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CJENA correspondence and planning documents, 1988.

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American Jewish Archives website.

MINA Archives -- Post 1st, Pre 2nd Commission Meeting

BM Background Materials
C Correspondence
F Free Thought
M Minutes Meetings
PC Phone Conversation Summaries

Type	Date	Computer	Description
1 BM	11-25-88	C	Draft document for 2nd Commission meeting
2 BM	11-29-88		From A to AN, draft Mandel letter to Commissioners to accompany document
3 BM	11-23-88		From David Resnick to A, re: review draft documents
4 BM			Corrections & additions needed for background materials document
5 BM	10-4-88		Draft proposal for Case Studies of Outstanding Programs in Jewish Education
1 C	12-1-88		From AN to A, re: documents
2 C	11-30-88		From A & SF to AN, memo on task-forces; memo on agenda for meeting
3 C	11-22-88		From VL to SF, review of progress on assignments
4 C	11-4-88		From MLM to Commissioners, re: logistics for 2nd meeting & attendance & expenses
5 C	11-3-88		From A to AN, progress report of week's work
6 C	10-13-88		From VL to A, review of progress on assignments
7 C	11-3-88		From A to AN, review of week's work
8 C	11-10-88		From SF to VL, request meeting with Bronfman
9 C	11-15-88		From VL to SF, re: meeting with Bronfman
10 C	11-14-88		From DM to VL, request for exact # of commissioners
11 C	12-2-88		From SF & A to Sol Greenfield, re: thanks for his comments on drafts
12 C	11-20-88		From SF & A to AN, re: phone call
13 C	11-15-88		From SF & A to VL, re: Joe Reimer receiving copy of draft of background materials
14 C	11-9-88		From SF to Joe Reimer, re: Haitz draft on curriculum option
15 C	11-8-88		From Stan Urman to SF, re: upcoming meeting of Commission
16 C	11-22-88		From A to Joe Reimer, re: paper
17 C	11-22-88		From DM to Joe Reimer, re: acknowledgments list for document
18 C	11-27-88		From A to VL, re: corrections to document for printer
19 C	11-21-88		From DM to Joe Reimer, re: 9 options papers for comments
20 C	11-21-88		From Joe Reimer to A, re: comments on options papers
21 C	11-22-88		From VL to SF, re: progress report on assignments
22 C			From Joe Reimer to SF, re: options papers reactions
23 C	11-24-88		From A to AN, re: staff page listing
24 C	11-22-88		From AN to SF & A, re: checklist of known meetings, progress
25 C	11-22-88		From AN to Planning Group, re: meeting scheduled for 12-12-88
26 C	11-22-88		From AN to Planning Group, re: post-Commission meeting for 12-14-88
27 C	11-22-88		From AN to SF, re: name of his talk
28 C			From AN & SF to Sol Greenfield, re: thoughts for Commission
1 F		C	Free thought Fox re: inventory
2 F			Free thought on community option
3 F	11-11-88		Free thought on agenda for meeting
4 F			Free thought on questions for Commission
1 M	11-16-88		Minutes of meeting 11-16-88: MLM, Zucker, Haparstek, Levi re: upcoming Commission meeting
2 M	10-27-88	C	Summary meeting 10-27-88 at Nativ with educators: consultation meeting, draft
3 M	10-10-88		Minutes meeting Planning Group, draft
4 M	10-12-88		Minutes meeting Planning Group, draft
1 PC	11-4-88		Summary phone conversation A w/AN re: meetings in New York with commissioners by AN

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

FAX SENT
DATE: 30/11

FACSIMILE TRANSMISSION

TO: Art Naparstek and Virginia F. Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 216-391-8327

DATE: November 30, 1988

NO. OF PAGES: 6

AMERICAN JEWISH
ARCHIVES

Following our phone conversation of yesterday, we are attaching a memo on task forces, and hope it is useful towards preparation of our meetings of December 8th.

Also attached is a memo on the agenda for December 13th.

Best regards,

Annette S Fox

TOWARDS THE SECOND COMMISSION MEETING

MEMORANDUM

TASK FORCES

It is anticipated that a key mechanism for the work of the Commission, following its second meeting, will be task forces or sub-committees. This memo presents alternative approaches to task forces - in light of the meeting on the 13th and beyond.

A. Possible Approaches:

1. Full task forces: Task forces would essentially operate as mini-commissions. They would have active chairs, would be staffed, and would hold periodic meetings at which reports would be discussed. The task forces would report back to the full Commission.

The main drawbacks to this format seem to be:

a. Commissioners have told us that they would not be able to allocate time for meetings between full Commission meetings.

b. Some Commissioners have expressed the concern that strong task forces would result in a loss of the impact of the interaction of the full Commission.

2. Chair - and - staff task forces: Task forces would have a small active core: an active and powerful chair and co-chair, with a strong, professional staff. Chairs and staff would meet regularly to decide on the staff work, review progress and approve staff reports. Task force membership could be either small or large. If large, the whole task force could be invited to these meetings but full attendance between Commission meetings would not be expected.

Alternatively, ^(or in addition) task force meetings could be limited to the morning of the full Commission meeting. In such a case, all task forces could meet concurrently on the same morning (e.g., 9:00-12:00 on June 8th).

The main drawback to this format is:

A task force that is essentially led by its chair and staff will limit the sense of ownership and participation of most Commissioners.

3. No task forces: The work would be entirely done by the staff. One or two Commissioners would familiarize themselves with the topic selected and with the staff's work. They would present it for discussion to the entire Commission.

B. Chairs:

Chairs and co-chairs to be discussed on December 8th.

C. Staff:

On the assumption that there will be two or three task forces, the staff, in addition to the director Art Naparstek, should include:

Joe Reimer
Henry Zucker
Annette Hochstein
Seymour Fox.

Two of the above should lead the work of one task force. Additional staff might include some of the senior policy advisors and additional experts as needed.

In addition to leading the work, we will probably need some research and a fair amount of data-gathering and analytic work. This will determine additional staff needs.

More specific decisions on the staffing of task forces will be easier to deal with following the decisions of December 13th. Therefore, this might be an agenda item for our meeting of December 14th.

D. Task forces at the meeting of December 13th:

The following possibilities arise:

1. The Commission decides to break up into groups to discuss specific task force assignments.

If there is time and it is appropriate, two or three groups may be decided upon. We should prepare the following for these meetings.

a. Appoint chairs (and co-chairs?) for that day -- they should be contacted; their agreement should be secured; an agenda should be prepared.

b. Staff -- Naparstek, Reimer, Zucker, Hochstein, Fox, should be prepared to staff the task forces on an ad hoc basis for that day.

c. Agenda -- The purpose of the task force meeting should be to discuss and begin to define the task force assignments.

The following might be useful:

- Review the option paper relevant to the specific task force.
- Discuss the scope of the assignment and the directions that should be selected. For example, in the case of personnel, the discussion might involve whether one should start with a specific cut into personnel, (e.g. senior personnel, personnel for informal education, etc.) or deal with the general personnel issues.
- Discuss the kinds of data that need to be gathered and the sources of advice on that topic. For example, if the salaries of teachers are being discussed, do we need data on teachers in general education, in Jewish education? Should we define what the implications of the various salary increases might be on a given school or school system?
- Next steps
- Timetable

2. The full Commission carries on its meeting throughout the day and decides that task forces should be appointed and should start work. However, they do not convene on the 13th.

In this case, chairs and co-chairs may or may not be appointed, and membership in task forces may or may not be decided upon on that day. We could discuss this, as well as staffing, at our meeting.

3. A different decision is taken.

E. What task forces?

Our hope is that the Commission will decide sometime during December 13th what topics to select for study and action. We do not know what this decision will be, though from our current conversations and interviews with Commissioners, it appears that personnel and the community are likely to emerge. We should be prepared for different decisions too. Moreover, a third topic might be decided upon, as a number of Commissioners have raised such a possibility.

At our meetings on December 8th and 12th, we may wish to further consider the meanings and implications of task forces on these topics.

Personnel is the easier one to define by virtue of the topic and past experience.

The community will require further definition and clarification -- we will try to have something ready for our meeting on the 8th.

The third task force is right now undefined. A number of suggestions emerged -- we may want to discuss them on December 8th, with a key question being whether we can undertake a third task force, whether we have the needed staff, the time, etc.

We hope this is useful as background for our discussion on December 8th.



November 30, 1988

To: Art Naparstek
Virginia Levi

From: Seymour Fox
Annette Hochstein

Re: Thoughts on the Agenda for 12/13

We've looked through minutes of the meeting of October 12 as well as a draft agenda of that time entitled "possible agenda". Here are our thoughts:

Morning

1. Opening statement - MLM
 2. Presentation - MLM or staff [This will have to be
Review of Background materials decided at our meeting.]
 3. Discussion
 4. [Two alternatives]
 - a. Closure: decision on task forces
decision to reconvene as task forces
[This should of course be
phrased differently - it
should not be mentioned
expressly.]
 - b. No closure - interim summary of discussion
 5. Lunch
- | I | II |
|--------------------------------------|----------------------------|
| Task force-alternative | No task force alternative |
| 6. Task force organizing meetings | 6. Discussion (continued) |
| 7. Commission reconvenes for reports | 7. Decisions on next steps |
| 8. Concluding remarks - MLM | 8. Closure |

In the second alternative - should time permit - we may elect to have brief presentations on the vision and/or case-studies ideas.

*We have not dealt with wording or
formulation. We'd like to discuss this
with you.*

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P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FAX SENT

DATE: 29/11/88

FACSIMILE TRANSMISSION

TO: Dr. Arthur J. Naparstek and Ms. Ginny Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 216-391-8327

DATE: November 29, 1988

NO. OF PAGES: 2

Dear Art and Ginny,

Attached is a suggested text for Mort's letter to accompany the document.

We have left some blanks at the bottom of the page regarding the specific time and place of the meeting. Also, we are not sure of the exact name of the New York Federation.

Best Regards,

Annette and Seymour

Dear sal,

I look forward to seeing you on December 13th at the second meeting of the Commission on Jewish Education in North America. We are all very much encouraged by the time the commissioners have devoted to consulting with us in personal interviews, by telephone and in writing.

In order to proceed with our work we agreed to prepare background materials that could help us take next steps. These materials are enclosed and include:

1. a two-page **executive summary** which presents an overview of the work that has been done;
2. the **core document** that describes and outlines the the method and the approach that guided our work;
3. an **appendix** which presents a brief preliminary assessment of what is involved in undertaking the suggestions that were made by the commissioners.

I am sure that you will recognize how your ideas have shaped these materials.

At our second meeting, I believe we will want to decide on a work-plan. This is necessary so that we will be able to conclude our work some time early in 1989 and fulfill our four-fold mission:

1. To review the field of Jewish education in the context of contemporary Jewish life.
2. To recommend practical policies that will set clear directions for Jewish education.
3. To develop plans and programs for the implementation of these policies.
4. To stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action.

As at our first meeting, we will be graciously hosted by the New York Federation (exact name and address). Our meeting will take place in the ----- room at 10:-- a.m.

Sincerely yours,

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

FAX SENT
DATE: 22/11/88
MK

FACSIMILE TRANSMISSION

TO: Virginia Levi

FROM: Annette Hochstein

FAX NUMBER: 216-391-8327

DATE: November 27, 1988

NO. OF PAGES: 8



Dear Ginny,

I hope that you had a happy and restful thanksgiving vacation. We here have tried to meet deadlines and in the process have allowed some errors to go unnoticed in the document we sent to you for printing. (The one Art should have received in New York). We would like to ask you to put in some of the corrections.

1. I am faxing three pages that should be inserted in the document :

a. Two pages of the table of content. These must replace the table of content that we mailed. They come right AFTER THE EXECUTIVE SUMMARY.

b. Page number 39a was missing. It should be inserted right AFTER page 39.

In addition could you please put in the following correction BY HAND: on the first Option paper (OPTION #3), in the first paragraph - first line - it is written in parentheses "(page X)". Please REPLACE the "X" with "3". It should now read (page 3).

I am faxing the replacement pages twice so as to give you a best choice, and will call Monday afternoon to discuss this and other publication matters with you.

Naama received Mara's letter and plans to answer promptly.

Best Regards,

A handwritten signature in blue ink, appearing to read 'Annette', is written over a faint, circular institutional stamp. The stamp contains a menorah and Hebrew text.

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ACKNOWLEDGEMENT



What would the cost be?

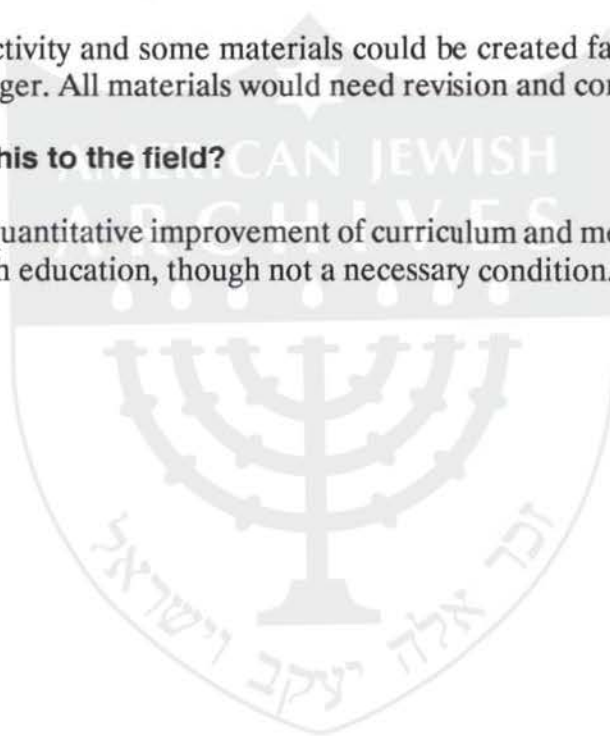
Wide-range: It would include personnel for researching, writing and developing materials; personnel for training teachers in the use of new materials; and the costs for the actual production, testing and distribution of materials. In areas in which existing materials could serve as the basis of curriculum (e.g. adult education), the cost of producing curriculum would be lower than areas in which few materials exist (e.g. early childhood). There are areas in which there is currently debate over how to achieve our goals (Hebrew language) or even what those goals should be (family education) and planning and research in those areas would also entail additional cost.

How long would it take to implement?

This is an ongoing activity and some materials could be created fairly rapidly; others would take much longer. All materials would need revision and continuing update.

How important is this to the field?

The qualitative and quantitative improvement of curriculum and methods is important for the field of Jewish education, though not a necessary condition.



FAX SENT
DATE: 24/11
2001

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

FACSIMILE TRANSMISSION

TO: Dr. Art J. Naparstek

FROM: Annette Hochstein

FAX NUMBER: 216-391-8327

DATE: November 24

NO. OF PAGES: 1

Dear Art,

Following our phone conversation, we suggest that Debbie Meline be listed on the staff page as:

Debbie Meline

Researcher assistant,
Nativ - Policy and Planning Consultants,
P.O.Box 4497, Jerusalem 91044
02-662296

Best Regards,



330

החברה לענין החינוך היהודי בצפון אמריקה

Jewish Education Service of North America, Inc.

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

Tel. (212) 529-2000



DR. DAVID RESNICK
ISRAEL REPRESENTATIVE

November 23, 1988

Ms. Annette Hochstein
Nativ
Jerusalem

Dear Annette:

I'm flattered that you asked me to review materials for the upcoming Commission meeting. As agreed, I've made many comments directly on the materials themselves -- in the interest of time. Therefore, what I'll do here is just make a few main points.

Background paper

1. The decision to "affect the macro picture" via means options is a bold one, but I see two main difficulties (which ought to be addressed, if possible):

- Programmatic priorities will still have to be set, e.g. for which domains will we train personnel, early childhood, elementary, high-school, formal, informal, etc.? So the ostensible main benefit of abandoning the programmatic option -- not having to make these hard choices -- may be illusory.
- Means options are one step removed from the fray, and make it more difficult to measure short- and medium-term impact on the entire field of Jewish education.

2. I found the distinction between program options and age-group options (page 4) to be largely artificial. Intelligent programming is preceded by a needs assessment of the target population, and that can entail as broad a vision of change as any other approach. In any case, the options papers end up combining the categories, despite the supposed difference!

3. Some key terms used in the options papers were not defined in the introductory paper (at least not in the version I have, dated November 15): necessary, sufficient, enabling. Is it in an appendix I didn't get?

Options papers

1. My overall, and most important criticism, is that the options papers make tedious reading and, relatedly, don't advance the "state of the art" as much as they could. Some reasons for this may be:

3BM

- Without specific examples of successful program options in each domain, the papers don't put "the best foot forward" for each option.
- Therefore, each option is described in such general terms, that "outsiders" are probably relying on their own stereotypes of the domain under discussion, rather than a new, more clearly focused understanding of each area's potential.

Since the options papers may themselves be an important contribution to the field, they need to be as colorful and comprehensive as possible. (I know the constraints of short time and space under which you're working!)

2. I found the "How important is this to the field?" section to be pretty wishy-washy; it's almost always a variation of "some say very important, others not at all." I hoped the "means options" evaluations on this point might be different, but the only means option we received (#15) didn't even have this section! Instead, there are some new categories (never defined), quantitative/qualitative improvement.

3. There is a quantitative unevenness in the papers. Not all target populations are defined numerically, nor are costs (how high is "high"?). In the "how long to implementation" section, what does "full-fledged" or "full-implementation" mean?

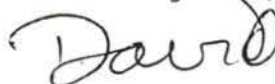
- full program development, or
- nationwide distribution, or
- both?

4. Enabling conditions. I continue to believe that significant improvement in any area is an enabling condition to related areas.

5. Of the nine options papers given me, I had the most substantive comments on #4, #9, #10, and #15. Again, see the comments directly on the papers themselves.

Let me close with words of congratulation on a job so well done in such a short period of time! But you're the ones who set the standard so high! Please feel free to call if I can clarify any of my chicken scratchings. I look forward to seeing you on December 1.

Best regards,



David Resnick

DR/gwr
enc.

cc: Jonathan Woocher

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11/22/88

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FROM: _____
 NAME ARTHUR NAPARSTEK
 COMPANY PREMIER
 DEPARTMENT _____
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TELEX NO.: 687301R PREMIER
 MESSAGE:

Attached is revised checklist reflecting meetings I know of. Please notify me of any revisions necessary. Thanks, Henry

AMERICAN JEWISH
 ARCHIVES

Handwritten signature/initials

11/22/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
I. LAY LEADERS			
Ronald Appleby	AJM - *	saw in Toronto - 11/15	NOTE; ALL FOLLOW-UP CONTACTS SHOULD BE MADE ONLY BY THE PERSON ASSIGNED.
Mandell Berman	AJM - 1	saw in Detroit - 11/1	
Charles Bronfman	SF - 1	met 10/6; will see again before 12/13	
Lester Crown	SF - 1	definitely see before 12/13	AJM to contact AR
Stuart Eizenstat	AJM - 2	hopes to see in D.C. 11/28	
Irwin Field	AR - 2*	AR should try to see before 10/20	
Max Fisher	MLM - 1	MLM will see in FL	
David Hirschhorn	HLZ - 1	HLZ will see in NY on 10/19	
Ludwig Jesselson	AH - 1	AH to try to see 12/9-11	
Mark Lainer	JR/AJM-2	SF saw in Jerusalem - 11/1	
Robert Loup	AH - 2	saw in Jerusalem - 10/19	
Morton L. Mandel	AH		
Matthew Maryles	AJM - 2	saw in NY - 11/2	
Florence Melton	AH - 1	SF spoke on phone - 10/19; AH will see before 12/13	
Donald Mintz	AR - 1	attended meeting at GA	
Lester Pollack	AR - 2	***no plans set at this time	
Charles Ratner	SF - 1	saw in Jerusalem - 10/19	
Harriet Rosenthal	AR - 2	AR reported on call - 8/15/88	
Esther Leah Ritz	AH/AR-2	AH saw in Jerusalem - 10/20; AR spoke on phone - 11/10	
Lionel Schipper	AJM - *	saw in Toronto - 11/15	
Daniel Shapiro	AJM - 2	possible visit before 12/1	
Bennett Yanowitz	AJM - 1	saw in Cleveland - 11/10; attended meeting at GA	
John Colman	HLZ - 2	met in Cleveland - 11/9	
Peggy Tishman	AH/AJM-1	saw in NY - 11/2	
Henry Koschitzky	JR - 2	call or see by 12/1	
Mona Ackerman - Fdn	AJM - 1	will see in NY - 11/28	
David Arnow	JR - 2*	definitely see by 12/1	
Maurice Corson - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Eli Evans - Fdn	HLZ - 1	HLZ will see in NY on 10/19	
Robert Hiller - Fdn	HLZ - 1	AJM saw in New Orleans - 11/17	

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

11/22/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
PRES, HIGHER JEWISH ED			
Alfred Gottschalk	MLN/SF-1	SF will see in Dec.	
Norman Lamm	MLN/AH-1	AM spoke on phone - 10/17; will see in Dec.	
Isamar Schorsch	MLN/AH-1	AM spoke on phone - 10/187; will see in Dec.	
Arthur Green	JR - 2*	definitely see before 12/1	
SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF - 1	***no plans set at this time	
JUDAIC SCHOLARS (1)			
Isadore Twersky	SF - 1	saw in Boston - 10/13	
JEWISH EDUCATORS (7)			
David Dubin	AR - 2	***no plans set at this time	
Jack Bieler	JR - 2	will see before 12/1	
Joshua Elkin	JR - 2	will see before 12/1	
Sara Lee	SF - 1	attended meeting in Boston - 10/14; phone conv. w/AJM	
Alvin Schiff	AJM - 1	saw in NY - 11/3	
Irving Greenberg	JR - 2	will see before 12/1	
Carol Ingall	JR - 2	will see before 12/1	
RABBIS			
Haskel Lookstein	AJM - 1	saw in NY - 11/2	
Harold Schulweis	JR - 2*	AJM called	
Isaiah Zeldin	JR - 2*	will call	
SR. POLICY ADVISORS			
David Ariel			
Seymour Fox			
Unette Hochstein			
Stephen Hoffman			
Arthur Naparstek			

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

11/22/88

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

Name	Assignment	Post-Commission Meeting Assignments	Comments
Arthur Rohr			
Carmi Schwab			
Norman Stein			
Jonathan Wax			
Henry Zucker			
VIII. STAFF			
Rachel Gubiz			
Joseph Rimm			
Virginia Levy			



MEMO TO: Planning Group
FROM: Arthur J. Naparstek
DATE: November 22, 1988
SUBJECT: Pre-Commission Meeting

A meeting of the planning group is scheduled for Monday, December 12 at 2 p.m. at the UJA/Federation of Jewish Philanthropies, 130 East 59th Street. We will review last minute plans for the Commission meeting at that time.



250

MEMO TO: Senior Policy Advisors
FROM: Arthur J. Naparstek
DATE: November 22, 1988
SUBJECT; Post-Commission Meeting

This will confirm plans to hold a meeting of the senior policy advisors in New York on Wednesday, December 14, 8 a.m. to 4 p.m. The meeting will be held at the offices of JWB, 15 East 26th Street.

Please call Joan Wade at my office (216-391-8300) to confirm your plans to attend.



264

November 22, 1988


Seymour:

Talk should be entitled:

Community Support Networks and the Non-Profit Sector: Humane
Approaches to Service Delivery

Arthur J. Naparstek, Ph.D
Former Dean and Grace Longwell Coyle Professor of Social Work
Mandel School of Applied Social Sciences
Case Western Reserve University
Cleveland, Ohio

Currently: President, Mandel/Premier Foundation
Cleveland, Ohio

My very best


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TO:NAME SEYMOUR FOX
COMPANY NATIV
STREET ADDRESS _____
CITY, STATE, ZIP JERUSALEM
PHONE NUMBER _____**FROM:**NAME VIRGINIA LEVI
COMPANY PREMIER
DEPARTMENT _____
COST CENTER 090

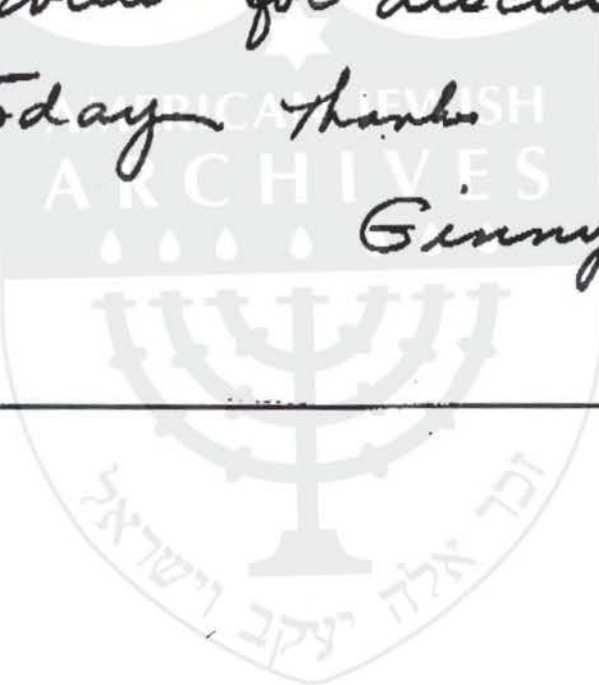
TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Please review for discussion
later today. Thanks
Ginny



210



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 13
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

7/890 (REV. 10-66) PRINTED IN U.S.A.

FUNCTION

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

ORIGINATOR Virginia F. Levi

DATE 10/26/88

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



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 83
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

Form 9114 (Rev. 10/84) PRINTED IN U.S.A.

FUNCTION

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

ORIGINATOR Virginia F. Levi

DATE 10/26/88

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

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

73000 REV 10 MAY 1987 (O H U S A)

FUNCTION

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

ORIGINATOR Virginia F. Levi

DATE 10/26/88

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

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;
- 44

- 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.



NATIV POLICY AND PLANNING CONSULTANTS

P.O.B. 4497, Jerusalem 91044

Telephone: 972-2-662296

Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO:

Dr. J. Reimer (The Hornstein Program)

FROM:

Annette Hochstein

DATE:

22/11/88

FAX NUMBER:

NO. OF PAGES:

1

**AMERICAN JEWISH
ARCHIVES**

Dear Joe,

*Your Fax on the paper came
through illegible - please
re-Fax ^{and} or tell us over the
phone?*

Best Regards

Annette *16.11.88*

AX SENT

ATE: 22/11/88

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

FACSIMILE TRANSMISSION

TO: JOE REIMER, Hornstein Program

FROM: DEBBIE MELINE

DATE: NOVEMBER 22nd FAX NUMBER: 617-736-4724

NO. OF PAGES: 2

AC

Hi Joe!

attached is the start of a list
we're compiling — an acknowledgement
page for the document. Please
add all of the names of the
people who provided information
for the options papers. We are
not going to list all of the
Commissioners but we do not want
to forget anyone else. Please
fax back as soon as possible.
Thanks, Debbie

In addition to the commissioners who graciously gave of their time and expertise through interviews or written correspondence, the following people assisted in various aspects of the preparation of this document.

Dr. Robert Abramson
Prof. Walter Ackerman
Dr. Barry Chazan
Dr. Burt Cohen
Prof. Steven M. Cohen
xxxx Coleman
Prof. Aryeh Davidson
Micky(?) Feinburg
Sol Greenfield
xxxx Heilman
Debbie Hirschman
Alan Hoffmann
Dr. Barry Holtz
Prof. Michael Inbar
Avraham Infeld
Jonathan Kestenbaum
Zeev Mankowitz
Nehama Moshioff
Menachem Ravivi
Dr. David Resnick
Prof. Israel Scheffler
Don Sher
Susan Wall



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

FAX SENT 21/11/88
DATE: 21/11/88

FACSIMILE TRANSMISSION

TO: JOE REIMER (Hornstein Program)
FAX NUMBER: 001-617-736-4724
FROM: DEBBIE MELINE
DATE: NOVEMBER 21, 1988
NO. OF PAGES: 36

Hello Joe!

Attached are the nine options papers that have reached their penultimate state. They have been distributed to a few local experts for reactions, and of course we look forward to your comments as well. We are still working on minor editorial changes, but content-wise we think we are pretty set.

You will notice that the numbers of the options have been changed. They now match the revised list of options in the body of the document, the order of which was labored over for days.

I plan to call you at 9:45 a.m. (your time) today with a few specific questions on some of the options. Don't worry - I don't expect that you will have all of this material read by that time!

Regards to everyone,

Debbie

lac

FAX SENT
DATE: 20/11/88

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

FACSIMILE TRANSMISSION

TO: Dr A. Naparstek
Virginia Levi
FROM: S. Fox
A. Hochstein
DATE: 20 Nov 88
NO. OF PAGES: 1

FAX NUMBER: 216391-8327

AMERICAN JEWISH
ARCHIVES

We would like to receive your call
of Monday 10 A.M. At phone
number: 882034 or
882033

Thanks

Amir

124

1M

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

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7
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Team + MLM - 3:00 - 7:00 p.m. (no dinner)

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

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- 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.



FAX SENT
DATE: 15/11/88

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

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

FROM: SF & AH

DATE: 15/11/88

NO. OF PAGES: 1 (19th page)

FAX NUMBER: JEWISH
ARCHIVES

P.S.
① WE THINK JOE REIMER SHOULD
RECEIVE THIS FOR COMMENTS, TOO.

② GOT THE MESSAGE THAT ART WON'T
CALL AS SCHEDULED. MISSED THE
FOLLOWING LINE - CAME THROUGH
GARBLED.

③ - IMAGINE IF IT WERE EUROPE!?

BEST
A.

CB

NOV 15 '88 8:33 PREMIER CORP

PAGE.01



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

11/15/88

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 9722699951
(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most

TO:

NAME

SEYMOUR FOX

COMPANY

NATV

STREET ADDRESS

CITY, STATE, ZIP

JERUSALEM

PHONE NUMBER

FROM:

NAME

VIRGINIA LEVI

COMPANY

PREMIER

DEPARTMENT

COST CENTER

090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

1. Charles Bronfman will not be in Montreal until after the Commission meeting. Couldn't schedule a meeting for you. Sorry.
2. Art can't talk with Annette on Thurs. A.M., as scheduled.
Please tell him.

See you soon.

Ginny

P.S. Is Israel in Africa, Asia, or Europe?

** TOTAL PAGE.01 **

FAX SENT
DATE: 12/11

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

FACSIMILE TRANSMISSION

TO: GINNY LEVY
FROM: DEBBIE MELINE
DATE: NOVEMBER 14, 1988
FAX NUMBER: 001-216-391-8327
NO. OF PAGES: one

Hello Ginny!

For the paper that she is currently working on, Annette needs to know the exact number of Commissioners (including the new Canadians).

Please let us know the right number as soon as possible.

Thanks,

Debbie

100

GIN11.10

FAX SENT
DATE: 11/11/88

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, JERUSALEM 91044
TELEPHONE: 972-2-662296
FACSIMILE NO. 972-2-699951

FACSIMILE TRANSMISSION

TO: MS. VIRGINIA F. LEVI
FROM: PROF. SEYMOUR FOX
FAX NUMBER: 001-216-391-8327
DATE: NOVEMBER 10, 1988
NO. OF PAGES: 1

DEAR GINNY,

COULD YOU PLEASE ARRANGE A MEETING FOR ME WITH CHARLES BRONFMAN.

IN ORDER OF PREFERENCE, THE FOLLOWING WOULD BE CONVENIENT FOR ME:

DECEMBER 7TH
DECEMBER 6TH -- LATE AFTERNOON -- AFTER 4:00 P.M.
DECEMBER 9TH IN THE MORNING -- WORST OPTION.

BEST REGARDS,

SINCERELY,

SEYMOUR FOX

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

FAX SENT
DATE: 9/11/88

FACSIMILE TRANSMISSION

TO: MR. JOEL FOX
FROM: ANNETTE HOCHSTEIN
FAX NUMBER: 001-216-861-1230
DATE: NOVEMBER 9, 1988
NO. OF PAGES: 1

DEAR JOEL,

RE: MEETING WITH ALAN HOFFMANN

ALAN HOFFMANN WILL ARRIVE AT THE G.A. ON THURSDAY AT 9:00 A.M. HE HAS NO HOTEL BOOKING YET.

HE COULD MEET WITH YOU ON THURSDAY AT 11:00 A.M. BEFORE THE PLANNING MEETING (WHICH HE WILL ALSO ATTEND). PLEASE MEET HIM AT THE MESSAGE CENTER AT 11:00 A.M., OR LEAVE A MESSAGE THERE.

BEST REGARDS,


ANNETTE HOCHSTEIN

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

FACSIMILE TRANSMISSION

TO: Dr. Joseph Reimer

FROM: Prof. Seymour Fox

FAX NUMBER: 617-736-4724

DATE: November 9, 1988

NO. OF PAGES: 6

DEAR JOE,

IT WAS GOOD TO
TALK TO YOU YESTERDAY. I
AM ENCLOSING DRAFT (1) OF B. HOLTZ
ON CURRICULUM. LOOK FORWARD
TO YOUR FAX. WILL RESPOND
IMMEDIATELY. AM SLIGHTLY
CONCERNED ABOUT OUR TIMETABLE.
WE NEED TO HAVE EVERYTHING
IN CLEVELAND ON TIME 15th.
SINCERELY
SEYMOUR

AX SENT
DATE:

9/11

1. התאחדות חסידים - התאחדות חסידים
 2. התאחדות חסידים - התאחדות חסידים
 3. התאחדות חסידים - התאחדות חסידים
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 8. התאחדות חסידים - התאחדות חסידים
 9. התאחדות חסידים - התאחדות חסידים
 10. התאחדות חסידים - התאחדות חסידים

שור נס'סה טוידה,
וזה.

CLARIDGE

AIR MAIL

November 8, 1988

Professor Seymour Fox
Jerusalem Fellows
22A Hatzfirah St
Jerusalem, Israel
93102

Dear Professor Fox,

It was good meeting with you recently in Montreal. I was impressed to learn of the breadth and scope of the Mandel Commission on Jewish Education. This appears to be an important and worthy initiative, one which Mr. Bronfman seems most committed to.

You mentioned that you were in the process of developing a 'grid' to interface issues in Jewish education and targets for implementation. I hope to receive a copy of this material soon, as it would be useful in preparing ourselves for the December 13th meeting of the Commission.

During the course of our discussions, Mr. Bronfman indicated his interest in meeting with the Meltons. I would welcome your suggestion on the most appropriate way to expedite this.

I met with Rabbi Wygoda who spoke highly of you and the work you are doing.

With best wishes, I remain,

Sincerely yours,


Stan Urman

SU:cb

15C

Claridge Inc.

1170 Peel, Montréal, Québec H3B 4P2

(514) 878 5300

FAX SENT
DATE:

2/1/96

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

FACSIMILE TRANSMISSION

TO: Mr. Alan Hoffmann

FROM: Noa Ettun

DATE: November 8th

NO. OF PAGES: 16

FAX NUMBER: 522211

AMERICAN JEWISH
ARCHIVES

מסמך זה נשלח אליך באופן אוטומטי
באמצעות מערכת המידע
של משרד החינוך והנוער
של מדינת ישראל
אם אתם מעוניינים להסיר
את המסמך מהמערכת
אנא פנה למחלקת
המידע והסיוע
במשרד החינוך והנוער
בטלפקס 052-222211

לשם 327
-8
options Draft #2

**Mandel
Associated
Foundations**

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

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

November 4, 1988

Dear

Since the first meeting of the Commission on Jewish Education on August 1, we have been working to prepare for the second meeting. Our work has focused on your comments during or after the August meeting. We feel your reaction to the work now in progress is important. For this reason, a member of the staff will contact you to arrange a personal or telephone interview before the next Commission meeting.

Our second meeting is scheduled for Tuesday, December 13 at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City from 10:00 a.m. to 4:00 p.m. Please indicate on the enclosed postcard whether or not you plan to attend and if so, your travel arrangements. I would appreciate your returning the postcard as soon as possible, and no later than December 1.

Enclosed are guidelines to be used when travel expenses are incurred in connection with Commission meetings. If you require reimbursement, please itemize your expenses on the attached Travel Expense Report form. For the upcoming meeting, we have reserved a block of single rooms at the Mayflower Hotel (West 61st Street, corner of Central Park West) for the nights of December 12, 13 and 14. If you would like a room for any or all of these nights, please call the hotel directly at (212) 265-0060 and ask for Kathy (ext. 189). The rooms will be held only until November 21, so please make your reservation before that date. The room rate is \$125 per night, and is non-taxable as long as you indicate that you are with the Commission on Jewish Education in North America.

I look forward to seeing you on December 13.

Sincerely,

Morton L. Mandel
Chairman

cc: Professor Seymour Fox
Annette Hochstein

yc

TRAVEL EXPENSE POLICY FOR INDIVIDUALS WORKING ON BEHALF OF THE
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

I. GENERAL

A. Reimbursement of Expenses

The Mandel Associated Foundations will reimburse selected individuals for travel expenses incurred on behalf of the Commission on Jewish Education in North America. Expenses are to be paid by the person incurring them and reimbursed after a Travel Expense Report (Exhibit A) is submitted. We appreciate your cooperation in observing our expense guidelines.

II. AUTHORIZED TRAVEL EXPENSES

A. General

The Mandel Associated Foundations will cover all reasonable expenses incurred in conjunction with travel for the Commission on Jewish Education in North America. Travelers are asked to collect receipts and to use moderation in incurring expenses.

B. Air Travel

Reservations should be made sufficiently in advance to take advantage of reduced fares. All air travel should be on commercial air lines, coach or economy class.

C. Ground transportation

1. By personal car

When a personal car is driven to and from the airport or a meeting, mileage will be reimbursed at the rate of \$.20 per mile. Parking and toll charges will be reimbursed at the actual cost. Receipts should be obtained.

2. By bus, taxi, airport limousine service, or train

These costs should be itemized individually on the Travel Expense Report. A receipt should be obtained.

3. Van in Cleveland

The Hollenden House provides free van service between the Hollenden and the Cleveland Airport and between the Hollenden and Premier. When convenient, plan to use this service.

4c

D. Hotel/Motel Accomodations

1. In Cleveland

All hotel/motel reservations for overnight accommodations in Cleveland will be made at the Hollenden House and will be handled by the staff of Premier Industrial Foundation. Call Joan Wade at (216) 391-8300 to initiate the process. She will need flight arrival information as well as the dates of the visit. If any changes occur in flight times, call Joan or notify the Hollenden House desk clerk directly at (216) 621-0700.

2. Outside of Cleveland

When it is necessary to stay overnight outside of Cleveland, travelers are asked to stay at the hotel recommended by Premier Industrial Foundation staff or one of comparable price.

3. Cancellations

If circumstances necessitate cancellation of a reservation, the traveler is responsible for notifying the hotel.

III. SUBMITTING THE TRAVEL EXPENSE REPORT

Travel Expense Reports, with receipts attached, should be completed as soon as possible after the trip. Every effort will be made to reimburse expenses within two weeks of submission of a completed Travel Expense Report.

OCTOBER 4, 1988

CASE STUDIES OF OUTSTANDING PROGRAMS IN JEWISH EDUCATION

DRAFT PROPOSAL

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

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

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

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

THE PROCESS

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

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

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

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

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



4/11/88

NAP TALK

his two days in new york.
EVERY MEETING WAS EXCELLENT:

PEGGY TISHMAN - WENT VERY VERY WELL. QUOTED IN THE JEWISH PRESS
IN A NOT GOOD WAY - IT WAS NEUTRAL OR LESS - "ITS A VERY
AMBITIOUS PROJECTS. LOTS AGENDAS. NO CLEAR YET WE MUST RAISE THE
LEVEL OF TEACHERS. I AM NOT PESSIMISTIC ABOUT THIS PROJECT"

SHE WAS VERY ENTHOUSTASTIC IN MEETING
PERSONNEL YES. COMMUNITY: METHODOLOGICAL PROBLEMS OF DEFINITION
(I DID A PIFCE ON THAT IN A DIFFERENT COMMISSION AND WORKED WITH
PEGGY AND ALVIN...)

FAMILY CRITICAL
MOST OF THE TIME PROGRAMMATIC OPTIONS - THEN TESTED WITH MARYLIS.
LOOKSTEIN, SCHIFF

SHE THOUGHT THE THIRD TASKFORCE SHOULD BE MORE TACHLIS
NOT REDUNDANT E.G.
LOOK AT WAYS, MODELS FOR CASE STUDIES. THIRD TASKFORCE WILL DEAL
WITH 20-25 CASE STUDIES TO BE LOOKED AT IN CONTEXT OF LIFECYCLE
AND FAMILY.

HER MAJOR CONCERN WAS ON COMMUNITY BEING TOO VAGUE
NOTION DEVELOPED WITH HER AND AL - DEFINE COMMUNITY IN TERMS OF
GEOGRAPHY
INGREDIENTS
PEOPLE
STRUCTURAL
SPENT A LOT OF TIME WITH BILL BERNAN ON THIS TOO.

EVERY MEETING WAS PERFECT - COULD NOT HAVE BEEN GREATER
ENGAGED, COMMITTED,

I INTEGRATED THE MATERIAL
ITS ME!

MARYLYS
DIFFICULT BUT GREAT
BELIEVES THERE IS A LOT OF GOOD STUFF GOING ON. SEEK OUT MODELS.
AGAIN THE THIRD TASKFORCE

TASKFORCES MUST BE STAFF DRIVEN AND MEETINGS MUST BE LINKED TO
COMMISSION DAYS

BERMAN TISHMAN AND
EARLY CHILDHOOD AND FAMILY

LOOKSTEIN

1 PC

LUKEWARM ON TASKFORCES
EFFECTIVE SCHOOL;

LIKES THE COMMUNITY
PERSONNEL -- ART CREDITED HIM IT

SCHIFF HURT COZ NOT MENTIONED IN ARTICLE...
PERSONNEL KEY
COMMUNAL LEADERSHIP
EVERYTHING IN SUPPORT OF WHAT WE ARE DOING
THE REDUNDANCIES (MANY PEOPLE)
SHOWED THEM ALL -- PEOPLE SEEM TO BUY THAT PRETTY WELL

2-3HOURS EACH

STRATEGIES RE-NATIONAL ORGANISATIONS

GOOD MEETINGS WITH WOOCHER AND ROTMAN

ASKED THEM TO DO (ARIEL AND WOOCHER) STRATEGIES RELATING TO
FORMAL EDUCATION - CHE GAVE THEM
TOLD WOOCHER TO CREATE LAY COMMITTEE AT JESNA TO WORK WITH.
BY 1ST DECEMBER PAPER ON THIS TO BE DISCUSSED WITH YANOWITZ? IN
NEW YORK.

INCOMPLETE NOTES

DID I DAMPEN TOO MUCH HIS DESIRE TO WRITE AND BE ACTIVE?
DOUBLECHECK ON IMPACT OF HIS VISIT. ASK SCHIFF? ROTMAN?
THE NEWSPAPER ARTICLE.



190

had at plans ?

November 3, 1988

Dear Art,

This is a brief review of the week's events towards our telephone conversation. I hope this finds you after a fruitful and enjoyable series of meeting in New York - we look forward to hearing about them.

1. We have begun re-drafting the main document and plan to meet the deadline of the 15th.

2. When you receive the document you may want to consider producing a graphically upgraded publication, rather than giving a printer-copy to the commissioners. This is our current thinking, though I'm sure you will want to take that decision after seeing the document.

3. Seymour has met with Mark Lainer in Jerusalem for a very fruitful meeting (see summary). I do not recall who was supposed to interview him (Joe?) - but it may be redundant now.

4. We have forwarded the summaries of Seymour's interviews with Bronfman, Ratner, Twersky and Lainer, as well as that of a phone conversation with Melton.

5. Dr. Barry Holtz (in Jerusalem for the year, on leave from the Melton Research Center at JTS) has accepted to write the option on Curriculum and Methods. Seymour has met with him to give him explanations and instructions. *Permanal*

6. Communications with Joe are working well. Seymour had a long conversation with him following an exchange of faxes. We believe things are progressing nicely on that front.

7. Toward last week's meeting with the scholars-educators we had asked Jonathan Kestenbaum, a Jerusalem Fellow with an interest in planning, to serve as secretary of that forum. He is preparing the minutes, and will also assist in checking the specific option papers with experts. So far without fee.

8. I have met with my graphic-artist to discuss presentation materials for the commission meeting. Upon Mort's advice we considered using the kinds of materials that served the Jewish Education Committee. However the size and shape of the room make boards unusable (they will not be seen clearly from the back). We have decided to use overhead slides despite their imperfections. (We may need two projectors). We will send you an example soon. Mort and others may want to respond and comment.

Well, that is it for today. I look forward to our conversation.

Best Regards,

50

FAX SENT
DATE: 4/1/88

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Best Regards,



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

FAX SENT
DATE: 2/4

FACSIMILE TRANSMISSION


TO: SOL GREENFIELD, JWB
FROM: SEYMOUR FOX AND ANNETTE HOCHSTEIN
DATE: NOVEMBER 2, 1988
FAX NUMBER: 212-4814174
NO. OF PAGES: 1

DR. SOL,

THANK YOU FOR JOINING US TO DISCUSS THE WORK OF THE COMMISSION.
YOUR COMMENTS WERE HELPFUL AND ARE NOW BEING INTRODUCED INTO THE
NEXT DRAFTS OF OUR WORK.

ANNETTE AND I ARE SORRY THAT WE DID NOT SAY GOODBYE AND ARE USING
THE FAX TO MAKE UP FOR THE OMISSION.

BEST REGARDS AND THANKS AGAIN,


SEYMOUR FOX
ANNETTE HOCHSTEIN

CORRECTIONS - MINA

ADDITIONS:

1. OPTIONS TO BE WRITTEN:

- A) INNOVATION - FOX
- B) COMBINATION OPTION

C) JOE REIMER - ~~AGRE~~ GROUPS OPTION

2. CORRECTIONS:

- a) on acknowledgement page - staff in wrong place
- b) table of contents
- c) page 5 - word other missing (EXPERTS MISSING)
- d) on first option - ~~experts missing~~
first line - error
~~page missing~~
target population - change
- e) Option 4 - name of option 4 and where placed in book
- f) page 6
- g) page 8 - mention why combined ?
- h) page 12 - mention why combined
- i) page 20 - correction
- j) page 24 correction
- k) ~~page 33 - correction~~
- l) page 39 - put in a page 39A
- m) page 41 - correction
- n) page 47 - correction
- o) page 48 - correction
- p) page 49 - correction

I must write

4 B7

LOG

meet 10.27/3MN-W

SUMMARY OF MEETING -- OCTOBER 27, 1988

COMMISSION ON JEWISH EDUCATION

Venue Nativ

Present W. Ackerman, B. Chazan, S. Fox, S. Greenfield, S. Heilman, A. Hochstein, B. Holtz, A. Hoffman, Z. Mankowitz, D. Resnick, M. Revivi, D. Sher, J. Kestenbaum.

Introduction

Annette and ~~Professor~~ ^{Hochstein} Fox arrived in the United States following the first meeting of this forum and took up several of the issues which arose from the first consultation. ^{with the planning team in Cleveland} In the light of this new knowledge, the second consultation took up the draft of the Options Paper. The ensuing discussion concentrated on three major themes:

1. The List of Options -- Presentation and Methodology
2. Holistic vs. Discrete -- A Perception of the Process
3. Personnel and Community -- Options for Consensus?
1. The List of Options -- Presentation & Methodology

A. Programmatic Versus Means:

Several people were troubled by the fact that the options differ very much in kind. Furthermore, these options, about which we know little, might be construed as revolutionary or not serious -- how do we give them a certain form and structure?

To combat that, and in order to give the commissioners a comprehensive mix, the options have been categorized in terms of programmatic and means.

It was suggested that the difference between programmatic options and means options are not always clear. There are options which cross the boundaries between the two categories.

Furthermore, the issue of whether we should create a situation whereby you XXX out what the options have in common and XXXX their cluster was raised. Perhaps the reaction of the commission to a suggestion which carries as a cluster and not in a category would be quite different.???

2M

At any rate, there are solid criteria for each option - and the options will be held up against the criteria very carefully.

B. Methodology and Practice of Presentation of Options:

Professor Fox and Annette felt very strongly that all relevant knowledge to the options must be disclosed to the commissioners in great detail. One must rigorously and systematically explore each option in order for the commission to 1) have trust and belief in the honesty and depth of the process, and 2) have the tools and the mechanism with which to arrive at a consensus. The method will be a detailed 80-page paper which will spell out the options and include a volume on best practice in Jewish education and an issues paper which could inspire the commission.

The response of the forum to the above was lively and divided. Essentially, Professor Fox and Annette were challenged to consider how much information to offer the commissioners and in what form. Will the commission be comfortable with information which is full of detail, XXXX and graphs? Won't the detailed presentation of each option only serve to drive the commission members further into their own pet projects? Will the options, presented in such a fleshed-out form lead to a sense of manipulation amongst the commissioners? Will they subsequently dig and furrow separate paths deeper and deeper, making consensus impossible?

In terms of the methodology, the commission must receive a paper which is detailed and professional and yet one which will effectively assist them in their effort to select an effective area of endeavour in which to concentrate their energies. An over-abundance of detail might distract that effort.

In short the forum agreed that one must be careful as to how much, and in what form, the information is presented.

Numerous suggestions were given on streamlining the information:

a) Get the 80-page document to the commissioners far enough in advance before the second meeting so that you don't have to deal with it too much at the meeting itself. Make the executive summary the issue for discussion; all other things (methodology, collapsing of options) close before.

b) Instead of the intricate detail, reduce the programmatic options to 13 and show that for each one, personell is a prerequisite. That way 44 people can get a handle on it.

c) Mr. Mandel's 6-page summary is the crucial area of discussion. In terms of the detailed document, send it to those people for whom it is important early on and say we would like your comments, or they might get annoyed at the methodology. The

vision piece should come into the executive summary -- that way, you inject some vision into the process. Put a paragraph or two in the summary, not more, to give the laymen a sense of the methodology.

Conclusion: Annette and Professor Fox felt strongly about the need to systematically collapse the options in order to see which are "necessary," "enabling," and "sufficient." Nevertheless, they keenly considered how much information one must supply the commissioners in order to effectively service the task they are charged with.

Along with creating new standards on how to approach an educational problem, the commission must reach consensus and quickly -- what is the level and form of information required in order to do this?

2. Wholistic Versus Discrete -- A Perception of the Process

The process sees the importance of analyzing each relevant option separately and in depth so as to identify the elements it entailed, the anticipated benefits and evaluate its feasibilities as well as other implications. This gave rise at the consultation to a debate on the benefits of a holistic versus a discrete approach.

There were some members of the forum who were troubled by the options as presented here. Twenty-seven different and exclusive options overlooks a holistic approach. Should we not encourage people when dealing with an education issue to engage in integrative thinking? This approach (separate options) might lead to an either/or, input/output language which is misleading in education.

Perhaps the commission should be shown that we can cut the process across and not slice it in a way which isolates. Show how the process is all encompassing by taking a variety of options and showing they they are related. For this, you need criteria by which you can combine the options in a paper.

Professor Fox indicated the nature of the commissioners a being such that they want to see a systematic and rigorous approach to the relevant options. Furthermore, in order to reach an agenda and in the name of professional integrity, consensus can only be reached by the commissioners themselves weighing the options up against the criteria.

3. Personnel and Community -- Options for Consensus?

It seems that the commissioners are trying to get XXX on options which can then be readied for an action plan -- although this can clearly change, since we are receiving from the commissioners themselves new ideas and new options all the time.

There is a distinct possibility that the commission will focus in on Option 1 -- "To deal with the shortage of qualified personnel" and Option 2 -- "To deal with the community, its leadership and its structures as major agents for change in any area."

This evoked debate amongst the expert consultants: Firstly, Professor Fox was asked whether personnel is a sufficient condition? Can it do everything, or do we not need to pursue the process further?

Second, much of the forum agreed that the issues of personnel and community have been XXX in various XXX for quite a while. As a result, they must be presented to, and taken up by, the commission in a way which isn't trivializing the centrality of these issues to Jewish education. Don't allow the commission to react by saying "we've been saying that all along." We need a term and framework whereby we can turn consensus into excitement, particularly in the light of the fact that what usually excites people are programs. We must be able to translate personnel and community in a way that it will create the same type of excitement as programmatic goals. Find a way of opening up the debate so that personnel on the one hand doesn't remain slogans and on the other, moves it into the realm of complex and intense criteria.

In short, we must spell out that on these two issues we are close to consensus and then move to presenting the excitement with which these issues can be approached.

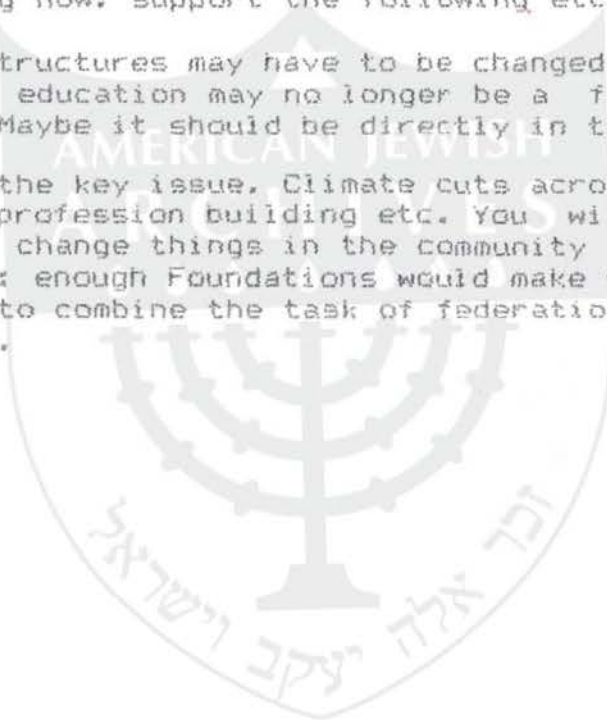
A further challenge to consider before the next meeting is the extent of focus you want at this stage. Strategically, these options are effective since they cut through the others. However, consider before the second meeting of the commission to what extent you want the commissioners to focus on particular personnel for a certain population for specific means.

Next Meeting -- Thursday, December 1, 1:30 P.M. -- Nativ

Historical
outdated

The community option is based on several assumptions:

1. It has nothing to do with money. No matter how much money you had, unless the community adopts the individual programs or the whole approach nothing can be depended upon.
2. Mandel's assumption that there is more money in the community than will ever be from foundations, that the community can be arranged towards priorities.
3. that some combination between the private sector and community sector could be undertaken, e.g. There might be challenge grants. The community might turn to the private sector and so this is what they are doing now: support the following etc.
5. The communal structures may have to be changed: such has the board of Jewish education may no longer be a form to handle Jewish education. Maybe it should be directly in the Federation.
6. The climate is the key issue. Climate cuts across fundraising; it cuts across profession building etc. You will not change climate until you change things in the community and it is true that you could say: enough Foundations would make the difference. The assumption is to combine the task of federations, foundations and private givers.



27

THERE IS AN ASSUMPTION THAT WE ARE WORKING WITH: THAT GOOD EDUCATIONAL DECISIONS AND GOOD EDUCATIONAL PRACTICE HAS BEEN CHARACTERIZED BY THE APPLICATION OR USE OF THE STATE OF THE ART, THE WISDOM OF EXPERIENCE, RESEARCH, GOOD PRACTITIONERS, BEING COMBINED AS THEY APPROACH A PROBLEM. THEREFORE, IN EITHER BRAINSTORMING OR IN DELIBERATION, OR IN DECISION-MAKING, WE TRY TO BRING TOGETHER THE BEST POSSIBLE WISDOM. WE ARE NOW SAYING TO THE COMMISSION -- IF YOU UNDERTAKE ANY PROBLEM IN EDUCATION, IT WILL INVOLVE PERSONNEL -- HERE IS A VIEW, A SYNOPSIS VIEW OF WHAT IT MEANS TO LOOK AT PERSONNEL. WE ARE SAYING IT WILL INVOLVE THE COMMUNITY -- THERE IS NO WAY YOU CAN AVOID THE COMMUNITY. HERE IS WHAT IS INVOLVED IN THE COMMUNITY. NOW, NOT EVERY ONE OF THESE ITEMS WILL APPLY TO THE CASE AT HAND. HOWEVER, EVERY ONE OF THEM MAY. AND TO THE EXTENT TO WHICH WE MAKE THE LIST MORE COMPLETE, WE ARE "GUARANTEEING" THAT WILL NOT MISS AN OPPORTUNITY THAT SHOULD HAVE BEEN CONSIDERED.

NOW FOR THE PRESENTATION HERE, I THINK WE OUGHT TO AT LEAST LIFT THE ITEMS ON THE INVENTORY AND DEMONSTRATE ONE OF THEM, AND SAY TO THE GROUP -- THIS IS AVAILABLE TO THE COMMISSIONERS IF THEY WANT IT, OR DECIDE TO PUT IT IN AN APPENDIX. THAT'S SOMETHING THAT'S ALREADY A STRATEGY QUESTION.



THE RICH EDUCATIONAL EXPERIENCE OF EDUCATORS ON THE COMMISSION AND OF LAYLEADERS WHO HAVE A GREAT DEAL OF EXPERIENCE IN MATTERS RELATED TO JEWISH EDUCATION OR TO THE JEWISH COMMUNITY, MUST BE OR CANNOT BE LOST IN THE ACTIVITY OR THE DELIBERATION THAT WE ARE UNDERTAKING.

HOW CAN WE BENEFIT FROM THIS? IT SEEMS TO ME THAT THE ANSWER IS TO BE FOUND BY VIRTUE OF RAISING THAT EXPERIENCE TO THE LEVEL OF FORMULATION. THEREFORE, WHAT WE ARE TALKING ABOUT IS HOW CAN WE DISCLOSE FOR THE CONSIDERATION OF THE COMMISSIONERS, WHAT IT IS THAT HAS TO BE CONSIDERED IN AN OPTION. THE INVENTORY THEN IS THOSE MATTERS THAT WE THINK, OR THE MATRIX, OR THE SIEVE, THAT ANY OPTION SHOULD BE PUT THROUGH. WE WILL REFINE THIS MATRIX THROUGHOUT THE YEAR. WE WILL USE IT TO THE EXTENT TO WHICH WE NEED TO CONSIDER AN OPTION SERIOUSLY. FOR EXAMPLE: WE USED IT IN A VERY MINOR FORM IN PREPARING THE 26 OPTIONS. BUT WHEN WE ADOPT AN OPTION, OR IF AN OPTION COMES CLOSE TO BEING REJECTED, OR IF WE'RE GOING TO CONSIDER A PROGRAMMATIC OPTION, THEN WE WILL REALLY BRING THIS STUFF TO BEAR. I TAKE IT THAT WHEN WE COME TO THE 2 OPTIONS THAT WILL BE ADOPTED, PERSONNEL AND THE COMMUNITY, WE WILL TAKE THE MATRIX, THAT IS THE INVENTORY, TO THE EXPERTS AND HAVE THEM LOOK AT IT FOR US AS PART OF OUR STAFF WORK SO THAT WE KNOW THAT WE'RE IMPOSING THE RICHEST POSSIBLE FRAME OF REFERENCE ON THE DISCUSSION OF THE TASK-FORCE.



21/11/88

1. Flow of meeting

1.opening - MLM

-- administrative

-- descriptive

2.presentation - mlm or other

AH - SF - JR answering questions

Naparstek's role

3.Discussion

4.Decision on content -
on mechanisms

5.If extra time available:

-- best practice

-- vision paper

ALTERNATIVE -- if there is early closure:

5. Break up into mechanisms

6. re-convene to report and conclude.

next mlm call

more de-brief time

joel fox for commission

congratulations re-Mayor's proclamation on Presidential award

muddling through versus strategic planning

3F

questions for the commission

1. programmatic options

2. must develop tactic to unsterilize the two chosen options
(examples from the vision.

3. the roadmap

There are those who argue that it would be a mistake to avoid dealing with programmatic options because it is difficult to choose amongst them. They will claim that with enough time, goodwill and serious thinking a roadmap can be developed and first steps could be decided upon. Furthermore a commission like this could have a significant impact by choosing wisely (navigating) amongst programmatic options.

Following the phone call with Naparstek find a way to write memo re: work of taskforces

remind him re-best practice

watch out re-community

WRITE RE-IMPLEMENTATION AND NETWORKING OR WE WILL BE IN FULL NONSENSE WORK BEFORE WE EVEN START.

how and when do we give the inventory

45

THOUGHTS ON THE INVENTORY

HERE ON SOME THOUGHTS ON THE INVENTORY:

THE INVENTORY IS THE FIRST TIME THAT I HAVE USED SIMULATION ON A MACRO LEVEL. WHAT DOES THAT MEAN?

I AM ANSWERING THE QUESTION OF WHAT ARE THE ELEMENTS WHICH YOU HAVE TO CONSIDER WHEN SOMEONE SURFACES A SUGGESTION. WHAT DID WE DO? WE TOOK ALL THE CONSIDERATIONS IN THE LARGER CATEGORIES THAT WE COULD THINK OF THAT AN EDUCATIONAL DELIBERATION, OR AN EDUCATIONAL ISSUE REQUIRED. FOR EXAMPLE: THE CLIENTS -- YOU CANNOT SPEAK ABOUT EDUCATION WITHOUT TALKING ABOUT THE CLIENTS. YOU CANNOT SPEAK ABOUT EDUCATION WITHOUT TALKING ABOUT THE PERSONNEL. YOU CANNOT SPEAK ABOUT EDUCATION WITHOUT TALKING ABOUT THE COMMUNITY. SO WE REFINED THE COMMONPLACES FOR OUR PURPOSES.

IF YOU LOOK AT THE COMMONPLACES, ALL THAT IS IN HERE THAT IS NOT A COMMONPLACE IS THE NOTION OF METHOD AND INSTRUCTION, AND I CAN EXPLAIN THAT. AND ALSO WE COLLAPSED THE ECONOMICS UNDER THE COMMUNITY FOR THE SAME REASON.

NOW WE THEN TOOK EACH OF THESE AND BROKE THEM DOWN TO WHAT DOES IT MEAN TO LOOK AT THE CLIENTS. AND IN FACT, YOU LATER SAID TO ME, YOUR REPEATING YOURSELF. AND I SAID, LEAVE THAT ALONE, BECAUSE I WANTED TO SEE WHAT ARE ALL THE THINGS THAT YOU HAVE TO THINK ABOUT WHEN YOU THINK ABOUT CLIENTS.

NOW WE HAVE IN FRONT OF US A LIST, WHICH IF WE HAD ENOUGH TIME WOULD REPRESENT THE COMBINED WISDOM AND EXPERIENCE OF PEOPLE WHO HAVE WITH SERIOUSNESS DELIBERATED ON AN EDUCATIONAL PROBLEM. WHAT DO WE HAVE TO SAY AT THIS STAGE IN A DOCUMENT THAT GOES TO THEM? WE HAVE TO GIVE A VERY DIFFERENT ANSWER TO WHOLISM, THAN THE GUYS WHO PARTICIPATED IN OUR CONVERSATION DID ABOUT WHOLISM. WE ARE SAYING EVERY OPTION, BY ITS NATURE, IS BOTH DISCRETE AND PART OF THE SYSTEM. DISCRETE, BECAUSE WHEN YOU TALK ABOUT IT, IT'S DISCRETE. HOWEVER, WHEN YOU CONSIDER IT, IT'S DISCRETE. WHEN YOU START TO CONSIDER IT YOU HAVE TO SHOW ITS COMPLEXITY. HOW DO YOU SHOW ITS COMPLEXITY? BY TAKING IT AGAINST AS MUCH OF ITS INVENTORY AS YOU THINK IS NECESSARY. WHEN DO YOU STOP THE CONVERSATION ABOUT THE INVENTORY? WHEN THE COMBINED WISDOM OF THE GROUP OR THE INVESTIGATORS SAYS IT IS NO LONGER NECESSARY.

ALSO THERE'S ANOTHER FACTOR -- THE CONSTRAINTS OF TIME. SO SINCE WE'RE COMMITTED TO A METHOD WHICH SAYS -- YOU START, YOU IMPOSE KNOWLEDGE, YOU TRY, YOU IMPOSE NEW KNOWLEDGE -- WE DON'T FEEL UNCOMFORTABLE IN WORKING THIS WAY NOW. FURTHERMORE, WE SAID WE REALLY WERE POSTPONING THE MAJOR TASK FOR THE TASK-FORCE. IN THE TASK-FORCE WE WERE GOING TO REFINE THIS METHOD MUCH MORE SO. THAT'S WHAT THE INVENTORY IS ABOUT.

THE THEORETICAL COUNTERPART OF WHAT WE'VE BEEN TALKING ABOUT IS THE FOLLOWING:

IN PRACTICAL FIELDS, LIKE EDUCATION, YOU HAVE THE PROBLEM OF HOW RICH THE CONTEXT MUST BE, E.G., THE QUESTIONS, THE FRAME OF REFERENCE, THAT YOU IMPOSE UPON ANY GIVEN PROBLEM OR QUESTIONS VERSUS THE CONSTRAINTS OF TIME, OF WHAT WE ARE CALLING IN OUR WORK -- FEASIBILITY, OR PART OF FEASIBILITY, THE REST OF THE CRITERIA, TIME, MONEY, COST, ETC.

THE INVENTORY IS THE ASSUMPTIONS OF THE FRAME OF REFERENCE THAT IS BEING IMPOSED UPON ANY GIVEN IDEA OR PROBLEM. WHAT ALWAYS HAPPENS, OR WHAT ALMOST ALWAYS HAPPENS IN A DELIBERATION IS THAT NOBODY EVER DISCLOSES IT. SINCE THEY DON'T DISCLOSE IT, YOU HAVE SIHAT HERSHIM -- OR ONE SIDE WINS BY VIRTUE OF THE POWERS OF PERSUASION. WHAT YOU ARE DOING HERE, IN THE METHOD, IS DISCLOSING TO YOUR AUDIENCE -- THE AUDIENCE THAT'S INTERESTED IN FINDING OUT ABOUT IT -- WHAT ARE THE ELEMENTS OF THE FRAME OF REFERENCE THAT YOU ARE IMPOSING. YOU'RE SAYING TWO THINGS: ONE, ADD TO IT, OR SUBTRACT FROM IT; TWO, YOU HAVEN'T IMPOSED THAT ON THE GIVEN QUESTION YOU'RE DOING, OR YOU HAVE IMPOSED IT. PLEASE EXPLAIN WHY YOU DID IT? THIS IS WHY THE INVENTORY SERVES AS THE BACKDROP FOR THE IMPOSITION OF THE CRITERIA UPON THE OPTIONS.



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
Randell L. Berman
Jack Bieler
Charles R. Bronfman
John C. Colman
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David S. Ariel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Arthur J. Naparstek
Arthur Rotman
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Herman D. Stein
Jonathan Woocher
Henry L. Zucker

Director

Arthur J. Naparstek

Staff

Rachel M. Gubitz
Virginia F. Levi
Joseph Reimer

December 1, 1988

Mrs. Annette Hochstein
Nativ Policy & Planning Consultants
P. O. Box 4497
Jerusalem, Israel 91044

Dear Annette:

I look forward to seeing you on December 13th at the second meeting of the Commission on Jewish Education in North America and on December 14th to follow up. We are all very much encouraged by the time the commissioners have devoted to consulting with us in personal interviews, by telephone and in writing.

In order to proceed with our work, we agreed to prepare background materials that could help us take next steps. These materials are enclosed and include:

1. a two-page executive summary which presents an overview of the work that has been done;
2. the core document that describes and outlines the method and the approach that guided our work;
3. an appendix which presents a brief preliminary assessment of what is involved in undertaking the suggestions that were made by the commissioners.

At our second meeting, we will want to decide on a work plan. This is necessary so that we will be able to conclude our work sometime early in 1990 and fulfill our fourfold mission:

1. To review the field of Jewish education in the context of contemporary Jewish life.
2. To recommend practical policies that will set clear directions for Jewish education.

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3. To develop plans and programs for the implementation of these policies.

4. To stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action.

As at our first meeting, we are pleased that we will be hosted by the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York, NY. Our meeting on December 13 will take place in Conference Room A at 10 a.m. On December 14 we will be meeting at the offices of JWB, 15 East 26th Street, 8 a.m. to 4 p.m.

Sincerely,



Arthur J. Naparstek
Director

Enclosures

