

C-7421 to C-7422 Transcriptions

Wexner Heritage Foundation. Boardroom discussion.

[Snowbird, Utah]. 6 July 1990.

Herbert A. Friedman: Uh...

Richard: The Miami mafia protecting [name].

Herbert A. Friedman: Or her protecting the Miami mafia.

[Laughs].

Audience: They have allies in [inaudible].

Herbert A. Friedman: Arnowizc, here. Ellen?

Ellen: Here.

Herbert A. Friedman: Here. Okay. Sabi is here. Fern Cattleman?

Fern Cattleman: Here.

Herbert A. Friedman: Gotcha Tom Katz?

**Tom Katz**: Here.

**Herbert A. Friedman**: You sound weak, Tommy! What's the matter?  
[Several voices, indistinct]. Jack is here. Joanne? Joanne? Oh,  
this is Joanne M.!

**Joanne M.**: Me!

**Herbert A. Friedman**: Where are you?

**Joanne M.**: Where are you?

**Herbert A. Friedman**: Yeah, there you are! Okay. No, because we,  
because the other Joanne's been here...

**Joanne M.**: Right. M is for married. We were hoping...

**Herbert A. Friedman**: Okay. M is for married, that's a good way  
to do it. Bill Novick, I saw him somewhere. There he is. Hello,  
Bill. Michael Plasker? [1:00]

**Michael Plasker**: Yeah.

**Herbert A. Friedman**: There you are. See, everybody is out of sync.

**Audience**: Yeah, we're out of our normal seats.

**Herbert A. Friedman**: Right. Esther is here. And Gary is not, he's got a permission to transfer. Lisa? Is here. Alan is here. Richard is here. Shelly Sarver? There you are. Scott, is Scott? There's Scott. Alright, now. You lost a seat, Julia. Tell me, ah, now, a lot of people whom I haven't called, I have a note for uh... Robert, Robert Zeiden? Zerden, Robert Zerden. [indistinct chatter in background][2:00] Uh...Larry Pitt? And Renee?

**Audience**: What do the numbers mean?

**Herbert A. Friedman**: How many day, how many times.

**Audience**: We've been here...?

**Herbert A. Friedman**: No, no, no. From the beginning. You signed up for, to be here five times. Somebody else signed up to be here one time. Okay. That's it. Who else is here, who, whom I have not called, or who has not uh, brought a note? They better raise their hand! [laughter] 'Cause I'm gonna go through the list again! We'll waste another ten minutes.

**Audience**: Don't you have to turn those in?

**Herbert A. Friedman**: Yeah, I just turned 'em in. They don't get turned into me! [Laughs]. Um...Okay, [3:00] today is the fifth and the last. If this went on like this, we would need a bigger room. Um, and I, and I don't want to take the time to go back over the other four lectures for folks who are only here once or twice, who you will take one of these, if there's, everybody has one, we have more than enough. You will take them home, you will read them, uh, if you're interested, uh, what we did, what I did here in this prac- course in the practicalities of leadership, the practical workings of leadership, that's what a *practicum* is. We went down through the functioning of a leader as a politician, in order to get up to the top of whatever it is he wants to lead; the leader as general, in order to strategize a

whole campaign once you're up there, and you're the president of this, that, or the other thing, [4:00] you've gotta have a strategic kind of a mind in which you think through what's good for the organization you have chosen to lead. So that was the leader as a general. Number three was the leader as a fundraiser, because any strategy that you will involve, you can delegate a lot of duties to a lot of people but you better not delegate yourself out of the fundraising business. Followers who see that their leaders are not doing the dirty work of raising the money are not going to be followers very long. They'll desert you. Or, they'll do what you do, take no cards. So the leader as fundraiser, that, that roles as fundraiser, is crucial to you, to be a leader. Number four was a leader as a manager. That was a more micro analysis of managing smaller things, boards and so on. [5:00]

And this is the last one: the leader as the visionary, *the* visionary. Maybe if you're lucky, you got another one or two working along with you. But if you haven't, then you've gotta be the motor power than generates the ideas and the visions. And if you look at page one, the last uh paragraph there: "As visionary, leaders must conceptualize new programs, determine priorities..." That means, if you've got an idea for a new

program, maybe some old program's gotta be junked, because you may not be able to do both the old and the new, so you have to decide what's important, and that means determining priorities. And number three, "communicate these new programs to the wider audience." Somebody kept saying to me, "Well how 'bout the leader as a, as a communicator? [6:00] How 'bout the leader uh as the guy who puts in words...?" And I've saved that down here for the visionary part, because you don't have to communicate very much about the old, ongoing, routine stuff. What you do have to communicate carefully is any new things that you've got in mind. Because if they're new, nobody knows them except you, 'cause they're in your head, and you've gotta get 'em out of your head, 'cause they don't do anybody any good there. They don't even do you any good, 'cause if they stay in your head long enough they'll get musty, and then they'll get confused, your circuits won't work, and they'll get mixed up with all the other things that are in your head. So, you gotta get 'em out. So, let's turn to page 15: Leader as Visionary. [7:00] Let's understand what we're talking about when we say vision. And, I just jotted down some notes there under A) Definitions, one, two, three, four, fast. I thought that definition by Jonathan Swift was pretty neat. "Vision is the art of seeing things

invisible." Something that's absolutely invisible to everybody else, means they never thought of it, suddenly you think of it. Suddenly you have a clear picture in your mind, you can see what it is that you have dreamt up. It's really called a flash of inspiration. You know, I love that crack about me and Thomas Edison [laughs]. Uh...whoever invented that last night, that was pretty cute! But one of the things that does happen to me is, I get these flashes of stuff, and I come in and I start talking to people about it, and everybody says, "Why the hell didn't I think of that before?" [8:00] Well, it's been invisible before, apparently, and suddenly you get a vision of it, and "Vision is the art of seeing things invisible." Those things are there. They're waiting to be done. They're simply invisible to everybody until somebody discovers 'em. It's like Plato, you know, when you say the word "discover," Plato's believe about knowledge was that all knowledge exists for all time, from a beginning, to an end, there is no new knowledge. The human being is born with all the knowledge of all time in his head. At the act of birth, [9:00] when he enters the world, he forgets everything, and the whole life consists of discovering things he has already known before. It's an interesting concept.

Reality, said Plato, consists only of ideas. There's nothing else real. Not even the body, that's not real. What's, the only thing that's real about it, and this was his metaphor about the cave, if you remember your Plato, that when you're in a cave, person standing in a cave and a light is there of a campfire, campfire or something, there's a shadow on the wall of the cave. The shadow is real, that's the only thing that's real, 'cause the shadow reflects the fact that you were there. You're gonna die, [10:00] you're gonna crumble, you're gonna disappear. Some kid in the cave, who saw the shadow on the wall is gonna remember the shadow, not you. Shadow is real! The Idea of something, with a capital I, is the only thing that's real, nothing physical, corporeal. Ideas are the only things that last. Okay? So that's pure Plato. And, um, if you think of it that way, that you know everything but you don't know you know it, so you have to rediscover it. Coming down through the birth canal and out into the world, suddenly, everything in your brain switched off, and now you gotta begin to learn it, all over again.

The Toshiba Corporation [11:00] does a lot of work on visionary thinking in the corporate world, and they put out a brochure that I thought had a good sentence. "The future is



composed of insights, reflected," reflected that's Platonic, pure Plato-ism, always remember that metaphor of the shadow on the wall of the cave. "The future is composed of insights, reflected by what we learn today, with a unique perspective that helps us imagine a better tomorrow." Imagine, so imagination is a key word in vision, you have to have an imagination.

Number three. You know what Mr. Bush, he can't, he can't get a grip on this vision thing, you know. He makes speeches about, calls it "the vision thing." Well it's not a thing! It's a thought process, [12:00] in your brain, and his brain gets scrambled up with his golf score, and, I mean, he's a bright guy. You know he was a Phi Beta Kappa at Yale? Phi Beta Kappa! And I know what that means at Yale, because that's, that's a very high standard. It's one of the toughest ones in the country. And he was good. He was the baseball captain, he worked hard as hell, he studied and he did the extracurricular stuff, and you know, I don't know what happened. Just, your brain sizzles or frizzles or whatever it... By the way, there's another fact... no, no, there's a physiological fact, you know, all the cells in your body, all the cells in your body reproduce themselves as often as necessary, except brain cells. Brain cells start dying and are not reproduced, they're not replaced,

and you lose brain cells at the rate of approximate a hundred thousand cells [13:00] per day, from approximately the age of twenty years and onward. So by now, your, half your brain's gone! And by the time you get to be, you know...

**Audience**: Your age...

**Herbert A. Friedman**: ...my age, it's all empty in there! There's nothing! They're, the cells are not replaced. Well, the fact of the matter is, you can lose a hundred thousand cells a day for a million years, we have no idea how many billions and billions of cells there are in the brain. We don't know, but it's a lot.

So, all that Bush can do is call it "the vision thing" and that's why Bush hasn't got any vision at all. Doesn't profess to have any, doesn't understand it! Hey, listen, come one, I gotta get through this stuff today, you know, I have to fly to London and I gotta talk to Thatcher, do we want, what do we want to do with NATO, and the next day I gotta be in Houston...I mean, this is a fact, and they got this economic thing there going on, [14:00] and somebody will tell me on a plane what that's all about, on the way there. Then from Houston I go back to Washington, so I got a couple hours in the air to find out uh

what's gonna, somebody gonna tell me what I'm gonna find on my desk...ta ta ta ta. Chasing your tail forever and ever and ever. So when somebody says, "Don't you have any vision?" he says, "What the hell is this vision thing you keep talking about? I'm doing my job. I just keep doing my job all the time!" No. He's a manager. He's a very popular manager, and I think probably he's a very good manager. He'll come up with a better definition of what to do with NATO. He'll come up with a better definition of what to do with some European bank that's gonna have to supply all those European countries. But vision? Pffff. Okay.

We have almost no visionaries in the Jewish world. We have a lot of managers. [15:00] First class, middle class, lower class, most of them are lower class, small, really, even, as managers they're not great.

Four. Gorbachev doesn't have a fixed blueprint, but he does have a sense of direction, with, and constantly evolving sense of the possible. The sense of what might be possible, already is the beginning of visionary capability. And that's why Gorbachev, somehow, after five years of um not coming up with a program, of uh, of free market economy, and, and how to blast the communists out of their power, and everybody is complaining, and they say he's not getting anywhere, and they say they're only gonna give

him two more years. [16:00] Blah, blah, blah, blah, blah...He'll stay there as long as he wants to stay there. He'll dodge and duck and shift, he'll quit the Secretary General of the party, eh, because he's already made the job of president of the country the powerful job, and he has downgraded the job of Secretary General, so what the hell, he'll resign from that. If they badger long enough, he'll resign from that. He doesn't want to be Secretary General of the party. That's what Stalin was. That's what Khrushchev was. He doesn't want that. He's got a new vision of the future. So, I think he's gonna do alright. He's, he's, he's a kind of a figure to watch, in terms of the way vision unfolds.

B: Simply, so this is, these are, what...I wanted to give you some sense of what I mean by vision. B says, "Concentrating on the seminal." Somebody read that, anybody, read it. Pitt.

Larry Pitt: "This means thinking [17:00] of what would really change the future. This means having a sense of priorities, distinguishing between major and minor, realizing that all projects and programs are not equal in importance. Leaders [drowned out by shuffling papers]...largest dreams usually take the longest to bring into activity. Vision inevitably means

taking risks. Vision demands persistence, patience, and an exquisite articulation."

**Herbert A. Friedman**: Alright, so leave out the articulation, we'll get to that in the next paragraph, C. Let's go back for a second here. Remember what we were talking about yesterday, about the agenda of a meeting? And that there should only be on the agenda action items, and that there should only be three or four of those, 'cause that's all you can do in an hour or two? Okay. I'm saying the same thing here in a little different way. "Distinguishing between major and minor, realizing that all projects and programs are not equal in importance." [18:00] You people, normally, in the work of the organizations that you run, have no conception of how to put time in on what's important. You fritter away time on what's unimportant, because you think that everything that has to do with Jewish life is equally important, and your sense of duty, and your sense of conscience doesn't allow you to ignore anything. You're doing a terrible disservice, to yourself and to your cause. *Not* everything is equally important. *Not* everything deserves your time. No! You know what I hear from you all the time? I hear people saying to me, very proudly, "I never say no to anything!?" You hear people

saying that? And what I say to the, to a person like that, right to his face, [19:00] "You're a jerk!" [laughter]. It's like, I hear people say, "I never refuse anything. Anybody who comes to my office gets money, whether he's got a beard or he hasn't got a beard. I never say not to anybody!" When a guy talks to me like that, I say, "You're a moron!" Everybody gets fifty bucks, everybody gets fifty bucks, everybody gets ten bucks, you think you're a great here, you think you're doing [Hebrew?], you think you're a great Jew...You're just dumb! You don't know where to put your money. We have con men floating all over the Jewish world, and they're picking up those easy ten and fifty bucks, so easy, 'cause all of you have such good hearts that you don't use your head sometimes to put a brake on your heart. Usually people talk to you the other way. I don't have to talk to you the other way. I know you're generous. [20:00] I know you are kind. I know you are philanthropic. I know how your heart works! I'm trying to tell you how your head oughta work, and your head every once in a while has to put a brake on your heart, and say, "Woops, no! No. To this, I have to say no. It isn't worth it, it isn't important. I haven't got money for everything in the world. I have to prioritize." The minute you learn how to prioritize and to distinguish between major and minor, more important and less

important, you're gonna be on the way toward being a better leader. And then you will serve as an example to others. And, there's, there's one, there's one such thing, there's, there's a thing, like if you want to use the word "giving" or "caring," I don't care, whatever word you wanna use. And then put an adjective in front of it, that's all. [21:00] "Careful" or "thoughtful." "Thoughtful giving," "thoughtful caring." Generosity and philanthropy is not all inclusive. It's gotta be done with thought. I don't want any misconceptions on this point. I don't want anybody to walk out of here and say, "Well Friedman said I don't have to give any more," or "Friedman says I don't have to do anything!" No, no. Is this...what I'm saying really clear? Any questions about it? Okay. Then let's go on. Don't think you can work on everything.

Let's do the articulation thing, which does take a lot of, uh, more careful analysis than these first couple of points, and then I'm gonna get down to four or five visionary ideas that I have, for you, that I would like to discuss in some detail. [22:00] It involves another piece of paper which I'll pass out in a minute.

The whole business of articulating, of, of communicating your thought, of some visionary idea that you have, requires a

whole series of steps. And I should have put numbers here, and I didn't. So as we go through them, you put numbers.

Number 1: Think your idea through carefully, first by yourself. That's number 1. People come up to me with some half-cocked idea, and before they've finished one, after they've finished one sentence, they're through. And, I say, "Well, yes, continue." "Well, I haven't thought it through any more than this, but I think this is a great idea, we oughta have a firehouse on every block!" And I say, [23:00] "Well, okay, go ahead. Go ahead. Have you got a fire hydrant on every block?" "Well, I don't know." And, after about two minutes, you know, you find out they don't know anything, and they're just shooting the breeze, and they're trying to impress you, or...I don't know why, the need for ego expression, or...Don't, don't, don't be guilty of half-baked ideas. Think ev-...Think it through very, very carefully for yourself first. You don't have to talk to anybody else. It's your idea, you got it, you got the lightbulb. Think it through as far as you can carry it.

Number 2: Write it down, very carefully, in short form. I'm not asking you to write a book, but I am asking you to get away from all this verbal diarrhea, of which everybody is so guilty. Stop talking so much! Sit down and write it down! [24:00] It's



the hardest thing to do. You'll find out this afternoon how hard it is to do. Write it down, very carefully, in short form. You know the reference that I'm making? This afternoon you're gonna write, uh, your ethical wills. They will carry your deepest emotions. They are what you want to say to your children. They are, they will expose, if, what you feel about yourself, your failures, the things you did wrong, the pride you feel in the things you did right. It all has to come out in those words. Somehow you gotta find the words, the tenderness, the love, the lessons you wanna give those kids, who are live, will live long after you will. And all they'll have left from you is that scrap of paper. They may or may not have some dough in the bank, but that is just, pfft, transitory. [25:00] They'll spend it, the government will tax it, it'll get burned up in a fire. But that piece of paper, that'll go in a safe deposit box. That child will keep that thing, and he'll read it and he'll pass it on to his child..."You know what, you know what Grandpa wrote to me?!" So, you're gonna sit down and try to write the deepest, most tender, most emotional things, and you'll find out how hard it is to do that. It's not easy. So write it down, very carefully, in short form.

After you got it written down, number 3: Test it on a small group, whose brains and experience you value. You know my favorite phrase, [26:00] "Take 'em to lunch." Form a small group of people, think very hard before you expose it to anybody. Your best friend might not have enough brains really to understand what you're saying. So he would say, "Oh, geez, that's a great idea," and then he'll walk away and say, "What the hell was that all about?" So, you don't have to pick your best friend. Pick somebody whose brains and whose experience will really be valuable to you as a sounding board. And it's not a lot of people, and I'm talking two, three. So, take, bring 'em home, get 'em over some Sunday morning and have some lox and bagels and say, "Hey, listen, I wanna try something out. What do you think?" Small group whose brains and experience you value.

Number 4: After you get their reactions and their comments, expand it, because I told you write it up only in short form. Now expand it into a longer document [27:00] and test it on a larger group. That means like about ten people. And you wanna get ten people together, and you've got a ten page paper that you've written out, and you send it to 'em in advance, and you tell 'em to give it some careful thought, and you'd like to come and pick their brains, and that is a more formal setting than

just, "Come over for lox and bagels and let's shoot the breeze about this." That is, "I'd like you to read it. I'd like you to make comments on it in the margins. I'd like you to come to a meeting. If you want, if you want to help me, do it right, and sit around dining room table," ten people you can fit there, and that's all, no more, and, uh, work with pencil and paper and you keep making notes on everything they tell you, and the harder and sharper the criticism, the better friend their gonna be of yours. You're not looking for yes men. [28:00]

After it's polished and refined up to that point, then, whatever number 6, I don't, where are, number 6? 5? Then start putting it into the "cumbersome process," which I've put in quotation marks, which you know how I hate, but it's one of those inevitable things, and you don't have to go to there, heh, if you wanna escape. Put it into the cumbersome process which moves it through the committees and subcommittees, boards and agencies, until you have saturated the broadest possible number of decision makers in the community, 'cause the idea has got to go through that process, and a lot of people will suddenly see the genius in it, and a lot of other people will shoot it down, for all the dumb, silly reasons that... "Oh, we haven't got enough money to do this." Of course you don't! Of course you

don't. [29:00] Begin *a priori* with the fact that you haven't got any money to do it. There's never any money to do anything new! So, as they shoot the idea down, you gotta pay attention to what are the real criticisms and what are the meaningless criticism. "We haven't got the money" is a meaningless criticism, because the implication behind the whole thing is that if we think this is a good idea, we're gonna get the dough! So anybody who has got nothing, who has nothing more to say than, "Well, where are we gonna find the money?" I mean, he's not helping. That's not a contributory analysis. He's not helping you analyze the idea. Now, all of this is based on a document. Go to the next paragraph. It also means developing other forms of communication in addition to a basic... [End of Side A, gap in recording  
[30:00]  
...space is about two, two and a half minutes, to read it orally. Kimmelman, about three quarters of a minute. [laughter].  
Uh...

**Audience**: Foreth...

**Herbert A. Friedman**: What?

Attendees: Foreth

**Audience**: Foreth is [unclear]. Ten seconds.

**Herbert A. Friedman**: [laughs] Okay. But normal people, um, uh, two, two and a half minutes to a page. So, short speech, you wanna have somebody make a short speech, uh you're the president of the synagogue, you got a great idea, the great idea is cut off the top of the roof, make it flat, and build three stories on top of it for basketball courts, 'cause you haven't got any room around the synagogue for any kind of recreation, and the kids'll learn better if you get 'em out there for fifteen minutes between classes, and let them beat their brains out, [31:00] shooting baskets, and get some air in their lungs, and then they come back. I'm not making this up. The synagogue I belong to, on 79<sup>th</sup> Street and 2<sup>nd</sup> Avenue, where the hell you gonna find a ballpark there? You know, you're lucky if you don't get killed trying to cross the street. Uh, so they did that, sheared off the top of the building, built two sch- stories more of uh stuff up on top, and the great, greatest contractor in New York, Carl Morris, who's a member of that congregation, built it! "Where's the money gonna come from...[mumbles]" Okay. So, Carl

Morris dumped in a million bucks, plus everything else from his contracting company, and the rest of the congregation raised the dough, zip, zip, zip, in four... in four weeks. And it's all over and done with, that's all. Um. But you wanna go down to the Sisterhood and explain it to 'em, and you wanna go down to the young adults club and explain it to 'em, and you wanna go down to the men's, uh the Brotherhood, and explain it to 'em. And they wanna go bowling, [32:00] and you wanna explain this to them. So you come in with a five minute speech and you got their attention. You come in with a thirty-five minute speech, and you've lost 'em. So, this is what I mean by speech version, both kinds, long and short, a five minute, and a fifteen minute.

Next, possibly a videotape version. I mean people, if a guy can't read or write, and that's most everybody in the world today, at least you can look da- everybody knows how to look at the television. So, make a videotape version of this little speech.

Next, a written version for a one page ad in the local Anglo-Jewish paper. You got an idea, you've passed it through a lot of committees and process and everybody in town begins to know about it, but a lot of people haven't been to meetings, and they haven't read the document eh [33:00] in the process period

of committee to committee. Your general public, okay? You go to your Anglo-Jewish paper, the largest number of people in town subscribe to it, you take out a whole big full page ad, big type, so they don't have to, you know, and they'll read it. And they'll know what's going on, and you're not asking them to do anything about it. They won't turn it off 'cause you aren't asking for any money. Minute they see an ad that they think involves asking money, they flip the page.

An advertising man once told me that they have learned in that profession how much time a reader gives to an average page, not reading an article, when you're flipping pages in the paper. A page in the New York Times cost something like forty thousand bucks, plus minus. [34:00] You've got ten seconds before the person turns the page. So you're spending forty grand to get ten seconds, of a half a million people. You know, so, you take the ten seconds and multiply it by the half a million people, that's a lot of uh, this'll... Okay. Um, but if there's nothing in there that talks money, they'll read it. Don't put in too many words, but write it up in a full page ad for 'em.

Write it up, next one, whatever this is, 5, 4, 5, 6, a question and answer version for quick, easy, consumption. Little, four page brochure, like this, couple questions,

answers, couple more. Ten questions and answers, and throw away piece, and they'll understand what it's about. That's a form of communication which has been found to be quite useful. [35:00]

Instead of asking them to read text, just one line, two line, question answer. A brochure with pictures, if it's something which lends itself to pictures. Or any other form you can think of! Your articulation must sell the vision. Always remember that. Because you dreamed it up, and because you passed it through a lot of process of people's ideas, and there's a lot of input been put into, and you think it's pretty good, and you've got it down pat, and you can put it into a ten minute speech... Always remember that you need every means at your disposal that you can think of to sell that idea, because you might think that it's as good as the messiah, but nobody else thinks so yet until they've bought it. And you sell all the time. Okay, any questions or comments or anything about this point? [36:00]

Okay. Next page. Now I've got a visionary idea, and we're gonna go, we're gonna make believe that you're the ten closest friends I've got, with the best brains and uh experience. And you're gonna start picking it apart, and you know what kind of nitpicking I don't wanna waste any time on, so don't, don't hand it to me, will you. Only thoughtful comments. My idea is this:



I'm dissatisfied... Uh, there's a preliminary uh explanation I didn't bother to write down, we all agree...The answer to assimilation, and to keep us from disappearing in this wonderful permissive atmosphere is education. We all say that. Education, in most of our cities, is mediocre at best. [37:00] We all say that. There certainly is nothing grand up on the top. There aren't a hundred Hebrew high schools in the whole United States of America, from coast to coast, so we're just cavemen for God's sake, we're like primitives, we haven't begun to do anything yet.

And lastly, so much of our educational system is tied up with enormous fights, and jealousy, and conflicts, over ideology and over money... and this is a Lubavitcher school, and why should I send my kid to it, 'cause the Lubavitchers are, is a, is rotten, he tries to influence politics in Israel, and so on, and he hates the Reform, and you hear all kinds of stuff like that, all, and, and, all up and down the spectrum, uh, "My father Joseph built this school, and I want his name on it, and if you're gonna build a new school, I want his name on it, I don't care if he died sixty years ago, and naming, and egos, and, och! [38:00] And...and then the fights between if it's a congregational school, why the hell should they go to the

Federation for money. Here I give to the Federation in order that uh Israel should benefit, and uh, Israel, and they lobby the federation...That's a rich congregation! They wanna run a school, let 'em run a school. Why do they have to come and hit the Federation for a hundred grand?! And it's they and we. There's no total communal thinking. We are the Federation, *they* are the congregation. It's *their* school. There's no we and they, in a community! What the hell are we talking about? So, our mediocre, modest, school system, is also afflicted by all these plagues. Okay?

Now, my idea is this: Create an overall, communal [39:00] - that's the key word - educational complex - that's another key word, underline the key words and you'll see the whole thing - for every person, from preschool to mature adult, every single person in the community's gotta go to school. And you do this in every community which has at least ten thousand Jewish population, and/or, at least a seven million dollar annual, non-emergency campaign. Forget about a war campaign, where you shoot up and you... Steady, solid, producing minimally seven million bucks. A war comes along, you do another seven million. The Russian thing comes along, you do another fifteen million. But the town has got to be a steady, at a steady seven million

dollar level, to qualify for this whole program. And, or [40:00] it's gotta have at least ten thousand Jews. I mean, the town where I was born, New Haven Connecticut, has twenty-five thousand Jews and they make three million dollars. And a few miles up the road to Hartford Connecticut, they got the same twenty-five thousand Jews and they do nine million dollars!

Okay, they got richer people in New Haven, in, in Hartford. They got a lot of poorer people in New Haven. The, the professors are counted in, in the, you know, in the Jewish population, and it's a blue collar working class population. Hartford's got a high powered, industrial group, uh real estate developers, high tech, uh, big, new high tech business, developing up there. So, saying all that, you gotta set some criteria, so I just picked 'em out arbitrarily. At least ten thousand Jews, and at least a seven million [41:00] dollar campaign. And what we're gonna do in those towns is build an educational complex, on a communal basis, and we're gonna, uh, merge in all the other schools, and don't bother me with the details of how that process has to take place. It could take five years for that to occur. It's not important. We're talking about making a hundred year difference here, once and for all, building a proper school net- network. The elements that you

require are: nursery schools; you need elementary, K up to 8;  
you need a high school; you need a junior college, that's grades  
13 and 14; you need a *lehrhouse*...Everybody know what that is?

**Audience**: No.

**Herbert A. Friedman**: Woops. Everybody...

**Audience**: Study house?

**Herbert A. Friedman**: Rosenzweig, you heard of...? A what? What'd  
you say?

**Audience**: Study house.

**Herbert A. Friedman**: Study house. Your German is fine. 942:00]

Uh, it's a study house, um, it was first proposed in Germany, in  
the German communities there...Well if you don't know it, it's  
terribly important. Let me, uh, give, tell you what it is.

'Cause we're not digressing, we're not losing time. The *lehrhaus*  
concept, given in Germany by a famous philosopher named Franz  
Rosenzweig, but it really existed before him, he's the one who

made it popular, was, um, a Jewish version of the German system of what was called a *volksschule*, *volksschule* means a people's school, that means adults, not children. It's an adult school, adult education school. The classes are held in late afternoon and evening, when people finish work, [43:00] and uh, in Europe most work finishes at around four o'clock, they begin much earlier, and they end an hour earlier. So there *lehrhaus* hours were usually from about 4 to 9. And during those hours a whole variety of courses were offered by the finest university professors in the town, or if there were not enough, were brought from the nearest town where there is a big university, and like we do here, we give you a menu of courses and you choose from them, and then you transfer in and out of 'em... but uh, in Germany they don't let you do that. It's very nice... Uh... hehehe. So, you're offered a menu of courses at the beginning of an academic year, and you register for them and there's a very small fee, one mark, two marks. Um, the school is maintained by the community. The community in Germany is the *gemeinde*, that's the German word for community, and the [44:00] *gemeinde*, under central European law, not just Germany, but all through the Austro-Hungarian Empire, Austria, Hungary, um

Romania, parts of Poland, the *gemeinde* had the right by law,  
listen to this one...

**Audience**: Larry.

**Audience**: Larry. Just click it...

[inaudible comments]

**Herbert A. Friedman**: You oughta be born like, like me, without a  
thermostat. I'm never hot or cold.

The *gemeinde* has the right by law to pass taxes, and it's  
called in German *gemeindesteuer*, which means the community tax,  
and when you get a bill from the community with your tax there,  
the community has the police power and the court power to  
enforce the payment of that tax. No voluntary campaign! [45:00]  
And if you want to avoid paying the community tax, you have to  
go to court, put in an appeal, to be permitted to leave the  
community, publically, the press reports it, everybody knows it.  
You have gone to court and you have made an application to the  
judge...Like, here, for instance, if you wanna change your name,  
from Rabinowicz to Smith, you go to court and you change your  
name. The only way to do it is go to court. That's a hangover,

in America, of the old European system, if you wanted to change your status in any way, because a name is a designation of your identity, and the thought might be that if you're changing your name you want to hide your identity. You go to court and you put in an appeal to be allowed to uh leave, exit, from the community into which you are born. [46:00] You're registered and birth, in the *gemeinde*, at birth. You're bapt- certificate is put into the city hall and it's registered there, and there, the city hall records are given to the Jewish *gemeinde*, so they got you recorded. You, you got the name of every Jew in town. Not like today, where we don't have 25% of the community registered by name and address.

So, you're in at birth. You wanna get out, you go to court, you ask to get out. Then the judge asks you a second question: what *gemeinde* do you wanna go into? You can't just hang up there in there. You gotta belong to something. You have to belong, by law, to something. So, if you don't want to join the *evangelische*, or the *protestantische*, or the *katolische gemeindes*, if you don't want to do that, you have an option, [47:00] which is you join the *freidenker*, the free thinkers, that's like, it's the, that's the German word for atheists. But they can tax you too! There's no way to get out of the tax! All

you're doing is shifting your *gemeinde* uh membership card, that's all. Okay. So, the *lehrhaus*, where you go to study, and you got the finest professors in Germany, and you pay one mark or two marks, doesn't mean a damn thing because the *gemeinde* supports the *lehrhaus*. The *gemeinde* pays for everything. Your individual tuition doesn't cover anything, except just the, the card that shows that you're allowed to enter the uh, the uh, premises. A *lehrhaus* is an adult education class. It's Wexner extrapolated to cover every single person in town, [48:00] every adult in town. And we don't have it in America, and I am suggesting we should create a *lehrhaus* in every community that's got more than ten thousand Jews. We do have community centers, and we should have lots of classes there, classes in synagogues, classes in *havurot*, and anything else that anybody can think of, all of this organized under one umbrella. We have an umbrella in town, it's called the Bureau of Jewish Education. It's usually relatively weak, relatively meaningless, relatively unimportant, and the main problems are how to cut up the dough and who, what school gets how much. Nobody talks much about the educational problems, or the, or the curriculum problems, or the qualifications of the teachers, or the real stuff! [49:00] So we have to take the bureau of Jewish education and just put the



teeth and the guts into it, that's all. The basic languages of this whole educational system must be English and Hebrew. Every Jewish person in town must learn Hebrew. I don't care if it takes a whole generation to do it! The model that I have in my mind is Mexico. Took thirty five years, but everybody in Mexico knows Hebrew. Every Jew in Mexico, adult and child, knows Hebrew.

**Audience:** Peru...

**Herbert A. Friedman:** Peru also? Bravo! I didn't know that. It's possible. They're not some kind of freaks! He's not a freak. He's got problems of all kinds...[laughter] If the Jews in Mexico can do it, about forty, forty-five thousand Jews... [50:00] It took 'em a generation, but it's because they sat down and they decided, right after the State of Israel was established, forty-two years ago, okay, what the hell, we're gonna learn Hebrew. You know, let me get to that point for one second. The Jews used to have two international languages, one was Yiddish and one was Ladino, that's a mixture of Arabic, Spanish, it's for the uh...

**Audience:** Sephardic.

**Herbert A. Friedman:** Uh, Seph- yeah, right. Sephardic countries. Okay. So, if somebody lived in Morocco but somebody else lived in Egypt and somebody else lived in Tunisia, doesn't make any difference. They all spoke Ladino, and there was a common language, and if you traveled, and if you went to a synagogue somewhere, didn't make any difference. You had a way to talk to the people if you were visiting a country a thousand miles away. Same in Europe. Yiddish was the lingua franca, an international language, in all of central Europe. The, uh, the French Jews [51:00] weren't very good at it, and didn't like it, and kind of rejected it, and the uh, British Jews did the same. Uh, but tough! If somebody talked Yiddish to 'em and they didn't understand it, then they were at fault, not the guy who was talking Yiddish. And it served as the common international language for ten million Jews across, from the English Channel out to the Pacific Ocean, to the other end of Russia. Vast territory, vast numbers of people, ten millions of Jews, common language. It's all over. Got like one Yiddish newspaper in Buenos Aires, and you got one Yiddish newspaper in New York struggling along, and um, uh, old Mr. Singer still writes in

Yiddish, but he's eighty-something, and uh there isn't anybody else. [52:00] So that's the end of the line! Everybody knows it. We have an international language that every Jew in the world must learn to speak in addition to his native language, and that's Hebrew.

And I can't tell you, my French is primitive, my German is good, uh, but I can't get everywhere with that. I can get, uh, with my German I can get through central Europe and uh Sweden. Not Denmark, not Norway, not Finland. With my Hebrew, I get anywhere. I'm always gonna find somebody who can speak Hebrew. I go to some international meeting someplace, and uh, as long as anybody's speaking in Hebrew, I don't have to put on the earphones. Somebody starts talking in Russian, on go [53:00] the earphones. We Americans are isolated. We don't know any other language except English. We don't even know Spanish, and we have millions and millions of Spaniards now living in this country, and in the Southern states there are efforts made, uh, but they're not universal and they're not strongly pushed. Americans are, um, come from too big a country, where everybody speaks the same language, and so it's too easy to just live with English. But not for you. You belong to an international people. So get off the dime and realize that we gotta start making Hebrew a

language which every person in America will learn and I don't care if it takes two generations, which is sixty years, doesn't matter. But we can do it in two generations, if we set our mind to it, [54:00] and we start, make a start.

So I want all the basic, I want the language of instruction here to be both English and Hebrew. I put down Russian where necessary, and I would say that uh, I would put down also, in double parenthesis, that if somebody had really good aptitude, *really* good aptitude, I would like 'em to learn Arabic, because, brother, way uh down the line, but still in the course of your lifetimes, you might want to live in Israel and if you do, it would be a pleasure to have Arabic at your disposal. Hebrew and English will always be enough, but when I say a pleasure, that's the added dimension of a civilized person at the time when peace will reign, [55:00] and that time comes, certainly comes, in as long as span as I'm permitting, which is two whole generations.

The curricular goals, I started to write down, and then I quit, because there's no point in going into that much more detail. The basic strategies necessary....And you saw what I wrote: Bible, Mishna Talmud, and then I started going Maimonides, and then, that's when I quit. We know what the basic curriculum has to be, and we know what the basic civic

curriculum has to be, because the children going to these schools have gotta get into Yale and Harvard and Princeton, if they want to! They have to be good enough in their secular subjects, in the sciences, in mathematics, in the humanities, and rate high enough in whatever will be the SATs of those years, uh, it'll be something else, 'cause all the whole testing system is changing. [56:00] Um, and for the adults, uh, you, you, the, the um, the secular subjects, uh, you don't need. We don't have to teach you secular subjects in the *lehrhaus* or in the community center, 'cause you're not trying to get into Yale, Harvard or Princeton. You're, you're on the, you're on the downslide.

**Audience**: Brain cells...

**Herbert A. Friedman**: What?

**Audience**: Oh, just our brain cells are going.

**Herbert A. Friedman**: Hehe, no your brain cells are okay, but you're on the other side of the hill! Um, I know that's hard talk. I know that's very tough talk. I know it, but I think it's

good to face it. And if talking that way spurs you on to say, "I'll prove it to him, he's wrong!" Hahaha, that's what I'd like you to do! [57:00] Right? Okay. Um...

5: Basic strategies necessary. You people are all so good, in your business, and your professions, that I would like to ask you a question, to show you how you don't think. You got a Federation that raises, uh, ten million dollars, you twenty thousand people, or forty thousand people in town, you got Jews who are judges and political leaders and, uh, the best doctor in town is always a Jew, and you got public repute, and the director of the symphony orchestra, one time out of two, is gonna be a Jew, and all the, all the other people in town know it, and, you got everything, I mean you got everything. The, the, the...life is a bowl of cherries! [58:00] So one thing that it would seem to me that you would have, you the total organized community, is four, five hundred acres of land, in the bank. Have you got it? I see one no and I see one yes.

**Audience**: We have the land, we don't have the money for it. I mean, we have, we own it, but we can't afford the mortgage to...

**Herbert A. Friedman**: I don't care about the money. I don't care about the money. Did you have the foresight to buy five hundred acres of land? Good for you.

**Audience**: [inaudible] Millstone had the foresight.

**Herbert A. Friedman**: It's what?

**Audience**: [unclear] Millstone had the foresight.

**Herbert A. Friedman**: Fine. You got any land beside what's on that campus?

**Audience**: We have a camp, we have camps in the Ozarks.

**Herbert A. Friedman**: You have a campus? I can't hear you.

**Audience**: Camp. We have camps in the Ozarks.

**Herbert A. Friedman**: So you're using your land? I'm not being clear...

**Audience**: No, there's a lot of land. There's a hundred and twenty-five acres, around...

**Herbert A. Friedman**: A hundred and twenty-five acres of un- as yet unused? [inaudible response] Oh! Well, I get...

**Audience**: There's um, several buildings on it, but I mean, it's, pretty aged.

**Herbert A. Friedman**: I'm talking, fellas, [59:00] I'm talking about unused land. Do you have empty land, that you own, and that you have banked, and put away for future use? I don't care if you've mortgaged it and paying for it, uh...You many not use it for twenty years, so take twenty years to pay it off. What's the difference? Am I clear about what I mean?

**Audience** [multiple]: Yeah. Yes. Land bank.

**Herbert A. Friedman**: A land bank!

**Sabi Behar**: Yeah, we know...



**Herbert A. Friedman**: You got on in Miami?

**Sabi Behar**: No.

**Herbert A. Friedman**: No. You got one in St. Louis? Yes. You got one in Atlanta?

**Audience**: We sold it to, we sold it to Stone Mountain for a conference center.

**Herbert A. Friedman**: [laughs] You guys are nuts! If you owned land, and sold it to raise a couple bucks...

**Audience**: We needed it.

**Herbert A. Friedman**: Anybody, uh, are you beginning to get the drift of what I'm driving at? Bank some land. Do it now! You haven't got any idea what you're gonna use it for. You haven't got any idea whether it's gonna be in the right...[End of Side B, gap in recording 1:00:00]

...land there that some guy gave you. How much is it? How many land, how many acres?

**Audience**: Twenty-five acres...

**Herbert A. Friedman**: Twenty-five. Bank the next hundred. You wanna go way the hell out past the, the, the uh, [unclear], you say it's all jungle, Okefenokee Swamp. Thirty years from now, it won't be swamp.

**Audience**: That's right.

**Herbert A. Friedman**: You can't lose! And when you want it, and you haven't got it, then you'll overpay. And that, you'll always be stymied on some future project, and you'll say, "Geez why didn't we buy the land then!" How many times have I heard that and still I can't get anybody to think that far ahead. Land acquisition, that's a basic strategy. And it doesn't mean you hold one piece forever. You buy, you sell, you sell, you're shifting, all the time, [1:01:00] improving, upgrading, upgrading, in quantity and in quality.

Refined fundraising methods. You gotta realize in the future that the fundraising methods are gonna have to change, and they're gonna have to become much more refined. Lower the

profile, lower the profile. Don't you hear over and over and over again, um, "I don't wanna stand up and announce my gift." Okay. Well, that's the way it's done now, so come on, be a good boy, and do it. "Well if that's the way it's done now, then uh, I'm not gonna come to the dinner, and I don't wanna be called on, and I'll be happy to tell you what I'm gonna give, and I'll... you want an increase, and tell me what you want, and I'll give to you and... You gotta figure out ways and means to lower the profile. And I think, number 2, the way to do that, is to do it in smaller groups. [1:02:00] I'm dead set against these three hundred, four hundred, person big gifts dinner. I don't think it raises a buck. The bigger the group gets, the longer it takes to call the cards, so the more perfunctory that becomes, and pretty soon the chairman, who isn't even aware of what he's doing, is saying thank you to people who are cutting. He's a, he's, he's, you know, he's anesthetized. He's calling card, cards, cards, he doesn't even know if he's getting a cut or not. He's, "Thank you for your wonderful gift!" Come on, that's old fashioned, that's out.

Be more selective. Categorize your campaigns. This is a five to ten; this is a two to five; this is a three hundred and sixty five dollar dinner in the women's division, it started a

buck a day, but the, but a label was put on the category.

[1:03:00] So invite smaller numbers of people, have ten three hundred and sixty five dollar luncheons, instead of trying to have only one. Have ten. In somebody's house, or in a private room in a restaurant, with thirty people, forty people. Do it over and over and over again. You'll get much better results, you'll get warmer, intimate, close relationship. You'll make more money. Nobody's gonna be embarrassed to sit, if we have thirty people sitting around a table, um, and a clever chairman says, "Well, now you ladies...Every one of you here has given three hundred and sixty five dollars, because you knew that was on the invitation, that that was what this luncheon was. And you're all putting your dollar away in a cookie jar. We know that, and thank you, and that's very lovely... But, I do think that um probably everybody here could put two dollars into the cookie jar. How many people here would like to put two dollars into the cookie jar?" Bingo! [1:04:00] You're on your way! And somebody'll laugh, and somebody'll joke, but you add up the numbers when it's all over baby, and you're gonna have better numbers. And you do the same thing on every level. I mean, you gotta be more sophisticated and you gotta be clever when you're getting up there in the five thousand and ten thousand, but come

one, I leave it to you, I'm just trying to tell you what the vision is of how fundraising is gonna have to go, in my opinion. I'm not gonna be here to prove it, but you'll be here to prove it.

Number 3, more individual solicitations, based on rated cards, rather than dinners. You know, somebody, uh, um, was once very clever and said... I said, you can't have a dinner, and you can't call cards, unless you've got 50% of those cards presolicited. Don't go into the thing unless you've got half the cards in your pocket, 'cause then if the card calling lags, you always got [1:05:00] some extra cards on the side where you know what the gift's gonna be, 'cause you already have it. So you call that guy, and he stands up with a good increase and that jerks of the whole mood again, and uh, you're going uphill again, then you'll slide downhill and after five more cards you'll call one that you already know. Stack the deck! That's what the gamblers. Here, we're trying not to gamble, we're trying to be sure! More individual solicitations with rated cards, and don't bother to have any dinners, and you don't run into the business of, "I don't want my card to be called. Or, I don't like to give in public." So don't have public. What good's public? You need a couple of big dinners a year for creating

community excitement. You need an opening campaign dinner; you need a closing campaign dinner. I think that's enough! [1:06:00]

I would, number 4, I would use the communal tax approach for small, smaller givers. I don't see any reason at all why we can't get the hundreds and the two hundreds and the five hundreds uh uh simply by sending 'em a letter, and putting in the pledge card, and putting in a lovely note, not some canned thing, "Dear friend..." Somebody made the comment the other day how easy it is to personalize, with mer- uh, mix and merge on the computer, it's easy. Personalize the letter, ask for the amount, put the pledge card in, and say, "We'd be delighted to have somebody call on you and explain, uh, more about what this is all about, if you would like us to, just check off this little box, and we'll have somebody call you and explain in person what we're doing to absorb [1:07:00] all the Russians in town." And, uh, I would send it, I would send it in the form of a tax bill. The actual format, the design, of the thing, would look like an invoice that he's getting from IRS for his unpaid taxes. Those guys are the most brutal, impolite people in the world. They write you these nasty letters, the grammar's all wrong, the punctuation's wrong, the words stream on, and you have to look for what they're telling you 'cause the language is

obscure. They sure don't make it easy for you, but they collect their dough, because you get that letter and you shiver. Uh, I don't want our people to shiver, but I want 'em to get the idea that the community has the right to tax, and the need to tax. And let's try it, [1:08:00] and see if it works, and especially if you start some big massive thing like this, with all the advertising that I'm talking about, uh, to, building this great school system. And you're announcing to the public, all the way down the line, uh, about, um, what you're building, and you just bought this piece of land. You keep your public informed constantly of this great visionary scheme.

"From cradle to grave, every one of us will be in school." Make up any kind of slogan you want. Alright. Tear it apart. I don't mean tear it apart in the particulars. Is it a big enough vision? First of all, is it a big enough vision? A communal school system.

**Audience:** Well, it's really part of a greater vision. If you can, if you succeed in this, you might succeed in saving a lot of Jews that would otherwise intermarry and, and, [1:09:00] uh assimilate into the general population.

**Herbert A. Friedman**: You got it! You got it. Education and knowledge is the only antidote we have. The only one. And we gotta, we have to use it to the extreme. So, I think it's a big vision. Yes?

**Audience**: How do you get people to attend? I mean short of...

**Herbert A. Friedman**: To attend what?

**Audience**: To attend, you know, an education class [unclear phrase]

**Herbert A. Friedman**: Well, it uh, what it does, it um...Well, let's begin this way. Any community action is contagious. Right? How does American Express advertised for members? Think of the ad you've seen. [indistinct response] No, that's one, that's a slogan. Think of those full page ads [1:10:00] you see which have the picture of one guy in the center of the page, uh, ah, whoever he is... Michael Jackson has been a member since 1923, or whatever, you know? [laughter]. Remember those ads? You've seen those ads? That's all that's on the page! What's it all



based on? It's based on contagion. If it's okay for James Bake-  
...

**Audience**: Wilt Chamberlain

**Herbert A. Friedman**: Alright, Wilt Chamberlain, fine. If Wilt Chamberlain can be a member... [inaudible comment]

**Sabi Behar**: What would you put, Moshe Rabin who has been a member since....

**Herbert A. Friedman**: No. [Laughter] No, no.

**Audience**: Sabi Behar! Be smart like Sabi.

**Herbert A. Friedman**: No. No. I would, no, I would do real things. Hillel started to go to school when he was forty. Bingo! I'd find stuff like that.

**Sabi Behar**: [unclear] Goldberg, uh, went to Hillel school and is not [unclear] [1:11:00]

**Herbert A. Friedman**: Fine, fine, fine.

**Audience**: But the other is important, too. If there are people already enrolled, and there are people who are important and known in the community, then join them.

**Herbert A. Friedman**: Yeah, that's it.

**Audience**: We wanna join you! What you're doing.

**Herbert A. Friedman**: Contag- that's exactly what I mean by contagion. It's contagious. Slowly, but surely, you will build that attendance. Slowly but surely, that *lehrhaus* can become the focal center of a lot of talk and gossip. "Were you... Did you hear Professor So-and-so the other night?" "No, I missed it." That's like missing a show that comes through town only one night, but this show is in town every night, and he's in town every second week, Professor So-and-so. Popular and social uh contagion is the way in which, over a fairly long period, this thing will build up and build up [1:12:00] until you will fill every seat in the house. Now, every seat in the house isn't gonna be ten thousand people, 'cause you haven't got ten

thousand seats. Uh, but, fill the house, and then let's sit down and think of whether we ought build another *lehrhaus* down in the southern part of town, 'cause people are complaining that they have too far to drive, and we'll build a second *lehrhaus*. Yeah?

**Audience**: What do you... How do you accommodate the issue of diverse views in terms of the, the religious versus educational content...

**Herbert A. Friedman**: No, it's a micro question. We can't answer that here. What you have to do is one hell of a lot of political management in town. You got reconciliations to do. You gotta bring wars to an end. You gotta be a mediator. I mean, Iraq-Iran, eight years, and they met in Geneva day before yesterday, the two foreign ministers. Yeah, I'm not taking you through that long torturous [1:13:00] process. You have to find the idealistic rabbi who'll say, "Okay, the hell with it, I'll throw my kids into the communal school pot." So one guy'll do it, then somebody else will follow suit. I mean, I can't begin to go through that whole process with you, but it's long and brutal.

**Audience**: Does this plan have to take place under one roof?

Let's say there are buildings in existence around town, where there are some Jewish people living....

**Herbert A. Friedman**: Buy 'em up!

**Audience**: In other words, we can buy them up, these things can take place in different places throughout the community...

**Herbert A. Friedman**: Sure! Absolutely, absolutely...

**Audience**: Not on one piece of land, that has to be purchased.

**Herbert A. Friedman**: It doesn't have to be like the Astrodome.

**Audience**: It doesn't have to be like this.

**Audience**: Tell us, so can you substitute the word system for complex?

**Herbert A. Friedman**: Sure! Absolutely. It's a system we're talking about. That, don't you, that's the word you use in

ter... What's the school system in your town? Fine, right. Jewish school system's gotta be built, fine. [1:14:00] The board of education for the city of New York has seven people on it, that's all, and the school population of New York is something over two million kids. Don't need a board of education with fifty people on it who don't do anything. Give me a board of education of seven good people. Give me a chancellor of the school system, the, the chancellor of the school system of New York just cut his deal, came from you! Hundred and seventy-five thousand dollar salary, house, car, uh, in town apartment, 'cause he wanted to live out of town, seventy-five thousand dollar a year expense account to entertain legislators from Albany, from the state capital, who have to pass money bills for the school...Hire yourself a school chan- a chancellor, whatever you call...Who's the head of your school system, what do you call...?

**Audience**: Superintendent.

**Herbert A. Friedman**: Superintendent! Pay your superintendent a hundred and twenty-five thousand dollars, [1:15:00] shock everybody, pay him a hundred fifty thousand dollars... What the

hell are we talking about? The fate of your kids are in his hands! Get a good board of six, seven, people together, and build yourself a school system, with everybody's common agreement. Everybody'll be so damn happy, after you spent five years at war, and you make peace finally, and get all this together, then you're gonna be coasting into heaven, and everybody will be happy with it, and pleased, and there'll be a centralized place where the parents can go with their complaints, and there'll be a fast system of repair where the complaints can be handled and, uh, settled, et cetera, et cetera, et cetera. I got four more other items I wanna give you, so...we're not gonna spend too much time on this. Yeah?

**Sabi Behar**: We're talking about two generations to make it happen.

**Herbert A. Friedman**: This? No. One.

**Sabi Behar**: One. Okay. Um, would you start what is the [unclear] uh [1:16:00] and then...

**Herbert A. Friedman**: Micromanagement, Sabi, not for now. Not for now. When we, if you...in other words, when you st-...That's a very good question, see. Where do you begin? Maybe the place to begin is at a junior college level. Kids finish high school. 12<sup>th</sup> grade, they're not yet ready to go to college. That grade 13 is becoming a very popular thing all over the educational system, so build grade 13, 14. Maybe a junior college is the way to begin. Every city might be different. I'm not trying to impose one pattern everywhere. I'm trying to suggest an idea. The idea then can get to...But I'm giving it to you in enough detail so you can begin to pick it apart. I'm not just giving you that one sentence, "Hey, I got a good idea!"

[Shuffling papers] Alright, did we, we don't have enough to go around? Well here, I got some more. I didn't expect this many people, so we're gonna have to double up. [1:17:00] I just, I wrote this uh this morning, because I was thinking that somebody would say to me, "What kind of vision is this, you're only giving up one idea?" Okay. Yes?

**Audience**: Back in February when we met in Houston, you asked us to send you a list of five things that we would prioritize...

**Herbert A. Friedman**: Yeah, I never got a one from anybody.

**Audience**: I sent it.

**Herbert A. Friedman**: I never saw it.

**Audience**: Sure did. I took it very seriously, and I hope that everybody did, 'cause then I hoped that this, this session would maybe, you know, I was wondering what your reflections would be on it, and what we could do about our common vision. It was sent in...Yeah, I remember you asked for evaluations... [trails off]

**Herbert A. Friedman**: I never got it, I mean, I will not, I will look for it.

**Audience**: That means no, that as a group, people did not respond?

**Herbert A. Friedman**: As a group, they certainly did not. Did anybody else send me that? [1:18:00]



**Audience**: He'd asked in his final, in his closing statements, for a list of five things that were our priorities for the future.

**Audience**: I got the feeling we were supposed to write 'em down but not send 'em in.

**Audience**: No I thought you asked for them?

**Herbert A. Friedman**: I sure did!

**Audience**: And that's something to really work with, I mean, it was our vision, then we could have gone to get it accomplished.

**Herbert A. Friedman**: If I had...I will find yours, and if anybody still would like to do it, I would still like to have it.

**Audience**: Is it a shared vision, is...?

**Herbert A. Friedman**: That's right. Um, take this things here that I wrote. Number 1 is the school system. Okay, we just went

through that. Number 2: Create some major endowment fund, major, I mean major. I mean seven figure money, eight figure maybe, but seven figures certainly, to do unusual things, and I listed two of them. [1:19:00] Read my writing? Okay, what do you think?

**Audience**: It's perfect.

**Herbert A. Friedman**: The community should do this. Community.

**Audience**: What are they gonna do for 'em over there?

**Herbert A. Friedman**: What?

**Audience**: What are they gonna do for 'em over there?

**Herbert A. Friedman**: Oh, come on!

**Audience**: I mean, you need an infrastructure, is what I'm saying.

**Herbert A. Friedman**: Sure you do!

**Audience**: ...make one...

[Indistinct voices together]

**Herbert A. Friedman**: Sure you do, sure you do!

**Audience**: I don't mean [unclear]

**Herbert A. Friedman**: You gotta have a staff over there, you gotta have headquarters over there, you gotta have a half a dozen projects into which you're gonna filter your kids, or you're gonna create 'em yourself. This guy, uh, what's his name, from Miami, Kipper created that high school in Israel thing, and it took off and it ran for many years, and now he's not doing it, and he's doing something else, I don't know what he's doing. And, uh, individual entrepreneurship is the name of the game! Concept, concept, talk concept. [1:20:00]

**Audience**: Concept is really building the endowment, a large enough endowment fund so that whatever ideas come up that are wonderful that get sold, the answer isn't "no we don't have the money for it."

**Herbert A. Friedman**: Sure!

**Audience**: I mean, I think that these are two good examples, but if, I think there are many others that, constantly communities see needs in the local community and can't be done... and yet if you had an endowment fund that was flexible enough and large enough, you could really do terrific things to build your community.

**Herbert A. Friedman**: Yeah, but you are not gonna get endowment funds in general. You go try to solicit somebody for a gift to the endowment fund, uh the best you can ever do, the endowment fund, with no definition of what it's for, the best you can do is to get a guy to agree that he'll put something in his will. So you'll wait, and biology will take care of it, and it'll produce the dough for you. Okay, that's how endowment funds [1:21:00] get built up, slowly but surely, you know, like the pearl in the oyster, one layer on top of another layer. I'm talking about conducting a major campaign for major endowment funds all the time, and right now, and I don't wanna wait till your dead, and give me a million dollars now, and I want it now,

and not five years from now, so write the check or sell some stock and give me the dough! 'Cause I gotta live off of the interest, and I don't want five years to wait to get the money. Now, so he says to you, "What's the urgency?"

And the urgency is, because next summer I got two thousand one hundred kids that I gotta send over for the summer. We got two thousand one hundred kids in the high school, and the junior year is the year when they can have that good summer. They're mature enough, and they'll learn it, and it'll get under their skin for the rest of their life. In other words, [1:22:00] the methodology, the reason that the endowment funds are so slow at accreting is because most of them depend upon death, and I would like to hasten that process, and have us get it in life, not in death, and in order to do that, there has to be some valid reason why I need your money now. And endowment fund gathering is, is always timeless. The argument always is we should have some money put away in a rainy day, for rainy day, um, and the retired executive director gets put in charge of the endowment fund...

**Audience:** Not anymore.

**Herbert A. Friedman**: Well, okay, not anymore, so...

**Audience**: And, and, that's a good, can be left to market, which doesn't mean always sell, it means find the person with that money and push his hot buttons, which means you have to have lots of projects that re important to your community...

**Herbert A. Friedman**: I got no problem if you got ten things that are going, as long as they're all timely! [1:23:00] Urgent. There's a sense of timeliness. If there's some tremendously timely reason why a library's gotta be built within the next twenty-four months, that's fine by me. But it's gotta be authentic. I mean, I'm sitting here with my million bucks, and you're trying to persuade me to give it to you, and I'm inclined to want to give it to you, but I wanna give to you not just 'cause you say you'd like to have it. I wanna give to you for something that makes sense to me, and that, and that I can see the understanding of why you're pressing me. So I picked those two, 'cause those are very timely things, and you won't have enough dough...And when I said seven figure, maybe eight figure money...If you have an endowment, if you had fifty million dollars, that's eight figure money, if you had fifty million

dollars, and you had it carefully invested, [1:24:00] um, and you can, on a non-tax thing, uh tax deductible thing, you can earn 10% on your dough. I mean 10% that you can keep. Yeah, well you go like this and this...Uh, government of Denmark's a pretty safe place, and they pay 16% on their bonds! Britain pays 13% on what she calls her gilts, gilt-edged government bonds, 13%. I'm not worried about the government of England cracking, or the government of Denmark.

**Sabi Behar**: Israel pays prime.

**Herbert A. Friedman**: Prime, okay, so that's why I said 10%. I don't want any risk, I worked too hard to get this dough together, but I'm also not gonna be so damn cautious on my investment policy that I wouldn't do things that would seem strange to people. So I say 10%, I, you know...So you got five millions a year. How much is it gonna cost to send every one of your kids? Costs you two thousand dollars for the summer. Right? [1:25:00] So you got five million bucks, if you wanted to spend your whole income on that, you got five million bucks at two thousand bucks a kid. Say you got twenty-five hundred kids. Send twenty-five hundred kids, that's damn near everybody in town, in

a town I'm talking about, thirty, forty thousand people. How many kids are there gonna be, juniors in high school? I would say twenty five hundred sounds like a lot, probably, be less than that. Uh, but uh, so then if you blow your whole fifty million dollars, that is the income from it, on one project, then you need another fifty million for another project, don't you? For the juniors in college. And another fifty, or thirty, or forty, or whatever...You're talking... For all the other projects that Fern says could go on the list. So, when you're talking about this, you're not *talking about* the usual, normal kind of approach to endowment fund giving that takes place in any community in America. [1:26:00] There's nobody talks about endowment funds of this size, 'cause they never think in terms of spending of this size. Chicago can have seventy, eighty, million bucks in the endowment fund, along comes a way, they'll chip a million dollars extra, out of the endowment fund, into the campaign, and not easy to do. I mean, I, I know!

I'm talking to you about opening your minds about what the endowment funds in American Jewish communities should be. Somebody would think you were totally, absolutely insane in Atlanta, Georgia, if you announced that you were going out for a 250 million dollar endowment fund, but you give yourself three



years to do it, like a university, and I'm telling you something, you could shake it loose, if you had the right product, if you had the right person selling that product, [1:27:00] if you were willing to invest a little dough in marketing that product, and, uh, most cogently of all, the reasons why you want the money, and then you take your senior citizens in town, the guys who do not work on the regular campaign, the guys who are tired and who have had it, the guys who have the name, and you send 'em out there and they're looking for ten million dollar bills. They're there!

**Audience:** Wow.

**Herbert A. Friedman:** Wow! That's right. Number 3... You got one in mind already, probably. Yeah! Yeah! Number 3... Is this a pretty good place to have a, uh, um, [1:28:00] a mission? Three hundred man mission? There are two hundred and seventy...This, this location? Snowbird?

**Audience:** Great.

**Herbert A. Friedman:** Great?

**Audience** [multiple]: Excellent. Excellent meeting, great facility...

**Herbert A. Friedman**: Excellent meeting fac- great, great, fine. Fine. Got a country of four million people in Israel, you got a million visitors a year, you haven't got one, not one, place like this in the whole country. And I drew plans for this, when I was gonna build a school in Israel, I had a hundred and fifteen acres of land, and that was plenty of room, and I was gonna build a conference center, because the idea was, the parents who would come to visit the kids in the school needed an inn, or something, some motel to stay at... So I was a half hour out of town, I was out in the hills, uh, gorgeous, I mean, on a clear day I could see the Mediterranean, on the one side, and the Dead Sea on the other side... Mamma mia! [1:29:00] That was something.

**Audience**: Were you in Ramallah?

**Herbert A. Friedman:** No, no, it wasn't in Ramallah. I was in the place called Mateh Yehuda, half-hour out of town, uh, west, um...[End of Side A, gap in recording 1:29:13 to 1:30:10]

...valley that goes down into Elah, the Valley of Elah, where David fought Goliath, where if you've been there there's that great big antenna, that big dish, um...uh, so, I was, said to myself, well if I'm gonna build, like a hundred room motel to accommodate parents coming to visit parents coming to visit their kids in my boarding school, um, what the hell, why not just really expand that and make a conference center out of it? I, uh, I did some figures, I could make enough dough out of the conference center to keep supporting the school. So it was a natural, it was great! I quit the whole thing because I was doing it all alone, I had nobody, I had nobody, I, ah, lived two years, [1:31:00] I used up all of my own money, um I didn't even have a secretary, and uh, I needed ten million bucks for the first phase of this thing, and I got seven, including a million bucks from the State Department.

When I returned it to them, you will not believe the reaction. I walked in up there at the seven floor of the AID and I gave them back their letter of credit for a million bucks, and the guy looked at me, he says, "Nobody's ever done that." And I

say, "Jews do that." He looked at me, he said, "Boy, you sure made points!" Um, but the idea is still valid, and the fact that nobody has done it yet in Israel doesn't mean it's not right to do, it just means somebody, nobody, somebody hasn't got imagination. I started, I failed. It was a personal failure, 'cause I didn't have the energy to keep on doing it. I worked at it for four years, um, and the plans [1:32:00] are still in my architect's office in Tel Aviv. They're there. Um, so I could save somebody some dough, I spent almost a million bucks, about 800 thousand dollars on all the plans and permits. I had a building permit in my hand, which nobody ever gets in Israel. You build without a permit in Israel, then you defy to government to send the bulldozers and, and, and, take your building down, you know. Which the government only does to a little shack. Some little guy's shack gets knocked down, you know. Shaare Zedek Hospital doesn't, been functioning there twelve years, doesn't have a building permit!

Um, you wanna make some money? You can make dough out of that thing. The UJA would book you up, the Hadassah would book you up, the bonds and the God knows what, and the Wexner foundation would book you up... I mean, uh, [1:33:00] you know, it's just a great thing! You don't have to live in a commercial

hotel with that crazy lobby and all the stuff that goes on in it. You have an isolated place, like in the suburbs, and your busses come in every morning, and you have a big, uh, you know, parking area, motor pool area, and you roll out and you go on your tours, and you come back, and you come back to a peaceful, quiet... where you can have uh, uh, nice, you know twelve tennis courts and everything you need, and uh, and place to have some real good studying, like you can have here, once the rooms are set up and built that way. We'll have it next summer, 'cause we're gonna use the classrooms of the Hebrew Union College, and they have sixteen brand new classrooms that they've built. Okay, you're... but, so you're renting a school, and you're living in a hotel. [1:34:00] You have it all together, surrounded by trees, and we got no mountains, uh, up there in the Judean hills, like this, but we got hills. You can tramp the hills.

**Audience:** There's rocks.

**Herbert A. Friedman:** There's rocks. There's rocks, and plenty of rocks. Big idea? Big idea. If one community did it, every community in the country would book it up. You wanna build several around the country, smaller ones, two or three places,

let a few communities get together, three, four, five communities get together, pool their resources, and build one. And put one in the Galilee, and put one in the Negev, and put one uh up in the Judean mountains where I had mine, and put one uh over near the Dead Sea if you want, I don't care, on the way down to Jericho.

**Audience**: On what side of the Green Line?

**Herbert A. Friedman**: Inside.

**Audience**: It was west.

**Herbert A. Friedman**: Inside, west. It was just inside. [1:35:00]

It's right, I was, as the crow flies, I was north of Gush Etzion, and that's where uh Riskin, uh, uh, has his town of Efrat. He's over the Green Line, and I was inside the Green Line.

**Audience**: Still own the land?

**Herbert A. Friedman**: What?

**Audience**: Still own the land?

**Herbert A. Friedman**: Gave it back to the government, paid rent on it for four years, gave it back. Hundred and fifteen acres, five hundred dunam.

**Audience**: How come UJA and Israel didn't just buy into it together, coopt it. It would work then...

**Herbert A. Friedman**: Ask them, don't ask me. [Indistinct comment from attendee] [laughs] Number 4: Improve your Project Renewal town. But that isn't real, my real motive. What I really should have written was, "select your Project Renewal town, [1:36:00] build several houses there, get several families of yours to live there all year round, hire yourself an executive director to live there, and let it be a focal point to which a family could book in, on a shared time basis, see. Uh, Federation of Atlanta owns five houses. What's your town? [indistinct response] No what's your...

**Audience** [multiple]: Yehud. Oh, Yehud.

**Herbert A. Friedman**: Okay. You own five houses in Yehud, the kind of houses you're gonna build, you're gonna put on the outskirts of Yehud. Nobody in...What?

**Sabi Behar**: With a pool in the middle.

**Herbert A. Friedman**: Nobody... Yes. Nobody in Yehud has got a three bedroom, two bathroom, fireplace, uh patio out in the back, uh lot of grass... Uh, nobody's got a house like that, in Yehud. You Atlanta people have built five houses like that, [1:37:00] in Israel they're called cottages. You build a cottage, a little cottage colony. Put in a pool, put in a tennis court. They got a pool in Yehud.

**Audience**: We built it.

**Herbert A. Friedman**: Alright, so you're not discriminating. You uh, you don't wanna walk all... uh, you invite them to come to your pool! You invite all your friends in town, you live in town... You're gonna go for three months. You manage to get a



leave from absence from your job, you worked it out, you're gonna take the kids out of school for three months, you worked all that out, and you're gonna go, you wanna be, you wanna spent uh the holidays in Atlanta with the family, father, mother, whatever... October, November, December you're gonna live in Yehud. You got an executive director who's, uh, based there, you pay his salary, so he's at your service, and you've got five houses, and uh five families decide they're gonna do that, [1:38:00] so you have company. And, he'll make all the arrangements, and he'll get the electric turned on, and he'll get the, you know, everything, blah blah blah, and he'll meet you at the airport, and you come, and you're gonna go into residence there. First thing you're gonna do is get familiar with your town, and you'll invite the mayor over for, for, for lunch, and he'll invite you, and blah blah, and you got the synagogue there on Saturday morning, you meet some more people, and you'll go over...

And your kids will get a Little League team started with the kids in town, 'cause those kids don't know much about the Little League, and your kids do, and you're just gonna live a normal life. Normal life. You're not gonna have dinner with the prime minister; you're not gonna go have a big dinner in the

Knesset, in the Chagall Hall; you're not gonna go to an army air base where fifteen pilots are gonna sit down and uh go through acrobatics just for you. No. You're a plain, [1:39:00] ordinary, simple Jew, and you're gonna go and you're gonna live with the other Jews. Now, you're gonna learn a little Hebrew, they're gonna learn a little English, the people you'll make friends with. Yehud's probably got, I don't know, four or five thousand people living there by now. Um, you're not gonna meet 'em all, but you'll meet fifty. But you'll take name and address, and they'll take your name and address, and you got a nice link, and while you're there, and the main purpose that you're there is very simple.

No big complicated purpose, you're not trying to change the government of Israel. You're just trying to learn, by experience, what it means to live there for three months. But you, since your minds are very energetic, and very active, what you're gonna do is be looking all around town, and you're gonna think of things to do, that when you come back... and you're smiling 'cause you said the same words that I, right there at the same minute... And slowly but surely, [1:40:00] you're gonna improve that down, without any big campaign, without any big [Hebrew word], without any big... Just by the process of life,

you're gonna make that a better place, five of you coming and going, and coming and going, and, the, the, the uh Federation wants to charge you some rent for the three months, they'll charge you rent. They'll charge you two bucks. I mean, the property is the property of the founda- of the community of Atlanta; doesn't belong to you. So they'll charge you two bucks rent, they'll charge you a hundred and two bucks rent.

**Audience:** They'll charge you five thousand [unclear]

**Herbert A. Friedman:** They'll charge you whatever they want to charge you and whatever you wanna pay, and you'll pay the electric bill and you'll pay the phone bill, that you used while you were there, 'cause uh you gotta make four long, uh, international calls a day, to keep track of your business, uh, you got a branch in Iceland, and you got a branch in Afghanistan. I mean, you can run up a ten thousand dollar phone bill. But, you know, [1:41:00] normal, nice, simple...And if there are ten towns in America doing that in ten places, so you go visit some friends, uh, you know, from Dallas, who are down there in...You're in Yehud, so they're in Or Yehuda, which is nearby. Or their in Or Akiva, which is nearby. Come on, and the

networking starts, between you and your gang in Yehud, and they and their gang in Or Akiva, and, you...How does a spider build a web? Just, little thread, little thread, connecting with little thread.

How are you gonna catch your kids in that web? First you gotta build the web. You'll never worry about your kids assimilating, you'll never worry about your kids intermarrying, if they do that from the time they're about ten years old, and you take 'em over once every few years, and live in the house that the town owns. [1:42:00]

You're not gonna go spend hundred and fifty grand to build a cottage there, but the community builds it. And the community sinks a million dollars in and builds cottages, and the pool, and the grass, and the gardener, and all that. Okay, it's a community asset! You will always sell it for more than you paid for it. Community can't lose. And it uses it as an instrument to integrate stronger Jewish feelings into the people who use it, build those stronger Jewish feelings of identity into the kids, stronger links with the local Israelis, ta ta ta ta, I mean the, the benefits are endless. There's nothing, no risk, on the downside. You're never gonna convince me that you can't get five families in town to arrange to take three months off. You've

never [1:43:00] convince me of that! Five people planning a year in advance, two years in advance, three years in advance. You plan, you're a partner in a law firm, you ask for a leave of absence for those three months, without a draw. They don't wanna pay you, they won't pay you. You can live three months without drawing anything. Because, because to live in Israel, um, with no housing cost, uh, a family of four needs, um... Twelve hundred bucks a month, thousand bucks month. So, for three months, you can manage that. It's only a question of getting time, away from work, or the kids out of school, and you can manage that, too. Okay. What's wrong with the idea? Silence?

[1:44:00] Well, then do it!

I had, the last one I have on here this business, going back to the business of Hebrew. Hire some Israeli university graduates, now that makes them like about, uh, let's see, they're 18, they're 21 when they get out of uh the army, so they're 24, 25, nah, a BA is three years in Israel...[indistinct comment from attendee] No, no, no! Don't have to go that, uh that...[laughs] BA in Israel is only three years. Um, so they're 24, 25 year old kids. Hire some Israeli university graduates to come to your town, for a year or more, to teach Hebrew. That's what you want 'em for. I'm back on my kick, everybody's gotta

learn Hebrew. On a tutorial basis, or on a classroom business, [1:45:00] just keep 'em busy eight hours every day, so they earn their pay. And, you can organize classes, one, one o'clock, two o'clock, three o'clock, whatever's convenient, people sign up, or if you can't come to class, you're in a wheelchair, he'll come to you, and as a tutor one to one. Or a group of families in a neighborhood, if there are three parents and seven kids, and whatever. You arrange a class, and five o'clock is convenient for you, so you get one of these kids and he gets written into his schedule, five o'clock till six o'clock, he's gotta be at such and such an address, and he's got the following students. Adults, or kids, it doesn't matter.

Any way you want to organize the use of these people, but you have 'em eight, nine, ten hours a day, every single day of the week, seven days a week, they're in town, you're in town... [1:46:00] The multiplication factor is enormous. Such 25 year olds are a good resource to have in town, for a number of other chores! And I don't wanna go list 'em, but just stop to think, if you've got um... Do you know any, any bright, nice, uh Israeli uh young man or woman, 25 years old... You've met such types. You know the types I'm talking about: personable, good English, charming, good stories to tell, full of zeal and

idealism, even in spite of the cynicism of the present day. To them, they're not cynical, what they are, they're sore at the government 'cause it's rotten, and they're frustrated, but, but they're not cynical about the future of their country, or certainly not about the future of the Jewish people! And if they've had a good upbringing, [1:47:00] then they are very strongly identified as Jews, not just as Israelis, so that's the kind you have to be sure to pick up. And can you think of all the other things you could do in town? Wouldn't that be pretty good to send to the youth group in the congregation? Would they be pretty good to teach the confirmation class? Wouldn't they be pretty good to send around town as speakers at different meetings? Wouldn't they be pretty good to use for some solicitations? Well they've be pretty damn good for anything you want to use 'em for. You bought 'em, they're yours, put 'em to work! Okay. Anything wrong with it? You gonna have trouble finding them in Israel? You gonna have trouble financing this thing? No, I don't think so. Okay, what?

**Audience**: But they have.

**Herbert A. Friedman**: They have what? [1:48:00]

**Audience**: Had trouble finding them, and trouble...If you look at a...I mean, if you put in all the qualifications about, uh who they should be, and the value, I think, one thing like the Shaliach Program...

**Herbert A. Friedman**: Shaliach Program?! I'm not talking about Shaliach, and I'm not talking about Jewish Agency, and I stay a hundred miles away from 'em! I go look for my own people! Non-politicized.

**Audience**: You gotta go a little further with your vision then, Herb, to really look at the kind of people, the qualifications...

**Herbert A. Friedman**: Oh, I didn't... Hey, hey, hey, hire some Israeli university graduates. I didn't spell out the details about how I'd do it. You tell me you want five, I'll find five for you, and they'll pass muster, and you can trust me blind and I'll bring you the five. I wouldn't go near the Jewish Agency! I mean that's...



**Audience**: Well a whole lot of people don't do that anymore, centers and, and, Federations go and find their own... [1:49:00]

**Herbert A. Friedman**: I would hope so!

**Audience**: I'm, but I'm just saying that the, the concept is a good concept, as long as you know what you're looking for.

**Herbert A. Friedman**: Sure, you gotta know what you're looking for! You sure do!

**Audience**: Every, every college graduate, Israeli who comes to the United States looks for a job to teach Hebrew.

**Herbert A. Friedman**: That's not what I'm. That, no...Nobody can come to me looking for a job. I'm gonna go looking for what I want. Not one of you came to me to get into this program. We didn't let you. We went looking for you. We went looking for you! That's how this whole program was based. And that's why it, one of the reasons why it's so good. Nonsense about words like elitist and all that. You're simply the best we could find in

your city. We looked for you! And do the same thing. If I want Israelis, I'll go look for them! And, uh, yeah? [1:50:00]

**Audience**: Um, you asked if, if there were problems with this, and the problem that I would see with it is not so much getting the qualified person to come, or people, whatever, but to make sure that you have planned in advance jobs that they are guaranteed to do, so you don't spend three or six months with them not having enough time fill their day, and by the time you finally got 'em up to speed, it's time to go back.

**Audience**: Manage 'em... [indistinct commentary]

**Herbert A. Friedman**: The day that the... the day that the person... the day the person arrives in town, the first day, you take him over to his apartment, and you get him settled, and you show him where the grocery store is, and the second morning you give him his program, which, if it's taken you six months to work it up, it's taken you, if it's twelve months to work it up, it's taken... Whatever it takes you, you don't bring him over until you hand him the program.

**Audience**: I, but I think that's, I think that would be hard, as far as getting a program set.

**Herbert A. Friedman**: Oh, I don't think so. I don't think so. 'Cause I would bring over one, as Exhibit A. [1:51:00] One. What are you laughing at Lisa?

**Lisa**: No, I think that's a great analogy, Exhibit A. I like it!

**Herbert A. Friedman**: That's right. Yeah. And I'm gonna use that Exhibit A guy, or woman, to get some dough, first, and I'm gonna get him to help build up the program, second, and he is the pioneer that's gonna break the ground, and he's gonna spend a whole year in town, not teaching you...not teaching one soul. He's gonna help get the program, he's gonna be selling it. Sure you're gonna, you wanna learn Hebrew, Renee, he's gonna tell you he's gonna convince you you wanna learn Hebrew, and he's gonna convince you that he'll get along fine with your kids, and that, uh, uh, you know he wears the same kind of sneakers they wear, and, he's gonna sell you, and you're gonna sign up for Thursday afternoon, and then you'll change, and then he'll ask you for a note and [laughs]... But he's gonna build a program, and he's

gonna market the thing, and he's gonna help me get the dough [1:52:00] for it, as well, and because it's tiny money. What are we talking about? And, um, then, after he's done his job, he's through, he's going home. And we've got a fixed date when the first ones are gonna arrive. And when they arrive, you're absolutely right, so I don't think it's hard if it's done carefully.

**Sabi Behar**: Did you realize your vision of the Jewish Agency for Israel?

**Herbert A. Friedman**: Jewish Agency?! No, that's no vision. There's no sense in, there's..

**Sabi Behar**: [unclear word] your vision, what do you see there? What do you see the relationship between the diaspora and Israel? Do you see that as, as a central organization that will keep that, eh, relationship going, do you see dismantling it, do you...What do you, what do you see as the relationship between diaspora and Israel as far as the Jewish Agency is concerned?

**Herbert A. Friedman**: Yeah, as far as I'm concerned, the Jewish Agency is an anachronism. [1:53:00] An anachronism is something uh which has outlived its usefulness, it's not, it's no longer effective in time. It operates on slogans which came out of the 19<sup>th</sup> century. It has nothing to do with the relationship between the Jews of the diaspora and the Jews of Israel, except what it says, with words, but those words are not reality. I doubt if any one of you here is a terribly strong patriot who would go through fire and brimstone for the sake of the Jewish Agency. You would do so for the sake of Israel. But it, but what's the Jewish Agency got to do with anything?

The emotional connection, the intellectual connection, is all to sovereignty of a state, which we have finally, re-recaptured in history, and the Jewish Agency [1:54:00] represented a Zionist movement, which was necessary before the state was born, and once the Zion- the, the Jewish Agency did its job and helped get the state to the, to birth, then the Jewish Agency was finished, and the Jewish Agency itself recognized that fact, because it lobbied damn hard a few years after the state was established to get a special law passed in the Knesset to grant it a special status, to enable it to continue living! Functionally, it doesn't create any link or

nexus between uh American Jews and the country of Israel, or the people of Israel. And I don't understand why the thing still exists. It has not logical meaning to the Jews in Israel, it is constantly in turmoil and conflict with the government of Israel [1:55:00] in terms of duplication of functions, or being clever enough to figure out how to divide functions between them, all very artificial, and it has no relationship to the Jews of the United States except a very thin layer of officials on each side, thin layer of Israelis meet with a thin layer of Americans, um, and use big words like *links* between Israel and the diaspora.

You don't need an intermediary, you don't need an agent. Look at the name: Jewish Agency. What is it? It's an agent. You don't need an agent between you and the, and the people of Israel, or the state. You need an agent when you can't do something yourself. Follow me? If you can't sell your house yourself, you need to hire an agent to help you sell your house. The agent relationship is a dinosaur now, [1:56:00] forty-two years after the State of Israel exists. You don't need an agent! Anything you wanna do in the State of Israel, you should do yourself. You wanna give money for building houses for Russian immigrants? Set up a tax-deductible, 501(c)(3) housing

corporation, I'm not inventing the wheel. Twenty-five years ago, Jack Weiler set up six such corporations. Set up a housing corporation, give it 65 million dollars, tell it to go buy, build houses, and um, uh, have a supervisor rent those houses to the immigrants. That corporation to build housing, if it wants to employ American housing experts, or English housing experts, or Israeli housing experts, can do what it wants, the quickest, fastest, most efficient, [1:57:00] or cheapest way. Set up six corporations like that: one for housing; one for immigrant transportation, people and baggage; one for higher education that you wanna give money... I'm picking the things that the UJA money goes for now. Take all the things that the UJA money goes for now, divide it up, you'll never get more than six categories, set up six tax-deductible foundations, each independent, hire your own people to run them, Americans or Israelis, or Patagonians, I don't care. You conform to American law because these are performing functions in the fields of health, education, welfare, and so forth, so all legitimate, and uh, you don't need an agent to any of this! And again, I'm not inventing the wheel for God's sake.

**Sabi Behar**: San Francisco...

**Herbert A. Friedman**: Nah, San Francisco, nothing. San Francisco tried to take a hundred grand on the side and make a proof that they do need the Jewish Agency. [1:58:00] That's child's play. And I told it Lori. The model that you got already is the JDC. You give the JDC fifty million dollars a year. You say, "What are you gonna need?" They say, "Well, we're gonna spend two million bucks in Morocco, and we're gonna spend seven million bucks in Russia sending packages, we're still spending four million dollars in Romania" ta ta ta.

**Sabi Behar**: [unclear word] in Israel?

**Herbert A. Friedman**: So they spend, oh, whatever, fourteen million dollars in Israel. So they're spending dough all over the world, your dough, for to help Jews who need it, and they don't have an agent in between. It's a direct thing! JDC hires a man, puts him in Casablanca, gives him a two million dollar budget, and he accounts for it. Where's the agent? You don't need it. And that's why I call it an anachronism. You did need it, [1:59:00] before the state was born. Before the state, listen, I served in the Haganah, which was an underground army



before there was a legitimate army. Whose army was it, the Haganah? It was the army of the Jewish Agency. The Jewish Agency was crucial when it was crucial. It organized the Jewish people into...

END OF AUDIO FILE [1:59:42]



Rabbi Herbert A. Friedman Collection, C-7421 to C-7422. American Jewish Archives, Cincinnati, Ohio.