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**The Commission for Jewish Education
in North America**

Interview with Morton L. Mandel, Commission Chairman

Interviewed by: Annette Hochstein

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Jerusalem

The Commission for Jewish Education in North America Interview with Morton L. Mandel, Commission Chairman

Q: Mr. Mandel, this Commission is your idea and your initiative. Would you share with us your views as to the goals of the Commission, its possible outcomes? This would give us guidance and would provide a wonderful baseline for the interviews with other commissioners.

A: Sure, but you know that I don't have the outcomes all clear.

Q: You don't?

A: No. One of the projects that we need to undertake between now and August 1st—I'm digressing a bit, but I think it's important—is to write the outcomes, as if there were no Commission. The planning group should decide in advance of the whole process what some logical outcomes of the process might be. We will start out with that destination in mind as we convene our first meeting and allow the meeting process to steer us wherever it steers us. Even if there is zero impact by the Commission, we will have our answers. That there will be zero impact, however, is virtually impossible. There will be some impact. But it will be a more effective process if we are headed in a specific direction—even if it's the wrong direction—than if we are just wandering in no direction whatsoever. In other words, if I'm steering toward Haifa and the group takes me to Nablus, that's fine. But if there's no impact from the group, at least I know I'm going to Haifa.

Q: Would you like to continue to elaborate on possible outcomes?

A: Truthfully, as far as the outcomes are concerned, I really think I need to sit around a table with a big blackboard and half a dozen people and do some free-rolling brainstorming. I don't know, except in very macro terms, what the specific outcomes need to be. I have some general thoughts; we all do. And I think we need to sharpen that generalized thinking by interacting with each other. Yes, I could dictate a set of outcomes, but that would not be the product of the process I feel I need to engage in—namely, spending a couple of hours really brainstorming with our 5-6 person group. It would help us to clarify. Instead of my list of 12 outcomes, and your list of 12, and Seymour's and Art's and anybody else's list of 12—many of which may overlap—we will come up with a collective list, different than if we were simply to merge each of our individual lists. That's always the case.

Q: If we're not going to talk about specific outcomes now, maybe we should begin with the process. You have been involved in a large number of commissions. The one I know most about is JWB's Maximizing Commission. Is this commission going to be different? And if so, how is it going to be different?

A: I'm not sure it will be different. I think there is a standard method of operation that applies to virtually every such process, where certain basic elements need to be in place for the process to be effective. As I think about the JWB Commission on "Maximizing the Jewish Educational Effectiveness of the Jewish Community Centers," I think the process was very effective. It resembles in almost every respect the process of another commission I chaired most recently for the Council of Jewish Federations on senior personnel. I suspect, Annette, that every commission I have chaired in the last 20 years, and those I still chair at Premier—even though they are not called commissions—have had the same basic fundamental approach: a smart group of people defining the problems and developing alternative solutions, with careful staff getting the facts and developing the alternative solutions, shooting the solutions down or, if they don't get shot down, they survive. It ends up being a group process in which there has been a lot of participation, ideally, by good, clear minds, and which produces the end product.

That is not very startling by way of a definition, but it works. I don't see anything different here.

What makes this commission a bit different, maybe almost unusual, is **the great care with which we've assembled the commissioners and the amount of thinking we're doing about assembling staff.** What you have here is like the difference between a gourmet chef and a cook. They may both prepare fish, but in one case it's a gastronomic delight and the other, it's simply refuelling. **Perhaps the only unique aspect of this commission as I think about it, is quality, maybe even a substantial qualitative difference.** I don't see the methodology being much different.

Q: I'd like to stay a moment with that qualitative difference: Is it likely to yield a difference in the scope of the outcome?

A: It will. One of the fruits of that qualitative difference will be the confidence we will have in our findings, the sureness with which we proceed. It will be less tentative; it will be a bit bolder. Big visions are never achieved by people who have no self-confidence. Bold moves are never undertaken by people who have no self-confidence. It is that self-confidence that permits one to take a risk. I think there may be enough self-assurance around that table—maybe not, I'm just thinking out loud with you—that there's every likelihood that we'll reach as far as we ought to reach; that we won't be too timid.

Q: Going on with that, are we talking about bold moves and taking risks at the end of the road?

A: It could be. Maybe not. We may agree on very safe, yet exactly right, ideas. The Israel Experience¹ was a safe undertaking. Success and failure was a qualitative function only.

1 The Israel Experience Project of the Jewish Education Committee of the Jewish Agency, chaired by Mr. Mandel.

There was no question as to whether it was a good idea; that was not risky. Senior Personnel was not risky as an idea. The Vacation Village was a risky idea. I do not think we need to titillate ourselves with risky ideas unnecessarily. If we come up with ideas as sound and as appropriate as the Israel Experience and Senior Personnel, the game becomes a qualitative one. The game then is making a difference in those areas. It won't be a bold agenda in the sense that when people read the five subjects that are to be undertaken by this group they'll say "Hey, what's the big deal?!" **The big deal is only going to be in our ability to devise, as we go through this, ways of approaching senior personnel or ways of approaching the infrastructure needed for senior personnel, training capability and so on.** In other words, do we want two more Melton Centers in America, one at Stanford and one at Harvard? Or one at Brandeis and one at Ohio State? And if we do, then what is the definition of a Melton Center? It is not merely that a donor will endow a chair or a program. It is a defined need, a defined opportunity. It would require a person to run the Melton—the Smith Center—a program, a set of goals. When we tackle senior personnel in North America, it seems to me the special character of our group will permit us to delve into that heading in very bold, creative ways and come up with a piece of work such as two Melton Centers. For that we need Lester Crown and Mort Mandel, or Lester Crown and Charles Bronfman. If they are participating with us they should see this as a fine buy—"My God, you mean I can get that product!" It's like buying a piece of jewellery: the pleasure of wearing it is why you are willing to spend \$1,000 rather than a dime for a cheap piece. Well, the pleasure of having your name on something like the Melton Center is a great treat for a philanthropist who is seeking to put his money someplace.

So I would think that our agenda, when it's finally completed, and the outcomes thereafter, when they're finally finished, are by themselves going to be rather simple sentences.

Q: One of the tremendously impressive elements in this commission—besides the process that you have spoken about—is its civic scope and the breadth of the commissioners, and therefore of the Commission. Does this constitute its potential for change?

A: Yes, it is the same thing. There's not only brains; there's power, human and financial, and institutional.

Q: What are the problems that prompted you to initiate this commission?

A: There is a diminishing sense of identity of this whole unit called "the American Jewish Community" with Jewish tradition, Jewish thought, Jewish history and maybe even the sense of Jewish peoplehood, the sense of Klal Yisrael. That is evidenced by things like intermarriage. It's evidenced by the ~~situation~~ ~~moving~~ ~~in~~ ~~the~~ ~~organization~~ Jewish community. Today it is harder to get volunteers. The reasons for it ... I don't have to tell you the reasons. You know of the great success the American Jewish community has had in opening doors to Jews, getting the general community to look at Jews as people and not as Jews. With that success came the seeds of this drifting away on the part of young people. Instead of a narrow set of choices, they now have a wide

set of choices. Even a random distribution among this wide set of choices makes it look like everyone is drifting away, because in the past everybody always went only into Jewish life. Now one can choose to be involved in the local symphony orchestra or whatever one wants. Randomly saying yes to these choices may have nothing to do with disaffection with Jewish life. It can be compared to a situation where there are only two restaurants in town and everybody goes to those two restaurants. Then 20 restaurants open up and while people still go to those two restaurants, they also go to the Chinese restaurant one day, Italian the next, because they never had that opportunity before. The two restaurant owners could claim disaffection, could claim there's a loss of identity, could say "hey, what's going on here?" In fact, there are simply more choices and the normal distribution between, say, 20 good restaurants and two good restaurants is one-twentieth instead of one-half. So, to some extent, I think our figures are not so terrible in terms of how people really feel about the Jewish connection.

Q: Are you saying that they have different Jewish connections?

A: No. I'm saying that Americans growing up in America, who happen to be Jewish Americans, now in addition to having choices with a Jewish orientation—good choices—have good choices in a general society. They didn't have those choices when I was growing up. When they make a positive choice to be on the board of the symphony, they are not making a negative statement by choosing that instead of a Jewish organization; it is in addition to a Jewish organization. But it does dilute the time they spend with Jewish organizations. Before they couldn't get on a symphony board so they could only choose the Jewish organizations. Therefore, there were more units of activity in Jewish organizations by a given number of Jewish people than there are today. I'm saying that people who join the boards of general organizations are not necessarily making a statement against the Jewish organizations.

Q: Does that argument claim that the changed attitude of the Jews in America towards Jewishness is not negative?

A: No, I don't want to be that positive. I want to explore; I want a database.

Q: That says what?

A: That says what, in fact, is happening. We think there is disaffiliation. We think that there may even be a lack of interest. I think we have to ask ourselves what it is we want to know about the American Jewish community. What kinds of hard data is there? A lot of hard data exists; we have to look at it. Then we have to begin talking to each other with a common language, because if you get 20-30 commissioners around a table, one will say there's a 72% intermarriage rate; one will say 42% intermarriage rate; one will say that young people who have choices are choosing to join non-Jewish forms of activities (as I have all my life, by the way) and that it is a denial of the Jewish cause. I won't buy that. I'm very active in the United Way of America. I'm on the national board and I was chairman of the Cleveland group. I've been involved in that since 1954. It never occurred to me that I was denying my Jewish connection by belonging to a general

organization, because I see myself as a Jew, but I see myself as an American Jew. Do you understand what I'm saying?

Q: I think I do.

A: There are those who translate that into a lack of interest. We have to verify that. We have to find out what's happening. I'm guessing that people in their 30s are not affiliating as tightly, as completely, in their outside activities with Jewish causes simply due to the fact that there's such a wide array, that some kind of normal random distribution takes them into non-Jewish causes, and that this is not a deliberate insult to the Jewish causes.

Q: But what is the implication of that for the Jewish side?

A: The implication of that—I don't know. First of all, we have to check it. Is what I'm saying fact? I don't know that there are any negative implications. It may be that we are growing a generation of Jews who, because they will have roots and connections in the general society, will be better Jewish leaders, not worse. We want an ecumenical society; we want a society in which there are no ghettos; we want strong ethnic groups living in a pluralistic society where each respects the other. I think that in a country like America or Israel or any country where there are diverse groups—Arabs and Jews, whatever—that society has a lot of functions and institutions where people intermix, simply because they are interested in various things—they're interested in music or they're interested in art, or whatever. Not because they are Jews interested in art, or Arabs interested in art, but because they're people interested in art. For those societies to flourish, there needs to be pride in one's background and roots and culture. There could be a strong ethnic community in a highly integrated American society, and a strong Jewish community in a highly integrated Israeli society. I think that's the best of both worlds. The same thing is true all over the world as far as Jews are concerned. Jews can be strong Jews and strong Frenchmen.

Q: Yes, but I think that we are essentially discussing the notion of what is "strong." There's a whole school of sociologists today who, I think, are making your point about American Jews and are publishing data which support your point.

A: It is a point; I don't know if it's my point.

Q: O.K. Then let's say that there is one school of thought that argues that point. The other school of thought claims that these ties are so limited, that when the real issues arise, these people may not remain Jewish.

A: I understand. You are right. I don't want this to get out of balance. This point is not a major thrust with me; we just happened to get on to it. I'd say it's a minor point. **I think there are essentially negative trends. My assessment of America, if we group everything together, is negative. And that's why to me this is war.**

I am trying to be as objective as I can and say that we ought to look at specific pieces. It is not a monolith. While some Jews are growing up with a thinner connection to Jewish life than I would like to be true, there are a host of reasons. Only one of those reasons is time problems—how they are dividing their time. There are other reasons. If I were to tell you precisely what I think today, I would say that I see this as a war that we are in the process of losing. That's my bottom line. This brings us back to what I think is my position.

Q: Now if that is the case, then what are the elements in that war that we want to battle? What I would love to hear is what kinds of Jewish outcomes you would be willing to fight for.

A: Exactly. My answer is that we want to raise a person to be a Jewish mensch. What is a Jewish mensch? I define a person as a mensch according to my values: truth, justice, love thy neighbor, walk humbly with thy God, do good work, honesty. It's what Pope John has as his speech—he's right. I want that person to understand respect for individuals, the whole framework of Western civilization, all the things that underlie Western civilization—that's what I want this person to appreciate. I want this person to be more than a mensch; I want this person to be a Jewish mensch. And how do I define a Jewish mensch? The values of a Jewish mensch and the values of a gentile mensch—if they're both menschen—are pretty much the same values. The difference of Jewish menschen is their understanding the sense of Jewish peoplehood. There's something very different, I think, about a Jewish mensch than all the gentile menschen. There is this wonderful sense of peoplehood that links one Jew to another. I have never encountered it any place else. It may be true elsewhere—maybe Scotsmen feel like that toward one another—but there is a sense of Jewish peoplehood, the notion that one Jew should be responsible for another, which I think has been an absolutely glorious aspect of Jewish life. Then there is the connection with Judaism. I think there has to be a connection with Judaism. I don't think there can be successful Jewish education unless there is Jewish education for more than part of the values.

This is a very tricky thing and I haven't thought it all out, to be honest with you. It is not to say that a secular Jew can't be a Jewish mensch. But there are aspects of truth in that. I want this person to express his identification with the Jewish people by linking himself to those Jewish people in the form of involvement in the Jewish enterprise. That's not just going to shul; that's taking a piece of the responsibility for not just the human condition which makes him a mensch, but for the Jewish condition which makes him a Jewish mensch. Now that's what I want to produce. I want young people growing up to choose that, to be exposed to that and say, "Hey I like that. They're trying to fill my head with all that stuff and I like it. I buy it. I want it."

It is no longer, as you have heard me say, living through the Holocaust and the nightmare that drives people into the Jewish camp. Kids have to learn Jewishness the way we learned about the Peloponnesian wars. They don't automatically feel it. They are not growing up as I did, in a Jewish neighborhood, in a very strong, thick Jewish ambience. I never consciously thought about it; I breathed it in. They don't have either

of these two exposures, except in certain specific areas—they may have it in Meah Shearim or in Williamsburgh or New York. Only a small group of people is exposed to that neighborhood “ghettoizing” in its most positive sense. So they must choose to be Jewish, and I want them to choose to be Jewish because it makes sense to them, because it’s very logical. They must be exposed to settings in the family, at school and through other Jewish experiences where they’re willing to commit to something because of who else is involved, because of who the leaders are, because of who the teachers are.

Q: We’re getting into content and I would love to pursue this a bit, if that’s O.K. with you.

A: Sure, it’s your interview.

Q: We are talking essentially about the content of the outcomes, the final product.

A: Right.

Q: We are not talking about what kind of recommendations we will come up with, which may be to develop American centers, but what will be done there. Then the question becomes “what are the tools for producing this Jewish mensch?” Can they be, for example, Jewish learning? What are the elements that will make one into a Jewish mensch, when what you have defined as the environment is not there anymore? And the family is more or less a myth, because it’s not there. What I’m asking you is “how willing is the American Jewish person to be really Jewish?”

A: I think there are different shades, Annette.

Q: I’d like to know, then, what it is for you.

A: I think it’s a line from brilliant red to pale white, running through this whole rainbow, this whole spectrum. I think people should feel comfortable in a variety of formulations, all of which meet the test of being a Jewish *mensch*.

Q: But there is a minimum, below which . . .

A: I don’t know what the components of the minimum are. I don’t know, for example, if understanding Purim is a minimal requirement. All sorts of things that are “givens” that I haven’t checked are running through my head. I don’t know how well they have been tested. Jews should know about the holidays, they should know who Queen Esther was, but is that going to make a difference in my life? I believe it will. Yet, a lot of that may be mythology. What I want is a hardnosed search—like a search for the cure of cancer. I know what we want in the search for the cure of cancer: we want to eliminate cancer. We want to reduce the incidence of cancer. And we have been hacking away at it. There are now all sorts of cancers that we’ve learned how to cure. The difference today over 50 years ago is startling. There is no single, simple cure for cancer. All cancers are not the same; they are all different. But the search for the cure for cancer has changed our world. People are cured or there is remission.

I think the search for how to produce the Jewish *mensch* will never end. We will make gains; our inventory of small victories will be like building a beach with little grains of sand. We are not going to build a beach by suddenly deciding today and having it tomorrow. We know we're not going to cure cancer that way; we're not going to cure heart attacks that way. I think it's going to be very complex. So I want the search to go on by researchers and practitioners and clinicians. I want people like the Jerusalem Fellows, and I want them challenging each other, debunking each other, arguing with each other and saying, "You've got Purim in your school? That's terrible! I cut out Purim and look at the kids I'm producing!"

If we can get people of a high enough quality debating like that in places like the Melton Center and schools and institutions and JCCs and the Fonds Social, then the net result over, say, a hundred years will be something very different than what we have now. If we have quality people seeking the cure for cancer, working in multiple centers in the world—there is a center at Hebrew University, there's one at this hospital, one at that hospital—there must be 300 centers researching various tiny fragmented pieces of the cure. This could be the same thing. Those crazy people from Bar Ilan—they have some notion about such and such, so they pursue it, and they run a conference. And somebody from a little center at the University of Arizona endowed by some Jewish family is searching for the best way to teach Hebrew to gifted children who are left-handed. . . .

Q: Mr. Mandel, you have just defined, in very broad terms, what a great outcome would be. The next question then is: What are the means to bring this about? And what is the Commission going to do for it?

You have mentioned institutions, and you have mentioned people. It is not surprising that when one talks to the Orthodox—I hear this through the interviews, and in talking to my colleagues—they say the only thing that will really work is day schools, that we should invest only in them and forget about everything else.

A: That is the "single truth" idea. Those of us who are smart know there is no single truth.

Q: The Orthodox are going to sit on the Commission too. How will we span the range of possibilities with a commission that has such a wide variety within it? How is this process going to evolve? Will people want to be there simply because they believe that, in the end, there will be something in it for them?

A: The answer to that is yes—and there are a dozen reasons. Everybody has a different combination of three or four or those reasons. Some people will be there because they think they will be able to secure money for their programs. Some people will be there because they will want to be part of this; it's attractive to them to be part of this and they are willing to spend some of their time. Some people will be there for the prestige of being on the Commission. When they found out who else was on it, they said "I want to be on that list."

Yet, each of the players is a heavyweight and I think there will be difficulties. If you ask me how we are going to run this Commission I would answer with three words: "with great difficulty." It is going to be a challenging job because we will have 30 chair people there; every one of them could chair the Commission. Everybody will think they could chair it better than the chair. I think that's great; I love that. We are going to have people summarizing for me; when I am about to summarize, somebody will stand up and summarize. I know it, I see it, I can hear it happening. People will be looking at their watches thinking, "how come he is spending so much time on this subject when we've got so much more to discuss." They will begin playing the traffic cop. Everybody around the table is going to be simultaneously chairing this commission. Maybe not everybody, but of the 30, there will be at least 10 who are fidgety because they would chair it a little bit differently. The only way to avoid that would be to invite a very bland group, and there is nobody on this Commission who is bland.

Q: Right.

A: So I think it will be a real challenge. There are also very sharp ideological differences among the commissioners, from an Esther Leah Ritz to—I don't know who the hardest right person is going to be.

Q: Lamm?

A: Maybe. Although Lamm is very reasonable, so I don't know. I had a very good breakfast with him; we had a wonderful talk. But, yes, he has a very different point of view than some other people and he wants different outcomes. He will be very impatient with certain recommendations that some people feel strongly about, as some people will be very impatient with his perceived quote "narrowness," end quote.

Ah, but we know what we have there: we have a fabulous group. This group is going to test us, and I know we are going to get wounded. There are going to be some meetings where I will want to jump out the window. I know it. That feeling forewarns us that this first meeting is going to be one huge learning experience. Only after this first meeting are we going to know how we should have prepared for the first meeting. We are working hard to have interviews and have everything well-planned for the first meeting, and there is one chance in ten that we will hit it just right. There are nine chances in 10 that we won't. I don't know who is better than we are; I wouldn't know how to put a better team together. And I know a lot of people. If you asked any one of the 10 people who think they could be a better chairman to choose a staff, there wouldn't be a better staff. We have got the world champion going into the ring with the top contender and I am satisfied that we are up to it, but we will get bloodied. I don't know how we're going to handle all this.

Q: You made a statement earlier that probably came close to an answer to that. You said, "we're going to have to somehow manage to get people to agree on elementary facts."

A: Yes, we need a common language. One of the first pieces of work that we're going to have to do is create the common language. We're going to have to get some facts, as we did on the Israel Experience Project. That made the project possible, in my judgement. I do not want to weight the importance of hard data, but I do know we will have to talk about it because we want to invest. We could make a statistics project out of this—which would take years—but I don't want to do that yet. Are there some hard facts available to us? What are those hard facts? I don't know, but I can picture our group discussing it.

If we have 30 people in the room, there will be 30 versions of the problem. We should try to shrink that to six versions. We can't get one version, but can we get 30 down to six? We won't be able to agree on one single set of recommendations either. We may have two or three major recommendations with, say, eight people agreeing on this one, 11 people agreeing on the other. I just don't want 30 recommendations; I don't want 30 conflicting points of views. We should reconcile as many differences as we can. We will not get unanimity, consensus even, on every issue. That's O.K.

Q: As long as we get the process moving in the right direction.

A: Yes. I want those people with the narrowest, Orthodox, traditional focus researching their project on cancer over here, and I want all the Esther Leah Ritzs researching their project on cancer over there. Both will be of very high quality, and each will make a little contribution to the larger group.

Q: How much research do you envision in the process of the Commission?

A: I don't know how to answer that question.

Q: Would the scope of research that was done, for example, in the Israel Experience Project be acceptable to you? Do you see research really being done?

A: I think I do. I would want to discuss it with, again, the Art Naparstek, the Seymour Foxes, the Henry Zuckers, maybe one or two others, and really plan it out. I do not yet have a design in my head.

Q: I do not think any of us does at this point.

A: Yes, but we have to get to that. Maybe our agenda for July should just ask the question "what are we going to do about this?" We don't have to have it all done by the first meeting, but what are we going to do? How are we going to manage ourselves? How will we run this Commission? It is not just a matter of appointing 30 commissioners; that was our first chore. Now we are working on the agenda, but it's more than an agenda; it's a process. We must design the process. We will all put our heads together and do it.

Q: We certainly have a very broad representation on the Commission. It's an extraordinary commission in terms of its breadth.

A: It might be a weakness.

Q: Why?

A: We might be so diverse that we won't be able to get anything done. If you had the Americans, the Russians, the Chinese, the Libyans and the PLO at one meeting, you would have so much tension in so many different ways that you would not be able to function. We are testing that theory. We have a very broad range; that grid is impressive. I think it is going to work, but it may blow up on us. There could be a bitter ideological argument at the first meeting and people could walk out. I do not predict anything like that, but the wider the range of points of view, the more exposure there is. Even if all off Norman Lamm's closest colleagues from Yeshiva University were in a room together, there would be tension—but tension of a different kind. The hardest thing to handle is the religious ideology. There are four different denominations represented on the Commission.

Q: Maybe one of the ways to deal with that would be to give each one a piece of the overall project to work on.

A: Maybe.

Q: You believe that we don't have to answer that in advance.

A: No. My theory about the cure for cancer allows for everyone to take a crack at it, and make his or her contribution. It is like the search for knowledge. Papers and books are published by the thousands all over the world and they do not have to link with anything else. But by contributing to the sum total of the knowledge-base of the world, they are linked with everything else.

Q: You are really asking for extremely sophisticated and long-range thinking by everyone who will be present.

A: That is what we are asking.

Q: They are going to come with their immediate concerns, which are "how do we fund next year's programs?"

A: I want to change the process from whatever it is today to one that's richer, smarter, more heavily endowed with brilliant people, more heavily endowed with funds, more involved with this partnership which I love, the volunteer-lay person/community leader/professional partnership. I want that to enrich the process in America. I want to turn the process on; I want all of the faucets wide open, streaming. That is the outcome I want. I don't want the answers. Answers change. If you take a snapshot at a point in

time, you can have answers. This is a dynamic, changing world—yesterday's answer is yesterday's answer; it's obsolete.

Q: O.K., let me take an extreme position in response to that. When I go back to some of my staff or other people in the world who are not Americans, they will say to me, "ah, this is the American non-content orientation; it's the American process-orientation. What happens to content in the process?"

A: The process produces content. What is the process? There is no process with no content.

There has to be an output. I want to build of factories—hi-tech factories, with state-of-the-art equipment, run by professional managers and adequate personnel who are constantly figuring out how to make that factory more hi-tech, more efficient, more effective, to be sure it's turning out the best possible work. There is a demand and a need for it. The factories need people with marketing skills; they have to segment their market and try to be the best in that segment of the market. They must be very high-quality, low-cost producers. They should be able to look at the machine they ordered two years ago, that was finally set up today, and admit that it is already obsolete, and they should immediately begin working on the replacement. They must constantly be looking ahead, because the end product is not the machine; the end product is a combination of the marketing skills, the manufacturing skills, the planning skills and the people skills, and all the things that go into managing and organization, which one could call process. But the process has to be a product-line that can be tested in the market-place. If people buy it, it's okay.

We have to have outputs. The process is no process if the quality of its content and its output can't be measured. I'm not a manager. I want to be a leader, not a manager.

Q: I would like to continue with the non-Americans' response. Their line will go as follows: This process is not building factories. This is dealing with ideas. And in our world of ideas—this is what my philosophers will say—look what happens when you let a JDC loose in France. The JDC, along with the Jewish Agency, decides that it wants to double the number of kids going to Jewish schools in France. They show that the money is available—they have a profit—and the fanatic, totally right-wing, unenlightened educators come in and say "we'll do it." Because the JDC wants to double the numbers, they provide those educators with the funds, and what do you have as an outcome? Suddenly 70% of the schools in France become the kind of schools where no sound person would want to send his or her children. And there's no alternate choice. Why? Because the JDC never sat down to think about exactly what it wanted, to say that it wanted enlightened Jewish education. If it had, today we would have had a network of community schools in France where people could send their children. How do we deal with that?

A: I think that we can deal with that by using the factory model. By “factory” I do not mean a tangible entity. Nativ is a factory. You can call it what you want; I’ll call it a factory.

Q: *Okay, factory.*

A: In your factory you have machines called people. You try to assemble the best machinery you can, motivating it and keeping it oiled. You are concerned about the care and the feeding of those machines, the proper functioning of those machines. You are constantly trying to make them more hi-tech, training them to be more effective. You may send them to take a course instead of putting on a robot. It is a matter of looking at the producing unit, which can take any form, and trying to upgrade the quality of that unit’s output. So that’s one thing—you are running a factory.

Second, let’s get to that argument you raised. Do you know what’s wrong with the JDC? The problem is not that the fanatics are getting the money.

Q: *Then what?*

A: The problem is that the Joint is not operating the way it should operate because a factory like yours has not looked at the JDC. The JDC doesn’t understand what you understand. The problem there is not the fanatics at all. We can’t deal with the fanatics. We have to look at the chain of events and ask ourselves where we can intervene. Let’s say that MI-NA —no, MI-NA is going to be temporary, but there’s going to be something in place in the United States before we’re finished here, like the right JESNA and the right JWB and maybe the right CJF. There will have to be an equivalent of MI-G in the United States; I know we’re going to want that. MI-G could look at the Joint and say, “look what they’re doing. They’re making wrong decisions.” And MI-G will have to come up with the solution and implement it. We don’t need anybody’s *hechsher*. No one has to give MI-G permission to engage with the JDC in some kind of quality improvement process. We dare not ever say it, but we might want to “do a number,” as we say in the States, on the JDC. We may want intervene wherever there are points of intervention. I find nothing inconsistent with a process which identifies the problem, identifies alternative ways of intervening and tries to intervene. That is not a demeaning process; it is a useful process. I would say that about the JDC and I would say that about Brandeis, JWB, and the Hebrew University. We intervened in Melton’s Senior Educators program and now it’s not the same as it was before. That’s called moving from A to B, B to C, C to D. We have to know how to do that brilliantly. It’s the same process every place.

The medium is the message. Do not under-rate the process. There is enormous power in process; it is merely a systematic form of thinking.

Q: *I have used this process and I love it. What you have done is build content into the process. Perhaps we should discuss what elements of the process make it a good one. As*

you speak, I realize that the Commission must make sure that it has something built into its process that forces reflective thinking, that ensures it is going in the proper direction.

A: That's right. That will be the task of the group of seven (policy advisors): constantly correcting, constantly upgrading. We're going to learn a lot about MI-NA. I would like to have the first meeting over with already. I know what's going to happen. I can't wait to sit around that table, and watch us pick ourselves up from the floor. I think we're the best there is. I know that it is arrogant, but I don't think there is another group that could pull this off better than we can.

Q: I would like to return to the first part of the conversation which dealt with the scope. You have partially answered it, but I'd like you to elaborate.

When you speak in a concrete way about the outcomes of the Commission, five or ten years from now—the enormous search you described earlier—you are, effectively, taking on something of the magnitude of the cure for cancer. The players you have chosen for the Commission come with a variety of tools which constitute the beginning of the search for answers.

I would like to know if, in fact, you really want to impact the whole system. Do you want to impact the whole of American Jewish society?

A: Without a doubt.

Q: Is that feasible?

A: Doable, you mean?

Q: Yes, doable.

A: I think it is doable. I'm willing to spend some time finding out.

Q: What kind of machine must be in place at the end of the Commission process that could make this happen?

A: You mean when the Commission ends, what implementation body will carry on? That is the question for the Commission. For example, what should JESNA be? What should JWB be? What should Hebrew Union College be? What units need to exist that will carry on the work of MI-NA? MI-NA cannot be allowed to develop a scenario and then die; this is a dynamic. We want to create an environment; we want to create a chain of events that is self-perpetuating.

Q: I think that, so far, the process has been great.

A: That's what we want to do. We want to create a very rich, highly competitive process.

Q: Can we continue for a moment with this notion of an environment for the competitive process? What are its elements? You have mentioned the need for top people—who will have to be produced—to be doing the work, and you have named all these institutions, JESNA, JWB and others. To create this competitive process or environment, what are the elements that we have to look at?

A: As you know, it is a long jump from here to there, Annette. Unless I know where I'm going, any road will get me there. We have to ask ourselves where we are going. We know that we want a bold formulation and we now have elements of it but it has not been systematically formulated. There is no ongoing effort that takes a larger view, a global view of Jewish education.

At the very beginning of the process we have to ask what kind of things we want to accomplish and what we need to develop in order to sustain and nourish this system. Maybe it would be useful to look at the medical fraternity. What is in place in the field of medicine that causes there to be cancer research? What is in place in other forms of endeavour? Can we apply it to education? What causes there to be educational... as a matter of fact, there is not enough educational research. There is certainly plenty of cancer research.

Q: Yes, but there you have the human motivation factor.

A: Well, I haven't figured it all out yet. I can't be that helpful. What forms of organization need to be in place to sustain this set of ideas, just to keep the system going? Maybe we will need to establish a coordinating council called the North American Coordinating Council which has a small staff, made up of JESNA, JWB, CJF, Hebrew Union College—I don't know—maybe a dozen institutions.

Q: I think that we recognize that some form of mechanism will probably be needed.

A: Right, maybe more than one mechanism.

Q: We will soon be faced with that problem.

A: We know that we can't quit until something is in place. This is a fight for eternity.

Q: Yes, it is certainly a big job. How do you view the whole public relations issue? I've often been puzzled by what seems to me to be your reluctance to deal with the media and your non-belief in their impact.

A: The same criticism is levelled at me at Premier.

Q: It is?

A: Yes. I tend to be, for some reason, more comfortable with a low profile than a high one. Therefore, I don't have big P.R. machinery getting my picture on the cover of

magazines, as some of my colleagues do. I do happen to get a lot of P.R. anyway, but I think we should see this as a tool and not worry about my own sensitivities. We have to do what is appropriate. If we need P.R., we will get P.R. If we want articles written, we will have articles written. If we want interviews, we'll get interviews. I think we need a very smart, pro-active P.R. process. We will have to manage the it properly.

Q: Yes, because P.R. becomes a matter of educating communities.

A: No doubt. We need a thoughtful process, capable and of high enough quality to match our needs. We have to identify our publics and define what we want these people to feel about us. For example, what do we want the community center field to know about us? What do want the rabbinate to know about us?

Once we determine that, we will know how to launch our P.R. efforts. With this I would take the same approach I have taken in everything you have asked me about: we should remain systematic. We will develop a concrete vision of what we want to be so that we will not be talking a bunch of rhetoric. Specifically, we will decide what sentences we want in the heads of a particular public. If we begin at point zero, how will we get to point one? We will measure our progress every month, every week, every day to see how far we have come. I take that approach to everything.

Q: Just out of curiosity, I would like to ask you if you think that your attitude toward P.R. has ever harmed anything.

A: I don't believe it has.

Q: Then why do we need it? If your "low profile" hasn't harmed anything, then why do we need P.R.?

A: I have engaged in P.R. but I, personally, have tried to put other people out front.

(SOMETHING IS MISSING HERE)

A: Yes, they were slightly different, depending on the host. I love to go from research to whatever—I love the process.

Q: Yes, that's what it was—process.

A: We know how to do it. We can do the same thing in the States with the Commission that we did with the Jewish Education Committee. We will have sub-committees, I'm sure. The problem is—and it's a very real problem—the lifespan of the Commission. We took four years to do our work with the Jewish Education Committee, but we were actually not limited; we could have just kept going. After one project was activated and installed we would continue to monitor it and fine-tune it but we would be on to the next project. We would just keep multiplying and soon we would have 300 things going.

The Jewish Education Committee could change Jewish education, but it just wasn't meant to be the vehicle. We did, however, learn the methodology.

Q: One of the problems that you have alluded to is the fact that so many of the commissioners are "heavyweights." How are we going to deal with that?

A: It's a huge problem. Can you imagine having a committee with 10 guys like Seymour Fox on it? One of them is the chair, but all of them feel very comfortable about their position and their knowledge. And they're all jacks. That system has worked in medicine and in academia; we can make it work. But a lot of fighting and petty jealousies often take place—it produces tension.

Q: So why are the commissioners going to stay with the Commission?

A: I wish I had the answer to that. You'd better come up with answers to that.

We are going to do our best to earn our wings every day, as they say, to constantly justify that they should come to the next meeting. If they do, it will be because they have respect for each other, respect for the management of the Commission, and respect for the agenda. If they didn't already have respect for the notion of the Commission, they would have said no. That's the one thing we have going for us—respect for the notion. And I think they will have respect for each other. When each guy walks into the room and looks around, the first thing he is going to do is say "who am I in here with?" We're going to pass that test.

So I think there will be respect for the concept and respect for the peer group. Then they've got to have respect for the management, for the 7 of us, or whoever it is. Then they have to have respect for what they're asked to do and how they're asked to do it—the whole process. Is the approach serious or is it frivolous? I don't want them to themselves "what am I doing here? My God, I flew to New York for this!" If we pass that test, which I believe we will, then we'll hook them. To set the hook firmly will require two or three meetings. They have to be engaged. They have to be on a sub-committee, in a group of no more than six or seven so they can have dialogue. They have to like the chair and the staff of that sub-committee. They have to feel comfortable that it is not a waste of time, rather, it is the way much of the work of the Commission will be done.

We must create an ambience that permits all of this to happen without blowing up. The ambience, to me, is very important in any of these endeavours. It's important in your shop and in mine; it's important in the Jewish Agency and in the Commission. We have to work on developing the right setting. Our logistic arrangements should make things as comfortable and easy for people as possible. We can't be clumsy; it can't be "amateur night," with the food not being served on time and the meeting room too small or too hot—dumb little things. We have to be very intense about these details because people don't notice them consciously, but feel their effect unconsciously. When that happens, instead of a green light, only a yellow light goes on in their head.

Q: I'd like to carry this one step further. You're talking about the life of the Commission, the process of the Commission and the things that we have to be careful with, but in the end, what will cause the commissioners to invest themselves in it?

Is the assumption correct that some of these foundations that will be represented on the Commission do not have a definite direction, and this might be a direction for them? You have invested yourself in Jewish education, in the United Way, in the University, but some of the foundations really don't know what they would like to contribute to the community, correct?

A: I think the foundations that we have invited all have a major Jewish emphasis. I would also guess that none of them have a major Jewish thrust as their exclusive direction. What would cause a philanthropist to want to finance a particular project, like the Bronfman Center at McGill University, or the Melton Center?

Q: Maybe you can tell me.

A: Well, the involvement in the process of the Commission will lead to understanding, and understanding leads to commitment. If we get them committed, they'll take on a piece of work. So we have to involve them. Charles Bronfman cannot come to this meeting—or worse, not come to this meeting and send Manny Batshaw—and not get involved. We'll lose. He said he has accepted, but I don't know what that means. Somehow we have to get around Manny; maybe we will have to take the Commission to Bronfman after every meeting, if he doesn't show up. We have to involve him in some way; we have to get him on a sub-committee. We have to figure out how to have him come to sub-committee meetings. Maybe we will get him to chair a sub-committee.

I can't have six sub-committees all chaired by the heads of foundations I have not really thought this through, but I can tell you one thing—a rule of thumb that I have followed for years: Involvement leads to understanding; understanding leads to commitment. There cannot be only a passive connection. The commissioners have to be involved, not just come to a Commission meeting—that's not work. They will earn no credit for coming to the Commission meeting; they will only earn credit by being on a sub-committee or by serving as a consultant on a particular piece of research, or by guiding a particular project. We can manufacture jobs for them.

Manufacturing jobs will be one of the challenges we face. We must get everybody on that Commission working, but not simply doing what is called "busy work." They will see through that. We have to give them legitimate pieces of work and we have to maintain our grip on what each of the commissioners is doing. We have to monitor their attendance at the main meetings, their sub-committee assignments, and their attendance there. We have to know what a commissioner is personally producing, what outputs we are getting from each.

You must make sure that I don't complicate this Commission to the point where we develop an apparatus so huge that we drown in it. Maybe we won't do all these things. I'm just brainstorming with you.

Q: Did you hear Manny Batschaw's comment yesterday, when he claimed that one of Charles Bronfman's motivations for getting involved is the informal education piece? There may be a project in that area which he would like to personally undertake. We could identify it early on and....

A: That would be the Bronfman program?

Q: Yes. That could very well be. So you do see the commissioners as being a very active group.

A: One of the disadvantages of asking these kinds of people to be on the Commission is that they are all very busy. And one of the advantages of asking these kinds of people is that they are all very busy, because very busy people tend to be the most productive. I only go after busy people; I don't go after anybody who has a lot of time. If someone has a lot of leisure time, there must be a reason and I wonder what it is. If it's a productive person we want, we have to accept his baggage with him, which usually means that he hasn't got any time. There is a normal drive within him not to go to a meeting. It's a conditioned reflex: every time somebody asks something of him, his mind quickly thinks of how he can say no, no matter what it is. We have 30 of these people. If we could get 20 of them involved, I would be thrilled. We'll fail with some, but that's alright. We don't have to get them all, if we can just get a critical mass. If we don't manage to involve 20 or so, we will be in trouble. I'd like to get 30.

Q: That probably means that we should move quickly in the process to the establishment of taskforces.

A: I think the taskforces have to either be set up at the first meeting, or flow right out of the first meeting and be set up before the second meeting, so that at the second meeting the chairs of taskforces can report. In other words, we need some formulation which will get us into taskforces quickly. When we lay out these 24 months, we see that we don't have enough time. That is a very real problem. We decided to have our meeting this summer instead of postponing it to the fall, so we are in a slight panic now but unless we set deadlines, we will never make progress. We will try to stuff everything we want to do into those 24 months and whatever processes, projects, pieces of work that don't fit into the 24 months we will have to throw out.

Q: *What?*

A: It will require terrible discipline.

Q: I think that we have had powerful lessons and seen a lot of inline works.

I think we have covered quite a bit of ground in this interview. It is interesting that you began by deflecting the discussion away from the concrete demand. You postulated that we don't know what the answers are and that the best we can do is create the process of search.

A: High-grade search. For example, JWB has to, in addition to the other things that it does, be turned into a high-power R & D operation. It must be engaged in the fray. I don't know what their particular job will be, but we have to help define it. What is CJF's piece? We could probably list 15-16 institutions and ask what their roles will be in energizing this search process. Which part of the search should they engage in? We have to look at the map of North America. My vision is not of the Jewish *mensch*; my vision is of the search process. The map I see includes search units and search endeavours. The map of the Jewish world . . . if we had 15 Melton Centers and 26 Jerusalem Fellows programs—Paris Fellows, Cleveland Fellows—these are beautiful ideas. We don't need many ideas—maybe six powerful ones, but they need to be high-grade and replicated. Maybe we need 1000—even if it has to be a thick book—of best practices. We need a North American Jew, and he's got to have a world view—nudging and catalyzing and kicking and gouging and helping, like firemen fighting fires. Between MI-G which is the ultimate, and MI-NA which is the unit of the globe, we'll organize the world. MI-NA may be a flop. If it is, we'll start all over again. We have to help the North American Jewish community. And it will soon become obvious that North America is not isolated; North America does not operate in a vacuum. MI-NA will only be able to function if it is linked to MI-G. The researchers in Montreal are going to have to be just as close to the researchers in Kansas City as the researchers in Kansas City are to those in Kansas City. This whole network is going to be electronically linked. The researchers will go right to their machine and receive voice mail; they'll be able to talk to Kansas City; they'll be able to . . . well, that's what we'll have in 25 years.

If we can build a real demonstrated project in North America, we will have something from which some lessons are transferable. We can't find another group as crazy as we are, in France or England or South Africa or Italy—boy, is Israel ready for a MI-NA! And all these MI-NAs will be linked together.

I believe that there is a computer which will link the cancer research centers together and that the work that Ra' does there is the work that is being done at Hebrew University and the work that is being done in Kansas City are linked somehow.

Kansas City are

We have a lifetime, but we have work for a series of lifetimes.

Q: *It sounds very exciting, and doable because you're doing it.*

A: Because processes can live forever.

Q: *And are not statically defined.*

A: Exactly. Look at the practice of medicine. What better example do you need? Medicine is evolving; it's not static. We shouldn't have a commission to just do one project. What we want—as in the field of medicine—are centers of learning, of thought, of research constantly probing and expanding man's frontiers. We want them everywhere.

Q: *One of the interesting things I have found in almost every interview I have had is an element of threat to those segments of American Jewry who don't want a specific view applied to them. But in this conversation, by allowing the expression of any type of belief or ideology, you have eliminated the threatening elements.*

A: I really want to change that word from "allowing" expression of different beliefs to "encouraging" expression of different beliefs. I want the same right, if I can impact them, to turn out a Jewish *mensch*—that's all. What's a *mensch*? I don't care about the *peas* and I don't care about the *hairs*—those things to me are peripheral. I care about the values that are being inculcated in these young boys and girls. Who is to say what is the best way? I don't have the right to say if

Q: *You don't mind if the religious Jew says: "Who is a mensch is if he studies Talmud from six in the morning to six in the evening?"*

A: I want him to raise his children to be Jewish. I am is that we will find that Jews have a lot in common—maybe in the set of attitudes and values. That's my dream. I don't care how they do it. It's no fun if people get there different ways.

Q: *Mr. Mandel, thank you very much.*

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MLMs >>. two levels. Level number 1 is MI-6 itself will cause universal studies to be done and all kinds of work to be done, as part of MI-6's agenda.

MI-9's higher function is to get centers of thought and research and inquiry going other places in the world -- it's the cancer thing. Another thing MI-9 should do is why do we have to have an exclusive at the MI-9 corporate headquarters on all these questions? Right now, nobody else is doing it maybe -- but fine. Supposing we can get a group at Harvard doing it, under Twersky's leadership. I don't even know what that is -- is that also another MI-13? Maybe it's another MI-8. Maybe they take the same world we take, and compete with us"

SP: No.

MLMs I don't know.

3Fs Yes, but that's wonderful. The point is exact -- that is the point. The point that I think has to be made to them, moving from the practical to the less practical, is that your -- and you do that so wonderfully well -- is to raise a statement that a guy makes about a specific point to a level of question mark, with him still feeling that you care about his point.

MLM: Sure, right.

SFs And therefore, had Isaac been in the room, we could have spent an hour usefully by Mort ending up by saying -- well, look, that clearly is a key issue. The question is who takes it.

MLH: Who starts with it.

SFs Who starts with it. We certainly have got to be in Israel somewhere. Do we push a button? Is this a major agenda item?

MLM: Right. Right. We're always linked. We may do it all.

SFs Right. Wonderful. Wonderful.

MLM: We may only be linked.

SFs Wonderful, wonderful -- and that that's really the ...

MLM: And that is MI6.

SFs O.K., O.K. That's one.

MLM: MI-8 is to get 15 of these brain trusts.

SFs Wonderful.

MLH: It's interesting because in a way we're going -- aren't we going back to saying that one of MI-0's big objectives may be to set the agenda in the most thoughtful way possible? Isn't that

what this means"

SF: Yes, right." But, --

MLM: It has to be challenged by this group at Harvard, funded by Haim Pipick and 3 other Bostonians -- headed by Isadore Twersky, and Sara Lee works there now, and Alvin Schiff. And they come to this meeting in Jerusalem every two years, and they read their papers. And they've got a different version of the Jewish world.

SF: Exactly."

AH: That's not what I'm saying --

SF: "... but you are saying it too, you are saying it too." Mort Just led a "step forward" What Annette is saying --

AH: ... there's a preliminary.

SF: The initial decision as to whether you a) want to deal with this at all; b) you want to help Harvard set up that place; c) you want to use what exists at Harvard -- is the question she thinks belongs to HI-6."

MLM: Sure, it is a HI-8 question.

SF: Mort has gone beyond that --

MLM: It is that. It definitely it is a MI-0 question. And see I think MI-6 should design the world Jewish continuity enterprise. And be one of the working units in that multi-unit world design.

Now, "".. also one of the working units. It's the Jerusalem unit.

SF: Footnote: Related to Haimy, I think, and I'll know better. Haimy is -- Haimy starts his thinking -- that all committees and all groups are a waste of time in life. Because he has lived through the Jewish Agency in different forms. He doesn't feel that way about very bright people, like that will be the MI-6 board, therefore he's excited about MI-8. Now so we've got to always keep guys like him feeling that going this way doesn't mean that you're actually going to go that way. At some point you're going to zero in on an agenda.

MLM: That's a good point.

SF: With him -- which is not the "" I mean. You love and I love to speculate about possibilities, because we have had the experience of knowing that we will not end up being the "20 General Convention."

MLM: Right, right.

SF: He is worried that all such such conversations --

MLH: Are a lot of lofty talk.

SF: O.K. >>

MLH: It's a good worry."

AH: I'd like to report further on that same conversation with Isaac because it relates nicely. He too -- the conversation took two lines, parallel. One which you have mentioned was his saying -- this is much too lofty for us to have the luxury, time, energy to do in priority-ranking of our energies, therefore what we have to do is deal with senior personnel throughout the world. And then going back and saying, just a moment -- but how do we know it's going to work, and who is going to do that thinking. And it was wonderful.

MLH: I'm comfortable that nobody in this group is a thug. They may have different points of view, they may even have very stubborn -- what we would call stubborn -- points of view. But I think this is such a high grade group that we --

SF: No "-" trouble, I was merely talking --

MLH: You've got to remember that everybody's at a different baseline.

SF: Right, and that's all.

MLM: And it make take us 2 years to get everybody caught up.

SF: Now let me report to you about Posen, merely to continue the conversation -- if Posen were listening to this, he would say -- how could my Oxford Center undertake a piece of the assignment.

MLM: There is no reason the Oxford Center shouldn't shoot to be the pre-eminent center of thinking for Jewish continuity. And that's what I would tell Posen to do.

SF: Right, right. Now what I'm saying is --

MLM: And I'd say -- beat the hell out of -- beat the pants off the Israelis -- that's what I'd tell him.

SF: O.K., now what I'm saying -- what I was saying to you -- I don't know -- ... speak that way about Premier -- does he ever say that about his competitor -- beat the pants of Premier?

MLM: I tell it to my guys all the time -- damn right.

SF: Just let them fail once --

MLM: No.

SF: Anyway, seriously -- Posen really is coming along with two

points* I have this potentially wonderful thing, and it may be already wonderful. And you ought to try and see it at some point. I'm urging Hort to see it. I can't place -- as I told Hart -- exactly, where these 11 people fit -- are they B+, A- --

MLH: << 11 people at the center? >>

SF: << 11 faculty >>

MLH: I'll tell you how we're going to find out. We're helping you evaluate. We're going to have a meeting of MI-8 at the Oxford Center in London. A world meeting of MI-G.

SF: By the way I want to tell you -- I know of no setting as beautiful as that in the world.

MLH: No, No. It's not just a favor to Posen. It's maybe something that will help us understand Oxford Center, and help the Oxford Center become a player. Who knows, you know.

SF: So he would right away say -- I'd like to get a -- his major concern is the following: He cannot understand why you in America are so successful, and why he's such a failure.

MLH: In, in what?

SF: In two things that interest him. One is in getting interested

Jewish scholarship on the college level --

HLH: On the part of? On the part of laypeople?

SF: Laypeople..

MLH: I see.

SF: That "s one." And how can this be that this America is so successful. America sits here crying about its failure, and he talks about how can -- how can we be in such terrible shape, and what a " ". he calls them Philistines -- what can I do with these Philistines? And two, how can I get Jewish education on the agenda of scholars and academics? That 's his major concern.

HLH: Good question.

SF: So ... report on England -- my suggestion is that he report on England, and be able to talk this way -- and we o be able to have a short conversation about that.

HLH: Wonderful, excellent."

SF: Haimy -- the -- where were we? What document should I be working from Annette?

MLH: You are now looking at --

AH: Not that one Seymour - not the 2 page but the 4 page.

MI:Hi >... number something that's headed 4/6 meeting in the upper left hand corner there. ... to proceed to call a founding meeting of an organisation called -- we'd better start junking MI-G pretty soon too. Of an organisation called the World --

SFs ...» Institute for Jewish Education.

MLM: World Institute for Jewish Continuity"

SFs Right.

MLM: World Institute for Jewish Continuity,, which that name won't last long -- but that's alright,, So this is the first meeting of the World Institute of the WIJC -- World Institute for Jewish Continuity -- or how about The Center for Jewish Continuity --

SFs Either one.

MLM: O.K. instead of World -- Center for Jewish Continuity -- CJC -- and the purpose of this meeting is to not -- this is a meeting before the first meeting -- remember, we had that strategy.

SFs Right.

MLM: And what this group has to do is give its members to

launching this project. Because maybe we kill it; maybe we kill it next Thursday, I guarantee as they say -- we won't kill it, But I think you have to have that conversation.

SF: O.K., well I thought --

MLH: And everybody around there is going to look at me like I'm crazy if I say that -- because they're all set to go.

SF: What this is -- what we had in mind, but we missed it. Here, we thought that in your welcoming introduction, some of the elements would be -- why Jewish education -- i'm now dealing with that document B -- why things are special now; that this is a rare moment. And that what could be, would be a partnership of lay leaders.

MLH: Do we want, do we need, do we need another -- do we need anything?

SF: Right. And then I thought that -- we thought, that the report by participants would give people a chance to talk. And I was tipping my hands as to what I thought they would talk about.

MLH: I understand.

SF: See it right here. And then you would go into discussion, out -- and --

MLM: Discussion on content, purpose and functions would be a discussion on the validity of the idea --

SF: Right, Discussion of validity and what the content purpose might be,

MLM: No, no. That's a separate item. Discussion of the validity of the idea period. Do we proceed question mark?

SF: O.K.,

MLM: I mean that group has got to say --

SF: Do you see that before the --

MLM: I see that as the new 3."

SF: As the new 3, and the 3 --

MLM: The 3 is 4.

SF: Good. Discussion of validity of idea.

MLM: Yes.

SF: O.K.,

MLM: Period, Do we proceed, question mark? I mean we are -- I know we know the answer --

SF: No, no, no, I --

MLM: But I just want -- I want you to tape this meeting. And I want to have this pre-founding meetings forever, recorded. This wasn't a mishagas of Fox and Hochstein and Mandel; you know. There could be another controller's report written by some idiot some day. And I want us to be very sure we are on firm ground, not because of the outside idiots, for me -- I don't want anything to do with this if it can be shot down.

I say if we can shoot it down, let's shoot it down!

SF: O.K. So and then you go into discussion -- and then you'd say -- if we want to do it, what might it be like.

MLM: What might it be like in order for us to do the brainstorming that will enable Seymour and Annette to prepare for

SF: Wonderful, wonderful!

MLM: ...the first meeting. We have never had the first meeting. The first meeting is in May.

SF: Right, right.

MLM: I'm talking about the first meeting.

SF: Now you may not have the first meeting in May, you may have another round of this in May."

MLM: Well, O.K. A next meeting.

SF: Next meeting.

MLM: No, no, no. well -- that's right, it may be another round, you're right."

SF: Because I don't know -- it's pretty close to May -- you know, how many people -- I don't expect -- you just need a small ...

MLM: Well, can you get Beison.

SF: I think I can get Beison, and we certainly can get Boffee and we certainly can probably get Posen, and Stock yes."

MLM: Fine. And Constantiner?

SF: Might, we'll see -- he's not a big traveller to Israel."

MLM: O.K. Alright look. It might then be preliminary meeting number 2.

SFs Right, or a -- well O.K. -- an enlargement of the circle.

MLH: An enlargement of the circle -- yes, I like that.

SFs O.K.

MLH! An enlargement of the circle. Maybe the first formal meeting will be this Fall -- you know, I don't really care about that.

SFs You want that one when the President calls it, as you say.---

MLH: That's right.

SFs Or the President welcomes you.

MLH: Right. Well, then what we're saying is -- yes, that's right, that's probably the first -- that's the opening meeting.

SFs Yes. So and then, so we've now changed this. The discussion of validity of the idea, do we proceed. Then some simulation of content, purpose, function --

MLH: Right, that's it.

SFs And then next steps -- we are suggesting here. Other participants, that's a dangerous thing --

MLH: What is other participants mean?

SF: Who are the other people you want to join.

MLM: Leave it off. I think that's tough.

SF: A mistake -- yes, because 3m public, I think we can only get into trouble about this.

MLM: Right, right -- leave that off.

SF: This is something that I would be getting --

MLM: You can talk with Isaac, you can talk with Haimy, you can talk with --

SF: Privately.

MLM: Privately -- we know we want to ask Florence Melton, "the sponsor Sam Melton."

SF: Right.

MLM: We probably want to ask Chuck Statner. We have to ask ourselves about Crown; we have to ask ourselves about Bronfman -- we have to ask ourselves about Hirshhorn.

SF: Do you have all the names -- or -- are we getting it on there?

MLM: Hirschhorn --

SF: Engle Fried, Gorchob.

MLM: Rothschild -- there may be somebody else for it, I don't know. You know we don't have to be geographically perfect. I don't care, we'll fill it in. This is a group in formation. It may take --

SF: In fact, if you have something called -- France Question mark. Why not, why don't we have somebody?

MLM: Yes. It may take us 5 years to get somebody from France.

SF: Wonderful, wonderful, wonderful.

MLM: So that's it.

SF: O.K. and then we come to the main meeting, what it might be.

MLM: Main meeting right. Well, the main meeting now in light of where we are at 1:30 in the afternoon, we'll be able to talk about --

SF: Well correct, that's what I'm saying -- and then staff assignments. Here you have something to say which no Jewish organization in the world is able to say. That was if MI-NA had

what we had, if the is had --

MLMs ... came before. I know 2 - are you ...

MS's No --

MLMs We have 4 people who are involved in this right now, and other resources -- and the other resources of course are here, just worth spending a minute. You know, remember we have already on computer -- did you show that to Mort or you didn't?

AH5 In the past, I don't know if I've brought it with me.

SFs we have 500 people on the computer" --

MLHs Pros?

SFs Yes, as to who they are.

AHs I don't have it.

MSs You don't have it with you?

AH. I do.

St'i Yes O.K. ... wouldn't share the secrets with you, well, do it clumsily --

MLM: I can't, I can't -- it's just --

SF: I wasn't pulling your" leg.

MLM: I can't --

AH: O.K., let me see. O.K. we're playing around with all kinds of models, so this is like -- it doesn't --

MLM: You can logic this -- you don't need to see somebody --

AH: It should go -- it really goes this way --- since -- we're just beginning. What we're trying to put. The level also of personnel.

ML: Have you got last position, prior" position?

AH: Yes. We have position and we have -- let me show you something that is more ">". We know about Julia Samuels from England, that she's the Coordinator of the Resource Center for the Institute of Jewish something. She's senior personnel, she's 565 she's got a posit"graduate political education. A B.A. in history from Warrick university. She's teaching history in a non-Jewish school, informal Jewish education ... She's a JADT -- oh, this was what is -- O.K. so you're asking me if I have --

MLM: O.K. O.K. what else has she done -- what's her curriculum, do

you --

AH: O.K. I don't have that.

MLM: Alright -- so useful would be curriculum vitae. Now let me give you a couple of other useful things -- you know --

AH: History, work history --

MLM: Work history -- that's it.

AH: O.K. yes. In ... in '78, senior lecturer, principal lecturer -- O.K., it's not detailed enough but we had study in Israel --

MLM: Now, we use a system at Premier we call AA, B, CC. We found it very useful -- it's not scientific, but it's fairly useful and I'll give you the backup to it.

SF: We're getting this on tape?

AH: This, yes.

MLM: Somewhere along the line -- very dangerous, very dangerous, God it can just cause such damage. You have to get on that computer, qualitative information, which everybody would like to see about themselves, which could be stolen and sold and for great value in the company cafeteria, I mean, nobody I know,

wouldn't pay \$50 to get his -- what the company thinks of him.

And so, we've got all kinds of security on top of security. But we end up with 2 letters, because we found we can't deal with a mass like this -- really carefully and scientifically evaluates

AH: This is what you taught me once?

MLM: Evaluate someone -- yes, but we've now gone past this.

AH: O.K.

MLM: But we still use this, we still use this. But I'm going to give you a variation on this theme. We've now simplified it.

We now, we now call everybody by two letters. The first letter being their effectiveness on their present job. The second letter being how we evaluate their potential, past where they are. So someone who is AA, which we devoutly could be wished that we have 100 more AAs. Each AA enables you to take on the world practically. An AA is doing a superior job and has potential, we just don't know where the end is, you know. It's an Annette Hochstein, Alan Hoffman, Seymour Fox, whatever you want want those those are AAs.

you can have an Au -- wonderful on their job, they're a production manager, they're a controller, I don't know what else they are -- but they have relatively limited growth beyond where they are now -- and you don't promote an AC, because that's Peter's Principle -- that's the Peter Principle you were talking

about.

30 we now have a code, BB, CO -- I regret to say we have some CCs -- AA, AB, AC, BA -- we have a performance on a given job with A potential -- get that person out of that job! This wonderful person, you're wrecking them, they're not ready for the job, OJ whatever -- that's a BA see"

Anyway without getting into our system, any system that you devise would be worthwhile! Somewhere along the line you've got to know -- you've got to have a common language about your stars that are deeper than tiara Lee! I mean you can have Sar'a Lee in your head, Alvin Schiff in your head -- but if you're going to get 500, you've got to be able to look on your computer and know what you've got. I don't know what you do with that thought -- I mention that thought"

The other one, the other thought for you is the management thought, the proactive management of these people as though they worked for you! And that is to have a running list always of what we call critical openings -- these are the biggest problems we've got -- there may be an incumbent we should get out, so it's a critical opening in that sense; it may be open; it may just be not filled. What are our most important critical openings? And we deal on a priority basis! The word critical is only those critical openings, the headmaster for Oxford -- that's a critical opening if there's a problem. On our computer in Jerusalem, MI-Q, what are these jobs throughout the world and who is in them, and what are the critical openings -- and we should be monitoring the critical openings and we should be steering our AAs into those

critical openings. That's very good to do. I'm not saying it's easy. We have no authority; we have no --

BP: I wanted to interrupt for a moment. If you were talking to Chuck Ratner, whom you had educated up into this for the last year.

MLM: Yes.

SF: And he said to you -- what authority and why are you doing this? What would your answer be? I mean you were telling the full truth.

MLH: Well, number 1 -- he wouldn't ask that question, but that isn't what you said. If he asked that question, I would say -- Chuck, a group of very able people saw a vacuum and in the spirit of DeToqueville and in the spirit of the history of the Jewish people, moved in to fill that vacuum. And he would say -- of course. I mean that's like what if the moon fell down. What if the moon fell down?

I mean there's no question in my mind, none, that an American would see this as very natural.

SF: I wasn't asking a political question so much. I'm trying to --

MLH: No, I didn't take it politically --

SF: I'm trying to get a --

MLM: if you were asking a political question, let me give you a different answer" who are you to do what the Jewish Agency is doing it? Is that a political question?

SF: No. Yes, but there nobody's doing it. There's nobody doing it.

I'm trying to understand the question in the following way --
- I think this is a tremendous function, and I'm for it --

MLH: Well I think this is so big, we are going to have a person travelling --

SF: No, no, I understand" Why is MI-6 doing this?

MLH: Nobody else is doing it. This needs to be done. I mean what better is there than to link the biggest opportunities with the best people.

SF: No, no. The --

MLH: And that's a classic conjecture.

SF: When we could find -- do you understand what I'm playing with here -- when you define MI-6 and say a group of people got together and they say they want to put out --

MI Just a minute Seymour -- we will have articles and commentary you know. We've got to go through, we've got to establish who we are.

SF No, no. I'm sorry. I --

HLH Try again>

SF My confusion is not coming out on the table.

HLH He's good this guy -- it's never me that's mixed up, always him.

SF No, no, I'm telling you it's not a question of being mixed up -- I really -- relax -- a group of scholars and rich men and foundations and smart people decided they wanted to build a ... everybody has a right to call a club. Some people have a mansman shop -- they have this.

HLH Right.

SF Answers You ask why have they undertaken the following research; they decided to; did it bother you? O.K. That's it.

Now when you say they are trying to match people and jobs all over the world, that's a little different than everything else that we have talked about in MI-6. You see, even if you do a demonstration center -- you do a demonstration center --

Australia asks you -- will you please help us. Australia asks us to be their McKenzie.

MLH: Alright I look Seymour -- I think this is worth challenging. Maybe we don't do it -- maybe we --

SF: No, I'm for it --

MLH: Wait, wait, wait. Wait, no, maybe there are some risks if we do it in Jerusalem. Maybe we have to help MJ-NA do it in North America; and maybe we have to help South Africa do it in South Africa. What you lose, what you lose is the ability to move a person from South Africa to Australia -- I don't want to lose that.

SF: No look, the global -- I don't know how to tell you strongly enough -- I think this is one of the key functions of -- whoever does this, owns it.

MLH: O.K., do you want my bottom line? Programs don't build institutions. You know what builds institutions? People.

SF: You see if the Israeli government in a CIA meeting -- if the --

MLH: Do we agree?

SFs Yes, If the Israeli government in a CIA meeting said -- this is what we're going to do, that would be brilliant. Because they would say -- we want to capture all of Jewish life for Zionism --

MLM They can capture the world.

SFs Right, O.K.

MLM; if those idiots in the WZO knew what they were doing --

SFs O.K. O.K. I understand. Who are we? See, I understand! ■--

MLMs Who is -- who are they? Who --

SFs Oh, I'll tell you who they are.

MLM; Who were the founders of the WZO?

SFs No, -- alright, well they said they were --

MLM5 First of all, they probably came from Poland. I can go back to Poland.

SFs Do you understand the guesiness -- I have one little step that I'm not able to take yet.

MLHs Keep it. Seymour --

SE: Do you understand what I'm saying, or you don't?

Art: I just feel that we're ... the authority or legitimacy step -

MLHi No, it's not as safe, it's not as safe -- I agree with you --
- but it's not as safe to feel ... I was feeling that you're right now.
You talk to anybody who was in Vietnam, you talk to anybody in
the Day Water, or any place else, who was on a patrol, they
will tell you -- you better assume there is problem, trouble
everywhere or you're not going to come back from that patrol.
Man, you know, I know this -- O.K.

You ... be queasy; there better be some queasy people forever
reminding us to be queasy... so I think that's very helpful.
That's all I can tell you. I don't think it's worth spending time
on it.

SE: One more second, I still want to hear why you're not queasy.

Art: O.K. for one reason it's because I've been doing this, and in
the meanwhile I have -- while doing this I have found out a
number of things.

First of all, Isaac Joffe sends his Jewish African
professionals to me, and said -- Annette we want to do this
database -- please talk to my people, tell them how. I worked
with them; we designed with Ian Mann, one of your Jerusalem
Fellows, we designed a form. They are now almost fully done.

MLM: You mean in South Africa they have their version of this.

AH: South Africa has the --

MLH: Tremendous, tremendous.

AH: South Africa and Isaac Joffe will be delighted to plug into
it centralized database.

MLM: Tremendous, tre/mendous.

AH: They will be delighted. They know two things; first of all
that their turnover because of emigration is devastatingly high;
second of all they won't mind having that done in some form of
control."

Next point is -- the point that you told me last night, and
I brought it today -- JESNA has begun -- now they have less names
in their computers today than I have. But I know --

SF: Did you hear that point?

MLM: Sure.

AH: That's fair, it's fair. I just played around. I mean I have
here 409 names and it's not serious -- I was playing and trying.

MLM: O.K. we'll get it. Right.

AM: But, he can do this today John ... that's great. I think that's great."

MLF: wonderful, it's excellent. He's doing the right thing."

Talk about whether we should go ahead and formally undertake a process to launch, design and launch an institute for Jewish continuity -- world institute -- an institute for Jewish continuity. And some of the possible characteristics would be one, it would be global in nature. It would concern itself with the state of Jewish education/Jewish continuity all over the world. Maybe it shouldn't; maybe it should just deal in Jerusalem, Israel and Western Europe -- I don't know. But that's one thing we're saying -- all over the world."

Two, it would have a small permanent staff, whose objectives could include -- and a small permanent staff and a small board. Three, objectives, among could include among other things -- the following: and we would distinguish the things -- the personnel, the proliferation of things like MI-NA, working with continents, helping set up centers of Jewish thinking and problem-solving all over the world; or whatever you like folks.

I think to focus the group, you have to have some paper."

SF: I'm asking two questions, not commenting on that here.

Let me tell you a paper -- a paper could be anything from a 20 page document --

HLH: No, the paper I'm talking about is something like this.

SF: Something like this. Now why do you want those, if we are going to have -- that we would have interviewed all of them, and you will know what each one of them is going to report on.

HLH: Yes, but you still have to have paper to focus the group.

I think without paper yesterday's meeting would have been different.

SF: No, I understand. You have an agenda, you have an agenda --

MLH: Right.

SF: Do you want the agenda to have --

HLH: The agenda, if it's a 3 page agenda, could have this much space devoted to what I just said -- it doesn't have to be separate pieces of paper.

SF: No, I understood that. But, you want the agenda to shape the discussion by virtue --

HLH: To, not shape it as much as give it a track. Even if the people leave the track. My general sense of it is -- and maybe and maybe this is just a bias that's not even logical -- my general sense of it is that you are much more likely to stay on track if there's a piece of paper going from 1 to 6, than if you don't.

you can say, alright, now that's maybe we ought to move to the next item -- if you don't have that, you can't control a meeting.

CONTINUED ON MEETB31..3



4/19/89

MEE #83 i.A/ IHI ~G~W

SFs Do you want no other papers for them besides this.

MLHs I don't know, I haven't thought it out.

SFs Well that's what we want to think about now. You see, the advantages to no other paper -- and we'll come back to this again -- I don't fully understand that yet -- if you have no other papers, the feeling can be too -- we're unprepared, if you have papers, we lose the value of this founding meeting.

MLHs I would run the risk of having paper, and being a little less ad hoc maybe -- or less spontaneous, if that's what you're talking about -- because everybody knows we're preparing for this, we've been preparing for this for over a year.

SFs Now what -- show Mort the various kinds of papers, obviously one we'd have to redo --

MLHs No, you might have -- hey, I said 2 pieces of paper -- maybe it's 12. I don't know. What have you got?

SFs u.k., show him --

MLHs What we have.

SFs What we have.

MLM: Yes.

AH: O.K. let me start from the oldest one.

SF: Yes.

AH: We have something we drafted together Mort., and this is the latest version from November 1987.

SF: You were a part of that; you've forgotten that --

HUH: Yes. Well, what about this paper? I mean what have you got -- if we went through -- supposing we went through this. I'd read it more carefully, but supposing we went through it -- I mean what's wrong with that. O.K. What else have you got.

AH: O.K. In my impatience, as a result of all the talk and discussions we have had -- I one day put this on my computer.

MLM: How are these 2 different?

AH: Very different. This is much more operationalised.

MLM: This?

AH: Yes. If you look -- it begins with a multiple definition of all the kinds of thing, much too wide, of what HI-6 would be

doing.

MLM: O.K. what else do you have?

AH: O.K. a paper that we discussed -- it was a discussion outline that we looked at very quickly and briefly in Cleveland --

MLM: Some of it is folded into this paper?

SF: Right.

AH: Yes. This is a --

SF: These are all coherent with each other.

MLM: O.K. what else?

AH: A series of Zeev Mankowitz paper --

MLM: Well -- take this one back. I think you've got these two papers here; and again, I haven't read them so it's hard for me, and I don't remember them exactly. What would be the relative advantages of using one or the -- only use of the other, not using both.

SF: No we wouldn't use both.

MLM: Me. Well what do you give and gain, what do you lose and

what do you -- what are the pros and cons of one as opposed to the other?

SFs No. We would -- our suggestion would be to produce another one, which would --

MLH: Yet another one?

SFs Yes. It would be a combination.

MLMs Shrink these two down?

SFs Yes, put them together somehow.

MLH: O.K. and how many -- and end up with 7 pieces of paper?

SFs No, no, one piece of paper.

MLMs You can't into 1 piece of paper.

SFs No, no, let's say about 7 pages.

MLH: Papers, yes, pages, pages."

SFs One document which would have from 7-10 pages.

MLMs Wonderful."

AH: Well I don't know if wonderful, I feel like asking -- you have all these "four" --

SF: Yes, sure.

AH: I feel like asking us to spend 10 minutes looking through this because I --

MLM: Let's do it.

AH: I think that --

MLM: Let's do it right now.

AH: -- will immediately say no -- this is much too defined --

SF: Well probably in any event, you'll have to -- you're going to Cleveland when?

MLM: I'm going to Cleveland Sunday.

SF: You'll have to get this by fax --

MLM: And I'm coming back Monday.

SF: Oh, you're coming back Monday?

MLM: No, NO, no, no, no, no, coming back Wednesday night,

SFs O.O.K. You'll have to get this in Cleveland and talk to us
about --

AHs It will probably be Sunday or Monday.

SFs You'll talk to us about gross things -- this is no hard work
for us --

MLM: Alright. Which one do you want to go over first?

AHs; Maybe the old one, because it's --

SFs And just quickly veto --

MLM; I think you can drop the 3rd paragraph. On the 4th of June
and we've gotten a lot of input on how to now turn out the first
public draft of the idea.

SFs Right, correct. So we have to put out the public draft.

MLM; Right.

SFs Now the present thought is -- pending what we learn --

MLMs Right.

SF: That we call small group meetings afterwards with those same guys --

MLM's Right, right..

SF: But we have a document now..

MLM's Right. But I would do something a little more ambitious here to make it easier -- I would have more than 20

I would them in centers where people don't have to travel too far. Like maybe Boston is a center, New York is a center --

SF: Wonderful, wonderful --

MLM's Chicago is a center. Maybe -- I don't know..

SF: Alright so you're now ... the possibility of 4 --

MLM's Well I want to make it easy for a commissioner to go to it.

SF: O.K. very good. But we're going to have small group meetings --

MLM's Small group meetings --

SF: First 2 possible choices for chairmen are Bronfman and Crown.

MLM: I don't know -- I think that's up for grabs.

SF: O.K. well then if that's the case, you have to consider that -- O.K..

Now, we now have to go back to --

MLM: Probably the answer is yes,

SF: O.K. but -- important. Now I was in --

MLM: I'll tell you the answer is yes, because if we pick anybody else, they're through. So --

SF: It ... a few others too ...

MLM: Yes, but the point is if we have 4 instead of 5, so maybe the other 5 don't have to be people will clout. I see, I think we sometimes mix up our missions, we want a very able chairs.

SF: O.K., but we have different purposes --

MLM: We have different purposes. Now we want --

SF: clarify ...

MLM: Right, now we want very able chairs.

SF: O.K., Stuart Eisenstadt might be one --

MLM: Right, yes we will see.

SF: O.K., now, the -- there's what we call in the -- in Israel, a sponger job -- if this is the way you feel on Monday --

MLM: Monday -- what Monday?

AH: This coming Monday."

MLM: "... anxious to get individual commissioner input as we have consistently throughout this commission life, and they will be contacted -- many of you will be contacted. To be visited by key members of our staff at a time that's convenient for you. And to get your reaction to some preliminary thoughts and so on and so forth." And I look forward to seeing you in June.

SF: He made a good suggestion yesterday, Steve Hoffman and that was also newsletter'y like in the sense of report of what we've done.

MLM: well, is there anything to report?

SF: Yes, sure, we can describe this --

MLM: O.K. then newsletter -- here are some of the things that have been happening --

SF: We've been doing -- and then come into what you said -- and that was a report of what we did, and that --

MLM: A newsletter thing and

SF: And then going on to you're going to be contacted --

MLM: Right.

SFs -- by people and --

MLM: June 14th

SF: No tipping our hand toward June 14th might be like?

MLM: I don't think so, Seymour. I think the way you tip your hand is at the one-on-one --

SFs Nothing saying that we're dealing with the question of how we move from --

MLM: Yes, that you can say.

SFs O.K., alright, I got that.

MLM: Now, so what's going to happen with this letter do you

suppose?'

SFs I'll draft the letter.

HL/Ms Alright, when are you going to draft the letter?'

Do you draft this letter?

SFs No, So when do we -- we drafted an outline for him, which he took and added 25 words to. When do you need it for? I'll answer it that way.

HL/Ms Yesterday.

SFs Yesterday.

HL/Ms I'm so nervous, this is April already.

AHs Between now and next week.

SFs Now we leave. I mean there's no --

AHs Or... of the following. We'll try, but let's not commit ourselves.

SFs But if it doesn't go out next week, it doesn't get there before Pessach.

END OF TAPE

FAX SENT

DATE: 5/11/88

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TO: MRR. MORTONN IL. MANDELL
PIERRE HOTEL

FROM: PROF. SEYMOUR FOX

FAX NUMBER: 212-758 1615

DATE: MAY 31., 1988

NO. OF PAGES: 9

31/5/88

Dear Mort,

I think I failed to convey to you the sense of progress that I came away with from last week's meetings in Cleveland. I will not report on the important administrative decisions that will be recommended to you. I am sure those will be covered in Virginia's minutes and in Art Naparstek's report to you. However I would like to highlight the progress.

1. A clear and complete proposal was developed - for your decision - concerning the agenda, content and format of the first commission meeting.

2. Our proposal is based on every commission member being interviewed, and offering his views and suggestions as to the Commission's assignment, method of working, possible outcomes, and the content for the first meeting. The enclosed interview schedule prepared by Annette and me served as a draft for our discussions at last week's meeting. We are now re-writing it on the basis of the comments of Hank, Art, Perry and Ginie.

3. We are further suggesting that Hank, Art, Annette and me interview all the Commissioners by mid-July. In Ginie's minutes you will find the proposed assignments ((who interviews whom))

4. We had a long discussion concerning the best way to analyze these interviews and how to best introduce their content in your opening statement at the first Commission meeting. Annette and I accepted the assignment of preparing a draft of this opening statement. A good deal of time was devoted at our meeting to this subject.

5. We agreed that it is important to prepare basic data summarizing the present status of Jewish education. The data would include matters such as: number of participants in various types of institutions ((formal and informal)); personnel numbers and characteristics; data on training, etc... This will both prevent a good deal of misunderstanding and save time at our first commission meeting. It will also serve as background data for the case that you will be building in arguing for the importance of the Commission, of its assignment and its timeliness.

6. We have convened a meeting in Jerusalem on Wednesday evening June first, with several Jerusalem Fellows, Walter Ackerman, Alan Hoffmann Annette and myself to discuss how to prepare this material and to see that it is prepared in time.

7. It became clear to us that it is difficult to plan the first commission meeting unless it is seen in the context of the whole work of the Commission. For example: what taskforces are to be established. How and when will taskforces report; what kind of data and/or research will need to be undertaken during the life of the commission. Therefore Annette and I, despite the crunch we are in (@.g..finishing the work for the JEC and planning first steps for MI-G) have agreed to take a stab at this assignment. We will try to produce a rough draft of a planning document for the 18 to 24 months of the work of the Commission.

8. Time was devoted to the role of the Senior Policy advisors and we are suggesting that you convene a meeting of this group when Annette and I are in the States for the interviews. At that meeting you might share the following with the Senior Policy Advisors:

a. what we have learned from the interviews of the Commissioners,

b. the agenda, content and hoped for outcomes of the first Commission meeting

c. Feedback on all materials and visual aids to be distributed or displayed at the first meeting.

9. We realized that a meeting on August first would make it impossible for some of the Educators on our commission to attend, because of the CAJE conference in Jerusalem. It was suggested that those who could not attend be convened separately, before the meeting, to indicate how seriously we take the contribution of the Jewish Educators. Subsequently I have learned that several of the educators will be able to attend, while those who will not be able to attend are both understanding of our dilemma and satisfied with the idea of a possible preliminary meeting.

10. Art presented a job description for an assistant director and we discussed this position as well as his other staff needs. We have arranged for him to meet Joseph Riemer and Debbie Hirshman who now works for Clal. Debbie, as I indicated to you on the telephone, may be a serious candidate for full time employment some time in the near future. She has great strengths and may also have some significant weaknesses. We have transmitted all of this information to Art and are asking him to check it out carefully.

11. Several important other matters were discussed, such as a sustained and systematic approach to public relations, and the publication of interim reports that could be useful beyond their information and public relations value.

Perry participated in a very constructive and useful way and Art, I know, discussed with him what his role would be in the work of the Commission. Art, I also know, has undertaken to pick up Perry's role with Woocher, Art Rotman and Carmi

As soon as this Fax is sent Annette and I will begin to work on our proposal for your answer to the comptroller's report on the Jewish Education Committee. If you have the report with you in New York, I suggest you may want to read it before you receive our answer at your home in Cleveland on Sunday.

I believe it will be useful for me to speak with you before 12:30 (Cleveland time) on Sunday. I will be meeting with Barak before then. I will try in the next few days. When we speak on the phone I will give you a full report on a meeting between Mendel, Alan and Annette.

With very best regards,


Seymour

intervi/1MN-W

TOWARDS THE FIRST COMMISSION MEETING::

I N T E R V I E W O F C O M M I S S I O N E E R S

Background

A. The purposes of the individual interviews of commissioners are::

- * To prepare and involve the commissioners towards the first meeting;
- * To learn where they stand and what they think;
- * To gather materials for the opening statement.

B. It is suggested that this be done by means of a 1-2 hour long structured conversation (guided by open questions). Possible outcomes:

1. The commissioners will have been introduced to the concept of the Commission, its organization and anticipated scope.
2. We will have begun to learn the views, stands, beliefs of the various commissioners on:
 - a. the content of the Commission (Jewish education in the U.S.: problems and opportunities).
 - b. desirable and possible outcomes.
 - c. the process, work-mode and organization of the Commission.
3. The commissioners will be involved in the process of the Commission prior to the first meeting and we will have a first assessment of their willingness to take on an active role -- as presenter, discussant, task force chair, member -- or as future funder and implementor of plans.

C. The interviews should probably best take place at the Commissioners' home -- if this is impossible at their office. It should be in a relaxed framework conducive to exchange of views.

D. An effective means of reporting should be chosen -- one with which both the interviewer and interviewee can feel comfortable: notes or recording. Barring this, we recommend oral reporting to a writing member of the planning group who will do the writing. One of our goals is to have materials (quotes or ideas) for the opening statement.

SUGGESTED SCHEDULE

TOPICS:

- * Views on Jewish Education in North America today -- its problems.
- * The opportunities that make the Commission timely
- * Our initial cut into the subject of personnel
- * The systemic changes and private/communal dimension of the Commission
- * The representativeness of the Commission -- institutional and individual
- * The process -- planful and implementation oriented
- * The outcomes -- policies and programs
- * The preferences and likely involvement of the commissioner

1. Thank you for agreement to serve on the Commission. Very brief definition of the Commission; of the role of the interviewer in it; of the purpose of this meeting.

e.g.:

"Hello

We are so glad ((It was gratifying...)) that you have accepted Mort's invitation to be member of the Commission. As you know, its purpose is to look at the state of Jewish Education in North America today and to come up with very concrete recommendations for action. I am a member of the planning team -- (president of MAF, Consultant to MLM, etc...) and before starting the actual work of the Commission we thought it would be important for us to learn of your views -- intentions -- ideas -- about the topic of the Commission, its work, its possible outcomes. As you know this is going to be an active Commission -- and your views -- those of all the commissioners -- will shape its agenda and guide its work."

At this point the Commissioner should be encouraged to share his view on the possible contributions of the Commission.

2. The questions that follow are mainly elaborations on the opening statement. They may serve as a checklist and as a means to encourage the interviewee to express himself -- in case the first statement led to too general a response or was not effective.

e.g.

"I assume that you accepted to serve on the commission because you believe that there are both severe problems with Jewish education in North America, and because of a sense of opportunity to deal with these problems at the present time. In your opinion what are the major problems and challenges facing Jewish Education in America today?"

(e.g. Jewish Education in America is of low level, often served by inadequate, poorly trained and poorly paid personnel, offering poor programs to an apparently fairly indifferent population by means of day-schools -- mainly religious but also communal; supplementary schools -- mainly synagogal and only up to ages 12-14; community centers with growing but still limited programs. The products are often insignificant if measured by the level of knowledge and/or the Jewish commitment of the participant..)

[Be sure to stress that in our frame of reference education includes::

- formal education
- informal education
- involvement in organized Jewish life ((CJF; UJA, JCC, synagogue participation etc..))
- community events ((Russian Jewry))
- Israel: visits, study, support]

3. Commissioners are likely to express a variety of views. We may want to share with them our thoughts on key issues::

- * Personnel (maybe review the argument in the design document)
- * Reconsideration of institutional frameworks (existing and possible innovations)
- * Role of the commissioners

4. In your opinion what are the current opportunities that make this endeavor timely and likely to impact?

e.g.

a. Jewish education as a response to the issue of meaningful continuity on the agenda of major organizations

[Be prepared to handle Silberman's argument - e.g. meaningful continuity]

b. Emergence of large private foundations (several have put Jewish education as important items on their agenda)

c. \$200,000,000 building boom of Community Centers

d. Movement to reform in general education (Carnegie; a nation at risk)

e. MLM recognizing the special moment and wanting to found partnership between:

- * community leaders
- * major communal organizations
- * educators
- * scholars
- * Institutions of higher Jewish learning

((Locate the interviewee in the appropriate category and mention other names))

5. In your view, what are the possible contributions this Commission could make to Jewish Education ((life?)) in North America? [[When reform is discussed in general education some speak of "regaining America's economic supremacy"; "preparing our young to be able to think and solve problems in a manner suitable to the age of information" etc.. What, in your opinion, do we want to give our youngsters? Where and how will the educators be trained? What kind of institutions will educate our young?]]

It may be useful to allow the commissioner to express a vision - a dream - here. e.g.

If you would allow yourself to dream, to tell your vision, how will the future be different from today? What will Jewish Education in America be like when the Commission will have succeeded? What is success?

6. Stress the institutional, financial and conceptual scope of the Commission:

- who are the partners
- what are the opportunities
- what are the resources
- the communal message : all together to confront the problem and offer feasible and significant options for action -- projects; plans; and successes; what works

7. Many different commissions have worked in a variety of ways -- what is your opinion on the first suggestions for the work of this Commission?

- [How the Commission will work ==
- * lay ownership and involvement
 - * meetings
 - * taskforces ((elicit further names?))
 - * staff ((detail))
 - * senior policy advisors ((detail))
 - * a planned process that is implementation-oriented.]

8. Anticipated outcomes:

There will be a consensus of major players about policies and program areas..

- * Commitment of Mandel Foundation
- * Interest of other Foundations
- * Priority setting for the organized Jewish community

9. Taskforces on:

- a. Building the professional ((cost component))
- b. Training
- c. The future a history ((blue sky scenario for the 21st century))
- d. Building lay leadership
- e. The climate
- f. Institutional structures for Jewish education

10. How do you view your own participation in the work of the Commission [adapt to the commissioner's role and resources]. A participant coming to the meetings? A taskforce member? What interest?

11. Similar conversations are being held with all commissioners towards setting the agenda of the first meeting.

11. Summarize your understanding of the interviewees views expressed during the interview..

Thank You.

[Some impressions we may want to avoid in the interviews That:

1. The Commission will produce a vision and no practical results..

2. The Commission will suggest that we need "more and better" Jewish education.

3. We have the answers and the Commission is a rubber stamp].



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 PHONE NUMBER 02/662-286

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PREMIER CORP 02:01 08 10:28

- A. I had a very positive meeting with Mendel Kaplan yesterday, which covered the following:
1. He absolutely positively stated that, immediately upon his return to Jerusalem, he will see that Annette's contract is signed and her bills are paid. No doubt, he is very sincere, and appears as frustrated as I am about this.
 2. I gave Mendel an exhibit, spelling out the payment situation of the Joint Program. I also gave a copy to Norman Lipoff. Mendel says he fully understands the situation, and will follow up on it when he gets back.
 3. We discussed the "turnover" meeting to be scheduled in June, in which we would pass the baton. You are to see Mendel to set up the date and time. The group is to include those persons you and I discussed.
 4. Mendel now understands that all Jewish Education projects are funded for the full year. I gave him a copy of the schedule you Fax'd to me.
 5. Mendel has many unhappy ideas which will be discussed at the June Assembly. He asked me to explain it. I said this looked difficult at this point in time, but I would ask you to see him on his return to talk it out.
 6. Our meeting on the new joint authority was attended by Kaplan, Dimitz, Avihail, Mayer and Lipoff. Mendel and Dinitz want to drive this through to completion by June. It would entail a single entity out of the entire WZO departments and the Jewish Education Committee. There seemed to be a feeling that this was doable in theory, if only the politics could be worked out.
- F. Allen had a great meeting with Herb Leup. He accepted MINA with real pleasure. He feels good about you and Annette, but is troubled about JAFI and the future there of Jewish Education.

will fill you in about this when we talk on Saturday.

so, thanks for contacting Meir Arnon.

FAX TO MORT MANDEL

a m



3 pages following

הסוכנות היהודית לארץ-ישראל
THE JEWISH AGENCY FOR ISRAEL

Howard M. Vaisband

Secretary-General

צבי מ. וויסבנד

המזכיר הכללי

25.4.88

8 Nisan 5748

Mort,

Subsequent to the discussion you have just had with Mendel, I am forwarding to you a copy of tentative program ideas for the Jewish Education Track at the Assembly. Obviously, your direct input on the program is both requested & welcomed. As per my discussion w/ Seymour prior to his leaving for the States, I would also like to be in contact w/ him for input on the program.

Please note that the attached is a draft developed at this point w/ input from Mark Davis - Track Consultant. Your thoughts & suggestions may be sent to me by return fax to 972 2 202303.

A apologize for this note not being typed, but I wanted to reach you today & it's already 6:05 PM Israel time.

Best to Barbara.

cc: Mendel Kaplan

Be well
Howard

Track 3 $\hat{=}$ Jewish Education - The Future Role of JAFI

JAFI

A title must be chosen for the Jewish Education Track.
Suggestions:

- Jewish Education: Our Way To The Future
- Jewish Education: Continuity and Change

In developing the program we should relate to three major concepts:

1. Diaspora Changes
2. Israel Initiatives
3. Projections For Common Action - The Jewish Agency and the World Zionist Organization in concert with Diaspora communities.

Mr. Morton Mandel current Chairman of the Jewish Education Committee will be asked to speak in opening the Track.

His presentation could include what was designed four years ago, what has been achieved, and what has not yet been achieved.

Tentative Program for Assembly Track

Session 1 $\hat{=}$ Plenary $\hat{=}$ Monday, June 27, 1988 $\hat{=}$ 1:30 $\hat{=}$ 3:30 pm

Chairman: Mr. Irwin Field

Introduction to Track Program

Accomplishments and Directions: Mr. Morton Mandel - 30 minutes

An analysis of the current status of Jewish Agency-WZO involvement in formal and informal Jewish education throughout the world. Review of the accomplishments of the JAFI Committee on Jewish Education 1984-1988. Includes services, regular budget funding and special fund allocations, programs in Israel, shlichim, etc.

Response: Visions, Concepts, Ideas

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- Yitzchak Mayer, Torah Education and Culture - WZO - 10 minutes
- Avraham Avi-hai, Youth and Hechalutz - WZO - 10 minutes
- Rabbi Haim Skirball, Education and Culture - WZO - 10 minutes

Discussion - Mr. Field = 30 minutes
Summary - Mr. Field = 10 minutes

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63* " "13°

Session 2 - Monday, June 27, 1988 = 4 = 6 pm
(Divide Plenary into 2-3 groups with Chairmen and Resource People)

Workshops (panel of resource people and chairman in each session discussing with participants what JAFI-WZO has done and should do in the future). Discuss how a JAFI Authority could approach an overall coordination in the Agency; how current structure could be modified to attain better coordination in Jewish Education Activity in JAFI-WZO.

- A. Programs in Israel as part of Jewish Education in the schools, centers and community. Staff seminars, "regular" programs and special programs.
- B. Training teaching and Senior Personnel.
- C. Curriculum and Educational Services - old and new - macro and micro.
- D. Schlichim to Youth Movements and Communities (Worthwhile at the price?).

Chairmen and Resource:

- 1. - ■ Av
- 2. 4 of. ■ ..
- 3. ■ ■ ■ ■

3. Session 3 - Tuesday, June 28, 10:30 am - 1:30 pm

Education Needs of the Jewish Communities at the End of the 20th Century (Discussion groups by languages and structures in various countries)

Parallel sessions in Spanish, French, English, Relate following topics to Local, National and Continental structures.

Resource People to Be Invited:

Selected former teacher, community, movement shlichim and community leaders who use these services. Current and past participants in Israel *programs, community leadership, professional » educators and academics.

- A. Curriculum Development. Teacher shlichim; other shlichim.
- B. Why all the Jewish communities and Israel only have 100 senior educators in training for Diaspora schools.
- C. Israel Programs short and long-term = their objective and how it aids the student and his surroundings, high school formal and informal educational programs e.g. Muss, Kfar Blum, Youth Aliyah, as well as community sponsored travel programs; post-graduate volunteer programs, ulpanim, Otzma, etc.

on absorption.

Session 4 - Plenary - Wednesday, June 29, 1988 8-10 am

1. Education needs of Jews in the Soviet Union - Yosef Begun
2. Shiur ~~W2, W3~~ ■
3. Report on conclusion and Recommendation of Discussion Groups
= Mr. Field
4. Summary -, Mr. Field ,
5. Resolutions - Mr. Field



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 Open. She commended the planning/budgetting process. Her idea re self-monitoring for Jewish Agency departments.

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

IV. Letter to Lipoff (attached)



CASE WESTERN RESERVE UNIVERSITY

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**AT A GLANCE
MSASS and Cleveland Working Together**

The Mandel School of Applied Social Sciences at Case Western Reserve University has a long tradition of service to the Cleveland Community. Here a few such activities.

Practice Demonstration Program recruits highly trained students for work in minority and Jewish community service organizations.

Cuyahoga County Income Maintenance Project works with Cuyahoga County Department of Human Services to upgrade and improve service to clients of the income maintenance program.

Career Beginnings Program matches inner-city, minority high school students with mentors in preparation for the student entering employment or higher education.

Cleveland Partnership Program in relationship to Cleveland Public Schools develops programs on how inner-city high school teachers can incorporate job readiness skills into regular teaching curriculum.

Mandel Center for Non-Profit Management provides training for practitioners and leaders in non-profit organizations.

Child Welfare Management Program provides training for child welfare executives in Ohio.

Two other community service based programs are being planned. They are a Cleveland Urban Poverty Institute that would initiate planning and research aimed at understanding root causes of inner-city poverty; and an Educational Consortium in Northern Ohio that would develop a continuum for social work education in the northern tier of the state.

In addition, a majority of the School's 29 faculty members have at least one commitment to a community agency.

3/17/88



Case Western Reserve University
 University Circle
 Cleveland, Ohio 44106
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President: Agnar Pytte

Case Western Reserve University is one of the leading independent research universities in the United States, and the largest private research university in Ohio, annually attracting more than \$70 million in support for research and other sponsored projects. Through its undergraduate college, school of graduate studies, and six professional schools, Case Western Reserve University offers education in more than 60 fields. The University is fully accredited by the North Central Association of Colleges and Secondary Schools, Commission on Colleges and Universities.

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I-3

Our students come from 50 states, the District of Columbia, Puerto Rico, and several other territories, as well as 84 countries. Sixty-six percent of the 1987 freshmen were in the top ten percent of their high school graduating classes; eighty-five percent were in the top 20 percent.

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Physical Plant: 85 buildings, 3,896,200 gross square feet
Campus: 128 acres in University Circle; 450 acre farm in Hunting Valley

Valuation of Properties: \$317 million

Annual Budget: (1987-88): \$208 million
Endowment (market value): \$341 million
Tuition (1987-88 undergraduate): \$10,000



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Consultation meeting with
 Morton L. Mandel on Israel
 Community Centers.

20 December, 1989 at the office
 of JWB, Jerusalem.

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Educators

DR. NEHAMA MOSHIEFF Rehov Balfour 9 636874
Jerusalem

DR. BARRY CHAZAN JWB, 12 Rehov Hess 231371
Jerusalem

MIG Board

ESTHER LEAH RITZ

GARRY STOCK

ISAAC JOFFE

FELIX POSEN

Others (Sochnut etc.)

BARUCH YEKUTIELI Rehov Uri 6 apt. 36 03-236353

MICHAEL FOX Herzog, Fox and Neeman 03-216271 Aliza
Beit Asia
4 Weizman Street, Tel-Aviv

DAVID RESNICK Rehov Graetz 14 668824 home

MENACHEM REVIVI Joint Distribution Comm. 661231
Givat Ram
Jerusalem



HANK SKIRBALL	Head of Education and Culture Dept. WZO	202500
YITZHAK MEYER	Head of Torah Education Department; WZO	245392
CHANAN HANIEL	Director-General, Torah Education Dept.. WZO	240645
DR. AVRAHAM AVI-HAI	Head, Noar-V'Hechalutz 19A Keren Hayesod Street	208511
DAVID CLAYMAN	World Jewish Congress	
RON KRONISH	American Jewish Committee	
HOWARD WEISBAND	Secretary-General Jewish Agency	232845
ROSE WEINBERG	c/o Jerusalem Fellows	
RICHIE JURAN	JWB	
AHER TARMON	JWB	
SUSIE HOCHSTEIN	Tchernichowsky 38, Jerusalem	662089
RIVKA HADARY		711253

STAFF

SEYMOUR FOX
ANNETTE HOCHSTEIN
ZEEV MANKOWITZ

STAFF continued

SUZANNAH COHEN

DR. DEBRA COHEN

DEBBIE MELINE

AMI BOUGANIM

ESTHER ALBAG

CAROLINE

YEHUDIT HUBER

ANAT CHAIMJANI

DANNY MORON

JERUSALEM FELLOWS



MORTON L. MANDEL

A life-time resident of Cleveland, Ohio, Morton L. Mandel was born September 19, 1921. He was educated in the Cleveland Public Schools and at Case Western Reserve University. Mr. Mandel is a founder of Premier Industrial Corporation, Cleveland, Ohio. He is Chairman of the Board and Chief Executive Officer.

AWARDS

Presidential Award for Private Sector Initiatives 1988
 George S. Dively Award for Corporate Leadership in Urban Development 1986
 Business Statesman of the Year, Harvard Business School Club of Cleveland 1985
 Best Management Performance Award, Case Western Reserve University, Weatherhead School of Management, 1982
 Charles Eisenman Award, Cleveland Jewish Community Federation, 1977
 Civic Leader of the Year, Clean-Land, Ohio, 1983
 Ben-Gurion Centennial Medal, State of Israel Bonds, 1986
 Humanitarian of the Year, Cleveland Chapter, Anti-Defamation League, 1980
 Frank L. Weil Award, Jewish Welfare Board 1974
 Citizen of the Year, Cleveland Board of Realtors 1974
 Businessman of the Year, Cleveland Urban League, 1973
 Outstanding Young Man of the Year, Cleveland Junior Chamber of Commerce 1956

HONORARY DEGREES

Doctor of Humane Letters, Brandeis University, Boston, MA, 1989
 Doctor of Humane Letters, Hebrew Union College, Cincinnati, OH, 1986
 Doctor of Humane Letters, Gratz College, Philadelphia, PA, 1984

DIRECTORSHIPS

Premier Industrial Corporation	1946 - present
Central National Bank of Cleveland	1968-1979
Centram Corporation	1968-1979
Cleveland Electric Illuminating Co.	1969-1979

COMMUNITY ACTIVITIESCleveland

Cleveland Tomorrow, Vice Chairman, 1982 - 1988; Trustee, 1982 - present
 Case Western Reserve University, Trustee, 1977 - present
 United Way Services, Life Trustee; Chairman of the Board, 1979 - 1981;
 President, 1977 - 1979
 Jewish Community Federation, Life Trustee; President, 1974 - 1977
 MidTown Corridor, Founder, 1982; Chairman 1982 - 1985; Trustee,
 1982 - present
 Jewish Community Center of Cleveland, Life Trustee; President, 1952 - 1957
 Clean-Land, Ohio, Founder, 1981; Trustee, 1981 - present
 City of Cleveland Project MOVE (formerly Mayor's Committee on Volunteerism);
 Founder, 1981
 City of Cleveland Operations Improvement Task Force, 1980
 Mt. Sinai Medical Center of Cleveland, Trustee Emeritus, 1979 - present

MORTON L. MANDEL

Page 2

COMMUNITY ACTIVITIES ((Continued))National

Council of Jewish Federations, Life Trustee; President,, 1978 - 1981
JWB, Honorary President; President,, 1970 - 1974
United Way of America, Trustee, 1985 - present; Executive Committee,
1986 - present; Chairman, National Resource Development Committee,
1986 - 1989
Commission on Jewish Education in North America,, Chairman,, 1988 - present

International

The Jewish Agency, Board of Governors,, 1979 - 1988; Chairman,, Jewish Education
Committee, 1984 - 1988; Chairman,, Steering Committee,, Joint Program for
Jewish Education, 1979 - 1988
Operation Independence ((Economic Task Force for Israel)), Founding Co-Chairman,,
1985 - 1988
World Conference of Jewish Community Centers ((Jerusalem)), Honorary President;;
Founding President, 1977 - 1981
Center for Social Policy Studies ((Jerusalem)), Trustee,, 1983 - present

December, 1989

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December 18, 1989

Mr. Mart Mandel
c/o Nativ
Jerusalem

Dear Mort:

As Mandel Professor, Mandel friend and a fellow sleep-loser and dreamer about Jewish education, I want to congratulate upon the bold and long-awaited project for the future of Jewish education you are now initiating. At the moment I am consulting about one facet of Jewish education in London, where, like in so many areas of the Jewish world, frustration is often overpowered by hard work and genuine heroism - and some wonderful souls are cultivated by unsung and unassuming teachers and great leaders. Through those (and through others), I wish to mention via this note to Jerusalem) I wish to personally congratulate you and offer you the traditional blessing: Go from strength to strength. Or, as the current idiom has it: "Keep up the good work."

With all my best, and in the hope of seeing you soon

Sincerely



Michael Rosenak



הוועדה לחינוך יהודי של הסוכנות היהודית
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

2 Oct. 1989

Mr. Morton Mandel
4500 Euclid Avenue
Cleveland, OH 44108
USA

Dear Mort,

As usual it was wonderful speaking to you last week and being once again enthused by the plans of your commission. Seymour has been keeping me informed of developments and allowed me to share in the excitement.

As you know the Oren 2 Project begun during your term of office as chairman of the JEC is no longer being funded by the Jewish Agency. It was most unfortunate that the financial cuts in budget did not allow the committee to proceed to fund this very important planning and development program that needs to be done regarding the potential of the kibbutzim. Irwin Field, myself and many others involved in diaspora Jewish education in Israel have the hunch that with proper research, planning, preparation, and coordination the kibbutz movement could make a phenomenal contribution to Jewish education -- and that such a project may even allow the kibbutz educational programs to become financially self-sustaining. In order to do this however, the kibbutz movement will have to continue the work formerly known as Oren 2.

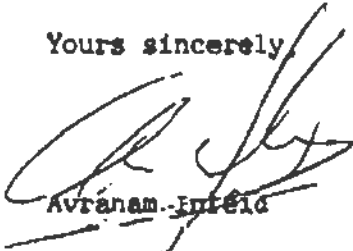
Irwin Field and I recently discussed the importance of this project in the context of current and future budget constraints -- and as we were searching for possible ways of funding this we were wondering whether you may be willing to undertake the funding of this continuing planning effort. The Jewish Education Committee who originally initiated this project would be most encouraged by your contribution. Irwin has also asked me to assure you that he is making every effort to increase the funding of the Jewish Agency in Jewish education and that your contribution would not be a substitute for the support that the Jewish Agency will be granting to Jewish education -- and particularly to the kibbutzim.

NOTE, I am sure you will be happy to hear that Shalom Kibbutz has had some very positive breakthroughs with the Oren 1 Project -- the Kibbutz Institute. Despite the Intifada, they are fully booked and even have a waiting list; the project is being implemented on seven kibbutzim and there are plans to duplicate it in Spanish on two more kibbutzim next year. It is our intent to continue to fund the Oren 1 program, at least at the current level, for next year as well. Of course, all this is dependent on the current level of funding being made available to the Jewish Education Committee.

I very much look forward to seeing you in December.

Shana Tova.

Yours sincerely,



Avraham Infeld

Mr. Bob Loup
Prof. Seymour Fox

TO: Professor Seymour Fox

FAX NO: 972 2 699951

FROM: Morton L. Mandell

DATE: January 18, 1988



February 3, 1989

Morton L. Mandel
Chairman
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

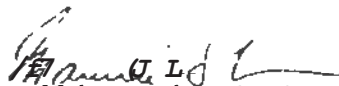
I have just finished reading the minutes of the most recent meeting of the Commission on Jewish Education in North America. I regret that I was unable to attend this meeting, but it appears from the minutes and from what I have heard from Hank Zucker and Art Naperstak the meeting made significant progress towards identifying critical areas for intervention.

I would like to thank you and Art for circulating my letter regarding the need for addressing the critical problem of Jewish campus services.

It is regrettable that someone representing the Hillel structure is not involved in our process. If at all possible, I would urge, even at this late date, that someone who can speak with authority about the college scene be involved in the Commission's work. As you may know, the National Hillel Commission of B'nai B'rith recently appointed a new Executive Director, Richard Joel. I have had several conversations with him, and I personally can't think of anyone who would be more appropriate for this role.

I certainly concur with the conclusions of the meeting on December 13th and look forward to attending the next meeting of the Commission.

Sincerely,


Rabbi Maurice S. Corson
President

MSC/np

**Mandel
Associated
Foundations**

4750 Euclid Avenue * Cleveland, Ohio 44115 * (216) 566-9200

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

June 10, 1988

Dear Annette:

I am very happy that you will be serving as a senior policy advisor to the North American Commission on Jewish Education. This letter is to ask you to hold several dates, and to bring you up to date on recent developments. Our first meeting of the senior policy advisors will be at 3:30 p.m. on Thursday, July 7, 1988 at Premier Industrial Corporation, 4500 Euclid Avenue, followed by the first Commission meeting scheduled for August 1, 10:30 a.m. to 4:00 p.m., at the offices of JWB, 15 East 26th Street, New York, New York.

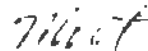
A copy of the Design Document, which you helped to draft, is enclosed.

Good progress has been made toward completing the membership of the Commission. Thus far the following persons have agreed to serve: Bill Berman, Jack Bieler, Charles Bronfman, John Collin, Lester Crown, David Dubin, Stuart Eizenstat, Joshua Elkin, Eli Evans, Max Fisher, Alfred Gottschalk, Yitz Greenberg, Robert Hiller, Carol Ingall, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Robert Loup, Matthew Maryles, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Harriet Rosenthal, Esther Leah Ritz, Alvin Schiff, Ismar Schouish, Dan Shapiro, Yitzak Twersky, and Bennett Yanowitz. (As yet, we have had no turn-downs.)

Art Naparstek, who will be joining the Premier/Mandel program on July 1, 1988, will also be assuming the directorship of the Commission. Please call Art if you have questions about any aspect of the Commission's work.

Again, many thanks for signing on in this undertaking, and warm personal regards.

Cordially,



MORTON L. MANDEL

Ms. Annette Hochstein
Nativ Policy & Planning Consultants
10, Yehoshafat St.
P. O. Box 4497
Jerusalem, Israel 93152

TO: ~~Professor CAZMAYE P. P.~~
c/o Annette Houtis
Native Policy & Planning Consultants
Jerusalem, Israel 91044

FAX: 011-992-2-699-951

FROM: Morton L. Mandel
Chairman of the Board
Premier Industrial Corporation
4590 Euclid Avenue
Cleveland, OH 44103

DATE: April 18, 1988

PAGE: 1 OF 6



הסוכנות היהודית לארץ-ישראל
THE JEWISH AGENCY FOR ISRAEL

משרד הכלכלה והתעסוקה
Secretary General

מנהל הכלכלה והתעסוקה

April 14, 1988
27 Nisan 5748

מס' תשלום: 47 / שנת 1988

FR: Howard Weisband
RE: Upcoming Discussions

The first opportunity for an initial meeting of the Commission on Jewish Education as a whole will not occur until the time of the Assembly in June. In order to provide preliminary thinking for such a meeting, and since Simcha Dinitz and Mendel Kaplan will be together in both Israel and the United States this month and next, we are convening separate discussions of the Israeli and American members of the Commission. The results of these discussions will be reported to the Commission at its next meeting.

Israeli members will meet on Friday, April 22, 10:00 am - 12 noon, in Simcha Dinitz's office.

American members will meet on Sunday, May 8, 4:00 pm - 6:00 pm in New York.

Jerusalem arrangements are being coordinated through the Secretary General's Office. New York arrangements including notification of exact room location are being handled through the CIA and Irving Kessler.

Attached is a draft of a working paper provided for your consideration and to act as a basis for these discussions.

Best regards.

cc: Irving Kessler

DRAFT WORKING PAPER - UNEDIT

THE JEWISH AGENCY FOR ISRAEL

Maxine Leonard a Joint Authority for Jewish Education

I. February, 1988, Board of Governors Resolution Mandating a Commission on Jewish Education:

RESOLUTION SIS JEWISH EDUCATION

THE CHAIRMAN OF THE EXECUTIVE AND THE CHAIRMAN OF THE BOARD OF GOVERNORS WILL CO-CHAIR A COMMISSION THAT WILL RECOMMEND TO THE BOARD OF GOVERNORS AND THE WJO EXECUTIVE THE COORDINATION, SUBVENTION AND EVALUATION OF ALL PROGRAMS FOR JEWISH EDUCATION OR FUNDED BY, THE JEWISH AGENCY, THE WJO, THE HINCUS FUND, OR THE JOINT PROGRAM.

COMMISSION MEMBERS WILL BE APPOINTED BY THE CHAIRMAN OF THE BOARD AND THE CHAIRMAN OF THE EXECUTIVE.

THE COMMISSION WILL PRESENT AN INTERIM REPORT IN JUNE, 1988 TO THE BOARD OF GOVERNORS AND A FINAL REPORT IN OCTOBER, 1988.

APPROVED BY THE BOARD OF GOVERNORS

FEBRUARY 16, 1988
28 SHVAT 5748

II Commission Appointments

- Simcha Dinitz, co-chairman
Mendel Kaplan, Co-Chairman
Avraham Avil-hak
Max Fisher
Norman Lipoff
Morton Mandel
Yitzchak Mayer
Hank Skirball

III Committee of Reference

A. The Commission will recommend to the Board of Governors and the WJO Executive the structure and operation of a

Joint Authority for Jewish Education (see suggestions below) with the ability to monitor, coordinate, subvent and evaluate all Jewish Agency and WZO programs for Jewish education including the Pincus Fund and Joint Program.

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B. The Commission will initiate areas of research (see suggestions below), working toward a practical synthesis that will be continued with the establishment of the Joint Authority. The purpose of this research will be to provide an agreed upon structure and operation for the Joint Authority.

C. The Commission is an ad-hoc structure. With the establishment of the Joint Authority in June, 1988 or (in later than October, 1988, it will cease to exist.

D. Simultaneously, with the establishment of the Joint Authority, the Jewish Education Committee of the Board of Governors will cease to exist.

A. A Framework for the Establishment of a Successful Framework

A. Composition and Chairmanship

1. The principle of fifty (50) percent representation of the WZO and fifty (50) percent representation of the UIA and Kerem Hayesod bodies will be utilized in formulating and maintaining the membership of the Joint Authority, which will number not less than eight (8) and not more than twenty-four (24).
2. The chairmanship and vice-chairmanship of the Joint Authority will adhere to the 50/50 principle, the Chairman to be a resident of Israel and the Vice-Chairman of the Diaspora.
3. Members of the Joint Authority will include lay leadership, educationalists, and educators. Members may be drawn from outside the Jewish Agency Board of Governors and the WZO Executive.
4. All terms of offices will be four (4) years. Founding memberships, however, will be designed on a staggered basis, so as an entire change need not take place every four years. Members, chairman, and vice-chairman will serve a maximum of two (2) full consecutive terms in their respective positions. This may be exceeded by not more than one (1) full term only in the case of a member being selected to serve as either chairman or vice-chairman.

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V Potential Areas of Research

A. ~~financial~~ ~~services~~, evaluating what is currently being expended and how, throughout the Jewish Agency and WZO, in

1. Israel Experience Programs, Seminars and Teacher Training Institutes: defining involvement in areas of formal and informal education

suggested researcher: Annette Hochstetler, Nativ Policy Consultants.

2. Publications and Curriculum Development: activity in research, writing, publication and distribution

suggested researcher:

3. Teachers and Shlichim: recruitment, training, transportation, upkeep and salaries

suggested researcher:

4. Centralized or General Administration

suggested researcher:

B. National Structures in Jewish Education

Defining by country or geographic area the different national or regional structures and programs, ultimately determining how the Joint Authority can most effectively and efficiently interface with each.

suggested researcher: Dr. Daniel Elazar, Jerusalem Center.

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הסוכנות היהודית לארץ-ישראל
THE JEWISH AGENCY FOR ISRAEL

Howard M. Weisband
Director of Educational Affairs

לשכת מ. וויסבנדר
ירושלים

April 14, 1988
27 Nisan 5748

TO: Headquarters of the Commission on Jewish Education
FROM: Howard Weisband
RE: Upcoming Discussions

The first opportunity for an initial meeting of the Commission on Jewish Education as a whole will not occur until the time of the Assembly in June. In order to provide preliminary thinking for such a meeting, and since Simcha Dinitz and Mendel Kaplan will be together in both Israel and the United States this month and next, we are convening separate discussions of the Israeli and American members of the Commission. The results of these discussions, will be available for the Commission's consideration.

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Jerusalem arrangements are being coordinated through the Secretary General's Office. New York arrangements including notification of exact room location are being handled through the USA and Israel Consular Office.

Attached is a draft of a working paper provided for your consideration and to act as a basis for these discussions.

Best regards.

cc: Irving Kessler

DRAFT WORKING PAPER - DRAFT

THE JEWISH AGENCY FOR ISRAEL

Maying toward a Joint Authority for Jewish Education

- I. February, 1968, Board of Governors Resolution Mandating a Commission on Jewish Education

RESOLUTION OF THE BOARD OF GOVERNORS

THE CHAIRMAN OF THE EXECUTIVE AND THE CHAIRMAN OF THE BOARD OF GOVERNORS WILL CO-CHAIR A COMMISSION THAT WILL RECOMMEND TO THE BOARD OF GOVERNORS AND THE WZO EXECUTIVE THE COORDINATION, SUBVENTION AND EVALUATION OF ALL PROGRAMS FOR JEWISH EDUCATION OR FUNDED BY THE JEWISH AGENCY, THE WZO, THE KINGS FUND, OR THE JOINT PROGRAM.

COMMISSION MEMBERS WILL BE APPOINTED BY THE CHAIRMAN OF THE BOARD AND THE CHAIRMAN OF THE EXECUTIVE.

THE COMMISSION WILL PRESENT AN INTERIM REPORT IN JUNE, 1968 TO THE BOARD OF GOVERNORS. AND A FINAL REPORT IN OCTOBER, 1968.

APPROVED BY THE BOARD OF GOVERNORS

FEBRUARY 18, 1968
28 SHVAT 5748

II Commission Appointments

- Olmea Dilmitz, Co-Chairman
- Mandel Kaplan, Co-Chairman
- Avraham Avraham
- Max Fisher
- Norman Lipoff
- Morton Mandel
- Yitzhak Mayer
- Hank Skirball

III Commission Terms of Reference

- A. The Commission will recommend to the Board of Governors and the WZO Executive the structure and operation of a

Joint Authority for Jewish Education (see suggestions below) with the ability to monitor, coordinate, subvent and evaluate all Jewish Agency and WZO programs for Jewish education including the Pincus Fund and Joint Program.

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- B. The Commission will initiate areas of research (see suggestions below), working toward a practical synthesis that will be continued with the establishment of the Joint Authority. The purpose of this research will be to provide an agreed upon structure and operation for the Joint Authority.
- C. The Commission is an ad-hoc structure. With the establishment of the Joint Authority in June, 1988 or (if later than October, 1988, it will cease to exist.
- D. Simultaneously, with the establishment of the Joint Authority, the Jewish Education Committee of the Board of Governors will cease to exist.

11 A Joint Authority: The Jewish Education A Guideline Framework

A. ORGANIZATION AND RESPONSIBILITY

1. The principle of fifty (50) percent representation of the WZO and fifty (50) percent representation of the UIA and Kerem Hayesod bodies will be utilized in formulating and maintaining the membership of the Joint Authority, which will number not less than eight (8) and not more than twenty-four (24).
2. The chairmanship and vice-chairmanship of the Joint Authority will adhere to the 50/50 principle, the Chairman to be a resident of Israel and the Vice-Chairman of the Diaspora.
3. Members of the Joint Authority will include lay leadership, educationalists, and educators. Members may be drawn from outside the Jewish Agency Board of Governors and the WZO Executive.
4. All terms of office will be four (4) years. Founding memberships, however, will be designed on a staggered basis, so as an entire change need not take place every four years. Members, chairman, and vice-chairman will serve a maximum or two full consecutive terms in their respective positions. This may be exceeded by not more than one (1) full term only in the case of a member being selected to serve as either chairman or vice-chairman.

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5. Members, chairman and vice chairman of the Joint Authority will be approved by the Board of Governors of the Jewish Agency and the WZO Executive upon the recommendation of the Chairman of the Board of Governors and the Chairman of the Executive.

B. Budget

The budget of the Joint Authority will include all Jewish education programs sponsored by the Jewish Agency and the WZO, and the various funds controlled by them, and all externally funded programs, projects or research in the field of Jewish education. Such budget will be reviewed and recommended by the Joint Authority, and determined through the regular budgeting procedures of the Jewish Agency, and the WZO.

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C. Program

The Joint Authority will have full responsibility to determine program policies and priorities for its budget and any other involvements in the field of Jewish education. Implementation of programs under the Joint Authority will take place through operating divisions.

D. Structure

The Joint Authority will govern and budget all current departmental operations and other activities of the Jewish Agency and WZO in the field of Jewish education. A realignment of these operations into a streamlined, coordinated structure of divisions will be undertaken as the next step of business in the Joint Authority.

E. Staff

The Joint Authority will employ a limited number of staff of the highest professional caliber in order to direct its operations. They will be selected on a merit basis, considering qualifications in Jewish education, administrative abilities, personal characteristics, and knowledge and experience in the Jewish world. Staff will be selected by the Chairman and Vice Chairman of the Joint Authority through procedures established by them, guided by the operating procedures of the Jewish Agency and WZO and with a search committee system similar to that functioning within the Jewish Agency in the hiring of Director General.

[Handwritten notes and signatures on the left margin]

[Handwritten notes and signatures on the left margin]

V Potential Areas of Research

A. Financing *Ma'asi, Kivunim* what is currently being expended and how, throughout the Jewish Agency and WZO, in

1. Israeli Experience Programs, Seminars and Teacher Training Institutes: defining involvement in areas of formal and informal education

suggested researcher: Annette Hochstein, Nativ Policy Consultants,

2. Publications and Curriculum Development: activity in research, writing, publication and distribution

suggested researcher:

3. Teachers and Shlichim: recruitment, training, transportation, upkeep and salaries

suggested researcher:

4. Centralized or General Administration

suggested researchers:

B. National Structures in Jewish Education

Defining by country or geographic area the different national or regional structures and programs ultimately determining how the Joint Authority can most effectively and efficiently interface with each.

suggested researcher: Dr. Daniel Elazar, Jerusalem Center.

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BOARD OF GOVERNORS' MEETING

FEBRUARY 16, 1988

REPORT OF THE JEWISH EDUCATION COMMITTEE

1. THE COMMITTEE'S AGENDA:

- THE PROCESS
- PRIORITIES FOR JEWISH CONTINUITY
- LAY INVOLVEMENT
- METHOD [T1]

[YOU MAY WANT TO MENTION THE ROLES OF JOFFE, LOUP, HIRSCH and E. L. RITZ .]

2. THE ISRAEL EXPERIENCE PROJECT

WE ARE COMPLETING A FIRST YEAR OF EXPERIMENTAL PROJECTS

6 PILOT PROGRAMS ARE BEING IMPLEMENTED:

1. YOUTH AND HECHALUTZ - SIX WEEK SUMMER PROGRAM FOR UNAFFILIATED YOUTH
2. AM SEGULAH - TORAH EDUCATION DEPT. PROGRAM FOR DAY SCHOOL CLASSES
3. HIGH SCHOOL IN ISRAEL - EIGHT WEEK INTENSIVE STUDY PROGRAM FOR PUBLIC SCHOOL STUDENTS
4. KIBBUTZ INSTITUTES - THE REVAMPED KIBBUTZ ULPAN WITH SPECIALIZED AREAS OF STUDY
5. "FOOTNOTES" - PUBLICATIONS FOR PARTICIPANTS IN SUMMER PROGRAMS AND THEIR PARENTS
6. MARKETING PROJECT - A PROFESSIONAL CAMPAIGN TO IMPROVE THE MARKETING OF ISRAEL PROGRAMS THROUGH A LEADING N.Y. FIRM

THESE EXPERIMENTS DEMONSTRATING THE IMPACT OF QUALITY PROGRAMS.
THEY ARE DOING THIS WITH TWO WZO DEPARTMENTS OUTSIDE. A THIRD
PROGRAM IS DONE JOINTLY WITH THE KIBBUTZIM AND ANOTHER WITH AN
OUTSTANDING INDEPENDENT PROGRAM.

WE ARE ALSO LEARNING HOW TO RECRUIT BETTER. WE KNOW WE CAN
BRING MANY MORE YOUNG PEOPLE.

PROVIDED THIS BOARD ALLOCATES THE NECESSARY FUNDS, OUR NEXT STEPS
WILL INCLUDES THE REPLICATION AND EXPANSION OF EXPERIMENTAL
PROGRAMS. THIS YEAR ALREADY WE WANT TO BRING 600 YOUNGSTERS TO
THE YOUTH AND HECHALUTZ EXPERIMENTAL SUMMER PROGRAMS.

LAST YEAR THERE WERE 200.

WE WANT TO RUN 10 KIBBUTZ INSTITUTES ((ULPAN) IN 6 LOCATIONS --
WHERE, IN ADDITION TO THE HEBREW LANGUAGE BEING TAUGHT, EACH
INSTITUTE WILL SPECIALIZE IN A DIFFERENT SUBJECT: CONTEMPORARY
ISRAEL; JEWISH STUDIES; THE ARTS; ADVANCED HEBREW. ALL THE
KIBBUTZ FEDERATIONS PARTICIPATE.

20,000 YOUNG PEOPLE VISIT KIBBUTZIM EACH YEAR. WE ARE DEVELOPING
A PROGRAM WITH THE KIBBUTZIM TO PLAN SYSTEMATICALLY FOR
INCREASING THIS NUMBER, AND FULLY USING THE GREAT EDUCATIONAL
POTENTIAL OF THE KIBBUTZ.

3. SENIOR PERSONNEL

OUR COMMITTEE HAS DECIDED TO TAKE ON THE CHALLENGE OF DEALING WITH PERSONNEL FOR JEWISH EDUCATION..

* THE PROBLEM AND THE CHALLENGE : FILLING THE NEED FOR QUALIFIED EDUCATORS [T2]

* WHAT WE DID : TRAINING [T3]
COMMUNITY PROJECTS
RESEARCH

* FIRST ACHIEVEMENTS:: IF THIS BOARD WILL PROVIDE THE FUNDING. WE CAN - IN THE FIRST YEAR OF PILOT PROJECTS, RAISE THE NUMBER OF SENIOR PEOPLE BEING TRAINED BY ABOUT 50%. WE WERE CHALLENGED TO FIND OUT IF IT WAS POSSIBLE TO RECRUIT TALENTED YOUNG PEOPLE FOR TRAINING AS SENIOR EDUCATORS.. WE DO HAVE REAL BREAKTHROUGH HERE.. OUR RECRUITMENT EFFORTS HAVE EXCEEDED EVERYONE'S EXPECTATIONS.. BOTH THE COMMUNITY PROJECTS AND THE EXISTING TRAINING PROGRAMS HAVE HAD MANY TIMES THE APPLICANTS THAT WERE ANTICIPATED.. THERE ARE ONLY 100 PEOPLE GRADUATING FROM PROGRAMS PER YEAR.. IF THERE IS FUNDING NEXT YEAR THERE WILL BE 146. ((WE HAVE ADDED:: 28 IN COMMUNITY PROJECTS, AND 18 ADDITIONAL PARTICIPANTS IN TRAINING PROGRAMS IN ISRAEL)).

WE BELIEVE THAT WE ARE DEMONSTRATING THAT THERE ARE BOTH THE PEOPLE AND THE INSTITUTIONS TO MEET THE SHORTAGE.

* WE MUST REACH THE GOAL OF 4000 GRADUATES PER YEAR.

IN ORDER TO DO THIS WE WANT TO :

* CONTINUE EXPANDING TRAINING PROGRAMS IN ISRAEL -- UNTIL THEY HAVE 200 GRADUATES PER YEAR.)

* HELP LOCAL COMMUNITIES TO DEVELOP TRAINING PROGRAMS ABROAD

* BEGIN PHASE III OF THE COMMUNITY PROJECTS -- 0% GRADUATES PER YEAR..

4. NEXT STEPS:

IN ORDER TO CONTINUE THE DEVELOPMENT THRUST, THIS BOARD MUST JESUJOE TO:

*SYSTEMATICALLY EXPAND THE NUMBER OF PARTICIPANTS IN PROGRAMS IN ISRAEL -- TO DOUBLE THE NUMBERS IN FIVE YEARS -- THIS CAN BE DONE..

*ENCOURAGE QUALITY PROGRAMS

*ENDORSE A SYSTEMATIC APPROACH TO DEALING WITH ACCOMODATIONS THROUGH PLANNING AND SOUND FINANCIAL POLICIES.

** THE BOARD SHOULD GIVE THE JEWISH EDUCATION COMMITTEE A MANDATE TO DEVELOP VARIOUS TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL IN ISRAEL AND TO WORK WITH LOCAL COMMUNITIES TO HELP THEM ACHIEVE THEIR TRAINING GOALS..

**** COMMUNITY PROJECTS SUCH AS THOSE IN MEXICO, FRANCE AND ENGLAND SHOULD RECEIVE MULTI-YEAR FUNDING.**

**** EXISTING TRAINING PROGRAMS IN ISRAEL MUST BE STRENGTHENED AND EXPANDED**

**** NEW TRAINING PROGRAMS MUST BE DEVELOPED.**

BY ENDORISING THESE STEPS WE WILL MAKE THE CASE AND THE ANNOUNCEMENT FOR :

- A SYSTEMATIC ATTACK ON THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION**
- INCREASE THE INVOLVEMENT OF COMMUNITY LEADERS IN THE DEVELOPMENT OF EFFECTIVE RESOURCES FOR JEWISH EDUCATION**
- DEMONSTRATE THE IMPACT OF QUALITY EDUCATIONAL PROGRAMS**

אנט הוכשטיין
ANNETTE HOCHSTEIN

January 18, 1983

Mr. Morton L. Mandell, Chairman
The Jewish Education Committee
Cleveland, OH 44103

Dear Mort,

I know that Seymour has been keeping you up to date on issues of principle and policy regarding the Israel Experience and Personnel projects, but he thought that I should fill you in on some of the details. I believe that the attached reports that I sent, respectively to Bob Loup and Isaac Joffe, will provide a picture of where we stand.

I do look forward to our meetings in New York and Cleveland.

Best Regards,


ANNETTE

FACSIMILE LETTER

January 30, 1988

Mr. Isaac Joffe
Chairman, Sub-Committee on Personnel
The Jewish Education Committee

Dear Isaac:

Happy New Year!! I am writing this report to you today as a way of starting the year right and taking the opportunity to wish you a fruitful, healthy, peaceful and creative year. Infected as I am by the optimism and the changing winds blowing re-Jewish Education, I hope and believe that we may participate in good developments this year.

Thank you for your fax of December 1. I would like to respond to some of your comments, report on developments since, and raise some issues, making this Status Report #2. I would also like to set an agenda for a telephone conversation - whenever convenient for you.

STATUS REPORT #2

Community Projects

A. You will be able to report in February that 3 projects are actually getting off the ground (France, England and Mexico); that many strides have been made towards conceptual frameworks for these kinds of projects (e.g. what should be taught, how, where and by whom); that recruitment for all three will be completed; that detailed planning for each project is well advanced; and, with some luck and hard work, that we have detailed budgets. All three are starting this year as part-time and will enter their intensive second year starting in September.

1. England

The project is progressing apace, with all parties happily involved and cooperating. The steering committee is doing serious and regular work to plan and implement the program. More than 60 people have inquired about the program. The Departments, the JEDT, United Synagogue and the staff have clearly taken

responsibility for the project - a development we had hoped for. The lay leadership is interested and involved, and distrust seems to have disappeared together with skepticism.

Alan has taken an active part in the planning and interviewing process. He was in London a couple of weeks ago for the first rounds of interviews which yielded a few good candidates out of 20 interviewees - and hopes to be there again for the second round later this month - when he'll combine a private trip to Europe with business for us. At that point, we will know how many suitable candidates there are, the training program will be outlined and we'll be able to prepare the detailed budget.

2. France

Walter returned from Paris on Friday from the first intensive two-week training session and he reports as follows: the training session was good and helped create a sense of group and joint endeavour. All participants are studying Hebrew (the courses are organized by the representative of the WZO's General Education Department.) All participants are expected to reach level 3 by the the summer - which is the level required for studying at the Hebrew University. Every participant has planned with Walter an individual project. The weekly Judaica course 3.5 also progressing satisfactorily.

An additional intensive study period is scheduled for February and another one for July. The second year will include an internship and 6 months of study in Israel.

One person dropped out of the program - leaving eight participants.

Now to the problems! I alerted you in a previous report to my concern that we were not conveying to, or agreeing with, the administrators that our stakes in this project are to demonstrate how to raise the level of senior personnel, in addition to solving a local shortage problem and creating local training capabilities. Despite the fact that the program is off the ground, I have the uncomfortable feeling that we are either not being heard, or that we are being taken. In other words there is no real sense of joint endeavor.

The first problem resides with the fact that the administrator in charge is not acceptable to us because he does not have the required qualifications. This was responded to by the nomination of an administrator who is better - but whom we would not have chosen. She did not see it her duty to be present during the December study period, and in fact it is the former (not qualified) person who is dealing with the program.

The true test will come next year. The participants are supposed to leave their posts for the year and to spend half the year in Israel. We foresee difficulties in implementing this and will

have to set guidelines on how to act." Given the absence of a locally based educator of stature to give leadership to the project? I am considering asking Ami Bougamim of my staff to work with Walter - whose time is limited - and to spend a couple of weeks in France with the participants, the teachers, the schools? and the administrators to evaluate the continuation of the project? the study period in Israel - and to look into the possibility of a second phase." When he comes back we will know more."

3. Mexico

The project coordinator in Mexico - Rachel Kleinberg - spent the past two weeks in Jerusalem. Though she came for the Jerusalem Fellows Collegium, a good part of her time here was spent on the detailed planning of the program - with Shmuel Bemallal of my staff. She will leave on Monday with a good and well thought through program in hand. She has almost completed a survey of day-school personnel - potential candidates - and reports that there is a lot of expectation. She expects that there will be no great difficulties in recruiting suitable candidates. The program, as you know, will largely take place at the Iberian-Americana University.

Interviews are planned for late January or early February. The program is scheduled to start in April. We postponed Shmuel's trip so that he will be able to participate in the interviews and help define the training profile of the participants.

In all the community projects the budget is being held up until we know how many participants there are, and whether they will avail themselves of one of the existing and funded programs in Jerusalem or not. However there is an interim problem, as money is needed to work until we have that knowledge. As you recall you had authorized \$10,000 as an advance for England. I would like to ask you to authorize an advance of \$20,000 for Mexico, to pay for Rachel's salary and for administrative expenses (e.g.: presently she works from home and incurs phone and other expenses; I decided that it was worth keeping her here a few extra days to plan - at the cost of a penalty for changing her ticket and her expenses here, etc..). We will not need to repeat this process for France, as we are putting the last touches on the detailed budget there. I would like to raise this question on the phone when we talk.

4. South Africa

Sally and Ian were here. Ian told me of the work that he and Sally F. are doing. We agreed - as you had - that it is not clear that the Senior Personnel project would answer real needs of the community. Ian also came up with an idea that I would like to ask you about on the phone.

II. Other Projects

I appreciate your concern about the details of both the Senior Educators and Jerusalem Fellows budgets. We will invite Zeev and Alan to the next meeting of the budget and monitoring sub-committee so that they can answer all of your specific questions and so that outstanding issues can be adequately discussed. In the meantime, I did act on the green light you gave us and the projects are moving ahead.

The recruitment and implementation story of the training programs continues to be a wonderful confirmation of the hypothesis that given good marketing, a serious program and decent conditions, young people are willing to commit themselves to the field. Inquiries for Senior Educators have gone beyond 165. The number of suitable candidates interviewed leaves little doubt that the target will be reached. In addition people who cannot be accepted for this year will be invited to wait and return in 1989.

III. Next Steps

We are moving forward with our mandate to develop recommendations based on the findings of the two research projects. Susan Wall, one of the authors of the Focus-Group study, and Dr. Ukeles who did the report on Jewish Studies Majors, were in Jerusalem these past weeks and we arranged a consultation with each. Several Jerusalem Fellows (here for their Colloquium) as well as Don Scher (JWB) and David Resnick (JESNA) additional educators and members of my staff discussed possible policy recommendations. I will attempt to hold similar consultations at the end of the month in New York.

This leads me to the preparations for February. I know of your plans to arrive on February 14th and look forward to work with you that morning (I would be pleased to fetch you at the airport if convenient). I also made a note of the fact that additional work meetings should be postponed to the days following the Board sessions.

The following materials could be ready for February :

1. Progress Report -- elaborating on the above report to you, with support documents from the community projects (plans, ads, participants, programs, etc...), recommendations concerning the research projects, and reports on the two training programs.

2. Budgetary monitoring ((prepared by Megama))

3. Budgets for next year -- Senior Educators, Jerusalem Fellows, Community Projects. Additional projects if decided upon.

Questions and Issues

1.- On the wider of issue of expanding training capacity: Are we ready at this time to expand? What would you like to do with the Bar Ilan proposal? What of the idea to help develop Israeli components of American-based programs?

2.- I am not too sure at this point of where we are going next.. Are we satisfied to work hard at developing the community projects -- and the programs in Israel -- or do we want more?

Well, this is it for the new year.. I will call your office to chose a convenient time for calling..

Best wishes to Selma.

Warm regards

UWjJK



Mr Robert Loup
Chairman,, The Israel Experience Sub-Committee
The Jewish Education Committee
The Jewish Agency

January 18,, 1987

Dear Bob,,

It is reporting time again. As I prepare for our meeting in New York and for the February meetings here,, I would like to review our progress and to raise some questions for your consideration.

I have written this report as if it were for the Committee. When I address you alone I have put things in ([square brackets]).

At the February meetings you will be able to report the following:

A. Six experimental programs are being implemented

1. Youth And Hechalutz -- Phase II
2. Am Segulah
3. Kibbutz Institute for Jewish Experience
4. High School in Israel
5. Marketing Israel Programs
6. "Footnotes" - publications for summer program participants.

A one page "road-map" of the experimental phase will be attached to the report and will offer a graphic representation of progress and plans.

B. Three reports are being prepared:

1. A general report on places of accommodation, with a survey of youth-oriented facilities, in Jerusalem and the vicinity. (Completed)
2. A feasibility study for the vacation villages.
3. A preliminary study of "Tappuz," a program for South American participants.

C. New Developments

"Oren" -- A comprehensive development plan for the use of Kibbutzim as resources for Jewish Education.

D. Monitoring and Evaluation

A. Six experimental programs are being implemented

1. Youth And Hechalutz -- Phase II

Following the pilot program of 1987, in which 200 less-affiliated high-school youngsters from the United States participated in a six-week, experimental summer program, the Jewish Education Committee recommended at its meeting of October 1987 undertaking an expanded second pilot program for summer 1988.

You will recall that the experimental model introduced new conceptions of staff planning, program content, preparation of participants, recruitment and publications for the participants.

Preliminary evaluation findings leave little doubt as to the benefit of the experimental model. There are also lessons to be learned.

Some 600 youngsters are expected to participate in the 1988 pilot program. The U.S. coordinator, who is in charge of recruitment, registration and orientation, was hired for a second year. In Jerusalem, the Youth and Hechalutz Department has appointed a manager to be in charge of financial and technical arrangements in order to insure that the logistical framework serves the educational goals of the program. An educational director, responsible for educational policy and content, as well as for hiring of staff, was also appointed. This will provide the professional leadership needed to ensure a quality educational program. Educators who served as group-leaders last summer were hired (part time) to train the new group leaders and provide them with assistance and guidance during the actual run of the program.

A joint planning committee of the Youth and Hechalutz Department and "Nativ" meets regularly to plan and guide the experiment.

[Bob, work and progress have been slower and more difficult than hoped because of the general uncertainties in the youth and Hechalutz Department. The absence of both a political head and an administrative head has left the staff quite insecure, and at time competing amongst themselves for authority. The absence of someone with authority has made decision-making erratic. Also, the fact that we did not fully solve the funding question and only recently assured interim funding -- rather than full-funding -- has left the staff even more insecure and has affected my leverage on them. I imagine that all of this will be over in February, but wanted to share it with you. It may ultimately affect the program -- though we will do our very best to prevent this.]

2. Am Segulah

You may recall that Am Segulah is a Torah Education Department program for day-school classes. Students come to Israel for

approximately two months of study and touring. The pilot project was aimed at upgrading the program and, subsequently, at increasing participation.

The pilot project began formally in September. The first group of 67 students from Australia arrived at the end of October and left on January 10. The program, which included formal Jewish studies, history, the Hebrew language and field trips, was assessed as very successful by the staff, the accompanying teachers from Australia and the participants. However, at the time of the writing of this report the staff is still discussing and summarizing the lessons learned from the experiment so they can be utilized for future groups. In fact, the cancellation of a group that was due to arrive in February has provided the staff with a time-lag that will be used for planning. Personnel from the Torah Education Department and consultants from "Nativ" are working with the Am Segula staff to design a model program for visiting day-school classes. This planning effort represents a comprehensive attempt at planning formal high-school visits to Israel for the affiliated.

The planning will include:

- a. Description of the educational rationale for a formal day-school program in Israel.
- b. Detailed two-month program with its schedule and itinerary.
- c. Detailed preparation of all the activities, including curricular materials for the teachers and for the students (for the various activities), and preparation of alternative programs and activities.

Pilot implementation of selected elements will be tested on groups visiting during the planning period.

Consultations will be held throughout the planning period (approximately two and a half months) with educators, administrators and directors of other high school programs.

The product -- a model program for day-school visits to Israel -- will be presented to the Committee in the future.

3. Kibbutz Institutes

The Kibbutz Institute for Jewish Experience is a project geared at up-grading the Kibbutz ulpan, making it once more into a quality Israel Experience program for 18 to 35 year olds. The program has been fully re-designed and four pilot Institutes are being created. They combine Hebrew language studies and specialized studies (such as the arts; Jewish identity; advanced Hebrew) with work on the kibbutz. Each Institute lasts three and a half months.

A pre-institute phase, which involved almost 100 participants, ran from September 2, 1987 until December 31, and allowed for

At the same time,, it appears that growth during the initial year will lag behind the 30% target.. Gearing up for growth took more time and effort than anticipated,, and growth picked up only with the third group of the year.. It looks now as if the program will increase by 10-12% in the first year and will have to work to ensure that in the second year the challenge of the 30% target will be met..

5. Marketing Israel Programs

Under the leadership of Bob Loup,, Chairman of the Israel Experience Sub-Committee,, a challenging second phase of the marketing project is being conducted by the New York based firm of Ruder,, Finn and Rotman .. The key elements of the program,, which is aimed at assisting and improving recruitment efforts in the USA for the years 1988 and 1989,, include::

- reaching out to the media ((press kits;; human interest stories, etc...))
- offering consulting services to purveyors of programs
- preparation of a video for marketing programs
- an experimental telemarketing program
- preparation of a directory of programs
- preparation of a marketing manual for community workers,, rabbis, shlichim
- setting up a marketing advisory group

We will receive a detailed report from Bob Loup at our February meeting..

6. "Footnotes"

Footnotes is the program of publications designed to accompany the Youth and Hechalutz pilot project.. At its October meeting, the Committee recommended funding a second year of the program and extending it to all US participants in 1988 summer programs.. The publications,, which include newsletters to the participants, and to their parents as well as a travel diary,, are offered free to the participants in the expanded Youth and Hechalutz pilot program. A marketing effort is underway,, with the help of AZYF and Youth and Hechalutz staff,, to sell the newsletters and diary package to all other groups. The idea is to move the project from its current experimental phase to an economically self-sustaining phase a year from now.

* * * * *

[[Bob, you will certainly note the absence of a progress report on the pilot vacation village for this summer.. We believe that it is too risky to begin recruiting for it now and that our chances to succeed in tapping the market between January and June are limited. Also,, Ramat Rachel is no longer available for this

year. Therefore we would like to suggest that you consider undertaking the two-months pilot program at Ramat Rachel next summer. If you approve of this we would prepare a new budget for February that would allow us to reserve Ramat-Rachel now and to begin planning a recruitment campaign for next year..]

B. Three reports are being prepared:

1. A general report on places of accommodations, with a survey of youth-oriented facilities in Jerusalem and the vicinity.

The report - a summary of which is available - concludes that accommodation should not be a major problem when considering increasing participation in programs. Indeed, Jerusalem (and to a lesser extent Eilat) is undoubtedly a bottle-neck for accommodations in the high-season, when most youth groups are here. However, the numbers involved are relatively small when compared to the total tourism in the country at that time. Various possibilities should be considered to make groups more able to compete in the crowded market for cheap summertime accommodations in Jerusalem. One way would be to make institutional changes that would allow early planning and early reservation of accommodations. Elsewhere in the country there are no significant problems for short-term visitors. On the other hand, if an increase in participation in long-term programs is considered, new sites will be required. It may be that a way will be found of effectively utilizing the boarding schools which belong to the Ministry of Education and to the Youth Aliya Department. These possibilities should be studied further.

2. A feasibility study for the vacation villages

The first step in the feasibility study has been completed and submitted according to schedule. This step consists of defining all the parameters of the village (number of occupants, size, uses, services, etc.)

3. A preliminary study of "Tappuz" for South American participants

"Tappuz" is the most popular program for youth from South America. Its potential, both in terms of quality (impact) and numbers has not been fully exploited. At its October meeting, the Jewish Education Committee recommended to undertake a limited study of this important program - which is run by the Youth and Hechalutz Department of the WZO.

Some 800 "Tappuz" participants - mostly from Argentina - are currently in the country. The purpose of the study is to gather data on three aspects of the program :

a. manpower (counsellors)

- b. educational planning
- c. educational administration and logistics

Serious shortcomings have been identified in each of these areas. As a result of the study and of discussions with the program's leadership we would like to recommend a pilot program for 200-250 participants in "Tappuz 1989". Based on the findings of the study a detailed manpower ((counsellors)) training and a planning program will be designed,, that could be put into effect as early as April 1988.

C. New Developments

Oren -- A comprehensive development plan for the use of Kibbutzim as resources for Jewish Education

The Kibbutz Movement,, which hosts more than 20,000 Israel Experience visitors a year in various frameworks, has not yet explored the potential contribution that it could make to the world of Jewish education. Recently,, the Kibbutzim decided to respond to the challenge of the Jewish Education Committee, and to plan for a significant development of the Kibbutz's role in the Israel Experience. At a meeting with the Secretaries of the United Kibbutz Movement,, it was agreed to establish a professional planning team that would build the knowledge-base and prepare recommendations for development.. We hope that this planning period will lead towards a significant role of the Kibbutzim in Jewish Educational programs.

D. Monitoring and Evaluation

All the experimental programs of the Israel Experience Project are being monitored and some programs have in-depth evaluations. Financial monitoring of all pilot programs is done regularly by Megama Consultants. Quarterly reports of payments and expenditures are prepared by them. These activities are being guided by the Sub-Committee on Budget and Monitoring of the Jewish Education Committee.

1. Youth and Mechalutz

A thorough evaluation of the experiment was conducted through questionnaires,, interviews,, site visits and written accounts by staff members. A summary report of the findings until this point has been prepared, but a third questionnaire will be sent to the participants during the month of February to begin measuring the longer-term impact of the program. A final report will follow.

2. Kibbutz Institutes

An evaluation of the Kibbutz Institute for Jewish Experience is being conducted at Haifa University under the guidance of Dr.

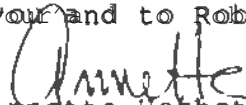
David Mittleberg. Questionnaires were administered to the participants at Kibbutz Hazorea and to two control groups at Kibbutz Mishmar Hasharon and Ramat Hashofet;; interviews with participants and staff were conducted; and observations of different aspects of the program were recorded. A complete report will be available in the near future but many findings were already incorporated in the planning of the project as it evolves.

* * * * *

Bob, I hope this progress report is satisfactory,, however if you think any change should be inserted,, I will do so. I look forward to discussing the whole project with you when we meet in New York on the 26th of February.. The marketing meeting is set for 11 a.m. at the new Finn office ((301 E. 57th Street)) and our plan is to meet again for dinner,, with Prof.Fox,, at 6:30 pm.

Looking forward to our meetings.,

Best Regards to you and to Robin,,


Annette Hochsteim

JEWISH EDUCATION COMMITTEE MEETING

TUESDAY OCTOBER 27, 1987

5:30 PM - 8:30 PM

1. WELCOME MEMBERS OF COMMITTEE AND GUESTS

2. REFER TO MATERIAL IN KIT:

= material - 2 progress reports

THOUGH THEY WILL BE DISCUSSED DURING THE VARIOUS REPORTS YOU MAY WANT TO MENTION THEM. THEY HAVE RECEIVED ALL THE MATERIALS BEFORE THE MEETING EXCEPT FOR RUDER-FINN.

1. RUDER-FINN MARKETING -- FINAL REPORT THAT MARKS THE END OF THE FIRST PHASE OF OUR WORK IN MARKETING AND RECRUITMENT FOR PROGRAMS.

2. DR UKELES UKE SENIOR SENIOR EDUCATOR CAREER OPTION FOR JEWISH STUDIES STUDENTS (IN THIS REPORT WE LEARN THAT STUDENTS IN JUDAIC STUDIES IN NORTH AMERICA ARE INDEED A RESOURCE FOR SENIOR PERSONNEL)

3. PROF COHEN AND SUSAN WALL -- RECRUITING AND RETAINING SENIOR EDUCATORS : A FOCUS-GROUP STUDY IN NORTH AMERICA (IN THIS REPORT WE ARE INTRODUCED TO THE CHALLENGES, THE PROBLEMS, THE OPPORTUNITIES, THE CONCERNS OF THE SENIOR EDUCATOR ON THE JOB.)

WE BEGIN WITH THE DEEP COMMITMENT TO THE POWER OF INFORMATION --
THE RESEARCH PROJECTS

A. THE ISRAEL EXPERIENCE

1. WE WANTED TO KNOW HOW MANY YOUNG PEOPLE COME TO ISRAEL, WHAT
WAS THE IMPACT OF THEIR EXPERIENCE. *לך בראש ~~א~~ OUT*

WE ASKED OURSELVES WHETHER THERE WERE MANY MORE WHO COULD COME
AND WHAT IT WOULD TAKE TO BRING THEM HERE..

IN JUNE 1986 WE RECEIVED CLEAR ANSWERS TO THESE QUESTIONS.

WE THEN ASKED OURSELVES :: HOW COULD THIS INFORMATION BE USED TO
FRAME NEW POLICIES?

WE USED TWO PRINCIPLES :: FEASIBILITY AND IMPACT

WE FORMULATED OUR POLICY IN A WAY THAT SUGGESTED EXPERIMENTS.

אן *you the s! 3 uJ-JI call on*
my EXCITING PROGRESS REPORT THAT WE READ FOR TODAY'S MEETING
TELLS US THE STORY OF THESE EXPERIMENTS..

Rabbi H rsh
RABBI HIRSCH TOGETHER/WITH MENACHEM RAVIVI, HANAN HANIEL, MOSHE
KEREM OF THE KIBBUTZ MOVEMENT AND ANNETTE HOCHSTEIN WILL REPORT
ON WHAT HAS HAPPENED.

COUNTRIES, AND HOW WE HOPE TO ACHIEVE THIS IN ALL OUR COMMUNITY
PROJECTS

I WISH I HAD TIME TO REPORT ON HOW ENCOURAGED I AM BY WHAT IS
HAPPENING IN NORTH AMERICA-

BEFORE I CONCLUDE THOUGH I WOULD LIKE TO SAY A WORD ABOUT THE
CENTRALITY OF OUR ASSIGNMENT — JEWISH CONTINUITY THROUGH JEWISH
EDUCATION OR JEWISH EDUCATION AS THE VEHICLE FOR JEWISH
CONTINUITY..

YOU MAY WANT TO MENTION THE FOUNDATIONS IN NORTH AMERICA..

- 1..WEXNER
- 2..BRONFMAN
- 3..REWSON
- 4..GRUSS

THIS COULD BE AN APPROPRIATE PLACE TO SAY A WORD ABOUT "MIG" AND
"MINNA"..

THE ISRAEL EXPERIENCE PROJECT -- PROGRESS REPORT

1. MENTION BOB LOUP'S LEADERSHIP AND HIS BEING UNABLE TO ATTEND

2. INTRODUCE RABBI HIRSH TO GIVE THE REPORT AND MENTION THE IMPORTANT ROLE HE HAS PLAYED

3. IN RABBI HIRSH'S REPORT HE WILL CALL UPON ANNETTE HOCHSTEIN AND UPON
 - A. MENAHEM RAVIVI -- NOAR VEHECHALUTZ EXPERIMENT
 - B. HANAN HANIEL -- AMSEGUAA
 - C. PROF. MOSHE KEREM -- THE KIBBUTZ MOVEMENT

4. DISCUSSION

5. OUTCOMES:

THE SUB-COMMITTEE ENDORSED ALL OF THE PROPOSALS ON PAGES 6 AND 7 ENCLOSED.

YOU WILL KNOW BY THEN WHAT TO SAY ABOUT FINANCING AND YOU WILL WANT TO INDICATE THAT THE EXACT BUDGETS ARE NOW BEING PREPARED AND WILL BE WORKED ON BY THE BUDGET AND MONITORING COMMITTEE -- MEMBERS : BOB LOUP, DICK HIRSH, ISAAC JOFFE, ESTHER LEAH RITZ, DR ELI TAVIN AND OTHERS TO BE APPOINTED.

SENIOR PERSONNEL -- PROGRESS REPORT

1. MENTION THE WORK OF THE CHAIRMAN OF THE SUB-COMMITTEE MENDEL KAPLAN ((DESPITE HIS BUSY SCHEDULE))

2. THE IMPORTANT CONTRIBUTION OF SAAC JOFFE. CAME TO ISRAEL ESPECIALLY TO ADVANCE THE WORK OF THE SUB-COMMITTEE..

3. CALDON TO REPORT..
ANNETTE WILL SUPPLEMENT THE REPORT AND CALL UPON WALTER ACHERMAN AND ALAN HOFFMAN TO PARTICIPATE..

4. DISCUSSION

5. OUTCOMES:

THE SUB-COMMITTEE UNANIMOUSLY ADOPTED THE SUGGESTIONS OF THE PROGRESS REPORT ON PAGE 8 AND 9 ENCLOSED..

TODAY'S MEETING MARKS THE END OF THREE YEARS OF THE WORK OF OUR COMMITTEE.

THESE HAVE BEEN THREE WONDERFUL YEARS..

AS I THINK BACK ON THESE THREE YEARS I REMEMBER MANY THINGS BUT THERE ARE TWO MATTERS THAT STAND OUT :

1. THE PROCESS THAT HAS GUIDED OUR WORK

2. THE COOPERATION THAT WE HAVE ENJOYED FROM THE DEPARTMENTS OF THE WZO,, JEWISH ORGANIZATIONS WORLD-WIDE:

FRANCE == FSJU,, ALLIANCE

ENGLAND == JEDT,, ZFET, UNITED SYNAGOGUE,, CHIEF RABBI

SOUTH AFRICA -- THE SOUTH AFRICAN BOARD OF JEWISH EDUCATION

NORTH AMERICA -- JDC,, CJF,, JWB,, JESNA,, THE INSTITUTIONS OF

HIGHER JEWISH LEARNING ((HEBREW UNION COLLEGE,, JTSA,,

YESHIVA UNIVERSITY,, BRANDEIS..)

THROUGHOUT THIS MEETING I AM SURE YOU WILL BE AS PLEASED AS I AM TO SEE WHAT THIS MEANS IN OUR TWO MAJOR PROJECTS : THE ISRAEL EXPERIENCE AND SENIOR PERSONNEL..

I SHOULD LIKE TO CONSIDER WITH YOU FOR A MOMENT THE SIGNIFICANCE OF THE PROCESS THAT WE HAVE ADOPTED TO GUIDE THE WORK OF OUR COMMITTEE:

B.THE SENIOR PERSONNEL PROJECT

THE SAME PROCESS WAS FOLLOWED HERE.. WE BEGAN IN MARCH 1986 AND ASKED OURSELVES:

1.HOW MANY SENIOR PERSONNEL ARE WORKING IN THE FIELD OF JEWISH EDUCATION?

we found out

2. HOW MANY ARE NEEDED?

we found out

3. HOW MANY ARE BEING TRAINED AND WHERE?

4.WHAT SHOULD WE STUDY AND HOW MIGHT WE MAKE A CONTRIBUTION?

we found out

IN FEBRUARY 1987 WE RESPONDED TO THE DATA, WE RECOGNISED THE ENORMOUS CHALLENGE AND DECIDED TO:

f

1. INVEST IMMEDIATELY IN IMPROVING AND ENLARGING TRAINING IN ISRAEL.

2. UNDERTAKE COMMUNITY PROJECTS

3. BEGIN A PROCESS OF CONSULTATION WITH THE INSTITUTIONS THAT TRAIN PERSONNEL IN NORTH AMERICA.

Call OV Jaffe Jaffe

MENDEL KAPLAN, ISAAC JORFFE TOGETHER WITH PROF.W. ACKERMAN, ALAN HOFFMAN, ANNETTE HOCHSTEIN AND HER STAFF WILL REPORT TO US ON HOW WE HAVE ALREADY ~~SKILT~~ WALL-TO-WALL COALITIONS IN SEVERAL

MONITORING AND EVALUATION

1. WE INTRODUCED FINANCIAL MONITORING IN EVERY ONE OF OUR PROJECTS FROM THE VERY BEGINNING (AT THE APPROPRIATE MOMENT YOU MAY WANT TO PASS OUT THE ENCLOSED DOCUMENT ON FINANCIAL MONITORING.

2. WE INTRODUCED EVALUATION ON OUR EXPERIMENTS

3. WE COMMISSIONED AN EVALUATION OF THE JERUSALEM FELLOWS AND THE SENIOR EDUCATORS.

4. WE ARE NOW PREPARING A TENDER FOR THE FUNCTION OF MONITORING..

5. THE ENTIRE MONITORING PROCEDURE WILL BE SUPERVISED BY THE BUDGET AND MONITORING COMMITTEE THAT I MENTIONED PREVIOUSLY (MEMBERS :: BOB LOUP, DICK HIRSH, ISAAC JOFFE, ESTHER-LEAH RITZ, DR ELI TAVIN AND OTHERS TO BE APPOINTED)..

JEWISH AGENCY EXPENDITURES FOR JEWISH EDUCATION

1. REMIND THE COMMITTEE THAT IN FEBRUARY WE PRESENTED A REPORT TO THE BUDGET AND FINANCE COMMITTEE WHICH SUGGESTED THAT APPROXIMATELY \$ 2 MILLION SHOULD NOT BE EXPENDED AS PROPOSED.

2. YOU ASKED THE COMMITTEE (BARAK, NAVEH, ZOHAR, FOX) TO PREPARE AN UPDATE OF WHETHER ANY OF THESE FUNDS COULD STILL BE "SAVED"..

3. YOU HAVE BEEN INFORMED THAT THE BUDGET AND FINANCE COMMITTEE CITES SOMEWHERE BETWEEN \$500,000 AND \$700,000 COULD STILL BE SAVED.

4. YOU HAVE ASKED THE COMMITTEE ((BARAK,, NAVEH,, ZOHAR,, FOX)) TO CONTINUE ITS WORK IN PREPARATION OF THE 1988 BUDGET YEAR..

NEW BUSINESS

BOARD OF GOVERNORS

WEDNESDAY OCTOBER 28,, 1987

1. (THEY HAVE RECEIVED THE ENCLOSED PROGRESS REPORTS :

1. ISRAEL EXPERIENCE

2. SENIOR PERSONNEL

2. IT IS THESE THREE YEARS AS TO WHAT WE CAN DO FOR OUR COMMUNITY.

THESE HAVE BEEN THREE EXCITING YEARS..

AS I THINK BACK ON THESE THREE YEARS I REMEMBER MANY THINGS BUT THERE ARE TWO MATTERS THAT STAND OUT :

1. THE PROCESS THAT HAS GUIDED OUR WORK

2. THE COOPERATION THAT WE HAVE ENJOYED FROM THE DEPARTMENTS OF THE WZO AND FROM JEWISH ORGANIZATIONS WORLD-WIDE:

FRANCE -- FSJU, ALLIANCE

ENGLAND -- JEDT, ZFET, UNITED SYNAGOGUE, CHIEF RABBI

SOUTH AFRICA -- THE SOUTH AFRICAN BOARD OF JEWISH EDUCATION

NORTH AMERICA -- JDC, CJF, JWB, JESNA, THE INSTITUTIONS OF HIGHER JEWISH LEARNING (HEBREW UNION COLLEGE, JTSA, YESHIVA UNIVERSITY, BRANDEIS.)

I SHOULD LIKE TO CONSIDER WITH YOU FOR A MOMENT THE SIGNIFICANCE OF THE PROCESS THAT WE HAVE ADOPTED TO GUIDE THE WORK OF OUR COMMITTEE:

WE BEGIN WITH THE DEEP COMMITMENT TO THE POWER OF INFORMATION --

A. THE ISRAEL EXPERIENCE

1. WE COMMISSIONED RESEARCH

2. WE WANTED TO KNOW HOW MANY YOUNG PEOPLE COME TO ISRAEL,, WHAT IS THE IMPACT OF THEIR EXPERIENCE..

THE ANSWERS WE RECEIVED WERE SURPRISING

CONVENTIONAL WISDOM 15,000 -- WE DISCOVERED 41,000

WE FOUND A METHOD TO RANK PROGRAMS,, TO DISTINGUISH BETWEEN WHAT IS GOOD AND WHAT IS LESS GOOD..

WE ASKED OURSELVES WHETHER THERE WERE MANY MORE WHO COULD COME AND WHAT IT WOULD TAKE TO BRING THEM HERE..

OUR MARKET STUDY (("JEWISH TRAVEL TO ISRAEL")) INDICATED THAT THERE WERE THOUSANDS THAT WANTED TO COME IF WE ESTABLISHED THE RIGHT KINDS OF PROGRAMS

WE THEN ASKED OURSELVES : HOW COULD THIS INFORMATION BE USED TO
FRAME NEW POLICIES?

WE USED TWO PRINCIPLES : FEASIBILITY AND IMPACT

WE FORMULATED OUR POLICY IN A WAY THAT SUGGESTED EXPERIMENTS.

TODAY WE CAN REPORT ON WHAT WE HAVE LEARNED FROM THESE
EXPERIMENTS

[[CALL ON RABBI HIRSCH -- MENTION BOB LOUP -- RABBI HIRSCH WILL
REPORT AND INVOLVE ANNETTE AND MENACHEM RAVIVI.]]

B. THE SENIOR PERSONNEL PROJECT

1. THE IMPORTANCE OF SENIOR PERSONNEL

2. THE SAME PROCESS WAS FOLLOWED HERE. WE BEGAN IN MARCH 1986
AND ASKED OURSELVES:

1. HOW MANY SENIOR PERSONNEL ARE WORKING IN THE FIELD OF JEWISH
EDUCATION? WE WERE SURPRISED TO DISCOVER THAT THERE ARE 4000
POSITIONS IN SENIOR PERSONNEL THROUGHOUT THE WORLD (FORMAL AND
INFORMAL -- FROM HEADMASTER TO BUREAU DIRECTOR = COMMUNITY CENTER
DIRECTOR, ETC...)

2. WE DISCOVERED THAT THERE WERE LESS THAN 100 PEOPLE BEING TRAINED ANYWHERE IN THE WORLD EVERY YEAR - WHILE THE NEED CALLS FOR AT LEAST 400 QUALIFIED PEOPLE PER YEAR..

3. WE ASKED OURSELVES WHAT COULD WE DO TO HELP?

IN FEBRUARY 1987 WE RESPONDED TO THE DATA,, WE RECOGNISED THE ENORMOUS CHALLENGE AND DECIDED TO:

1. INVEST IMMEDIATELY IN IMPROVING AND ENLARGING TRAINING OPPORTUNITIES IN ISRAEL..

2. WE ASKED WHETHER WE COULD ENLARGE AND IMPROVE THE TWO EXISTING PROGRAMS

1. SENIOR EDUCATORS

2. JERUSALEM FELLOWS

3. WE BEGAN A PROCESS OF CONSULTATION WITH THE INSTITUTIONS THAT TRAIN PERSONNEL IN NORTH AMERICA..

I AM SORRY TO REPORT THAT THERE IS NO TRAINING FACILITY FOR SENIOR PERSONNEL ANYWHERE ELSE IN THE WORLD..

4. WE UNDERTOOK COMMUNITY PROJECTS TO DEMONSTRATE WHAT COULD BE DONE TO SOLVE PROBLEMS LOCALLY,,

5. MENTION MENDEL KAPLAN AND ISAAC JOFFE

6. CALL ON ISAAC JOFFE AND ASK HIM TO REPORT. HE WILL INVOLVE ANNETTE.

MONITORING AND EVALUATION

1. WE INTRODUCED FINANCIAL MONITORING IN EVERY ONE OF OUR PROJECTS FROM THE VERY BEGINNING.

2. WE INTRODUCED EVALUATION INTO OUR EXPERIMENTS

3. WE COMMISSIONED AN EVALUATION OF THE JERUSALEM FELLOWS AND THE SENIOR EDUCATORS.

4. WE ARE NOW PREPARING A TENDER FOR THE FUNCTION OF MONITORING.

5. THE ENTIRE MONITORING PROCEDURE WILL BE SUPERVISED BY A BUDGET AND MONITORING COMMITTEE ((MEMBERS : BOB LOUP,, DICK HIRSH,, ISAAC JOFFE,, ESTHER-LEAH RITZ,, DR ELI TAVIN AND OTHERS TO BE APPOINTED)) .

JEWISH AGENCY EXPENDITURES FOR JEWISH EDUCATION

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2. YOU ASKED THE COMMITTEE (BARAK, NAVEN, ZOHAR, FOX) TO PREPARE AN UPDATE OF WHETHER ANY OF THESE FUNDS COULD STILL BE "SAVED".

3. YOU HAVE BEEN INFORMED THAT IF THE BUDGET AND FINANCE COMMITTEE DECIDES SOMEWHERE BETWEEN \$500,000 AND \$700,000 COULD STILL BE SAVED.

4. YOU HAVE ASKED THE COMMITTEE ((BARAK,, NAVEN,, ZOHAR,, FOX) TO CONTINUE ITS WORK IN PREPARATION OF THE 1988 BUDGET YEAR.

NEXT STEPS

[YOU WILL HAVE TO DECIDE IF YOU WANT TO DEAL WITH THE FUNDING OF ALL OF THESE NEW PROJECTS AND THE DISCUSSIONS WITH THE BUDGET AND FINANCE COMMITTEE - SEE ENCLOSED..]

BEFORE I CONCLUDE THOUGH I WOULD LIKE TO SAY A WORD ABOUT THE CENTRALITY OF OUR ASSIGNMENT -- JEWISH CONTINUITY THROUGH JEWISH EDUCATION OR JEWISH EDUCATION AS THE VEHICLE FOR JEWISH CONTINUITY..

YOU MAY WANT TO MENTION THE FOUNDATIONS IN NORTH AMERICA..

THIS COULD BE AN APPROPRIATE PLACE TO SAY A WORD ABOUT "MIG" AND "MINA".

FACSIMILE LETTER

TO: Mr. Morton L. Mandel

ATTENTION: _____

FAX NO. : 001-216-391-8327

FROM: Nativ Consultants

NO. OF PAGES (INCL. THIS ONE): 5

DATE: November 24, 1987





אנט הוכשטיין
ANNETTE HOCHSTEIN

November 24 1987

Mr. Morton L. Mandel
Chairman, Jewish Education Committee
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

Attached is a copy of the minutes of our meeting
with the JDC in New York.

I do look forward to all our next steps.

Best regards,

Annette Hochstein

0/14
From: MORTON L. MANDEL, Chairman

Anette
September 1987

Dear Friends,

Our Jewish Agency Jewish Education Committee last met in June 1987, exactly three years since the World Leadership Conference which gave it birth. During those three years, Committee members ^{have} been working toward two interlinked ends:

- * Stimulating general interest in Jewish education worldwide;
- * Designing strategic interventions in Jewish education, in different communities and at different stages of the educational continuum, aimed at impacting throughout the Jewish world.

MESSAGE FROM THE JEWISH WORLD

At our recent Committee ~~our~~ meetings, held alongside the annual Jewish Agency Assembly, we received unmistakable and widespread support from the Jewish world.

The Jewish Education track of the Assembly meeting was so full, it was standing room only for latecomers. The message that everyone there was sharing with our Committee was that they're concerned about the Jewish future, and want to find ways in which they can help mold it.

Jewish education is now firmly established among lay and community leaders as a critical opportunity to make a difference. It's perceived as among the most important ways to contribute to the Jewish world of tomorrow. This was not true as little as 10 years ago.

STRATEGIC INTERVENTIONS

As far as our practical work goes, we're moving rapidly and carefully ahead. We're continuing to make studies and define problems, examine data and analyses -- understand the questions and begin to come up with the answers.

To some extent, we're still learning how we can best function in our role as the Jewish Agency's arm in implementing the Caesarea recommendations on Jewish education.

A key to progress and success is partnership. The Committee itself does not deliver services. We support and work with those who do, and all our current pilot projects are structured in this way.

We now have a dozen such pilots underway at various stages -- six within the framework of The Israel Experience, and the remainder within the context of Senior Personnel in Jewish Education. If successful, we'll be recommending replication of these projects on a wide scale.

The continuation of each of our projects was endorsed by the Jewish Education Committee at our June meetings. I'd like to report to you on their status.

I. The Israel Experience

I. EXPERIMENTAL SUMMER PROGRAM -- YOUTH BROCHALUTZ DEPARTMENT

unaffiliated?)

The goal of this program is to take 300 U.S. high school students through a six-week summer program in Israel, exploring how planning, staffing, preparation of participants and structured follow-up can upgrade the experience.

We've helped set up an experimental unit in the Youth & Hechalutz Department to conduct the program. A coordinator has been hired in the U.S. and seven group leaders selected in Israel. All are undergoing intensive training.

We're also helping prepare targeted pre- and post-program material for participants and their parents, based on a survey of the individuals concerned. Among this material are a travel diary and newsletters for participants and their parents, designed both to give practical information and to set a general tone.

Orientation will be held in the U.S. before youngsters leave for Israel, and the program will be monitored and evaluated throughout its course by three appointed staff members.

2. AM SEGULA -- THE TORAH EDUCATION DEPARTMENT

We're helping prepare a detailed program for this high school experience in Israel, directed toward day-school ^{students} ~~educators~~ and their ~~educators~~ ^{students}. It includes pre-program preparation, and training of educators and counselors.

(up-grading?) Follow-up will be an essential component of the program, as a basis for further development once the youngsters return home. Monitoring and evaluation are being built into every stage.

3. THE KIBBUTZ INSTITUTES FOR JEWISH EXPERIENCE

We've joined the Kibbutz Movement taskforce to help develop Kibbutz Institutes for Jewish Experience, as part of upgrading and adapting kibbutz ulpan to today's needs.

Design of the first of the Institutes is already complete: it will focus on teaching Hebrew. The second, now in preparation, is to explore Jewish Thought.

4. MARKETING ISRAEL PROGRAMS

We commissioned a preliminary marketing study of Israel program to learn whether young Diaspora Jews, their parents and educators are aware of what's available.

Its results show that Israel Experiences are one of the best-kept secrets in the North American Jewish community. Looked at more positively, we have within grasp a dramatic potential for increased involvement -- an incredible opportunity for the Jewish future.

A pilot marketing program is now in planning -- to the delight, I might add, of program purveyors, who are well aware that they can be far more effective. ~~We'll be setting up marketing centers in 1WF (w~~
~~three Jewish centers in North America.~~ ^{What we hope to do, in} ~~by a systematic way, is to~~
offer targeted information and publicity, a directory of Israel programs, a recruitment manual for fieldworkers, ^{and} follow-up, ~~and a link-~~
~~book of 44 pages.~~

5. ALEXANDER MUSS HIGH SCHOOL IN ISRAEL

With Jewish Education Committee approval to expand this high school program in Israel from 800 to 3,000 participants, we've been preparing for the year ahead as the first of a five-year commitment.

We've helped both enlarge the program, and bring in new communities -- California, Missouri, Arizona, Maryland and Massachusetts.

6. VACATION VILLAGES

Feasibility studies are still underway for this large-scale, creative outreach to a wide range of young Jewish adults, who have little connection with Israel. Because of its scale, it ~~will be~~ ^{may take} some time before we develop a vacation village pilot. ~~but we're~~ ~~going through to build the basis.~~ We want to make sure that all the necessary preparations are complete before we decide to act.

11. Senior Personnel For Jewish Education

7. COMMUNITY PROJECTS

Community projects are being launched in four countries -- France, Britain, South Africa and Mexico. The aims are to refine global data; to demonstrate how senior personnel problems can be solved through limited intervention; to meet specific senior personnel needs; and to foster a dynamic of community-based initiative.

While the four pilot projects differ according to each local situation, all begin with the creation of local consensus. A project is then cooperatively designed between the community, our Committee and the WZO. ^{Unfilled} ~~by~~ senior personnel positions are identified and suitable candidates found for training. The community undertakes to employ the candidate once training is complete.

In FRANCE and BRITAIN, the project has reached the stage of selecting candidates. In SOUTH AFRICA, it has just begun with the preliminary survey. In MEXICO, ^{the} ~~training is already underway.~~ ^{program is being planned.}

A SUB-COMMITTEE has been especially constituted, under Isaac Joffe of South Africa, to oversee the community projects, iron out problems, and ensure that recommended programs are practical.

8. TRAINING OF SENIOR PERSONNEL

(a) The JERUSALEM FELLOWS and the SENIOR EDUCATORS tracks -- the two training programs which the Jewish Education Committee recommended for expansion -- are now gearing for enlargement. ^{At present} It will be primarily these two programs which will accommodate increased demand from Jewish communities worldwide as they identify candidates and put them through approved training programs.

The Hebrew University of Jerusalem has established an academic committee to study the Senior Educators Program, and Bar Ilan University is working on a preliminary plan for developing its own Senior Educators track. The board of the Jerusalem Fellows has undertaken a closer involvement with our Jewish Education Committee Subcommittee on Senior Personnel.

(b) We're also working more intensively with Jewish educators and training program heads in the United States, as they increasingly consult with us on ~~ways to us for help in~~ building or expanding training in Israel for their senior personnel students.

In late June, following our Committee meeting, we held a fruitful three-day CONSULTATION with ~~israeli and North American training program~~ the heads of the leading institutions for the training of senior personnel in North America. They joined with representatives of Israel's ~~heads of the leading institutions for the training of senior personnel in North America~~ institutes of higher learning, representatives of the WZO Departments of Education and staff of the Jewish Education Committee to consider norms and standards for ~~personnel~~ candidates for senior personnel. (c) The survey we commissioned of JEWISH STUDIES STUDENTS as a potential universe for expanding the pool of available ~~senior personnel~~ positions ~~examined~~ has been completed.

It found that among the several hundred Jewish Studies doctoral students graduated each year there could be a ~~small~~ corps who, with suitable further training, would become effective senior personnel in Jewish education.

The study recommends a communal effort to support redirection of selected Jewish Studies graduates into Jewish education careers, and details four program models, which ~~the~~ our Sub-Committee is studying with great care.

This, in brief, covers some of our recent thinking on bringing young people to Israel on educational programs, and on solving senior personnel problems. The Jewish Education Committee endorsed the recommendations of its appointed Sub-Committees, and the work continues.

Our Committee meets at least three times a year, and each time both I and our Sub-Committee chairmen are able to report substantial progress across a wide front. Despite this rapid advance, however, we've kept ourselves on track == kept our goals clearly in sight, and, I firmly believe, remained true to the task before us.

Chairing the Jewish Education Committee is one of the toughest assignments I've ever undertaken: but it's also one of the most gratifying.

I look forward to seeing you at our October meetings in Jerusalem, when we anxiously look forward to hearing reports on the summer experiments in the Israel Experience Project and further developments in the area of Senior Personnel.

With all good wishes to you and your families for the New Year.

MORTON L. MANDEL

Chairman

The Jewish Education Committee of the Jewish Agency

AGENDA

MEETING WITH M. L. MANDEL

JUNE 26, 1987

1. THE ISRAEL EXPERIENCE

A. STRATEGIES FOR COMPLETING THE PROJECT,
TRANSFERRING RESPONSIBILITY, AND PHASING OUT.

B. MEETING OF EVALUATION COMMITTEE (SEPTEMBER,
USA).

- AGENDA

- STEERING COMMITTEE FUNCTION

C. MARKETING - PHASE II

D. VACATION TOWNS

E. SOUTHERN HEMISPHERE

F. COMPLETING THE DATA

G. YOUTH & HECHALUTZ -- FUTURE

2. SENIOR PERSONNEL

- STATUS REPORT

- NEXT STEPS

3: MONITORING & EVALUATION

- PRESENT PROJECTS

4. PLAN B

A. GENERAL

B. BUILDING THE PROFESSION

- LEHRHAUS & NETWORKING

- CONSULTATIONS

5: OTHER

10, Yehoshafat St., Jerusalem 93152

Tel: 02-662296 ; 699951 טל' 93152 , ירושלים

Electronic Mail: 05:GLT490

P.O.B 4497, Jerusalem 91044 , ירושלים 4497 , 4497

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B'nai B'rith Hillel Foundations

1640 Rhode Island Avenue, N.W., Washington, D. C. 20036
(202) 857-6560

October 21, 1987

Mr. Mort Mandel
Hotel Pierre - Suite 2311
2 East 61st Street
New York, NY 10021

Dear Mr. Mandel:

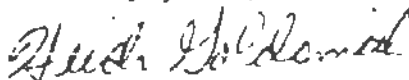
It was indeed a pleasure to meet you yesterday. I also appreciate the time and thought you have already put into the proposals submitted by Ed Shapiro and myself. With your assistance, I am sure that at least a few of the projects we discussed will eventually become a reality.

I am pleased to submit the enclosed proposals, which may be appropriate for funding by the Joint Program for Jewish Education in the Diaspora. You kindly offered to bring these to the Jewish Education Committee for review.

I hope we will have the opportunity to work together in the future. If I may be of any assistance to you, even outside of the specific proposals we discussed, please do not hesitate to call me. My direct phone line is 202-857-6563.

In the meantime, I hope your trip to Israel is productive, and even somewhat enjoyable.

Sincerely yours,



Heidi Goldsmith
Director, National Student Programs

HG:rae
Er:ls.

cc: Ed Shapiro
Rabbi Joel Meyers

FACSIMILE LETTER

TO: Mr. Horton L. Mandel

ATTENTION: _____

FAX NO. :: 001-214-381-8325 St

From: M?Jdj/ C4\ i.ujjaa *ts.

NO. OF PAGES ((INCL. THIS ONE)) : 5

DATE: November 24, 1987



FACSIMILE LETTER

אנט הוכשטיין
ANNETTE HOCHSTEIN

November 24 1987

Mr. Morton L. Mandel
Chairman, Jewish Education Committee
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort,

Attached is a copy of the minutes of our meeting with the JDC in New York.

I do look forward to all our next steps.

Best regards,

Annette
Annette Hochstein