.  
Who else could do it?

---

Seymour : } Can train  
                  } leaders.

→ Don't be pessimistic  
re: possibility of other  
"Coaches."

Shea's ESSEY by  
Ball  
on disclosing your  
Principles

---

<sup>1</sup> Riding a bicycle<sup>11</sup> - } Don't  
Teach a class } Describe  
what  
you do

---

Greenberg on Ed Jew

Missing from the "Update":

Columns (a) other important challenges  
Interviews for the future

b) Discussion of "Cases"  
— what they are/role

c) Elements of a summer  
seminar

d) Explicit workplan

e) Immediate challenges

~~f) Interview re. ex.~~

f) ~~the~~ Social milieu  
-- ~~the~~ clientele  
Community

Forays into institutions

General Fellow/Mentor

---

Criteria for People

1) Friends

2) Potentials a) & b)

---

↓ JCCA Project + JCC

Possible Populations to work with

# Towards A Summer Study Group

## Elements/Themes/Aims

Aims: Engage/educate/Assign

Our own Learning

Launch an ongoing Process

## General

Concept: We pay -- You commit to a project, to be determined.

e.g., "Case"

↳ VDI

etc

Elements : 1) "Cases" — <sup>open-ended</sup> Closed

2) Content-Analysis of Mission-Statement

3) Share & Critique our thinking.

4) Maxon-doc. on nature of the work

5) Cut-in Pts

Study Agn  
E.g. Jew  
Theor. Piece

"What  
bothers  
you?"

## Questions

Who? E.g. Critique

who portfolio

useful for tasks

E.g. Kerdimann, Schachte, Steinmetz,

Steinberg, Gerstein, Toren,

Finkel, Aflerun school →

Ackerman, Paley

Kershan, Cohen.

Israeli ??

When?