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CJENA correspondence and meetings. "Proposed Initiative on
Jewish Continuity/Jewish Education,"
1988.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

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14 62 BM	3-29-88	Draft: Strategic Assumptions
14 63 BM	3-19-88	Agenda
14 64 BM	4-88	Elements
14 65 BM	4-19-88	Papers to be commissioned
14 66 BM	4-25-88	Outcomes of Commission
14 67 BM	4-25-88	List of those to see (Knowledgabiles)
14 68 BM	3-29-88	Draft: Strategic Assumptions by Perry Davis
14 69 BM	3-22-88	Visit schedule for Perry Davis in Cleveland
14 70 BM	3-22-88	Tentative work plan for Perry Davis in Cleveland of same
14 71 BM	3-20-88	Agenda and subjects for meeting with Perry Davis
14 72 BM	3-22-88	Perry Davis tentative work plan for Cleveland, revised
14 73 BM	3-1-88	Proposed Initiative: Jewish Continuity/Jewish Education
14 74 BM	3-88	Agenda meeting on initiatives, Nativ staff
14 75 BM	3-8-88	Perry Davis commission documents
14 76 BM	2-25-88	Proposed Initiative: Jewish Continuity/Jewish Education
14 77 BM		Perry Davis C.V., prospectus & articles written
14 100 C	4-29-88	From A to SF, re: transition from JEC to Commission & various
14 101 C	4-17-88	From Perry Davis to MLM, re: update for 3/1/88-4/15/88
14 102 C	3-23-88	From Alan Bennet to Perry Davis, re: Mandel initiative
14 103 C	3-10-88	From MLM to SF & A, re: Perry Davis appointment
14 104 C	3-7-88	From VL to SF, re: meeting in Cleveland with Perry Davis
14 105 C	3-1-88	From SF & A to VL, re: 2/25 MI-NA document
14 106 C	3-2-88	From MLM to SF, re: Perry Davis appointment
14 107 C	3-3-88	From SF to MLM, re: congratulations on launching project
14 24 COM	4-88	Proposed list of candidates for Commission
14 25 COM	3-22-88	Chart of potential commissioners, reduced list as of
14 21 H	4-14-88	Summary Planning Group meeting 3/30/88
14 22 H	4-22-88	Summary Planning Group Meeting of
14 23 H	4-7-88	Summary Planning Group meeting 3/24/88
14 24 H	2-4-88	Minutes Planning Group meeting of
14 8 PC	4-14-88	Summary of Perry Davis & A
14 9 PC	4-6-88	Between Perry Davis & A
14 10 PC	4-3-88	Perry Davis & A of 3/30/88
14 11 PC	3-20-88	With Perry Davis & A
14 12 PC	4-3-88	With MLM & A, summary

29/4/88

Dear Seymour,

The attached papers (first mendel memos) are more useful than inspiring - but you may wish to spend a few minutes inflight going over them -- to get rid of the task and to be free for better endeavors.

MI-NA -- I went over Perry's budget. Can't find significant technical flaws, -- it would probably have been easier if he had asked more for himself and not requested petty items. Also, we should be referred too less often.

However, insofar as budgets are faithful expressions of intended activities, process has it all, content has nothing. Working with only 4.1% of the budget for research (\$25,000) with another 10% for consultants (who'll be doing extensive taskforce process too) seems to leave content to available knowledge and to intuition. It reflects either no time or no inclination for content - I mean the policy-type thinking that allows to direct content work. I am concerned that we have not yet ensured the level or scope of project you want.

We need the kind of data on which to base, in the second year, the development plans (demonstration centers or whatever). We need the unattackable, solidly valid evidence on which to base recommendations. The excitement of the JEC flowed from your expounding a vision and the questions; from our joint ability to put together and implement a valid research package; and from our ability to take vision, data and SF and do the knowledge brokerage that made it accessible and real for the process people. Thus far I have the uncomfortable feeling that we and Perry have skipped a stage, or not yet done it, and that the involvement of everyone with process leaves no one at the drawing board.

I mean that the preliminary analysis must be done now. That it must yield sets of questions and definitions that will either require research or not. Personnel is the answer - we have no doubt about that. But I think that we must spell out what is involved all around that issue. (For example -- and in addition to the questions you have already spelled out -- the kind and numbers of personnel needed is related to the size and diversity of the potential client population for Jewish Education, their needs, etc. We may or may not do the research but should be presented now with the questions. Who are the potential educators? What institutions will do the training? What institutions that educate will have to be invented? What is the cost?).

I am suggesting two points : 1. Someone must start doing analytic work now - if Perry is not doing it.

2. The budget leaves too small a part for research -- it must either be increased or must be made available when the need is recognized.

100 C

I am doing some work on the Case Study and am re-reading the historical notebooks of those days. It is an enjoyable task -- some early interviews with you tell the whole MI-NA and MI-G story!

* * *

Spoke to Erik this week, after I received impressive materials from him. He is certainly putting together a very solid database on French Jewry, likely to influence all decisions -- and invalidate some assumptions - for a long time to come. Mike's visit there in January produced support for the project from former detractors, and the general interest and publicity levels are quite high. By the way. Erik surveyed a few hundred lay people from all over France -- Personnel is perceived as the key problem of Jewish Education (the Jewish press has picked it up too).

We have just spoken and the Sabbath is on its way. I'll take leave now. Warm regards to Zeev -- He should use Pikarsky! Have a safe trip.

apl/mendel274



LIST OF KNOWLEDGEABLE INFORMANTS -- TO SEE

Jewish

Schiff

Sara Lee

Sylvia Ettenberg

Bob Abramson

Jon Woocher and his staff

Carmi Schwartz

Art Rotman

Barry Chazan

Add after speaking to Acky and Chazan

Melton (if she is a member of the Commission)

E. Liott Spack

Dany Margolis

The People in Cleveland

LIST OF SMART PEOPLE TO SEE

Lee Shulman

David Cohn

Sam Shaffler

LIST OF TASKFORCES

see list of research needed:

Taskforce on the current state of Jewish Education

Taskforce on training

Taskforce on economics

Taskforce on Scenarios for the Future

Taskforce on building lay-leadership

on the climate



OUTCOMES OF THE COMMISSION

1. An inspirational report: not acceptable at this point because there are too many claims on the field and half-baked solutions.

2. Research -- further thinking: the people involved in this field "expect" just another report.

3. Partial solutions:

* training: it would take too long to build a significant training facility anywhere. No faculty, no conception anywhere in North America. Therefore it would be difficult to recruit. The absence of a profession might make it difficult to place graduates immediately, successfully. However, a task force should investigate this.

* recruitment: same holds with special emphasis on status salary and ladder of advancement.

* retention could conceivably be attacked independently but would require profession-building: salary, ladder of advancement, status, and in-service education.

The challenge is to develop a plan that includes the indispensable elements and is manageable. And/or to deal with elements that are justifiable onto themselves and could be achieved and fit into a grand design.

Mandel Initiative - North America
Summary of Meeting
April 22, 1988
10:00 A.M. - 2:00 P.M.

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

I. COMMISSION MEMBERSHIP

A. Selection of Potential Lay Members

The list of potential Commission members was reviewed and selections were made of the "first 13" lay members: those whose participation is considered critical both to the Commission and to attracting others. An additional 12 potential lay members were identified, along with 6 foundation representatives who are to be considered lay members. Assignments were made for inviting their participation and are indicated on the attached chart.

B. Selection of Potential Professional Members

The list of potential professional members was reviewed and 13 were identified with one (Darrell Friedman) to be considered further. Assignments were made for inviting their participation and are indicated on the attached chart.

II. INVITATION FORMAT AND APPROACH

A. Approach

Initial contact will generally be made in person or by telephone, as indicated on the chart. This will immediately be followed up by a letter (and the design document) and, shortly thereafter, by a personal meeting with one of our planning group to discuss the ideas to be presented at the first meeting.

B. Meeting Date

PD will check immediately with Rotman, Schwartz, and Woocher to determine the best of three possible dates for them and their presidents. MLM will check the dates as early as possible with Bronfman and Fisher. The dates under consideration, in order of preference, are:

1. July 21, 1988
 2. July 20, 1988
 3. July 14, 1988
- 22 M

Once a meeting date has been selected by the aforementioned group, it will be relayed to others as they are invited or as soon thereafter as possible.

III. FIRST COMMISSION MEETING

A. Anticipated Outcomes

It is intended that the Commissioners will leave the first meeting informed on the issues, aware of both the emerging crisis in Jewish education and the opportunity of the group to have a positive impact. They should agree on the mission of the Commission, expected outcomes, a means of organizing themselves to reach those outcomes (task forces), and a timetable for accomplishing their goals.

B. Possible Components of the Meeting

1. Opening statement by MLM summarizing the dilemma and opportunity (will have been discussed with Commission members prior to meeting).
2. JWB and JESNA presidents provide background and current picture from their organizations' perspectives.
3. Present talking papers which focus on the issues to be addressed by Commission (through task forces).
4. Eye-catching presentation (vignette) to get the attention of Commission members ("A little Broadway").
5. Close with presentation by respected participant (possibly M. Lipset) summarizing meeting and commenting on the fit of Commission's goals in the world in which we live.

IV. NEXT MEETING OF PLANNING GROUP

This group will meet in Cleveland on May 17-19 to plan the first Commission meeting. PD, SF, AJN, and VFL will be present for the entire time. HLZ will participate on 5/17 and MLM on 5/19.

V. TASKS TO ACCOMPLISH BY MAY 17

--Invite Commission members - as indicated on attached chart.

--HLZ - ask S. Solender to meet with PD to discuss potential New York commissioners.

- PD - meet with S. Solender to discuss potential New York commissioners.
- HLZ - talk with Steve Ain about Canada representation.
- HLZ - check D. Friedman's acceptability as a Federation representative.
- PD - check dates with AR, CS, and JW and their presidents.
- MLM - check dates with Bronfman and Fisher.
- PD - develop task chart.
- PD - draft confirmation letter to go to commissioners.
- PD and SF - begin drafts of talking papers for first meeting.
- PD and VFL - develop an assembly line process for the invitation stage and early stages of the Commission and stay in frequent contact with updates.



ELEMENTS (no symmetry)

For each element :

Can it be treated alone, isolated?

What are the minimal combinations -- what are necessary and unavoidable links between elements

Then -- History of alternative approaches

Logic (rationale) for approaches

1) The personnel

✓ Present and future role

✓ Profile — *who they are* ← *training commitment*

✓ Issues

1) Training

✓ Present situation

Numbers

Type

Quality

Pre-entry

Post-entry

On-the-job

Innovation

Modules

Alternative possibilities

2) Recruitment

✓ Numbers

✓ Method

✓ Various pools

✓ Feeder system

✓ Relationship with the field

3) Retaining

(see studies)

4) Profession Building

[use expert opinion and knowledge]

✓ Definition of profession

✓ Condition of the field

✓ Status

✓ Ladder of Advancement (not linear)

✓ Salary

6) Role of Lay people

✓ 7) Role of the Rabbinate

✓ 8) Role of the Federations

✓ 9) Salary and Status

10) Feeder system

11) Demonstration Center

The future as history

Modules

Alternative possibilities

- 12) Alternatives and trade-offs
- 13) Ideal types (teacher [Greenberg], principal)
Check the research on this.

Miscellaneous

- * Line educators (teachers) versus senior educators
- ✓ * Formal versus informal
- * Theory versus practice
- The role of theory in the whole endeavor

RESEARCH AND ANALYSIS

- ✓ * The State of the field
- ✓ * What is required to Build the Profession of Jewish Education
- ✓ * Scenario for the year 2000
- ✓ * The economics of Jewish Education; the cost of reform
- ✓ * Building lay leadership

SUGGESTED PROCESS

1. Executive Committee
2. Wise-men: advisory think-group; individual advice; composition;
first meeting; first agenda.
3. Simulation
Alternative solutions which must include :
what will be if we succeed
trade-offs
feasibility (politics; cost; time; how fast to results)
lasting impact

Who build the simulation?
Who participates?

How are the outcomes -- the benefits -- presented?
4. The Commission: composition (rationale); meetings; individual briefings.
5. Task-forces
6. Individual meetings
7. Commission studies and reports
8. Staff and Consultants
Ring ourselves with the appropriate, best people

IMMEDIATE STEPS

1. Build alternative scenarios (logic of each one)
2. Describe the current situation
3. Analyse existing proposals for dealing with the problem:
 - a. Carnegie
 - b. Wexner
 - c. Other

For each: what is the logic, what relevant data is included.
(The resultant analysis will keep us from duplications, etc...)

4. Learn of concerns
5. Who can help us
6. Develop taskforces

and foundations re- their taking on projects for implementation)

ANTICIPATED COUTCOMES (content)

To be developed



4/19/58

PERRY --- HIS REQUESTS AND QUESTIONS, OUR PROMISES,
AGENDA ITEMS FOR YOU

1. WRITTEN SET OF DEFINITIONS OF JEWISH EDUCATION (DENOMINATIONAL)

2. PROFILE OF TEACHERS/EDUCATORS: WE PROMISED TO LOOK INTO THE AVAILABILITY OF MATERIALS. I HAVE NOT DONE IT.

3. PHD'S RELATED TO THE COMMISSION'S SUBJECT: REZNIK IS DOING UP TO 2-3 YEARS AGO. I'LL SEND IT AS SOON AS READY.

4. EXPLAIN FURTHER THE LINK JEWISH EDUCATION/JEWISH CONTINUITY (for discussion rather than writing)

5. CALL TUCKER FOR HIM -- HE WANTS TO MEET WITH TUCKER TO LEARN ABOUT CARNEGIE.

6. NEUSNER'S JERUSALEM POST ARTICLE ATTACKING THE FOUNDATIONS

7. FOR HIS MEETING WITH YOU: CHALLENGE THE ASSUMPTIONS IN HIS ONE PAGE STATEMENT OF "STRATEGIC ASSUMPTIONS" (IN GINIE'S FAX OF 4/5). The missing line in paragraph 4 of that page reads: "The blueprint... issue of personnel -- professional educators and lay intellectual..."

8. YOU MAY WISH TO GO OVER HIS SUMMARY OF THE MEETING AT JWB WITH THE PROS AND MORT (MARCH 30). THERE ARE A NUMBER OF PROBLEM ITEMS THERE. I'LL MENTION SOME:

-- THE SUGGESTED STATUS OF THE FOUNDATION EXECS.

-- THE INVOLVEMENT OF SUPPORT STAFF FROM JESNA, JWB, CJF (YOUR CONCERN WITH STANDARDS) (P.2, PARA 2)

-- THE LIST OF COMMISSIONERS - JEWISH SCHOLARS, ETC.. (YOU MAY CHOOSE TO LEAVE THIS FOR CLEVELAND)
etc...

8. YOU SUGGESTED ADDING A TASKFORCE ON "CREATING THE CLIMATE". THIS FINN-STYLE ASSIGNMENT MIGHT BE LED BY PEOPLE SUCH AS ESTHER LEAH OR BOB LOUP AND MIGHT INVOLVE MATTERS SUCH AS: DESIGNING A YEAR OF FEDERATION PROGRAMS FOR GETTING THE MI-NA MESSAGE INTO THE FEDERATION MOVEMENT.

9. IT MIGHT BE USEFUL TO ENCOURAGE PERRY TO SEE SMART PEOPLE -- SOMEWHERE ALONG THE RIEMER-TUCKER CONTINUUM -- TO GET APPROPRIATE LEVEL, NON-PARTISAN, CONSTRUCTIVELY CRITICAL INPUT AS HE GOES AHEAD.

AMONGST THE NAMES YOU HAD MENTIONED RECENTLY : SYLVIA ETTENBERG, SARA LEE, BOB ABRAMSON, BARRY CHAZAN, FLORENCE MELTON, DANY MARGOLIS, ELLIOTT SPACK, LEE SHULMAN, DAVID COHN, SAM SHAFFLER

I BELIEVE THIS SHOULD BE STRUCTURED MEETINGS, WHEN QUESTIONS BEGIN TO SHAPE UP.

call when home

tell

65 BM

10. LET'S REMEMBER HOW USEFUL THE WELL-PLANNED FIRST ROUND OF LAY, PROFESSIONAL AND ADMINISTRATORS' INTERVIEWS YOU SENT ME ON WAS (NOV.84). I WISH PERRY COULD HAVE A SIMILAR INTENSIVE SET OF MEETINGS.

11. FOR THE FIRST MEETING OF THE COMMISSION: A PRESENTATION BY A NOTED SCHOLAR ON THE STATE OF JEWISH EDUCATION.

ISSUES: WHAT SHOULD THIS BE
WHO SHOULD DO IT

THE PURPOSE SHOULD BE MORE THAN HIGH-LEVEL ENTERTAINMENT. IT SHOULD ILLUSTRATE THE SCOPE OF THE PROBLEM FOR THE COMMISSIONERS (WITH A FEW ILLUSTRATIVE NUMBERS); INDICATE THE ELEMENTS (PERSONNEL; TRAINING; PROFESSION-BUILDING; ETC...); TELL OF HOPE; INDICATE THE MEANING OF INTERVENTION.

THE ORIENTATION SHOULD NOT BE PURELY SCHOLARLY. IN MY JARGON IT SHOULD BE POLICY ORIENTED -- THUS SETTING THEIR MINDS GOING TOWARDS POSSIBILITIES FOR ACTION.

I DON'T KNOW WHO SHOULD/COULD DO THIS BUT BELIEVE WE SHOULD BE HEAVILY INVOLVED IN THE PREPARATION, TO AVOID IT BEING ENTERTAINMENT, TO ASSURE MEANING.

12. FOLLOWING HIS MEETING WITH THE PROS -- THE QUESTION WAS RAISED : IS THERE VALID DATA FOR THE COMMISSION'S WORK? DO WE NEED MORE?

IT MIGHT BE USEFUL TO INDICATE TO PERRY THE QUESTIONS THAT HAVE NOT BEEN RESEARCHED. OUR ELEMENTARY BEGINNINGS RE-RECRUITMENT (POTENTIAL CANDIDATES FOR TRAINING) AND RE-RETENTION. CONTENT ISSUES: WHAT TRAINING SHOULD BE. ECONOMICS. ETC...

13. FOR TASKFORCES AND PAPERS TO BE COMMISSIONED SEE LIST IN THE MAY (INSPIRATIONAL) VERSION OF MI-NA

you mentioned the following items for the MI-NA meetings:

THE FOUNDATION EXECUTIVES : WILL THEY BE PRESENT AT THE COMMISSION'S MEETINGS?

WHO SHOULD ATTEND REGULARLY MEETINGS SUCH AS THE ONE THAT TOOK PLACE LAST WEEK WITH THE PROS? HANK?

THE MAIN SUBJECTS SHOULD INCLUDE:
FINAL LIST OF COMMISSIONERS
THE FIRST MEETING



AGENDA ITEMS

April 19-20, 1988

Process

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

Substance

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

63BMY

12/1/88
Ben

Miscellaneous items

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

To: Morton L. Mandel

From: Perry Davis

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

Date: April 17, 1988

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

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

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

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

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

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

III. Comments

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

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

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

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

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

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

-between home and school (classroom)

-between the denominations

-between the private foundations

-between professionals and laypeople in general

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

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

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

All of these partnerships need to be formed during the very early stages of this Commission (even as invitations are being made to potential members) cemented and constantly reconfirmed (cherished and not taken for granted). A formal mechanism of contact needs to be set to nurture these relationships.



8P.4

SUMMARY OF TELEPHONE CONVERSATION WITH

PERRY DAVIS AND ANNETTE HOCHSTEIN

THURSDAY APRIL 14 1988

PERRY'S AGENDA:

1. UPDATE OF THE EVENTS SINCE OUR LAST CALL
2. OUTCOMES OF DISCUSSIONS WITH THE VARIOUS PEOPLE HE MET WITH (SCHWARTZ, ROTMAN, WOOCHEER, REIMER, MORT)
3. PRELIMINARY THOUGHTS ON AN AGENDA FOR A MEETING WITH FOX.
4. MESSAGE AND SCHEDULE: PERRY'S SCHEDULE ON THURSDAY IS THAT HE IS BUSY UNTIL 10.00 IN THE MORNING AND AFTER 4.30 OR 5.00. THAT'S IN CLEVELAND.

A. PROCESS ITEMS

1. DISCUSSION ABOUT STAFF FOR PERRY AND FOR MI-NA (INCLUDING WHO IS THE INBAR FOR THE MANDEL COMMISSION?)
2. PROTECTING MORT (IN HIS CONVERSATIONS AND RELATIONSHIP WITH LAY COMMISSIONERS)
3. 60 - 90 DAY TIMETABLE
4. TWO YEAR PRELIMINARY TIMETABLE
5. FIRST PAPER ON PUBLIC RELATIONS
6. INTERVIEW CANDIDATES FOR ASSISTANT DIRECTOR
7. REVIEW THE LIST OF COMMISSIONERS (PERRY'S NOTION OF EXPANDING THE GRID) (FOR CLEVELAND MEETINGS)

] For Perry Agenda

B. THE SUBSTANCE

1. THE AGENDA FOR THE FIRST MEETING OF THE COMMISSION
 - THE ADDRESS OF A NOTED SCHOLAR
 - THE DATA NEEDED FOR THIS PRESENTATION
2. TASK FORCES AND HOW THEY WILL WORK (TASK FORCE ON CREATING THE CLIMATE SEE BELOW)
3. THE ISSUE OF THE EMPOWERMENT OF THE COMMISSIONERS: THE DEVELOPMENT OF ALTERNATIVES IN A MANNER THAT INVOLVES THE COMMISSIONERS YET AVOIDS CREATING A RUN-A-WAY COMMISSION THAT COMES UP WITH IRRELEVANT OR PROBLEMATIC ALTERNATIVES.
4. THE WHOLE ISSUE OF GOALS
5. PRIORITIZING THE MAIN ISSUES (SEYMOUR FOX MONOLOGUE)

A NUMBER OF ISSUES CAME UP IN THE CONVERSATION THAT PERRY WILL WANT TO DISCUSS WITH YOU. I WOULD LIKE TO MENTION ONE RELATED TO THE NOTION OF THE TASK FORCE ON CREATING THE CLIMATE.

FOLLOWING A BRIEF CONVERSATION PERRY ASKED TO EXPRESS A CREDO OF HIS WHICH GOES AS FOLLOWS : HIS EXPERIENCE IS IN HELPING PEOPLE WHO NEED MONEY FOR PROJECTS TO GET IT.

HE BELIEVES, BASED ON HIS EXPERIENCE, THAT THE GREATEST SOURCE OF FUNDING IS WHERE WORK IS CURRENTLY BEING DONE, AND WHERE THEREFORE, MONEY IS CURRENTLY BEING WASTED. WASTED MONEY BECOMES A KEY SUBJECT FOR RESEARCH AND THEN FOR PROCESS IN HIS NOTION. HE ILLUSTRATED IT BY AN EXAMPLE FROM FEDERATIONS WHICH HE MAY BRING UP TO YOU. MORE IMPORTANT, HOWEVER, IS THE THRUST OF HIS THOUGHT WHICH IS ONE OF REFORMING THE WASTE IN MAJOR OR OTHER

INSTITUTIONS BY UNCOVERING THE LOCUS OF WASTE AND REDIRECTING THE USE OF FUNDS. IN HIS PERCEPTION THIS IS TO SOME EXTENT, ANTI-THETIC TO THE NOTION OF CREATING THE CLIMATE, BECAUSE THIS RELIES ON HARD ECONOMIC ANALYSIS AND THE UNCOVERING OF WRONGS, RATHER THAN THE CREATION OF A POSITIVE, WELCOMING ATMOSPHERE. IN OTHER WORDS, I THINK THAT PERRY SEES THE CREATION OF A SCANDAL AROUND THE MONEY THAT IS BEING MIS-USED AS ONE OF THE TOOLS FOR CHANGE.

UP-DATE OF EVENTS

HE IS MEETING BARRY HOLTZ ON FRIDAY APRIL 15TH. HE HAD A WONDERFUL PHONE CONVERSATION WITH REIMER. HE FELT THAT THEY HIT IT OFF VERY WELL AND WILL MEET IN THE NEXT COUPLE OF WEEKS IN BOSTON. HE EXPRESSED TO REIMER THAT THERE WOULD BE A DEFINITE ROLE FOR HIM IN THE ENDEAVOURS OF THE COMMISSION IN THAT HE IS MUCH NEEDED.

GINNY RELATED TO HIM THAT ARIEL IS PROBLEMATICALLY CALLING DAILY IN ORDER TO ASK WHAT IS HAPPENING, WHEN THE NEXT MEETING OF THE PLANNING GROUP IS, AND WHERE THINGS ARE AT. SHE RELATED A SENSE THAT THERE ARE TENSIONS BETWEEN YOU AND ARIEL. I SAID TO PERRY THAT I KNEW OF TENSIONS BETWEEN ME AND ARIEL AND THAT IN GENERAL THE ISSUE OF THE ISRAELIS MIGHT BE THE THING THAT GINNY WAS REFERRING TO OR READING INTO ARIEL'S WORDS. I TOLD PERRY THAT I FELT THAT HE WOULD PROBABLY BE ABLE TO DEVELOP CONSTRUCTIVE RELATIONSHIPS AND A CONSTRUCTIVE ROLE WITH ARIEL AND THE ARIELS.

PERRY RELATED A 'FIRST KNOCK-DOWN FIGHT' WITH CARMİ SCHWARTZ. THIS SEEMS TO HAVE BEEN A FRIENDLY FIGHT OVER THE ISSUE OF JEWISH IDENTITY - JEWISH EDUCATION AND THEIR RELATIONSHIP. CARMİ TOOK THE LINE THAT ONE BETTER NOT RAISE THE ISSUE.

PERRY REPEATEDLY RAISES THE ISSUE OF WHY THE COMMISSION AND WHY THIS COMMISSION WITH MORT AT ITS HEAD. BOTH CARMİ AND JON WOOCHEER RAISED THE ISSUE AS A POTENTIALLY PROBLEMATIC ONE IN THE RELATIONSHIP WITH BRONFMAN AND WEXNER. THEY ARE LIKELY TO VIEW MORT AS HAVING 'BOUGHT' JEWISH EDUCATION FOR HIMSELF. IF HE IS KING OF THE HILL WHY SHOULD THEY COME IN? PERRY SUGGESTS THAT MORT BE HELPED TO PRESENT THE ISSUE TO THEM AS "MANY HILLS WILL BE CREATED BY THE COMMISSION, EACH ONE WILL HAVE ITS FLAG. THERE WILL BE A LIMITED MORT AREA, A LIMITED BRONFMAN AREA, A LIMITED WEXNER AREA."

PERRY SUBMITTED THE TERMS FOR HIS CONTRACT AND HE SOUNDS RELAXED ON THAT ACCOUNT.

HE IS GOING WITH MORT TO THE BIENNIAL. ART ROTMAN IS ARRANGING FOR A VARIETY OF POSSIBLE MEETINGS WITH POTENTIAL COMMISSIONERS. CARMİ ADDED THE NAME OF SHELDON BARRON, CHAIRMAN OF TORAH UMESORAH, A DENVER OIL MAN.

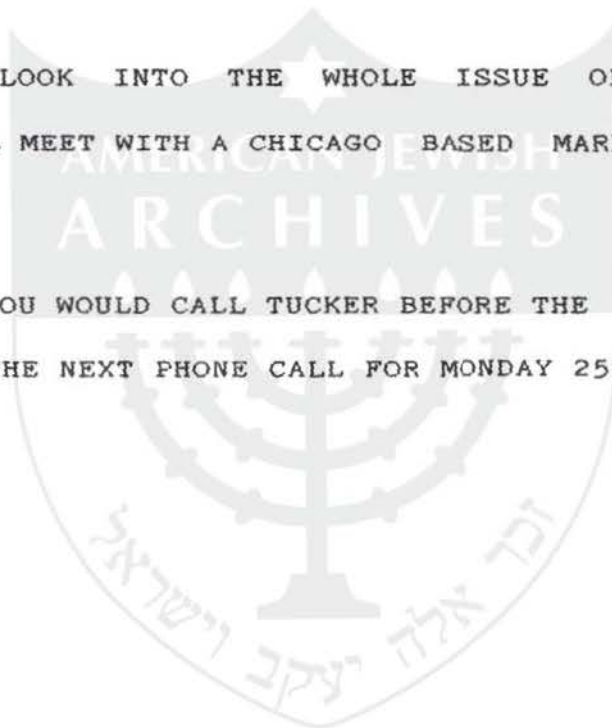
MORT STRESSED JWB/JESNA/CJF ACTIVE ROLES IN PROVIDING SERVICES SUCH AS PRINTING AND STAFF. PERRY ASKED FOR HELP IN CONVEYING TO MORT THAT THE ORGANISATIONS ARE "NO TREASURE TROVES OF QUALITY PROFESSIONAL SUPPORT."

MORT RAISED THE POSSIBILITY OF BARRY SHRAGE PRESENTING THE CLEVELAND COMMISSION AND ITS REPLICATION IN OTHER COMMUNITIES AS A CASE STUDY AT THE FIRST MEETING OF THE COMMISSION.

SO FAR PERRY HAS NOT BEEN PRESENTED WITH MAJOR STUDIES OR DATA BY JESNA OR OTHERS AND HE DOES NOT SEEM TO HAVE SIGNIFICANT EXPECTATIONS.

HE WOULD LIKE TO LOOK INTO THE WHOLE ISSUE OF HARD-NOSE MARKETING, AND WILL MEET WITH A CHICAGO BASED MARKETING FIRM RETAINED BY JWB.

I TOLD PERRY THAT YOU WOULD CALL TUCKER BEFORE THE MEETING ON TUESDAY. WE SET UP THE NEXT PHONE CALL FOR MONDAY 25TH FOLLOWING ALL THE MEETINGS.



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SUMMARY OF TELEPHONE CONVERSATION WITH PERRY DAVIS

WEDNESDAY, APRIL 6, 1988

The conversation's agenda was to center mainly on the upcoming meeting with Seymour in New York. Perry suggested postponing this discussion until next week. He feels that he needs to read the document and materials first. As examples, he quoted the materials he received this week from the Cleveland Commission and mentioned the Lou Sky issue, and the synagogue issue. These were singled out to question again the centrality of the personnel issue in our thinking, though it was not a very forceful assertion.

Perry will prepare an update report for Mort this week summarizing progress to date.

Amongst the subjects he is considering for the agenda with Seymour, he mentioned:

1. Continued staffing, support and the people who will "ring" him. He will have interviewed potential assistant directors by the time Seymour is in New York and he may want Seymour to interview one or two if he finds them suitable.
 2. Planning for the first meeting of the commission.
 3. Work through a 90-day timetable in detail, and in a much more sketchy way, a two-year time table.
- 99C

I mentioned, as suggested, additional subjects for the taskforces and how they will work. This led to a conversation about how we have worked, including the notions of forums and the audiences through which each step is checked, or as he said, "is filtered." I tried to illustrate the types of forums -- the professionals, field people, the methodologists, etc.

Perry sounded eager to get that sort of help and my feeling was that he would gladly bring together any forum we offered or suggested. He would like to discuss with Seymour the draft of assumptions which was faxed this past week. He would like Seymour to challenge the assumptions.

Following this conversation, which took quite a while, Perry ran down a large number of informational agenda items.

- He asked Hank about interviewing Holtz and Riemer at this time. Hank saw no problem with this.
- He had understood that we encouraged him to turn at this time to Arie Goldman, the educational writer for the New York Times. Hank told him this was premature.
- He asked me about Jay as assistant director (Jay wrote to him). I told him I thought not, but that I would consult with Seymour.
- He failed to reach Holtz and Riemer -- probably because of the holiday -- but will continue trying.

- He spoke to Schiff who told him Seymour had spoken to him about the commission, but that he had not heard since. Schiff was mainly interested in getting information about the composition of the commission, etc. Perry asked whether Schiff was sounded out about his willingness to have an alternative role to that of commissioner.
- Perry is scheduling a set of meetings in Boston. Thus far, he has scheduled a meeting with Barry Schrage -- this is his main reason for going. During that day he plans to look at Josh's school and at Maimonides. We suggested Margolis and Schaffler too. In response, he said that he had decided to see BJE and Federation heads wherever he goes after clearing this with Hank. He also suggested, after the introduction, that it may be best to wait 7 or 8 months into the commission's life before talking to Sam Schaffler. It is best not to meet with him at this time.
- Perry wants to meet with the Carnegie people. I told him Seymour knew them, which surprised and pleased him (Seymour, if it is O.K with you, I'd like to tell him next Wednesday that he can call Tucker -- of course, on condition that you tell him about Perry first. I will check with you before next Wednesday). In any event, I promised him names for the next phone call.
- Perry's wife is going systematically through the list of Jewish foundations and already has an 8 page list of foundations that have made grants of \$50,000. and more to Jewish education.

- About the administrative assistant: Upon Schiff's advice and his own thoughts, he is thinking of Amy Wolfson, assistant to Louis Bernstein of Rehov Sumsum. She is very experienced, has dealt with major foundations (Eli Evans, Moguloff). She could double as chronicler for the commission.
- Perry suggested that it may be useful to create a vehicle for immediate gratification to committed lay people, or to lay people who are committing themselves and their funds to the commission. He believes this should happen fairly early on, and though no specific suggestion was made, a smaller group of those people might be created or something else. Following a brief conversation, I understood that he did not mean immediately -- but perhaps a year from now. This linked into his concern about the foundations and the need to give them a status that will encourage and support their involvement.
- Perry is meeting today and tomorrow (April 6 and 7) with Woocher, Schwartz, and Rotman (individually). His agenda for them is:
- a) He would like to hear and discuss with them the details of his views on an improved design document (perhaps because he is reconsidering the need to re-draft).
 - b) The resources they or their agencies have that could serve the commission.

c) Their sense of what would be the most useful to be presented to the first commission meeting on Jewish Education.

d) Regular channels for communication between Perry and them.

He does not plan to discuss with them personnel outcomes or deliverables.

-- Perry would like data, pamphlets, publications -- anything describing other foundations such as Bronfman and Wexner. We referred him to Jon Woocher.

-- He would like to receive the article by Neusner attacking the foundations.

-- Perry is speaking tonight (April 6) with Mort. Amongst the subjects he wanted to discuss: who sees which commissioner, when and how -- he has specific suggestions. I strongly urged him to speak with Hank first and get guidance from that conversation. He mentioned here Lamm's scepticism.

DATES

I informed Perry of Seymour's suggested schedule for Tuesday and Wednesday in New York (all day, no evening meetings, flying on Wednesday at 5:00 P.M.) and Cleveland (Thursday-Friday).

Perry has scheduled a Wednesday meeting in Cleveland with Gervis, etc. from 8:30-9:30 A.M. and a meeting with David Ariel at 4:00 P.M.

Perry checked the dates for May on my request. May 17, 18 and 19 are very good for Mort and for Perry. It is not feasible for Hank; he won't be there. No real alternative date was suggested.

We set the next call for next Thursday (April 14).



CONVERSATION WITH MLM -- 3.4.88

I. Annette spoke to Perry Davis on Thursday. They discussed the meetings and other items:

1. What is his reading of last week's meeting with Jon, Art and Carmi?
2. When does he plan to call the heavyweight commissioners such as Bronfman?
3. Who should be regularly at meetings such as the one that took place last week? Perhaps Hank Zucker should be present at all meetings?
4. The issue of the "inner circle": How are we going to work with so many guys?
5. Are the foundation executives as a group going to attend the commission meetings? (If not, there is a serious problem.)

II. Annette spoke with E.L. Ritz who approved the budgets of the Community Projects, Footnotes and Oren. She commended the planning/budgeting process. Her idea re self-monitoring for Jewish Agency departments.

III. MLM approval of Annette's budget (attached)

IV. Letter to Lipoff (attached)

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SUMMARY OF A PLANNING MEETING OF
THE MANDEL INITIATIVE FOR NORTH AMERICA

March 30, 1988

at JWB headquarters, NYC

Present: Perry Davis, Morton L. Mandel, Arthur Rotman, Carmi Schwartz, Jonathan Woocher

Meeting convened at 1:00 P.M.

1. Introductory remarks. Mr. Mandel suggested that this was a significant milestone for the Commission and in fact was a formal kick off. He said that while the Commission hoped to suggest a series of opportunities that would help ensure Jewish continuity in North America, it was equally significant in its method of operation. The Commission intends to leverage private and lay leader support and create a true partnership with the organized community as represented by JWB, JESNA and CJF. He hopes that this undertaking will also serve as a model to be replicated.
2. Major conclusions and recommendations emerged from a series of meetings in Cleveland involving Mort Mandel, Henry Zucker, Art Naparstek, Seymour Fox, Annette Hochstein, Virginia Levi and Perry Davis. These include the following:
 - The Commission should be dominated by lay leaders. Mr. Rotman agreed and added that over-involvement by professionals would impel many lay leaders to limit their attendance and diminish the value of the Commission.
 - The group agreed that the concept of liaison representation was sensible. That is, in some cases key organizations would have one representative sit on the Commission and a Commission staffer meet with the organization on a regular basis. This will keep organizations like the large city Federation Directors group, foundation executives, etc. fully involved without overloading the Commission.
 - The group agreed to the category of a Senior Policy Advisory group to serve as a "kitchen cabinet" and help guide the commission. There is no plan for an executive committee of the Commission. The group will be listed

on the Commission letterhead and attend all Commission meetings. The group will include Seymour Fox, Steven Hoffman, Art Naparstek, Art Rotman, Carmi Schwartz, Jonathan Woocher, and Henry Zucker.

- The major study work of the Commission will be conducted by task forces, headed by lay commissioners but comprised of members who need not all be commission members. Task forces will receive staff support as necessary and appropriate. Mr. Mandel indicated that it might be useful to use support staff currently working for any of the three organizations represented. He asked those present to consider possible names of adjunct staff.
- The design document will be revised a bit by Perry Davis and then submitted for review and comment to the Senior Advisors. Davis will also draft a summary piece for inclusion with the official invitation letter.
- Canada will be included in the Commission review. Its similarities to the U.S. situation are greater than the differences. Additional Commission members are needed from Canada.
- Formal announcements and public relations efforts will be deferred until the Commission is fully constituted. Mr. Mandel asked the group to begin thinking about PR and solicited suggestions about possible articles to be submitted to key periodicals, as well as forums for speeches about the Commission's intentions.

Comments:

Mr. Schwartz suggested that the National Foundation on Jewish Culture be involved in the work of the Commission. He suggested that its growing importance as a representative of significant Jewish cultural resources (scholars, museums, concert halls, and belle lettres) made it a valuable educational partner. The group felt that the Foundation should not have status equal to that of JESNA or JWB but should be involved. P. Davis will meet with Abe Atik to introduce the Commission and establish contact.

Mr. Rotman urged close attention to the area of family education. He cited the recommendations from the NY DJE on the need to infuse meaning into the supplementary school system via family involvement and support. Foundations are beginning to support this area.

3. The list of potential Commission members was reviewed and suggestions were made. The existing list elicited the following comments:

- "Corky" Goodman might be a substitute for Lester Crown.
- Maryles was viewed positively by C.S.
- Charles Bronfman might wish to designate Andrea Bronfman as his representative. She is directing the work of the foundation.
- Joseph Gruss need should be visited by M. Mandel and lauded for his pioneering efforts to support Jewish education.
- Arthur Green should be invited to be a commissioner.
- The scholar educator list was accepted.
- Instead of Hyman or Eisen, Robert Alter, J. Yerushalmi (Columbia) and Aaron Twersky (Harvard) were recommended as Jewish scholars. In the case of Hyman, it was pointed out that Ismar Schorsch would clearly double in the roles of denomination leader and Conservative scholar.
- It was felt that the Jewish educator list need not include Irving Greenberg, Yehiel Foupko or Carol Ingall. On the other hand, the need for a top rate day school principal brought the recommendation (from both Art Rotman and Carmi Schwartz) of Joshua Elkin of the Newton, Mass. Solomon Schechter school.
- The group felt that it would politicize the process to ask Federation directors to choose a representative. The recommendation is that Barry Schrage be appointed a representative commissioner.
- Art Rotman suggested and was supported in the contention that including only a few foundation executives would cause dissension. Instead, a formal separate foundation executive committee should be formed as an adjunct group to the Commission. It should meet regularly and be kept up to date on Commission developments. Furthermore, foundation directors should be invited to serve as task force members as appropriate.
- Carmi Schwartz suggested including Darrell Friedman, Exec. Director of the Baltimore Federation. According to Schwartz, Friedman is beginning to play a major role in the disposition of a significant gift from Harry Weinberg - Hawaii.

The following names of additional lay leaders were suggested.

- Mary Zorensky St. Louis (Federation)
- Billie Tisch NYC
- Peggy Tishman NYC (two more years to serve as Fed. Chair)
- Leon Levy NYC (representing the Sephardi community. Involved in Mogen David and other charitable causes.)
- Milton Petrie Henry Zucker to follow up with Al Ratner and Ernie Michel.
- George Klein NYC (the group felt he would be a very meaningful addition and add another Orthodox name to the list. Klein heads the NYC Holocaust Commission and has two children in day school. He is a major developer (Times Square project).
- Aaron Ziegelman NYC (will represent Reconstructionists and CLAL)
- Julie Kashulsky Toronto
- Philip Gronovsky Canada
- Philip Klutznik Chicago, (Strongly recommended by Art Rotman and Carmi Schwartz, if he'll serve)
- Stuart Eizenstadt Baltimore (recommended as a well known leader whose voice will lend strength to the Commission's role and recommendations)
- Peter Haas San Francisco (Levi Straus)
- Ed Sanders Los Angeles
- Bram Goldsmith Los Angeles

4. June 23 is the tentative date for the first meeting of the Commission. C. Schwartz, A. Rotman and J. Woocher will check their calendars and those of their lay leaders to make sure that all can attend this meeting in NYC. Perry Davis will follow up.

M. Mandel asked if there might be a way to meet with these lay leaders in advance of the June 23 meeting. Possible dates will be checked. M. Mandel also indicated that he would address the board of JESNA in September and asked if there were similar opportunities to work closely with the


three organizations and their lay leaders.

It was felt that the major outcome of the first commission meeting might be a greater engagement by commissioners in the mission of this project. Additionally, a timetable would be set, the task force and Commission structure would be described. A noted scholar could also present a state of Jewish Education report to the group.

In the next few months, it was suggested that existing data sources be tapped and information gaps identified. Filling these gaps and coordinating data might very well be a key recommendation of the Commission.

The first meeting should be certain to present action alternatives to the Commission. Members should be briefed in advance on basic data and come prepared to make recommendations for next steps based on various alternatives, including "none of the above". The Commission should actively guide the work of staff and develop consensus through meaningful deliberations. We should invite a Commission member to present a D'var Torah at the meeting.

The meeting was adjourned at 3:00 P.M.



submitted by Perry Davis

April 7, 1988

Mandel Initiative - North America
Summary of Meeting of
March 24, 1988
3:30 - 5:00 P.M.

Present: Perry Davis, Seymour Fox, Annette Hochstein,
Morton L. Mandel, Arthur J. Naparstek, Henry L. Zucker,
Virginia F. Levi (Sec'y)

I. INTRODUCTION

The purpose of this meeting was to summarize the discussions and outcomes of the meetings of March 22-24 regarding the establishment and anticipated activities of the Commission on Jewish education/Jewish continuity.

II. COMMISSION MAKE-UP AND STRUCTURE

A. Review of the list of potential Commission members

1. It was noted that the presidents of the three cooperating organizations have been asked and have agreed to serve on the Commission. We are ready to invite Bronfman, Fisher, and Ratner at this time. The list of other potential Commission members will be reviewed with the three lay and professional heads of CJF, JESNA, and JWB before any other invitations are extended.

Assignment

A meeting of MLM and PD with the six leaders will be scheduled in New York, as follows (HLZ will coordinate):

First choice - Thurs., Mar. 31, 9:00 A.M. (or some time on Mar. 28 - 31.)
Second choice - Sun., April 10
Third choice - Mon., April 11, 8:00 A.M.
Last choice - Fri., April 15

2. The list of potential Commission members was reviewed and some assignments were made. A copy of the current list is attached.

Concern was expressed about the balance of lay vs. professional Commission members. It is expected that the leaders of the cooperating organizations and the first Commission members invited will have suggestions of additional potential lay Commission members. In addition, it was suggested that some professional groups be invited to designate one person to sit on the Commission. In addition, we might request that Commission staff members meet regularly with the groups in a liaison capacity, keeping the

23M

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groups informed and transmitting their ideas to the Commission. Groups that might be handled in this way could include rabbis, Federation executives, foundation professionals, and heads of Jewish colleges. This will require further discussion. We were advised to be politically sensitive in an effort to enhance the likelihood of acceptance of the Commission's final recommendations.

3. It was agreed that a category of Senior Policy Advisors be established. These people will be invited to Commission meetings and their names will appear on the letterhead, but they will not be Commission members. The following people were identified to serve in this role:
Seymour Fox, Steve Hoffman, Art Naparstek, Art Rotman, Carmi Schwartz, Jonathan Woocher, Henry Zucker.
4. In further review of the list, it was agreed that:
 - a. The three major denomination leaders should be invited, later. The matter of including Arthur Green will be discussed with the leaders of the cooperating organizations. Our inclination is to include him. The matter of rabbis may be handled through the liaison approach.
 - b. Scholar/educators were rank ordered and it was agreed that the first four would be invited; the other two are alternate choices and should be asked to participate on task forces or as consultants if not as Commission members.
 - c. We will invite one Judaic scholar. Paula Hyman is the first choice, Arnold Eisen second.
 - d. It was agreed that there should be substantial representation by Jewish educators. All seven on the list will be invited. Sara Lee will be asked to serve as liaison to the group of Jewish Colleges. David Ariel will be asked to serve on a task force rather than the Commission.
 - e. While Barry Shrage is this group's choice for representative of communal professionals, it was agreed that they should be invited to nominate their Commission representative.
 - f. The New York six will be asked their opinion on the number of foundation professionals to include. A liaison member might be named or representatives of all foundations likely to participate in funding outcomes might be invited to sit on the Commission.

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Assignment g. Other open items include final size of the Commission and additional representation by Canadians. The group was assigned the task of generating names of at least ten more lay candidates.

B. Next Steps

1. The planning group scheduled meetings for the week of April 18, as follows:
 - April 19-20 - NYC - PD and SF
 - April 21 - Cleveland - all day - PD, SF, VFL, AJN, HLZ
 - April 22 - Cleveland - 9 AM to 2PM - MLM plus the aboveBy the end of the meetings plans should be set for the first meeting of the Commission.
2. The first meeting of the Commission will be held in NYC, 10:30 - 3:30 on one of the following dates (listed in order of preference):
 - June 21, 1988
 - June 23, 1988 (MLM is checking his schedule - may need to be A.M., only)
 - June 20, 1988

Assignment As MLM talks with prospective Commission members, he'll ask them to hold these dates.

Assignment PD will check with Carmi Schwartz' master schedule to avoid possible conflicts in meeting times.

III. Design Document and Public Relations

A. Design Document

PD had the following comments about the design document:

1. The document may have the following uses:
 - a. recruitment of Commission members (marginal)
 - b. set the framework for the Commission's study
 - c. public relations (as people's first introduction to the problem)
 - d. measure of turf and consensus fights of the Commission
2. The basic assumptions of the document, reflected in the headings, appear to be right on target.
3. The concept of the Mandels' willingness to invest in the Commission's findings is not sufficiently visible and should be given more prominence.

Assignment 4. A clearer understanding of what we mean by Jewish education should appear in the document. SF and AH have agreed to draft this addition.

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5. It would be useful to refer to data that link Jewish survival with Jewish education.
 6. While we do not wish to degrade Jewish educators, it is important that a sense of crisis emerge from the document in order that Commission members come to this process with a feeling of urgency.
 7. PD will work on a redraft and will ask for reactions from the original drafters.
- Assignment

B. Public relations

1. It is too soon to begin a formal PR program, but we should begin to think about hiring someone for this purpose.
2. On an informal level, we should be thinking about opportunities to include allusions to the establishment of the Commission in speeches and articles.
3. Before deciding on our PR approach, we should determine our target audience, our PR goal, and when we want to begin formally publicizing our activities.

IV. Study Process

- A. Staff, in addition to PD, will consist of a half-time secretary, a full time associate, and various adjuncts.
- B. A functional timetable is not yet available, but PD is working on it.
- C. The larger Planning Group is to be disbanded, with thanks. [WHO? WHEN?]
- D. By the end of the next meeting of this group, we should have a list of assumptions regarding the outcomes of the Commission's deliberations.
- E. It was agreed that Jewish education in Canada shares enough issues and problems with the American system to make it useful to include it in the study. Therefore, we will retain the concept of a study encompassing all of North America.
- F. Is personnel the key core issue? Yes. A related issue is the means to creating an environment in which Jewish education can attract and retain superior personnel and, thus, prosper. This will require the involvement and commitment of the highest level community leaders.
- G. In order to maintain the momentum of the Commission and as preparation for community involvement, we will need some milestones along the road. The first of these will be suggested by PD at our meeting in April.

H. Potential Problems

1. Can the range of different needs as felt by the various denominations be met by the Commission?
2. Can we tackle day school, supplemental school, and adult education in a single study? This is an issue of scope and focus.
3. We could be flooded with people or groups claiming to have the answers, if only we would provide the money.
4. We risk frustration with the pace of the Commission.
5. We will be asked why the Mandels and why Perry Davis.



108C
April 3, 1988

SUMMARY OF TELEPHONE CONVERSATION WITH PERRY DAVIS AND
ANNETTE HOCHSTEIN ON 30/3/88

The conversation took place 4 working days after our visit to Perry's office in the United States. These days were largely devoted to the preparation and carrying out of a meeting with the 3 professionals of the Jewish organizations linked to MI-NA: John Woocher, Art Rotman, Carmi Schwartz. The meeting took place yesterday (Wednesday) and was preceded by telephone discussions with Hank Zucker at the beginning of the week and a 2-hour meeting with Mort at which this meeting was prepared.

Perry feels that the two and a half to three hour meeting with the professionals was quite successful and that it got one possible problem out of the way: He felt that the participants ended the meeting with a positive sense of involvement. (Perry will fax the minutes early next week.)

The following are the key points of the meeting:

PARTICIPANTS: MLM, 3 Pros, Perry Davis -- in Perry's office.

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Art Naparsteck had told Perry that there were rumblings about the fact that the commission was too much a "Mandel" commission. Therefore Mort and Perry decided to suggest the notion of the senior policy advisory group orally, rather than in writing, and

test the participants' response to it. In fact they expressed that they would be happy to serve on this senior policy advisors list. Mort assured them that there would be no executive committee, no inner circle. The decision-making group would be the senior policy advisors group which includes Hank Zucker, Art Naparsteck, Seymour Fox, Perry Davis, Steve Hoffman, Annette Hochstein, John Woocher, Art Rotman, Carmi Schwartz.

They agreed with the predominance of lay people. They liked the idea of liaison groups and accept it. For example, they agreed that there should be one federation director to represent the liaison group of federation directors on the commission. They thought it would be wiser to have the representative on the commission chosen by MI-NA, rather than be chosen by his peers. It was agreed that Barry Shrage would represent the federations.

It was agreed that major work would be done by the taskforces. The taskforces will be headed by commissioners, however the members would not all be commissioners. Foundation executives would play a key role on the taskforces (see below). Staff support would be given to some commissions depending on the need.

The participants in the meeting were told about last week's decisions. This included the decision about Canada, the fact that Perry would try to re-write the design document, and write a summary piece and these would be sent to all the participants for responses. Everyone would begin to think about public relations

(publication of articles and speeches by Mort), though it was agreed that the major P.R. effort would not begin until later.

Carmi Schwartz asked that the National Council for Jewish Culture be involved in a way similar to that of CJF, JWB, JESNA. Mort refused absolutely. It was agreed that Perry would have contact with Abe Attik and Dick Segal of the National Council and would inform them about the commission. Art Rotman reminded to put family education on the agenda.

The participants would check with their lay people about the date of June 23rd, which seemed to be a good date and therefore looks very likely. Mort pointed out that even if one of the three could not make it, he would reconsider the date. In general there was a sense that the participants gave the go-ahead for the commission.

The agenda for the first meeting of the commission was discussed as follows:

1. The major outcomes should be:

- a sense of involvement by the commissioners
- an agreement on the taskforces
- a presentation by a noted scholar on the state of Jewish education.

In the opinion of the participants there is a tremendous amount of data available for the work of the commission - to the extent

that they thought that very little more would be needed. Perry will collect the data, beginning with a meeting with John Woocher this week. In this he felt the participants diverged greatly from the sense we gave him -- that there was very little data of value available and that the major questions remained to be investigated.

Mort stated that he wanted alternative action opportunities presented to the commissioners as early as the first meeting. That is, they would have to be presented with possible things to do and would have to respond to them. They would not be rubber stamps. The commissioners must feel that they are guiding the commission.

A large part of the meeting was devoted to going over the names of the commissioners. Most new names were suggested by Carmi Schwartz. The discussion was clearly meant as responses and suggestions and not as decisions. In other words, Mort thanked them for their ideas and suggestions, but did not undertake to accept any.

First response to existing list of lay people:

- Lester Crown: Carmi suggested Corky Crown be invited instead.
- Florence Melton: Carmi proposed the idea because of the potential difficulties of working with her. Mort pointed out that he already invited her so it was no longer relevant.

- Marilyns (Carmi will check).
- The participants noted that Andy Bronfman is taking over the foundation.
- Gruss: Participants asked if one could not invite Gruss. Carmi said not to invite him, but suggested that Joe Gruss be personally visited by Mort and told about the commission.
- Arthur Green was endorsed.
- Alan Segalman: Reconstructionist and on the board of Clal, was suggested.

The following additional names were suggested:

- Mary Zaretsky (St. Louis)
- Billy Tisch (even if it means to convert them to Jewish education).
- Peggy Tishman -- who just got an extension of her role at New York Federation.
- Leon Levy (New York, Orthodox, Sephardi)
- Milton Petri (Hank Zucker will check)
- George Klein (builder, re-builder of Times Square; Orthodox, Holocaust Commission, NYC)
- Julie Kashmilsky (Toronto)
- Phil Granovsky (Toronto)
- Ed Sanders (California)
- Bram Goldsmith (Los Angeles)
- Phil Klotznik
- Peter Haas (Levi-Strauss)
- Stewart Eizenstadt - participants felt very strongly about

his being influential for P.R., as a representative of an independent line of thinking.

-- Daryl Friedman -- Federation executive from Baltimore.

Scholars list:

-- There was a negative reaction to Paula Hyman who was seen to be a great scholar, but to be in fact the scholar of the Conservative Movement and to Arnie Eisen. The argument about bringing in younger scholars carried little weight. Instead the participants suggested:

-- Robert Alter

-- Yerushalmi

-- Twersky

Jewish educators list:

The participants wanted very badly to cut the list. Perry fought the idea of cutting the Jewish educators with the point of how necessary they were as a key target group. In the end, it was suggested to delete Poupko, Ingall and Greenberg.

This leaves:

-- Dave Dubin

-- Jack Beiler

-- Alvin Schiff

-- Sarah Lee

-- The participants insisted on adding Josh Elkin.

Foundation executives:

The participants felt that the foundation executives should not be on the commission, but should have a clearly defined, high status and prestigious image as a group allied with the commission. In addition, every foundation executive would have a key role on a taskforce. This format cuts four potential names from the commission:

-- Corson, Evans, Moguloff and Hiller.

In the new suggested format, all 9-11 foundation executives would be on the group's list. There was no final decision on who would be. It was felt that the first 4 would form a first core.

This is it for the summary of the meeting with the professionals.

In addition, Perry raised the following subjects:

First milestones. Perry wants to raise with us at the meeting the notion of first milestones and the notion of the first bombshell or splash that Mort had referred to at our meeting in Cleveland. He suggested that we discuss the possibility of coming out with a statement that would more or less state our thesis, that Jewish education is no more second-class citizen subject. It would state that on the basis of data collection, we can reach the assertion that Jewish education is moving at the forefront of the Jewish agenda and is a top domestic issue. (My mind wandered and I did not take careful notes on this.)

Personnel as the central subject: Perry believes that Mort is not fully convinced of the centrality of personnel to the endeavor yet. He thinks he hears Hank's voice behind Mort saying "let's think more about this yet."

Perry expressed the need to clarify the relationship between Jewish education and Jewish continuity. He asks for your assistance on that. He reminded us of the promise to deal with the definitional issues -- the denominational definitions. Perry thought that it was premature to go to CAJE, because we would be in danger of raising false expectations at the grass-roots levels.

Is there a repository, a central data base of Jewish education?

A place where all the brochures, all experimental curricula and everything else is concentrated?

Is it worth interviewing Danny Tropper to have his sense of the issues we are raising?

The agenda for your upcoming meetings in the U.S.:

1. Completing the list of the commissioners;
2. Planning the meeting.

Seymour, I suggested to Perry that some time in the not too far future it might be useful to do a work plan that would span the

whole life of the commission. I know very well that this would not be final and would undergo tremendous changes. However, for all involved, including the commissioners, I believe such a work plan would give a notion of the scope and content of what is involved.

Additional agenda items might include how to deal with a presentation on the state of Jewish education. Previously, our sense had been that someone, maybe Joey Reimer, would prepare a paper and either Perry or someone else would present it.

Perry reported with a great deal of controlled excitement that MLM said to him: "So you're coming to Israel at the end of June." Perry would love to know if in fact Mort thought and meant this. In any event, he felt good at being "counted in" through this sentence.

S.F.

4/6 version with comments by HZ

DRAFT

Strategic Assumptions

March 29, 1988

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

- The Commission has presented a "blueprint", not in the sense of one set of plans only, but rather of a connected set of outcomes and recommendations (perhaps alternatives, but surely an interwoven plan). The blueprint clearly aims to protect, preserve and perpetuate the continuity of vibrant Jewish life in North America.
- The Commission blueprint already enjoys a broad level of national and communal acceptance. Based on the inclusive nature of the Commission membership and its task forces (which was built upon during the two year study process) the Mandel Commission plan represents a private/communal partnership to improve Jewish Education in North America.
- The blueprint's recommendations are focused primarily on the issue of personnel -- professional educators and lay leaders. It will also lead to an improved climate in which Jewish education can thrive and attract and hold superior personnel.
- The recommendations have already withstood the most rigorous intellectual onslaughts and prevailed. They are fully defensible.
- The blueprint has recommended specific initiatives that have already begun enlisting significant communal and private financial and other commitments.

(+1005) A group is in place that will take a forceful, proactive role in the implementation of the Commission's findings and recommendations.

- The investments already committed and those to be made will lead to measurable impact.
- The initiatives to be undertaken speak to the needs and opportunities facing professionals and laymen, young and adult Jews, national and local institutions, formal and informal education, and all denominations.

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

P. Davis



DRAFT

Strategic Assumptions

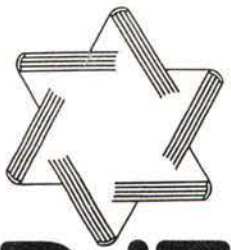
March 29, 1988

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

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

P. Davis

68 BM



BJE

CLEVELAND BUREAU
OF JEWISH EDUCATION

2030 SOUTH TAYLOR ROAD
CLEVELAND HEIGHTS, OHIO
44118
(216) 371-0446

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Finance Director

DR. GAVRIEL GOLDMAN
Curriculum and Planning Director

EARL LEFKOVITZ
Ratner Media Center Director

MADELINE ROTHBARD
Teacher Materials Center Director

AFFILIATES

Agnon School
Am Shalom of Lake County
Anshe Chesed—Fairmount Temple
Beth Israel—West Temple
Beth Torah Religious School
Bet Sefer Mizrahi
B'nai Jeshurun Congregation—
Temple on the Heights
Cleveland Board of Rabbis
Cleveland Hebrew Schools
Cleveland College of Jewish Studies
Congregation Beth Am
Congregation Bethaynu
Hebrew Academy
Jewish Secular Community
Sunday School
Mayfield Hillcrest Synagogue
Merkaz Harabbonim
Mosdos Ohr Hatorah Day School
Park Synagogue
Solomon Schechter Day School
Suburban Temple
Taylor Road Synagogue
Temple Beth Shalom
Temple Emanu El
Temple Ner Tamid of Euclid
The Temple
Workmen's Circle School
Yeshivath Adath B'nai Israel

March 23, 1988
5 Nisan 5748

Dr. Perry Davis
Perry Davis Associates
535 Fifth Avenue
New York, New York 10017

Dear Perry:

I'm glad that we had an opportunity to hear from you -- and about you. Your presentation and questions captured and amplified on the ambience in which Cleveland has been working, spurred on, as you are, by the Mandel initiatives. I welcome you to the barricades -- barricades which we pray will stem the erosions in Jewish life which so much trouble us.

I am available, at your discretion, to respond to Seymour's suggestion. I know the Bureau world. I know the pros. I know their concerns. If I can help by being with you when you meet with Bureaus, please count on me.

I'm enclosing a summary paper I prepared following various meetings I had in Israel a few months ago. In the meantime, I've arranged for Skirball to speak with Council for Jewish Education leadership and with the leadership of the Conference of Jewish Communal Service in Chicago at the end of May. You might ask Jon Woocher whether there might be a role there for you through JESNA.

I believe there is a place for you through The Council for Jewish Education and The Bureau Directors Fellowship (an informal association of the fifty-plus directors). If you'd like to meet with either or both professional groups in Chicago, please let me know. If you want to discuss this further, please call me.

1020

Dr. Perry Davis

- 2 -

March 23, 1988

I'm enclosing also a recent article which deals with personnel and the Cleveland model.

Again, welcome aboard. I look forward to our work together.

Sincerely,



Alan D. Bennett
Executive Vice President

ADB/hk

Enc: Morton L. Mandel
C.C. Seymour Fox ✓



A. Hochstein

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

Tuesday, March 22, 1988

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

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

To actors file please

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

Actors

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

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

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

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

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

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

Wednesday, March 23

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

to
9:30-10

✓ Henry L. Zucker - Presiding
Consultant
Premier Industrial Foundation

} purpose + highlight
change ideas
S.F. elaborates
Perry responds
highlights
discussion

Guests:

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

Stein
Ratner
Kleiman } couldn't attend

Wednesday, March 23 (continued)

10:00 a.m. - noon

Seymour Fox
Annette Hochstein
Henry Zucker
Premier
Vargans heri

12:00 noon through evening

Seymour Fox
Annette Hochstein

Thursday, March 24

9:00 a.m.

Seymour Fox
Annette Hochstein
Virginia Levi
Arthur Naparstek
Henry Zucker
Premier

12:00 noon

Lunch
Arthur Naparstek

1:30 - 3:30 p.m.

Seymour Fox
Annette Hochstein

3:30 - 5:00 p.m.

Seymour Fox
Annette Hochstein
Virginia Levi
Morton Mandel
Arthur Naparstek
Henry Zucker

5:00 p.m.

Adjourn

recap + when ax.

(→) MCM, SF, A+1



*alteration
writing committee
whenever ready*

report to MCM

PERRY I. DAVIS
March 22-24
Tentative Work Plan

see Expanded Version

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

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

Issues to consider:

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

- II. Wed. breakfast meeting

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

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

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

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

- IV. Wed. - noon through evening

Consultation with SF and AH

70Bm/

Tentative Work Plan
(continued)

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

Review of issues and answers

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

Continue consultation

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

Review discussions and outcomes

- VIII. Adjournment - 5:00



NEW

PERRY I. DAVIS
March 22-24
Tentative Work Plan

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

Set agenda for the visit

Determine the questions to be raised/answered

- Review Design Document

Issues to consider:

- First steps*
- ✓ - list of potential Commission members - see list + 1st choices underlined
 - ✓ - process for soliciting Commission membership
 - ✓ - structure of Commission *live common study*
 - ✓ - list of possible technical assistants *PD*
 - ✓ - fate of the Planning Group *planning*
 - ✓ - name of Commission
 - ✓ - publicity/announcements
 - ✓ - physical arrangements - office space, etc.
 - ✓ - meeting times
 - ✓ - budget
 - ✓ - what to do about Canada
 - ✓ - possibility of planning major conference/retreat
 - ✓ - timetable
 - ✓ - functional schedule
 - ✓ - outcomes of study - where we hope to be in two years
 - ✓ - discussion of "first measurable deliverable"
 - ✓ - focus of the Commission - personnel *over areas*
 - ✓ - *schedule for meetings - this year*

- II. Wed. breakfast meeting

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

- A. HLZ - introductions and review of genesis of MI-NA.
- B. S. Fox - comment on HLZ's remarks and the future of MI-NA.
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- D. Questions and comments by those in attendance.

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

Review discussion of Tues. afternoon

Firm up list of questions

Work on answers

- IV. Wed. - noon through evening

Consultation with SF and AH

① Design + PR
② Commission
③

split the line not too far down

72 BM

DRAFT 3/23/88

Mandel Initiative - North America
 Characteristics of Potential Commission Members
 Reduced List as of 3/22/88

FINAL
 3/24/88

Name	Location	Affiliation	Denomination	Age Range	Comments	Assignment
I. LAY LEADERS						
1. Mandell Berman	Detroit	CJF - Pres.	Conservative	60-ish		MLM - letter - now
2. Charles Bronfman	Montreal	Foundation	x	50-60		MLM - conversation - now
3. John Colman	Chicago	JDC/Federation	Reform	60-ish		MLM - letter - later
4. Lester Crown	Chicago	Foundation	Conservative			MLM - conversation - later
5. Max Fisher	Detroit	CJF/Foundation	x	70's		MLM - conversation - now
6. Henry Goodman	Cleveland	CJF/Federation	Reform	50-60		HLZ - conversation - later
7. Ludwig Jesselson	New York	Foundation	Orthodox	70's		AJN - check with Solender
8. Mark Lainer - ?	Los Angeles	JESNA	Conservative	45-50	major leader/funder in CA	HLZ - check
9. Robert Loup	Denver	UJA/Federation	x	60-ish		MLM - conversation - later
10. Morton L. Mandel	Cleveland					
11. Matthew Maryles - ?	New York	CLAL/Federatn	Orthodox	40's	Gruss Foundation	AJN - Check with Solender
12. Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70		MLM - letter - later SF info
13. Donald Mintz	New Orleans	JWB - Pres.				MLM - letter - now
14. Lester Pollack	New York	NYCRC/JWB		50's		MLM - conversation - later
15. Charles Ratner	Cleveland	Federation	Conservative	50		MLM - letter - now
16. Harriet Rosenthal?	New Jersey	JWB				HLZ - check with Rotman
17. Esther Leah Ritz	Milwaukee	CJF/JWB/JDC	x	60-ish		MLM - conversation - later
18. Dan Shapiro	New York	Federation	Conservative	50		MLM - conversation
19. Robert Smith?	Washington	JWB/Heb. U/JCC	Conservative	55		AJN - check with Farber
20. Henry Taub - ?	New Jersey	JDC/JWB	Conservative	60-ish		
21. Leslie Wexner - ?	Columbus	Foundation	x	50		HLZ - check
22. Bennett Yanowitz	Cleveland	JESNA - Pres	Conservative	50-60		MLM - letter - now
23. (Ron Pearlman?)	New York		Conservative	40's		
II. DENOMINATION LEADERS						
Alfred Gottschalk	Cincinnati	HUC	Reform	55-60		
Norman Lamm	New York	Yeshiva Univ.	Orthodox	55-60		
Ismar Schorsh	New York	JTS	Conservative	50		
Arthur Green ?	Philadelphia	Reconstr. Col.	Reconstr.	45-50		SF will inquire. Probably yes

12
 15
 3

DRAFT 3/25/88

Mandel Initiative - North America
Characteristics of Potential Commission Members
Reduced List as of 3/22/88

Name	Location	Affiliation	Denomination	Age Range	Comments	Assignment
III. SCHOLARS/EDUCATORS						
David Cohen	Lansing	MSU	x	50-55		} For edn
Lawrence Cremin	New York	Columbia U.	x	60	Pres. Spencer Fdn.	
Seymour Martin Lipset	Palo Alto	Stanford	x	65		
Israel Sheffler	Boston	Harvard	Conservative	60-65		
Lee Shulman	Palo Alto	Stanford	Conservative	50		
IV. JUDAIC SCHOLARS						
Paula Hyman	New Haven	Yale	Conservative	40's	former dean - JTS	
V. JEWISH EDUCATORS						
David Dubin	New Jersey	JWB		50-ish		
Jack Bieler	New York	Ramaz School	Orthodox	30's	master teacher	
Irving Greenberg	New York	CLAL	Orthodox	50-ish		
Carol Ingall	Providence	BJE	Conservative	45-50	teaching & admin. exper.	
Sara Lee	Los Angeles	HUC	Reform	55		
Yehiel Poupko	Chicago	JCC	Orthodox	40's		
Alvin Schiff	New York	Educ/Fed	Orthodox	60		
VI. COMMUNAL PROFESSIONAL						
Barry Shrage	Boston	Federation	Orthodox	40's		
VII. FOUNDATN PROFESSIONALS						
Maurice Gerson	Columbus	Foundation	Conservative	60-ish		
✓ Eli Evans	New York	Foundation		50		
Melvin Mogulof	San Francisco	Foundation		60		
Robert I. Miller	Baltimore	Foundation				
VIII. NAT'L PROFESSIONALS						
Arthur Rotman	New York	JWB	Reform	50's		
Carmi Schwartz	New York	CJF	Orthodox	50-60		
Jonathan Woocher	New York	JESNA	Conservative	40's		

20/3
MEETING PERRY

MANDEL INITIATIVE - NORTH AMERICA

It is suggested that the purpose of the first set of meetings with Perry Davis be to provide for an induction into the culture of the Mandel Associated Foundations and of the current development work in Jewish Education.

The process should minimally include - besides getting acquainted with the core group for MI-NA - getting acquainted with the major issues facing the field of Jewish Education. In addition, as much ground as possible should be covered towards definition of the work of the Commission.

Thus presentations and discussions with Perry and members of the secretariat should include matters such as :

* why MI-NA and why now : the opportunity -- expressions of concern; foundations; JEC work and experience; increased awareness and understanding (lay and professional). (see MI-NA document).

* the state of Jewish education in America today (institutions; personnel; content; status; role and outcomes of Jewish education) (review state-of-the-art knowledge; see also bibliography)

* major elements to be dealt with : personnel - the recruitment, training, and retention of educators; building the profession of Jewish education; jobs and ladder of advancement; current institutions and institutional structures.

* available data and existing research (JEC; statistics; reports; Maximizing Commission; CJF Commission; etc..)

* a preliminary picture of needs would be drawn that would also identify those issues and areas on which more data is needed (the economics of Jewish education; the cost of reform; potential client populations and their needs; institutions of the future).

Perry's suggested timetable could be a good starting point to discuss and simulate both process and content. This would cover the road travelled thus far: The idea of MI-NA and its rationale (the agreed-upon needs; the present opportunity provided by the fortunate convergence of awareness and resources); anticipated outcomes; the Commission process.

ELEMENTS (no symmetry)

For each element :

Can it be treated alone, isolated?

What are the minimal combinations -- what are necessary and unavoidable links between elements

Then -- History of alternative approaches

Logic (rationale) for approaches

1) The personnel

Present and future role

Profile

Issues

1) Training

Present situation

Numbers

Type

Quality

Pre-entry

Post-entry

On-the-job

Innovation

Modules

Alternative possibilities

2) Recruitment

Numbers

Method

Various pools

Feeder system

Relationship with the field

3) Retaining

(see studies)

4) Profession Building

[use expert opinion and knowledge]

Definition of profession

Condition of the field

Status

Ladder of Advancement (not linear)

Salary

6) Role of Lay people

7) Role of the Rabbinat

8) Role of the Federations

9) Salary and Status

10) Feeder system

11) Demonstration Center

The future as history

Modules

Alternative possibilities

- 12) Alternatives and trade-offs
- 13) Ideal types (teacher [Greenberg], principal)
Check the research on this.

Miscellaneous

- * Line educators (teachers) versus senior educators
- * Formal versus informal
- * Theory versus practice
- The role of theory in the whole endeavor

RESEARCH AND ANALYSIS

- * The State of the field
- * What is required to Build the Profession of Jewish Education
- * Scenario for the year 2000
- * The economics of Jewish Education; the cost of reform
- * Building lay leadership

SUGGESTED PROCESS

1. Executive Committee
2. Wise-men: advisory think-group; individual advice; composition;
first meeting; first agenda.
3. Simulation
Alternative solutions which must include :
what will be if we succeed
trade-offs
feasibility (politics; cost; time; how fast to results)
lasting impact

Who build the simulation?
Who participates?

How are the outcomes -- the benefits -- presented?
4. The Commission: composition (rationale); meetings; individual briefings.
5. Task-forces
6. Individual meetings
7. Commission studies and reports
8. Staff and Consultants
Ring ourselves with the appropriate, best people

IMMEDIATE STEPS

1. Build alternative scenarios (logic of each one)
2. Describe the current situation
3. Analyse existing proposals for dealing with the problem:
 - a. Carnegie
 - b. Wexner
 - c. Other

For each: what is the logic; what relevant data is included.
(The resultant analysis will keep us from duplications, etc...)

4. Learn of concerns
5. Who can help us
6. Develop taskforces

and foundations re- their taking on projects for implementation)

ANTICIPATED COUTCOMES (content)

To be developed



WHY PERSONNEL FOR THIS COMMISSION

Personnel is one of the key elements in any conception or system of education. It therefore follows that this holds for Jewish education.

Jewish education has unique problems that differentiate it from general education and from other forms of Jewish civil-service.

1. It probably is not a profession -- see minimal definition of profession.

2. Its salary and status is very low (with some exceptions)

3. It has difficulty recruiting and retaining.

4. It has little or no training.

5. It has little or no research

6. Its lay constituency is by and large weak and does not have much status. On the other hand, there is enormous interest in this field today -- public and private

All of the above points lead to an even greater significance for personnel as a starting point because they will be needed to inspire and work with the lay constituency, to staff the institutions, to do the training and the research.

Any other starting point -- structural, local, promotional -- will require personnel at the beginning - which does not exist.

We encourage any exercise prior to the Commission to see if we could come up with another starting point besides personnel. We must not fall into the trap of assuming that personnel can be handled without dealing with other factors such as : money, the community, p.r., etc.

LISTS

* LIST OF TASKFORCES

* LIST OF RESEARCH TO BE UNDERTAKEN

LIST OF MATERIALS TO BE GATHERED

LITERATURE SEARCH

* LIST OF KNOWLEDGEABLE INFORMANTS -- TO SEE

* LIST OF SMART PEOPLE -- TO SEE

CURRENT SOLUTIONS (RAND; CARNEGIE, ETC.)

METHOD

1. SIMULATION

THE CONCENTRIC CIRCLES

MOST AND INNER CIRCLE

THE COMMISSION

THE VARIOUS PUBLICS

EXECUTIVE GROUP

STAFF

Riemer

Holtz

Issa Aron?

Eddie Rauch?

CONSULTANTS

WISE MEN

PUBLIC DEBATE



LIST OF KNOWLEDGEABLE INFORMANTS -- TO SEE

Jewish

Schiff
Sara Lee
Sylvia Ettenberg
Bob Abramson
Jon Woocher and his staff
Carmi Schwartz
Art Rotman
Barry Chazan
Add after speaking to Acky and Chazan

Mrs Melton (if she is a member of the Commission)
Elliott Spack
Dr. Margolis
The People in Cleveland

LIST OF SMART PEOPLE TO SEE

Lee Shulman
David Cohn
Sam Shaffler

LIST OF TASKFORCES

see list of research needed:

Taskforce on the current state of Jewish Education
Taskforce on training
Taskforce on economics
Taskforce on Scenarios for the Future
Taskforce on building lay-leadership



20/3/88

PERRY DAVIS' AGENDA

SUMMARY OF PHONE CONVERSATION -- 14/3/88

A. CATEGORIES

1. BROAD OVERALL ISSUES
2. PROCESS
3. HIS ROLE AND THE ROLE OF HIS COMPANY
4. THE ESSENCE OF THE PROJECT

1. BROAD OVERALL ISSUES:

What are we trying to achieve? What is our mission? What are our objectives?

A. Perry would like a one-line definition of what we are trying to deliver at the conclusion of the work.

B. What are the first deliverables? (Who are the commission members? Other)

C. Threshold problems (political onslaught of groups asking for support; formal versus informal education; denominations; other)

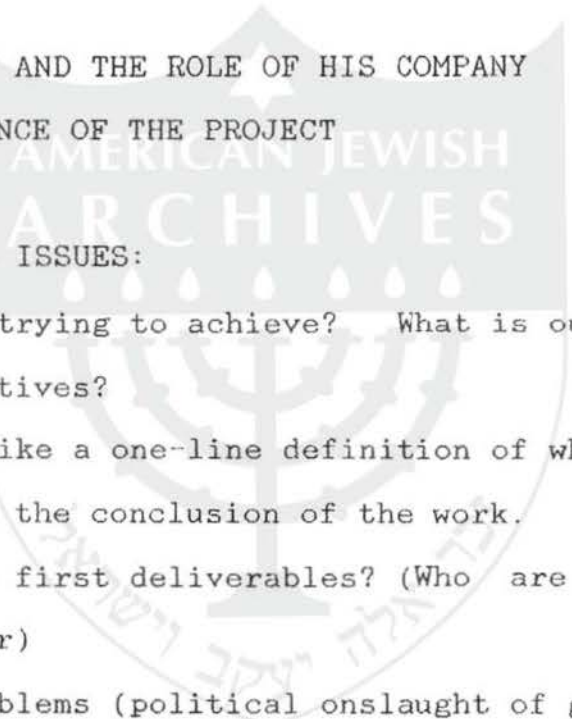
D. What kinds of expertise do we need to mobilize? What are the skills we are going to need?

2. PROCESS OF THE COMMISSION

A. Representation on the Commission of various groups; criteria for membership in the Commission.

B. What is the P.R. needed to surround the beginning of the Commission? ("kick-off P.R.")

11pc



- C. Conveying the criteria to the Commission members
- D. What do we expect of the Commission? Duration; number of meetings; purpose of meetings.
- E. Initial multi-day retreat at Brandeis-Bardin Institute
- F. Smaller groups; task-forces.
- G. Is staff central to task-forces?

3. HIS ROLE AND THE ROLE OF HIS COMPANY

Art wants a long meeting of inner group to discuss contract, role and resources, time, reporting, space, responsibilities covered by contract (postage, telephone, stationery, office improvement, relationship with other clients, travel, etc.)

[My response: we don't deal with this -- can be dealt with before/after we come. Our business is the content]

Herman Stein meeting him this Friday.

4. THE ESSENCE OF THE PROJECT

- A. Cost benefit analysis
- B. Stakeholders and key players:
 - a. Administrators
 - b. Teachers
 - c. Consumers -- parents, communities, recipients, personnel (availability? who pays? overlap consumer-personnel; Where do dollars go?)
- C. Training Institutions

("We will want to know how to distribute the funds between

the existing institution...") [I responded with our data;
Perry understood the situation with ease]

The denominations. Where can the money can go? How is the
money apportioned between sites, formats of Jewish education,
etc? (Perry has a list.)

The day school approach is the only one. What is the
response?

D. Monitoring and Impact

To accompany the implementation process: summative and
formative evaluation;

National and community alliances; his experience and views;
relationships of JWB, JESNA, CJF.

"Part of the work of the Commission will be to stimulate and
agitate initiatives out of community"

His example of Bridgeport: National competition: Essay.
Foundation \$100 million in young people.

Any process for lessening drop-out rate etc...CFP's
throughout US. 10 finalist cities and consultant, university
and business and local. He was involved in Bridgeport (this
week outcome).

His allegiance to the community approach. Its benefits.

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

FROM: Morton L. Mandel

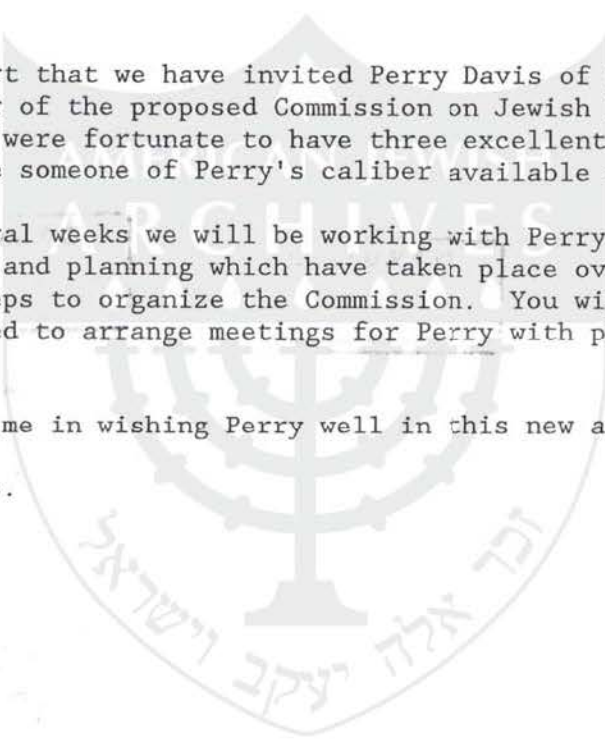
DATE: March 10, 1988

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

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

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

Best personal regards.



1031



PREMIER INDUSTRIAL CORPORATION

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

TELECOPIER COVER SHEET

TO:
NAME: SEYMOUR FOX

FROM:
NAME: VIRGINIA LEVI

COMPANY: _____

COMPANY: PREMIER

LOCATION: JERUSALEM

FACSIMILE NO: (216) 391 8327

FACSIMILE NO: 011-972-2699-751

TOTAL NUMBER OF PAGES (INCLUDING THIS COVER SHEET): 7

DATE SENT: 3/8/88 TIME SENT: _____

PLEASE CALL US AT (216) 391 8300 EXT. 2338 IF ALL PAGES ARE NOT RECEIVED.

MESSAGE:

PER Your REQUEST

ARCHIVES



75 Bm

DIFFERENT APPROACHES TO JEWISH EDUCATION

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

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

EMPOWERMENT V. APATHY

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

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

OUTCOMES

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

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

P. DAVIS

Perry Davis Associates, Inc.

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

DRAFT

COMMISSION ON JEWISH EDUCATION

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

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

III. Initial Execution Phase

DURATION- SIX MONTHS TO A YEAR

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

TOTAL PROJECT DURATION - APPROXIMATELY 2 YEARS

AGENDA

MEETING ON INITIATIVES

SHMUEL BENALAL, AMI BOUGANIM, PROF. FOX, ANNETTE HOCHSTEIN

1. THE USA INITIATIVE

THE IDEA

THE PROCESS

THE ACTORS

ANTICIPATED OUTCOMES

2. THE GLOBAL INITIATIVE

THE CONCEPT

METHODS: RESEARCH; (GUIDANCE FOR OTHER INITIATIVES); KNOWLEDGE-SHARING; DEMONSTRATION CENTERS; TRAINING; (CONSULTING)

RESOURCES: STAFF

ACADEMIC BRAINTRUST

PHILOSOPHER-PRACTITIONERS

TRAINEES

PROJECTS --- SOME EXAMPLES



74/BM

TO: Seymour Fox Telex No. 011-972-269-9951

FROM: Virginia Levi

DATE: March 7, 1988

Perry Davis is scheduled to be in Cleveland March 22-24. Can you be here
for part of that time?

copy sent to fax already.

1045

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

FROM: Virginia F. Levi

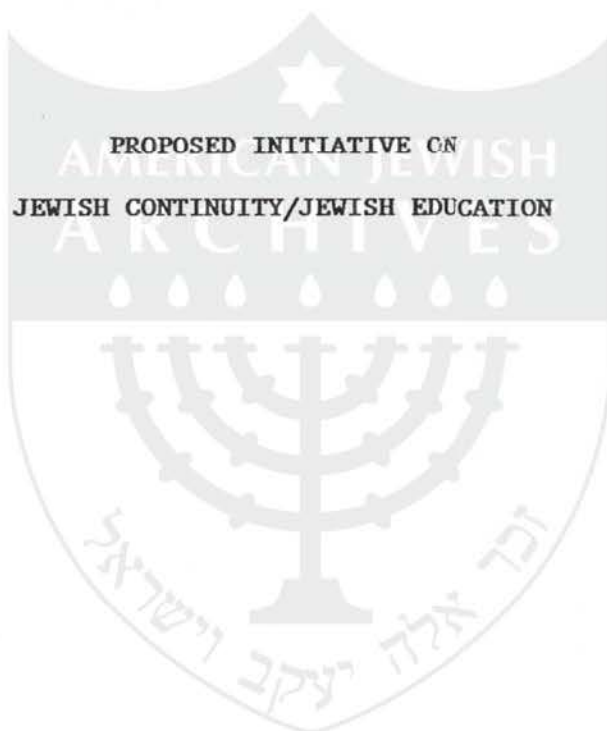


DATE: March 3, 1988

Enclosed please find minutes of the last planning group meeting and the final version of the design document. Many thanks to the entire group for your assistance and patience in putting this document together.



Annette - your
most changes were
incorporated
I the marked all
places.



73 Bay ✓

March 1, 1988

INTRODUCTION

Our society is dynamic and open. It offers countless ways to define and express personal identity. Identification with a community, a tradition, a set of values is now a matter of choice, not necessity. Amid the competing demands and opportunities, what binds an individual to Jewish life? How much of our Jewish heritage will be transmitted to future generations?

These questions challenge the North American Jewish community. It is time to respond with enthusiasm and energy. The Mandel Associated Foundations, in cooperation with the Jewish Welfare Board (JWB) and the Jewish Education Service of North America (JESNA), propose an initiative to explore an important factor affecting Jewish continuity in America--Jewish education.

Jewish education includes not only classroom instruction but all the settings in which learning takes place--within the family circle, at camps and community centers, through print and electronic media, and in encounters with Israel. Many of these settings do not have the personnel, the programs, the content and the strategies needed to meet the challenge of educating Jews who are fully accepted in an open society.

Your sentence was added verbatim

The Mandel Associated Foundations are prepared to form a national Commission to involve the North American Jewish community in a

policy-oriented study of Jewish education in a variety of settings. This study will recommend practical steps and interventions for the improvement of Jewish education.

The Mandel Associated Foundations are supporting foundations of the Jewish Community Federation of Cleveland. They were established in 1982 by Jack N. and Lilyan Mandel, Joseph C. and Florence Mandel, and Morton L. and Barbara Mandel as a primary means of handling their philanthropic interests.

JWB, the Association of Jewish Community Centers and YM-YWHAs, is the leadership body for the North American network of JCCs and Ys. JWB serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences, and by identifying and projecting movement-wide directions, issues and priorities.

JESNA is the organized Jewish community's planning, service and coordinating agency for Jewish education. It works directly with local federations and the agencies and institutions they create and support to deliver educational services.

THE CHALLENGE: JEWISH CONTINUITY

Jewish continuity--the creative vitality of the Jewish people, its religion, culture, values and traditions--is an issue of cardinal importance to the American Jewish community. The central challenge is improving the means by which the Jewish community promotes an active commitment to Jewish identity.

In our society, connections to and expressions of Jewish identity are highly individual. Some Jews are linked by traditional religious practice, some through participation in communal organizations. Others express their involvement through Israel, Soviet Jewry or memories of the Holocaust. For many, association with other Jews is an important mode of participation.

Our efforts on behalf of Jewish continuity must strengthen as many of these links in as many American Jews as possible. It is a substantial challenge. Because Jewish identification is a matter of choice today, we must provide a persuasive rationale for why commitment and involvement are important.

We are convinced that, as a people, we have the vision and the resourcefulness to accomplish this aim. Jews have shown their capacity to succeed in community work. Now we have an opportunity to apply the same energy and creativity to the challenge of encouraging Jews to choose a strong Jewish identity.

THE KEY: EDUCATION

The Trustees of the Mandel Associated Foundations, in cooperation with JWB and JESNA, have chosen to focus on Jewish education as a potent resource for transmitting the living values of our culture.

As the Jewish community's primary vehicle for responding to the questions of "why" and "how" to be Jewish, education is our best means of helping Jews to develop and sustain a commitment to active Jewish self-expression, both individually and communally. Jewish education also has the capacity to reach into every aspect and stage of Jewish life--from children to senior citizens, from individuals to families, in schools, community centers, synagogues, camps, nursing homes and child care centers.

Jewish Education Today

More than 30,000 people are employed in Jewish education today. These include teachers, school directors, teacher trainers, specialists, educational planners, and professors of education as well as personnel in community centers, camps and retreat centers. Jewish education is conducted throughout North America in a variety of settings in and outside the classroom. Most Jewish children receive some Jewish education at some point in their lives. Hundreds of millions of dollars are spent annually on Jewish education. The field of Jewish education is a large enterprise throughout the North American Jewish community.

Didn't change
to "involved"
as you
suggested

Changed
as you
suggested

Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer faculty and students than at any time in the recent past. Professional standards, meaningful positions, adequate salaries and compensation packages, career advancement possibilities and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

Didn't
change!
(you wanted
them to
"de-yeck")

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its variety insure the survival of the Jewish people.

The Potential for Tomorrow

We believe that it is possible to establish an educational environment that will be responsive to the current realities of Jewish life in America. To make it a reality, the organized Jewish community must be prepared to invest substantial new resources of thought, energy and money.

There are positive elements in place and there is great potential for improvement. Today, Jewish education appears on the agendas of major

Jewish forums. Key community organizations and leaders are already increasing time and resources devoted to Jewish education. Jewish community federations, individual philanthropists and Jewish-sponsored foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful? The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide them and other supporters toward a practical application of resources to the needs of Jewish education.

A STRATEGY: COOPERATIVE EFFORT

We propose the establishment of a national Commission to review Jewish education in North America and recommend ways to make it a more powerful force for enhancing the continuity of Jewish life in our society.

The Purpose

Emerging consensus on the importance of Jewish education makes this an auspicious time for a catalyst to identify the issues, point to practical opportunities for improvement, and engage key people and institutions in positive action. The catalyst: a 30-member national Commission of community leaders, outstanding educators, and other professionals. They

will be men and women chosen ad personam, whose competence, influence and institutional connections are clear and impressive.

Such a Commission will have a fourfold mission:

- to review the field of Jewish education in the context of contemporary Jewish life
- to recommend practical policies that will set clear directions for Jewish education
- to develop plans and programs for the implementation of these policies
- to stimulate advocacy and engage committed individuals and institutions in collaborative, communal action.

While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations.

That is the ultimate purpose of the Commission: to offer concrete recommendations for strengthening Jewish education in all its forms and settings. The Mandel Associated Foundations are prepared both to commit their own resources and to encourage others to support the implementation of projects and programs proposed by the Commission.

changed
as you
suggested

THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

The Commission will probably meet four to six times over a period of 18 to 24 months. It will direct the activities of a study director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics. The final report will be the responsibility of the Commission.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and creating new ones.

One objective of the Commission study must be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire, encourage and train professionals.

word
added, as
you suggested

The Commission study may address four issues:

1. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small

pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system--youth movements, camps, community organizations.

3. The education of educators. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
4. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Our community services experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something must happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

We propose to establish a leadership Commission to assess the challenges facing Jewish education and suggest methods for dealing with them. Such a Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.



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

FACSIMILE TRANSMISSION

ATTENTION: MORTON L. MANDEL
FROM: SEYMOUR FOX
TO: FAX # 001 212 517 3940
DATE: MARCH 3, 1988

CONGRATULATIONS. I BELIEVE THAT YOU HAVE LAUNCHED A PROJECT
THAT WILL HAVE AN ENORMOUS IMPACT. IT IS A PRIVILEGE TO BE
PART OF IT.

LOOK FORWARD TO OUR CONVERSATION ON SATURDAY.


SEYMOUR

10701

Virginia Levi
Mandel Associated Foundations

1050 ✓
March 1, 1988

Dear Virginia,

Thanks for the MI-NA document of February 25. We believe that the job is complete. However since we have decided to read it as the introductory paper for potential Commission members, you might want to consider some of the following suggestions -- matters of emphases rather than changed content. Perhaps an attempt to strengthen the inspirational aspect.

Reading through the document, thinking of "outside" readers, we felt that two messages ought to be strengthened (though both appear in the paper):

1. That there are real problems with the field of Jewish Education
2. That we are inviting the reader to participate in a programs that will lead to action.

One possibility would be for an insert in the first page (following the third paragraph: "... encounters with Israel")

"Many of these settings do not have the personnel, the programs, the content and the strategies needed to meet the challenge of educating Jews who are fully accepted in an open society."

In addition the paragraph on p4 (bottom) and p5 (top) should reflect the problem in active rather than passive terms (the factors in the last sentence "are missing" from Jewish education rather than "not being adequately associated " with it.)

In a similar vein, page 11 might benefit from a more direct statement of what is proposed:

"What is suggested is a leadership Commission that would take cognizance of the challenges facing Jewish education and suggest means for dealing with the. Such a Commission can coalesce..."

Some additional minor points which you may want to consider include:

On p.4, (Paragraph 2, line 1), we find the term "involved" more appropriate than "employed".

In the same paragraph, instead of 500 million dollars - which may not be a dependable figure - one may write "hundreds of millions

of dollars are spent annually".

On page 8, at the end of the first paragraph, "encourage others" might be more appropriate than "inspire others".

On page 9 paragraph 2 should include "train" on the last line.

We hope that this is helpful,

Looking forward to talking to you in the next few days.

Seymour Fox

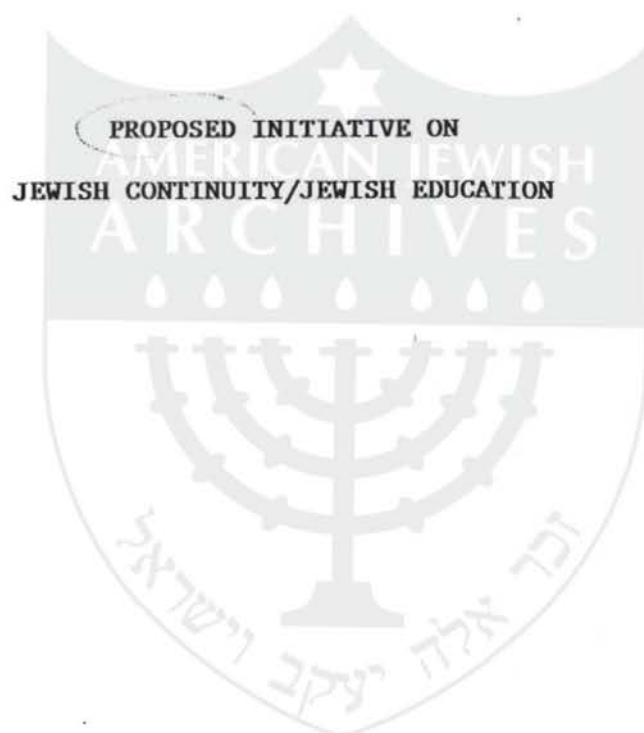
Annette Hochstein



1) letter + 11-17-77 Accompan

2) Pltine call to me

3) no rule



February 25, 1988

76 BM

INTRODUCTION

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though
we
discuss

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why

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Still, Jewish education throughout North America suffers from a shortage of qualified, well-trained educators. The few institutions which train Jewish educators have fewer faculty and students than at any time in the recent past. Professional standards, meaningful positions, adequate salaries and compensation packages, career advancement possibilities

and professional status are not adequately associated with the field of Jewish education. It is difficult to recruit and retain young men and women to the field.

The Jewish community has created notable successes in the last sixty years in such areas as philanthropy, social services, defense and support for Israel. It is time to make the enterprise of Jewish education one of the success stories of modern Jewish life. Now is the time to turn the concern of the Jewish community toward creating a Jewish educational system which can in all its variety insure the survival of the Jewish people.

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foundations appear ready to increase financial support for initiatives that can have a positive impact on the range and quality of Jewish education.

The critical question is: What initiatives will be meaningful? The Mandel Associated Foundations, in cooperation with JWB and JESNA, propose an approach that will help guide them and other supporters toward a practical application of resources to the needs of Jewish education.

AMERICAN JEWISH ARCHIVES

A STRATEGY: COOPERATIVE EFFORT

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The Purpose

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Such a Commission will have a fourfold mission:

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While the Commission will initiate the study, it will also make it a participatory venture. We believe that Jewish continuity is a communal challenge. It can only be met with a communal effort expressing the interests and practical needs of involved institutions and individuals.

Thus, an important part of the Commission's initiative will be gathering opinion makers, community leaders, scholars and educators to play active roles in all stages of its work, including the implementation of its recommendations.

That is the ultimate purpose of the Commission: to offer concrete recommendations for strengthening Jewish education in all its forms and settings. The Mandel Associated Foundations are prepared both to commit their own resources and to inspire others to support the implementation of projects and programs proposed by the Commission.

THE STUDY: CREATING CONDITIONS FOR CHANGE

Preparing Jewish education to respond to the realities of contemporary Jewish life will require interventions on many fronts, at many levels. We propose that the Commission begin with a study to examine Jewish education and recommend realistic ways to improve it. The Commission will guide the study, develop programs and plans in cooperation with the Jewish community, and encourage implementation of its recommendations.

The Work

The Commission will probably meet four to six times over a period of 18 to 24 months. It will direct the activities of a study director and appropriate supporting staff, whose responsibilities will include preparing background papers and reports, gathering and organizing data, consulting with contributing scholars, educators and policymakers, and coordinating the ongoing participation of important Jewish publics. The final report will be the responsibility of the Commission.

The Focus: People and Institutions

A study undertaken for the purpose of positive change begins with a fundamental question: Who holds the keys to change? It is a premise of this enterprise that change can best be achieved through a partnership of educators and communal leadership committed to invigorating existing institutions and creating new ones.

One objective of the Commission study must be an examination of what Jewish communities and educational institutions must do to professionalize Jewish education and to attract, inspire and encourage professionals.

The Commission study may address four issues:

1. Professional opportunities in Jewish education. A profession is characterized by formalized standards of knowledge and training, a code of ethics, institutionalized forms of collegiality, and paths for advancement. We need to look at how these aspects of Jewish education can be developed to professionalize our educational services.
2. The recruitment and retention of qualified educators. Such factors as low status, low salary and limited potential for advancement have a twofold effect on a profession: they deter entry and encourage attrition. We need to examine these factors in light of the small

pool of interested talent Jewish education now attracts. We also need to explore the potential for making more effective use of our feeder system--youth movements, camps, community organizations.

3. The education of educators. Today North American institutions graduate fewer than 100 Jewish educators annually. We need to look at how to fill the demand for qualified people in both existing and emerging positions, and to provide continuing professional education.
4. Historical perspective and current structures of Jewish educational institutions. We need to begin with an understanding of the existing structures. A look at the past can help us to assess current institutions and their needs and guide us in establishing any new structures that might be needed to respond to today's needs.

TOWARD TOMORROW

Our community services experience has shown that North American Jews can cooperate to make positive things happen. Today we know that something must happen if we are to transmit the riches of Jewish experience to future generations.

We have established organizations--service, educational and philanthropic--with energetic leaders who are intensely interested in the question of Jewish continuity. We have, in Jewish education, a tradition of involvement with the why and how of Jewish life.

A leadership Commission can coalesce the interests and needs of those who are committed to Jewish continuity. Its study of Jewish education can clarify issues to encourage outcomes: practical responses with strategies for implementation.

This paper invites a communal venture: the deliberate shaping of new connections between individuals and the community of Jewish experience. Thinking and acting together, we can make Jewish education a sustaining force for Jewish life, as rich and dynamic as the society in which it exists.



MINUTES OF A MEETING OF
THE MANDEL INITIATIVE FOR NORTH AMERICA
PLANNING GROUP

February 4, 1988
at Cleveland, Ohio Airport

ATTENDANCE: David Ariel (Secretary), Seymour Fox, Annette Hochstein,
Stephen Hoffman, Virginia F. Levi, Morton L. Mandel (Chairman),
Arthur J. Naparstek, Charles Ratner, Arthur Rotman, Herman Stein,
Jonathan Woocher, Henry L. Zucker

ABSENT: Carmi Schwartz, Bennett Yanowitz

1. Chairman's Opening Remarks: Mr. Mandel expressed optimism and enthusiasm on behalf of the Mandel family that the proposed Commission on Jewish Education will produce systemic change and improvement within the field of Jewish education. Such change is a high priority of the Mandel Associated Foundations (MAF). He stressed the historic opportunity and propitiousness of such a major initiative for the Jewish communities of North America. He announced the agreement of JWB and JESNA to cooperate with the MAF in the conduct of the Commission. Messrs. Rotman and Woocher expressed the enthusiasm of JWB and JESNA, respectively, for the project.
 2. Review of the Design Document: The members of the planning group reviewed the draft of the design document whose purpose is to serve as the starting point for recruitment of Commission members and for the Commission itself. The recommended changes are reflected in the final draft. The discussion which followed produced agreement along the following major points:
 - a. The document should reflect the expanding scope and definition of the field of Jewish education. Discussion about the field should include references to the fact that Jewish education today occurs in a variety of settings, in classrooms and "beyond-the-classroom," and/or formal and informal contexts such as Jewish community centers, camps and youth programs. Professional categories should also be expanded to include the expanding definition of the field.
 - b. The purpose of the document is to state the problem which the Commission seeks to address rather than to project specific solutions. The document should define the problem of Jewish education, remain general in scope and leave considerable room for the Commission to decide the outcome. Therefore, the document has been modified so that it identifies personnel as a critical issue but does not become more specific.
- 24m
✓

- c. The Commission is going to focus its work on the structures and problems of Jewish education not on the broader issues of Judaism, religion and society. Although Jewish continuity must be seen within the context of Judaism and the variety of meanings and expressions which Judaism has today, the work of the Commission will be limited in scope in order to achieve its goal of practical recommendations for the improvement of Jewish education.
- d. The planning group discussed whether the Commission should attempt to define the goals of Jewish education. Some felt that the variety of goals prevalent in the Jewish community today (religious, denominational, ideological, secular), made such a discussion futile and unproductive. Others felt that it was natural and unavoidable to consider the purposes of Jewish education. It was agreed that the Commission should set its own agenda but should concentrate on issues of function and structure in Jewish education. It was suggested that consideration of the goals and purposes of Jewish education might be treated in a background paper prepared for the Commission.
- e. The document should reflect the fact that the Commission will guide and direct the work of the director. The director is not expected to determine the findings of the Commission.
- f. Although JWB and JESNA are cooperating in this process, the respective institutions are not necessarily bound by the findings of the Commission.
- g. The document should emphasize that the Commission should explore ways to achieve a meaningful partnership between Jewish educators and communal leadership.

The design document was approved subject to these final changes. Mr. Mandel commended the drafters of the document including Fox, Levi, Naparstek, and Zucker.

- 3. Discussion of Selection of a Commission Director: It was noted that the selection of the director is the most important step to be taken by the planning group. The qualities of the director were reviewed from the minutes of the meeting of December 11, 1987. The importance of high-level public relations should be added to the list of responsibilities. Discussion followed based on evaluations of the three candidates.

Following considerable discussion, it was concluded that all three candidates are well-qualified. Mr. Mandel will shortly make the final decision and approach the first choice candidate. The selection of an associate director was deferred until after the selection of a director.

- 4. Discussion of Commission Membership: It was agreed that there should be an approximate ratio of three community/lay leadership appointments to every one professional appointment (i.e., scholar, educator, communal service worker) in order to assure the predominance of lay leadership. The size of the Commission should be no more than forty members.

- a. Mr. Mandel identified the following as highest priority: Mandell Berman, Charles Bronfman, Don Mintz, Charles Ratner, Bennett Yanowitz. The following names were suggested by planning group members: Shoshana Cardin, John Colman, Henry Goodman, Steve Grossman, Sylvia Hassenfeld, Mark Lainier, Robert Loup, Florence Melton, Mel Mogolof, Judy Peck, Lester Pollack, Esther Leah Ritz, Dan Shapiro, Henry Taub, Leslie Wexner. It was agreed that Ginny Levi will prepare a grid of candidates based on specific criteria including geography, denomination, affiliation, etc.
- b. The following denominational leaders were proposed: Alfred Gottshalk, Norman Lamm and Ismar Schorsh. It was suggested that three additional rabbis be considered. The issue of Reconstructionist representation was raised.
- c. The following university scholars and intellectuals were proposed: Peter Blau, David Cohen, Lawrence Cremin, Seymour Lipset, Cynthia Ozick, Martin Peretz, Hilary Putnam, Henry Rosovsky, Israel Sheffler, Lee Shulman, Michael Walzer.
- d. The following Judaic scholars were proposed: Robert Alter, Deborah Dash-Moore, Arnold Eisen, Paula Hyman, Hillel Levine, Deborah Lipstadt, Michael Meyer.
- e. The following Jewish educators were proposed: David Dubin, Josh Elkin, Carol Ingall, Sara Lee, Jim Ponet, Yehiel Poupko, Jon Ruskay, Sam Schaffler, Alvin Schiff. It was agreed that an outstanding teacher should also be included. In the discussion concerning Jewish educators, it was recognized that it is impossible to have all the appropriate interests and voices represented on the Commission.

It was proposed that involvement be expanded by establishing task forces on topics critical to the Commission's work. Each task force could be chaired by a Commission member and would submit a report which would become part of the Commission's final report.
- f. The following Jewish communal service worker was proposed: Barry Shrage.
- g. The following foundation executives were proposed: Steve Cohen, Maurice Corson, Eli Evans, Melvin Mogulof. It was agreed that the foundation lay leader be consulted to see if they or their foundation professional should be appointed.
- h. The role of the members of the planning group in relation to the Commission was discussed. No specific conclusion was reached. This will be determined after the director is on board.

5. A proposed timetable for the work of the planning group was set as follows:

Proposed Timetable

<u>Who</u>	<u>Elements</u>	<u>Due Date</u>
MLM	Appointment of Director	3/10/88
As appropriate	Identify and contact first 6-12 Commission members	4/1/88
Director	Search for technical staff	4/88
As appropriate	Identify and contact remaining Commission members	4-5/88
MLM	First meeting of Commission	6/1/88

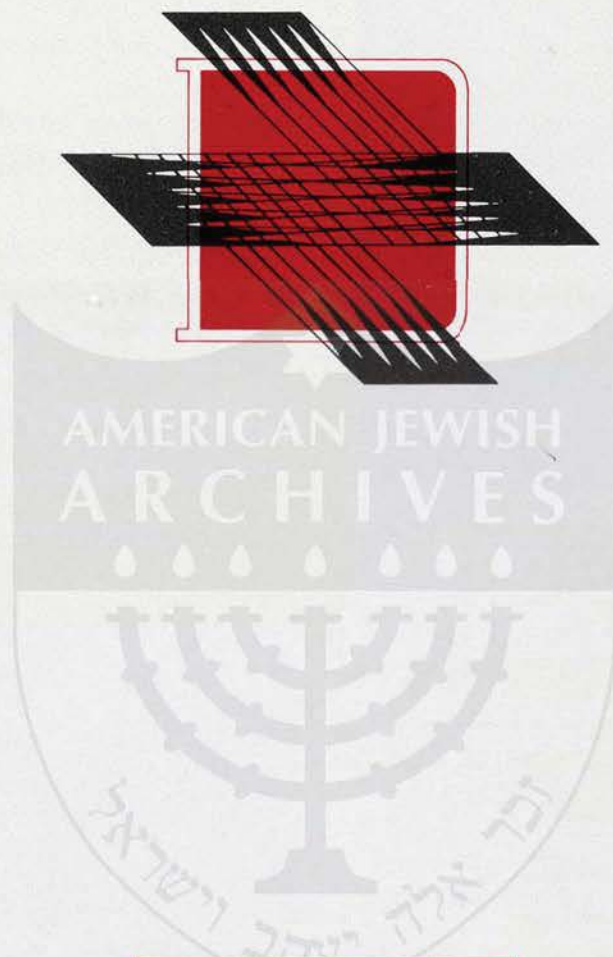
6. Mr. Mandel expressed his appreciation to Ginny Levi for the logistical preparations for the meeting. The meeting was adjourned.

The record of the meeting was prepared by David Ariel, with suggestions from Ginny Levi and Henry Zucker.



PERRY DAVIS ASSOCIATES

Promoting Economic Growth and Development
Through Private/Public Partnerships



"Only if business learns how to convert the major social challenges facing developed societies today into novel and profitable business opportunities can we hope to surmount these challenges in the future."

Peter Drucker
Doing Good To Do Well

77BM

PERRY DAVIS ASSOCIATES

"Ask a Fortune 1000 type executive how his role has changed over the past five years, and he'll mention 'a growing interface with government' followed by 'interaction with various external constituencies.'"

— INC Magazine, June 1986

Corporations, government and universities have an increasing need to do business with each other. Yet, unfamiliarity with the others' goals, priorities, outlooks, and procedures often stops them from making the most of their opportunities.

Government may see business only as a source of tax dollars and jobs. Business may regard government merely as a tax collector and less than efficient provider of essential services. Both may view the university as impractical and irrelevant to

their "real world" needs. Perry Davis Associates identifies new roles for each and creates profitable new relationships.

Based on years of experience working closely with all sectors, Perry Davis Associates structures and promotes economic development strategies, programs and projects. We foster private/public alliances and ensure an effective collaboration among partners, leading to the highest economic yield — profits and jobs — for all.

SERVICES TO BUSINESSES

- **Securing grants, loans, tax abatements** and other public support mechanisms for vital and growing companies;
- **Promoting real estate development** by structuring agreements with local governments to revitalize neglected neighborhoods and offer profitable new space to tenants;
- **Opening markets and finding business opportunities** for clients within their localities by creating profitable new roles and relationships;
- **Maximizing untapped resources**, including collateral real estate development, university relationships, neighborhood revitalization and privatization possibilities;
- **Expanding trade opportunities** for foreign firms interested in establishing an American foothold;
- **Overcoming conditions that impede growth**, such as commercial and retail decay, educational deterioration and housing shortages; and
- **Setting public policy agendas** to maximize a positive outcome.



A model of the Atlantic Avenue Terminal project and its developers, Rose Associates. Perry Davis played a major role in the initiation of this 3 million square foot, \$500 million multi-use site which has been central to the revitalization of downtown Brooklyn.

Perry Davis Associates, Inc.

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CLIENTS (Partial List)

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

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

Department Editor (Community Economic Development) National Civic Review

Speaker, White House Conference on Public Private Partnerships

Speaker, National Alliance of Business

Speaker, International Downtown Association

Speaker, Wharton Econometrics

Perry Davis Associates, Inc.

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

Fall 1987

Dear Colleague:

Corporations and government have an increasing need to do business with each other. The pressing economic and social challenges that you face--an attractive business climate and a well educated labor pool, the right mix of urban amenities and necessities like affordable housing, thriving business and industry in equally thriving neighborhoods, for example--require the structuring of fruitful and measurable deals: cooperative solutions where no sector can succeed on its own.

In the past year, Perry Davis Associates--a firm specializing in real estate and economic development initiatives--has been working with corporations, government and non-profit agencies on projects in which all can benefit. Recent assignments have included: incentive and marketing programs for cities eager to attract new business; site location and labor pool analyses; programs to revitalize decaying neighborhoods and create new jobs; zoning and public approval issues; and assistance in launching public-private partnerships.

Among recent clients are:

Citibank N.A.
Merrill Lynch
Primerica Corporation Foundation (formerly American
Can Company Foundation)
The New York City Partnership
Bridgeport, Connecticut - Mayor's Office
New York State and City -Commerce and Economic
Development Offices
The New York Community Trust

Let's explore ways in which PDA can help you attain tangible benefits from public-private collaboration. If you would like more information on our work or have any comments on partnerships, including examples of uniquely successful initiatives, please call or drop me a note.

Perry Davis

P.S. A major conference on public-private partnerships conducted by the National Alliance of Business was the forum for a speech on this subject. The speech, Making Partnerships Work, is reprinted in this newsletter.

MAKING PARTNERSHIPS WORK

A Truce at Best

Despite the intense focus on collaborations between business and government, a wide chasm still lies between these two sectors. Successful partnerships keep proving and reproving that a healthy municipality and an effective work force help business and vice versa. There must be something in it for both the public and private sector, because if both sides don't stand to win, the partnership will fail.

But sometimes the best business and government can hope for is a truce--because the history of mistrust is long. One hundred years ago the leader of this country's good government movement, Lincoln Steffens, said:

The typical businessman is a bad citizen. He is busy... He is the one who has no use for politics.

Just last year, Irvine Hockaday, Jr. the President and CEO of Hallmark Cards said:

Don't wait for us to come around voluntarily. The average businessperson is at home in the boardroom but a klutz in many other places. He doesn't want to argue public issues... We want to be left alone to do what we're comfortable doing.

Mr. Hockaday calls for an educational campaign that will "hit us business types right between our civic blind spots and move us to sustained involvement".

Both sectors have "blind spots":

- Business sees government as little more than just a tax collector and a somewhat inefficient provider of necessary services.

- Government sees business as little more than just a reluctant taxpayer and, it hopes, an employer of local residents.

A truce can develop between the business community and the public sector. Joint educational and training programs, for instance, can be successful, as long as each partner's values, strengths and weaknesses are realistically assessed and applied. Equally important, both sides must be able to measure success in their own terms--votes in one case and profits in the other. But sometimes the best that can be achieved is a little bit of growth on both sides--and that's progress.

Beyond truce to partnership

A set of governing principles can lead from truce to a public-private partnership, that will begin to break down stereotypes of others and, even more importantly, harmful self-perceptions and constraints. For example-- thanks to a cooperative relationship between the New York City business community, led by the NYC Partnership, and a supportive City Hall-- more and more business people are beginning to see government in some untraditional roles:

- real estate developer
- partner in creation of new housing
- business climate improver
- trainer of future corporate employees

At the same time, City Hall is beginning to see corporate New York in a host of new ways:

- housing provider
- neighborhood revitalizer
- crime fighter
- market for smaller business interests
- school "adopter"
- youth trainer and employer

With new opportunities opening for the public and private sectors, both sides are realizing that pooled resources and shared risks bring about the greatest rewards.

Through the joint efforts of business and government in New York City, thousands of new homes (affordable to the middle income wage earner) are being built each year; close to 40,000 youngsters find meaningful summer jobs; almost 10 million square feet of office space is being constructed in the so-called outer boroughs, tapping the local labor force; hundreds of heinous felonies are being solved; nearly half of the city's high schools are reaping the benefits of one-on-one partnerships with the city's corporations.

While the story of this partnership is still unfolding, it is useful to consider some of the key principles that have brought New York--and are bringing so many other localities--to this level of healthy and meaningful collaboration.

continued, page 4

Perry Davis Associates services include:

- incentive and marketing programs for cities eager to attract business;
- revitalization of decaying neighborhoods and job creation;
- site location analysis;
- zoning and public approvals;
- support for corporate public policy issues.

Principles of Effective Partnerships

Partnerships have, in recent years, usually been initiated by the private sector. They have rarely included public sector representatives on their policy making and fiduciary boards. Business leaders don't want the mayor at the table as they set their budget, allocate grants, and decide on priority projects. Still, the support and blessings of the mayor and other public officials and agency heads are essential. At the very least, they should be actively involved in the work of the organization through program committees. Public sector initiatives may also be welcomed when specific government programs (PIC or JTPA, for example) mandate the creation of such joint ventures.

Partnership organizations should be adequately funded, well staffed and should operate on the understanding that "charity begins at home." The business community should support the partnership organization with dollars, top flight on loan executives, and in-kind and pro-bono professional help (legal, accounting, consulting, etc.). In return, the founding business leaders should demand an organization that works as efficiently as the companies they lead, or, in these days, acquire. A clear set of goals, objectives and a limited number of do-able projects should be should be carefully

selected and disseminated in published form to a wide audience. The partnership should decide how to pick new projects and, how to say no to good ideas it shouldn't be involved in. Sometimes others, like government or established community organizations, can do the job better. In other instances, the organization's resources may be fully committed.

While projects should be aimed at accomplishing a broad and motivating vision, they should have measurable results, clear milestones and obvious beginnings, middles, and ends. Successes should be hailed and spun off or completed; failures should be quickly identified, admitted and jettisoned. Projects have to show the quickest and most significant possible return on investment.

Before new projects are undertaken, especially if they will require additional resources (people, time, money) old projects should be considered for termination. The likeliest source of new funds or people are those released from other projects that have matured or are lingering a slow death. Keep the pipeline open, not stagnant.

The very form of the organization should enhance its operation. It might include both the non-profit 501c3 and 501c6 components to allow it to lobby on key issues of concern to its members and their wider civic agenda. The organization also needs an effective fundraiser and must rely on a CEO to CEO solicitation network.

Conclusion

The key principle at work in any effective partnership is that business leaders share a common characteristic to go beyond the minimum--to do more for a city than just pay taxes and sometimes hire its residents. They have to want to make their city a better place in which to live, work and do business. They have to share a conviction that achieving that mission means tapping untapped, or unexplored and unlikely resources all around us in the city and at the corporate headquarters as well:

- undeveloped land
(waterfronts, depressed neighborhoods, etc.)
- fledgling sunrise and struggling sunset industries
(high tech and manufacturing firms for example)
- civic jewels like universities, museums, hospitals

- and, most importantly, its premier natural resources--its people--displaced workers, ghetto youth, new immigrants.

These extraordinary natural, human and civic resources are waiting to be tapped with common and uncommon corporate tools: dollars, hiring and training decisions, real estate choices, and our own treasure of committed employees. Business and government together can forge partnerships that will take us beyond truce to forceful alliances, benefitting society as a whole.

(c) 1987, Perry Davis Associates, Inc. Excerpted from "Principles of Partnerships," speech given by Perry Davis at the Regional Forum, National Alliance of Business, June 11, 1987.

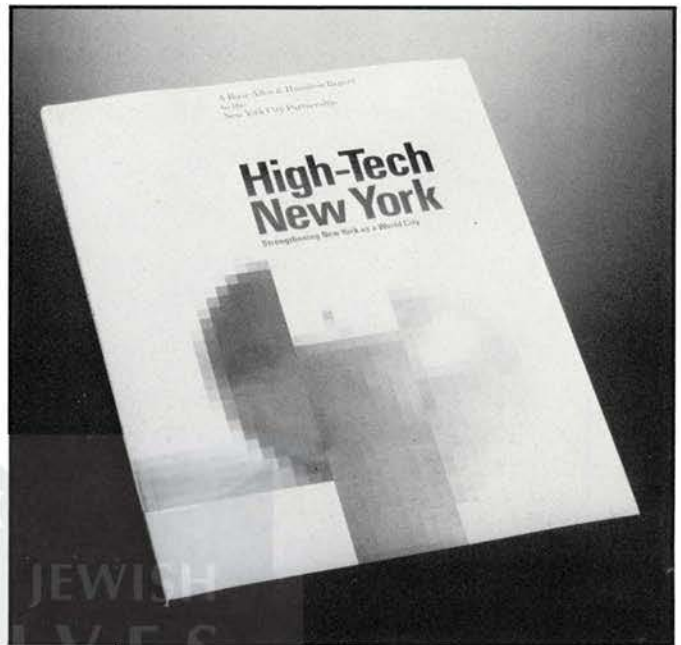
SOME DO'S AND DON'TS FOR PARTNERSHIP BOARD MEMBERS

- The personal commitment and attendance of CEOs or senior executives are critical to the organization's success. When the spear carriers start coming to meetings, the organization is in trouble. Meetings must have clear agendas. Outcomes have to be plotted in advance. CEOs' time cannot be wasted; their strengths must be used in a meaningful fashion.
- Board members should be carefully chosen to serve, guide and run the organization. They need a clear, up-front understanding of what is expected of them.
- Board members must have the opportunity to apply their individual corporate skills and unique capabilities to the problems at hand.
- Board members should serve on the basis of an enlightened self-interest. They have to perceive some value added from their participation, which might be bottom line profits, employee assistance, good public relations, marketing opportunities, social and corporate network enhancement.
- Board members have to rotate off the board at some defined point.
- Board members have to be willing to learn and teach staff and other partners. They have to be candid, and tell you when you are off-base.
- Board members have to be interested in measurable outcomes, quickly at first, but then regularly enough to keep up a momentum of success.
- Board members:
 - should not just lend their names
 - should not act out of a reluctant sense of civic obligation
 - should not be asked to buy a bill of goods and blue sky - all vision and no reality
 - should be unwilling to accept reports with no action, press conferences with little substance, and promises with meager payoffs.

For details about speeches, seminars and diagnostic consultations please call PDA at (212) 682-8484. Public-Private Partnerships: Improving Urban Life is a book edited by Perry Davis and published by the Academy of Political Science, 1986. For information call the Academy at (212) 866-6752.

SERVICES TO GOVERNMENT

- **Creating new strategies** for economic growth, including:
 - business attraction and retention programs;
 - imaginative use of public land and underutilized buildings;
 - investment opportunities for public funds;
 - stimulation of small and minority owned businesses; and
 - an enhanced labor pool through education and training initiatives.
- **Identifying private sector partners** among businesses and universities;
- **Arranging multi-sector agreements**, including real estate, privatization, training or other mutually beneficial agreements; and
- **Conducting economic resource audits.**



This \$250,000 research project and report, initiated by Perry Davis and sponsored pro-bono by Booz-Allen & Hamilton, has been widely used by New York City, local universities and major corporations to attract and encourage the growth of high tech companies.

SERVICES TO UNIVERSITIES

- **Assessing economic benefits** provided by universities;
- **Uncovering and leveraging hidden assets**, including:
 - technology transfer opportunities such as patents and licenses;
 - possible joint ventures with large corporations for research and development; and
 - housing, daycare and other social service programs.
- **Spurring business incubator programs and facilities;**
- **Tapping venture capital and other investment potential** by bringing together academic brain power and corporate resources; and
- **Fashioning a public policy agenda.**

SERVICES TO PRIVATE/ PUBLIC PARTNERSHIPS

- **Initiating partnership mechanisms** where none exist;
- **Improving the organization, structure, planning and issue-selection operations** of existing partnerships;
- **Promoting the private/public partnership process throughout the nation**, including presentations, speeches, reports and conferences; and
- **Conducting partnership audits and evaluations.**

PERRY DAVIS



Perry Davis, President of Perry Davis Associates, has served in key positions within government, education and the private sector.

As the New York City Partnership's Vice-President for Economic Development, he directed the completion of the Partnership's strategic plan and its new project selection process and he developed its first program-related budget (\$8 million).

Mr. Davis was also responsible for all of the Partnership's economic development projects targeted at real estate development and high technology growth. These included: the Atlantic Terminal/Brooklyn Center mixed-use site, a \$500 million project which he helped initiate and guide; and a comprehensive revitalization program for the neighborhood surrounding the Pfizer, Inc. plant in Brooklyn, New York, which he formulated and directed and for which he secured funding.

In addition, Mr. Davis obtained the services of Booz-Allen & Hamilton in the pro-bono preparation of a \$250,000 report on high technology in New York City. He was successful in having the Partnership designated the Regional Technology Development Organization for New York City by the New York State Science and Technology Foundation. And he organized a national conference on private/public partnerships, sponsored by the American Can Company Foundation and the Sloan Foundation.

Prior to his service at the Partnership, Mr. Davis was the Director of Funded Programs, New York City Board of Education, where he raised \$350 million annually for the school system. As the head of a 100 person office, Mr. Davis began the school system's first corporate development program — launching the city's Join-A-School program and the Shearson Academy of Finance — and improved fiscal management throughout the city through a set of tightly organized internal controls.

Mr. Davis, who holds a doctorate in government and public administration from Columbia University, has also served as an Assistant to the Mayor of New York City. He is the editor and a contributing author of a book on private/public partnerships published by the Academy of Political Science and has served as guest speaker at conferences sponsored by the International Downtown Association and CIGNA. Mr. Davis is a private sector board member of the New York State Regional Educational Council for Economic Development.



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Corruption in Jewish Life

Some of Us Have Feet of Clay

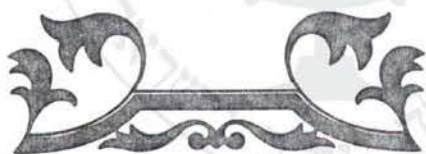


Gathered in the living room late on a rainy Sunday afternoon, watching the television news report, the family saw a group of tough-looking men lined up across the screen, accused of robbery and murder. One by one, their names are read out by the announcer. From the large armchair in the corner, the father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

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

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

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



Perry Davis

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

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

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

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

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

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



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

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

Certain cases stand out in memory.

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

and served jail terms.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

found the Jewish community.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

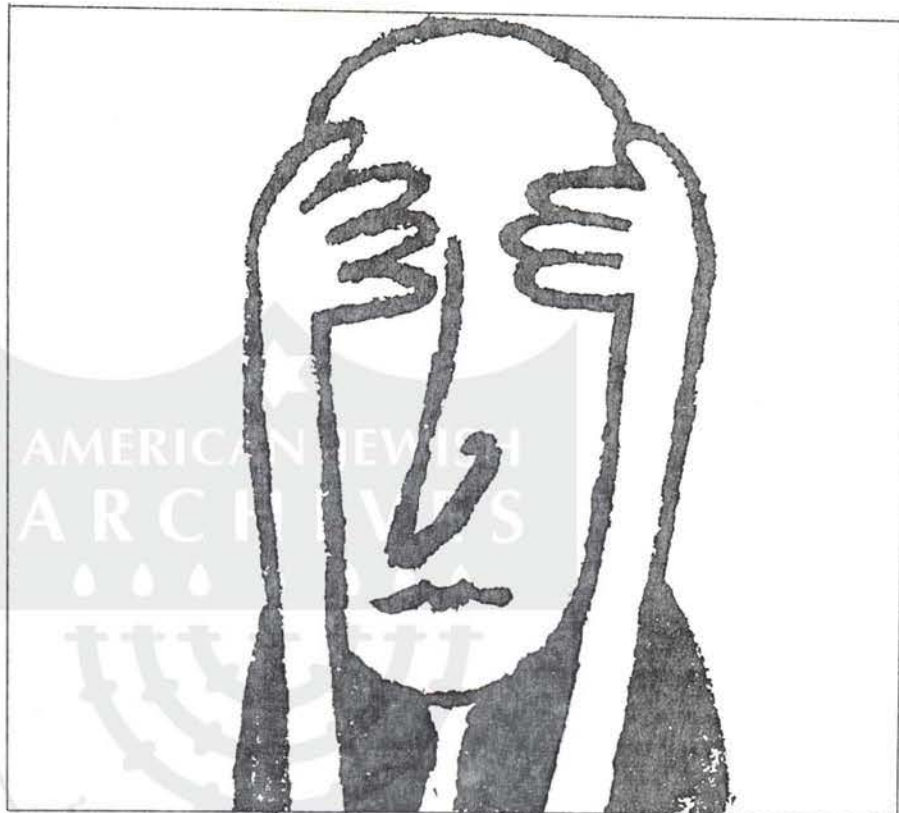
The reasoning went like this: Most Orthodox Jews who became involved in Jewish crime were born outside America. They had seen their governments joining forces with their anti-Semitic gentile neighbors. Some were Holocaust survivors who had suffered the penultimate effects of this unholy alliance. To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

Here too they found they were outsiders. The more pious and visibly strict about Orthodoxy they were, the more they found themselves excluded. As Sabbath observers, they often had difficulty finding jobs. Non-Orthodox co-religionists were ashamed of them, sometimes openly hostile; they even sought to divert government funds from impoverished yeshivos. At the same time, the government stood aloof, rarely hostile but rarely helpful.

And black and Hispanic neighbors were benefiting from massive government giveaway programs. "They all do it," some of the Orthodox said, "why should we be any different?"

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Looking at the picture from a halak-

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

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

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

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

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

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

Yosher

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

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

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

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

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

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

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

P.D.

TEACHING THE HOLOCAUST IN NEW YORK CITY'S PUBLIC SCHOOLS

LESSONS FOR HUMANITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Board of Education received hundreds of letters when the new curriculum was announced. One writer said: "I am a Christian German-American (three grandparents from Germany) and urge

to continue with your plans for the Holocaust curriculum in the New York schools. If every child in the world were to understand the full horror of the Nazi regime, perhaps such a terrible thing would never happen again. I have been appalled by recent reports that large numbers of German children are totally ignorant of the concentration camps and their implications. At least here in the United States we can be sure that our children are informed."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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