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Dubin, David, 1988-1990.

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COMMISSIONER CONTACT SHEET

Name David Dubin Assigned to _____

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Comments _____

Date	Nature of Contact/Status	Next Steps/Action Needed



15 EAST 26th STREET • NEW YORK, N.Y. 10010

August 10, 1988

To: File

From: Arthur Rotman

Comments re August 1 meeting.

Dave Dubin:

On the whole he found the meeting to be "very exciting" and his assessment is very positive.

He thought that "a hell of a group" had been assembled, that it was representative in the sense that there were lay people there as well as pros and were representations of foundations, as well as the communal agencies. He was particularly impressed with the fact that there were "good thinkers" in the group. Was particularly impressed by Norman Lamm's comments in which he thought that something good would come of the fact that lay leadership would be "driven" about Jewish education and Dubin was also impressed with Lamm saying that we should pick a portion of what needs to be done, rather than to cover the waterfront.

INTERVIEW WITH
DAVID DUBIN

ARTHUR NAPARSTEK
JULY 1, 1988

I. Personal

David Dubin grew up in a non-traditional home, but attended a Yeshiva "day school" and Yeshiva University. He defines himself as traditional, but conservative. His children have attended day school.

II. Problems of Jewish Education

- A. We do not have a community approach to Jewish education. A community approach would be organized around a mechanism that brings together religion with social and education. Currently a blueprint or strategy for developing such a mechanism does not exist.

Dubin believes everyone is very turf-conscious and not willing to cooperate. Consequently the approach is fragmented and there is no pooling of talent. We need a systematic approach.

- B. There is a need for a value orientation in the schools. He believes teachers are just teaching mechanics (i.e., how to read Hebrew or write), but not the philosophical or value orientations related to Judaism. The curriculum needs to be redefined and reformed.
- C. Top lay leadership is not involved. A strategy needs to be developed which involves top leadership.

III. Why the Commission is Timely

Dubin believes the maximizing Commission report has set the stage for this Commission. Further, federations are more concerned with Jewish continuity and are willing to commit resources. There is now a recognition that Jewish continuity is at a critical point, and if any one intervention can be mounted, it will be in the area of education.

IV. Outcomes

- A. Need to develop a strategy to change attitudes lay leadership has toward Jewish education.
- B. Develop a strategy so that Jewish education is more valued in the community.
- C. Develop demonstration programs.
- D. Develop curriculum models with emphasis on Jewish philosophy and belief systems.

I. IJE

DD agrees strongly that there is a need to come up with something practical at the end of the Commission's life, which will include the promise of funds and the involvement of the Commissioners.

DD envisions a post-Commission process which involves teams bringing ideas to communities in order to "seed" these communities with new ideas appropriate for their situation. These would be, in effect, "mobilization units" to work with communities, and would include Commissioners as well as professionals. The concept could also encompass study teams which would help communities with comprehensive planning.

The assistance must include resources; there must be a pool of funds available at the end of the process to implement what has been designed. Money is the key to differentiate an IJE from JESNA, JWB, and other current instrumentalities. The IJE must not compete with these in fund raising or in direct services. We need to be alert to the question: what are we doing for the institutions which exist?

II. Commission process

DD suggested that the next Commission meeting should present illustrations of specific problems and strategies for solutions in the areas of focus (personnel and community-building).

E.g., the scholar-in-residence model as developed at the JCC on the Palisades is now being brought to a number of different communities as a way of creating a community "master teacher" who can work with lay leaders.

Other possible problems and strategies might be:

- 1) Problem: lack of top lay people involved in Jewish education
Strategy: hire a professional just to develop leadership and human resources for Jewish education
- 2) Problem: lack of money for innovation
Strategy: development of a local "venture capital" fund for innovative projects

Before the meeting, Commission members should have the opportunity to suggest ideas of this type. At the meeting, the Commission should help prioritize various suggestions.

He suggests a short staff paper identifying specific problems related to the enabling options and some suggested strategies to deal with them. It should be indicated that the document will be used to a) expand the list of options through discussion, and b) prioritize strategies.

Some of the programmatic options will be "paid respect" within the strategies as specific reference points -- e.g., developing family educators, or educational programs for Jewish leaders as a vehicle for building advocacy.

The Commissioners must have a role in the strategy development process.

Commission on Jewish Education in North America towards the second meeting.

Interview with Commissioners

Commissioner: David Dubin

Interviewer: Art Rotman

November 22, 1988

Spirit: Very interested

Setting: David Dubin's office, Palisades JCC, Tenafly, NJ

Duration: One and half hours.

Commissioner's current stand: Personnel and community should be the areas of concentration. Special attention should be paid to college-age and adult education.

Comments on first meeting of Commission:

The discussion was necessarily discursive since it was the first time that the group had come together. However, much more was accomplished than Dave Dubin had expected would be. This was probably because of the headway that had been made in having the results of the interviews available at the meeting. Dubin was very impressed with the caliber of his fellow commissioners and the diverse mix. He left the meeting with several new ideas as a result of the comments made at the meeting.

Program Options:

Dubin's first choice for emphasis would be the college age group and his second choice would be adult education. The college age are usually forgotten, perhaps because they are difficult to reach. However, this is the age group where there is enough intellectual stability to cope with the ideas in Jewish life. The problem at a younger age is that high school students are generally too preoccupied with SATs, getting into college and the usual adolescent concerns.

Based on his own experience, adults can be very responsive to Jewish education. He has found them to be very responsive to such education in study groups. However, while priority should be placed on the above groups, it should not be to the exclusion of others.

Supplementary School

Dubin is of the opinion based on his experience that the results of the afternoon school or Sunday School is largely "a waste of time" unless there is reinforcement at home. Supplementary schooling should only be offered if there is such a contract with the parents. In any case, the community should be geared up to provide educational experience for the parents in the form of study groups, courses, etc. In other words, the only way in which supplementary education should be offered is on a two-track basis, one track for the child and one track for the parent, offered separately and with equal emphasis.

Resource Integration

In considering the various "options" Dubin was prompted to suggest that based on his experience, it should be in the pooling of community resources. The synagogue, the Jewish school and the JCC should combine their resources, each contributing their own strength. This can be particularly helpful in programs where the entire family learns together, for example, in workshops around the holidays.

Means Options

It is Dubin's impression that the consensus of the first meeting was to concentrate on both personnel and community.

Community

Too many of the level of lay leadership connected with the Jewish education efforts are secondary or tertiary level. On the one hand, a better caliber of leader must be recruited and on the other hand, whatever leadership does end up connected with Jewish education should be trained to fulfill their roles appropriately. Dubin proposed that there be what he refers to as a "Jewish mobilization unit" to study gaps in the community and the Jewish continuity efforts and to have the authority to legislate changes. This in and of itself would bring greater prestige to Jewish education.

Personnel

Each community should have available a number of "master teachers". These would be prestigious positions where the salary would in the \$50-\$60,000 level. These master teachers should be hired by a consortium of agencies representing the community and function in a variety of settings including the day schools, the elementary schools, the JCCs, adult education, etc.

Dubin has had an extremely popular experience with the scholar-in-residence at the Palisades JCC and recommends that Jewish educational institutions, whether formal or informal, should have such a scholar. The position suggested is more of a philosopher who would, in addition to being a sound teacher, provide inspiration to the staffs and the boards of directors. Certainly, each JCC should have such a scholar/philosopher.

Dubin urged that the Commission consider the establishment of such positions. It is only by advocating seemingly wild but bold ideas that the Commission will make an impact.

Task Forces

Dubin's feeling is that while working with a large group was appropriate for the first meeting, we will need now to start doing work in smaller groups. This could best be accomplished by having small groups, not necessarily including all the commissioners, in between the meetings, to prepare any materials for the next meeting. Dubin rejected the idea of breaking up into task forces at the meeting itself. He thought that it could be seen by members of the Commission, being rather sophisticated, as being too much of an exercise. One of the attractions apparently of the Commission is the fact that people enjoy one another's company and this could best be achieved by maintaining the entire group format for the Commission meetings themselves.

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*New
file
Commissioner
David
Dublin*



JWB

15 EAST 26th STREET • NEW YORK, N.Y. 10010-1579

JWB FAX No. 212-481-4174

TELEFAX TRANSMITTAL FORM

DATE: 11/29/88 TIME: _____

TO: Art Naparstek

FAX NO.: 216 391 8327

FROM: Art Rotman

RE: _____

TOTAL NUMBER OF PAGES (including this page) 4

If you have not received the number of pages indicated above or if there is any problem with the transmission, kindly telephone the office at (212) 532-4949 for a retransmission. Thank you.

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REPORT OF MEETING WITH DAVID DUBIN -- 9/19/89
By Jon WOOLCHER

DD believes that the implementation process will require some type of oversight board, probably smaller than the current Commission.

There will also need to be an action agent, since existing agencies may not pick up fast enough on what needs to be done. This brokering agency will need to go into communities to stimulate activity.

DD believes that it is important to begin the communication with the communities. He favors developing an initial menu of 10-20 existing program strategies. These can be introduced to the communities, and additional ideas solicited from them. These should be programmatic options that relate to personnel and/or community. Examples would be: an invitational training program for top level community leadership; a community educators program; a resident scholar program.

Ideas like these are needed to animate and illustrate what the Commission is trying to do.

The Commission can suggest a comprehensive planning process be undertaken, but must also give communities concrete programs that demonstrate what outcomes might emerge. Lay leaders are turned on by specific initiatives. We need to sell them by outlining the programs that might result from a planning process. The process alone is too vague and remote. In addition, communities may say that they have been doing planning, so they don't need another process.

DD will be at the next meeting.

He suggests that it discuss:

1. what to do after the Commission? what type of continuing structure should exist and how should it relate to implementation? We should reach a decision on this.
2. what do we offer to the communities and how do we offer it? just a planning process or specific services and programs that are being recommended?
3. how do we communicate with the communities if we decide to offer new initiatives and programs? how do we market these?

DD suggests that one page writeups of some specific projects, based on the problems we have identified and meeting identified needs, be presented to the Commissioners. We could then take one illustrative project and show how the idea would be worked through from conception to implementation. This would be a scenario of a success story to show what impact the Commission might have.

MAY 22 1989

REPORT ON INTERVIEW WITH DAVID DUBIN, 4/25/89

I. IJE

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The Commissioners must have a role in the strategy development process.

J. Woosher

NOTES ON MEETING WITH DAVID DUBIN -- 1/10/90

prepared by Jonathan Woocher

DD appears comfortable with the progress of the Commission. We reviewed the draft recommendations in each of the areas.

1. Community and Funding -- DD feels that having good money available to provide a "jump start" will be critical to inspiring communities to engage in the process of leadership involvement and developing local funding.
2. Personnel -- DD emphasizes the importance of providing personnel with the opportunity to upgrade their skills within the framework of the organizations and institutions within which they are already working. He was very enthusiastic about the idea of organizing a national recruitment campaign.
3. Programmatic Areas -- DD felt it was not clear how these should be dealt with. Presumably they will be addressed in the context of the Community Action Sites and other local initiatives. He asked what the role of the Commission and implementing entity would actually be vis a vis programmatic areas. Would the implementing entity work with communities that are not community action sites? He understands the desire not to be limiting, but feels that limits will have to be set on what is done or the whole process will become too unwieldy.
4. Research -- no comments
5. Community Action Sites -- DD feels that the question of who will establish criteria for selection is important. He believes that the Commission itself should address the issue of criteria, and not leave it entirely for the implementing entity. He suggested such factors as: 1) relative absence of turf problems; 2) strong federation-agency relations; 3) a demonstrated passion for Jewish education; 4) a track record of innovation.
6. Implementing Entity -- DD asks whether the implementing entity will be established "in cooperation with" JWB, JESNA, and CJF, like the Commission itself. What does "independent" mean? He feels that there needs to be discussion of the composition of the Board of the implementing entity. Who will be represented? He also feels that there will need to be a smaller working group to guide its day to day operations (my comment: like the Senior Policy Advisors?). He was not especially enthusiastic about the idea of continuing the Commission itself, but agreed that in view of the investment of the Commissioners, meeting once a year to receive reports might be worthwhile.

In general he felt that the recommendations represented a good effort to focus something which is global in its dimensions.

He will probably not be at the February 14 meeting because of a conflict with the JCC Executives Institute.

A STATEMENT ON JEWISH EDUCATION FOR THE JEWISH COMMUNITY CENTER

GOAL OF JEWISH EDUCATION

Jewish education, in the communal sense, is an organized and community sanctioned system of imparting knowledge in a way that inspires Jewish pride. Ideally, it is a planful and purposeful process to influence Jewishly the mind, heart and mentality or knowledge, emotions and attitudes. We can no longer subscribe to the assumption that responsibility for the development of a sense of Jewish identity lay only in the home and family, not in the Jewish school or agency. Jewish education is hollow without influencing the character of the individual's Jewish commitment. The goal of Jewish education is to help the individual translate knowledge and pride into personal patterns of living to strengthen Jewish identity and perpetuate Jewish life.

THE JCC

This approach, which places responsibility on commitment and behavior implies consideration of the following 4 priorities with regard to Jewish Education in the Jewish Community Center:

1. Priority of transmitting knowledge, formally and informally, for all age groups related to Jewish subjects from both an historical and contemporary perspective. The formal approach with youth should be focused on the special sector within the Center membership which is unaffiliated and can best be identified as "searching Jews" who have found a beginning Jewish connection in the Jewish Community Center.
2. Priority on Philosophy and Values. Participants should be helped to evolve and identify distinct Jewish beliefs - for living - based on the assimilation of information and a growing Jewish self-image.
3. Priority on the Dialectic Method of Education - where knowledge is "caught as well as taught." In the Center, participants should be given programmatic opportunities to express themselves interactively with others and learn how to articulate Jewish beliefs. Teachers and workers need to develop the skills and the security to facilitate this kind of process. Jewish students should be able to debate intelligently with articulate non-Jewish students - defining and defending who they are and what it is they believe.
4. Priority on the Experiential - where learning comes from living. Jewish education should include opportunities, supplementary to and independent of the classroom, for meaningful Jewish living experiences where the joys of Judaism can be absorbed and valued through interpersonal enrichment. Dialogue programs on self-searching, retreats, Jewish cell groups, family celebrations, camping, Jewish social action groups, etc., are models of experiential learning. "I will never forget how much education took place at a Chassidic Wedding involving all the children in resident camp."

Comment on Maximizing Jewish Educational Effectiveness in the Community.

A community "gameplan" or "blueprint" should be adopted by a central agency assessing needs and formulating objectives, and the gameplan should be adapted to the players. Flexibility must be the key to mobilizing Jewish educational efforts in a given community. Professional personnel and agency resources should be used interchangeably. Emphasis should be placed on effectiveness not auspices. The determination and distribution of services should be based solely on the best opportunities to meet needs and achieve goals.

David Dubin
Executive Director
JCC ON THE PALISADES