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Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
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Commissioner interviews. Planning notes and correspondence,
1988.

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

NATIV POLICY AND PLANNING CONSULTANTS
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2397

FACSIMILE TRANSMISSION

TO: ART NAPARSTEK
VIRGINIA LEVY

FROM: ANNETTE HOCHSTEIN
SEYMOUR FOX

*Simple + direct
Open - Learn
about Mem*

DATE: JUNE 9, 1988 FAX NUMBER: 001 216 391 8327
NO. OF PAGES: 6

HAPPY TO SEND OUR SUGGESTED INTERVIEW
SCHEDULE. LOOKING FORWARD TO YOUR COMMENTS

BEST REGARDS,

eg Annette

*How different
people get
to where
they are
Don't plant
our agenda*

② Will they feel
programmed

① Start from the
person - Plan to
about person -
where do they come
Plan - these children
② what makes
have they done
their own
work -

TOWARDS THE FIRST COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS SUGGESTED SCHEDULE

I. Topics

The following topics are suggested for your interview:

1. Views on Jewish Education in North America today -- its problems.
2. The opportunities that make the Commission timely.
3. The systemic changes and private/communal dimension of the Commission.
4. The representativeness of the Commission -- institutional and individual.
5. The process and workmode -- planful and implementation oriented.
6. The outcomes -- policies and programs.
7. Our initial cut into the subject: personnel.
8. The preferences and likely involvement of the commissioner.
9. The first meeting of the Commission.

II. Background

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

- * To prepare and involve the commissioners for their work on the Commission and for the first meeting.
- * To learn where they stand and what they think.
- * To gather materials for the opening statement.

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

1. The commissioners will have been introduced to the concept of the Commission, its organization and anticipated scope.
2. We will have begun to learn the views, stands, beliefs of the various commissioners on as many as possible of the above mentioned topics (# I)
3. The commissioners will be involved in the process of

the Commission prior to the first meeting and we will have a first assessment of their willingness to take on an active role -- as presenter, discussant, task force chair, member -- or as future funder and implementor of plans.

C. The interviews should take place in a relaxed framework conducive to exchange of views.

D. We should decide what materials it may be useful to leave with the interviewees: list of Commission members, staff, Senior Policy Advisors, additional copy of the Conceptual paper, data - if already available.

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

III. The Interview

The interview cannot be expected to follow the order of the above-listed topics. It will obviously be determined by the interests and style of the interviewee.

A possible beginning:

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

1. Views on Jewish Education in North America today -- its problems.

a. It is important here to remind the Commissioner that our working definition of Jewish Education involves :

- formal education
- informal education
- involvement in organized Jewish life (CJF; UJA, JCC, synagogue

- 3 -

participation etc..)

-community events (Russian Jewry)

-Israel: visits, study, support]

*Don't educate on
differences*

b. If the Commissioner does not respond to the invitation to discuss the serious problems of Jewish Education, data should be offered. e.g. "only 50% of Jewish children attend Jewish schools at any one time; 75% of them are in supplementary schools; personnel is underpaid and poorly trained; very few training institutions; no specific training for informal education for Jewish content." *

2. The opportunities that make the Commission timely

a. Today Jewish education is of concern to every major Jewish organization.

b. The emergence of the private foundations.

c. Greater allocations by Federations than ever before.

d. The encouraging response of the partners (JWB; JESNA; CJF) and of the denominations (Hebrew Union College; JTSA; Yeshiva University); etc...

e. The impact of Commissions in general education -- beginning with Flexner (medical education) to the recent reports by Carnegie; Holmes; etc...

3. The systemic changes and private/communal dimension of the Commission

a. A fragmented approach will lose impact

Good

b. What is needed is a road-map that will tell as much of whole story as is possible and bring the question of priorities to the forefront. Thus offer the possibility of a plan that can be implemented.

4. The representativeness of the Commission -- institutional and individual

a. It might be useful to review the list of members of the Commission and the broad spectrum of Jewish life they represent and can influence.

b. How the Foundations will serve as catalyst.

c. The National and local organized Jewish Community, by being involved from the very beginning, will experience ownership and might commit itself to thoughtful and systematic implementation.

5. The process and workmode -- planful and implementation oriented.

a. The Commission will meet 4-6 times but will continue to work between commission meetings with taskforces.

b. The taskforces will be staffed and will almost have a life of their own.

c. The specific taskforces will depend on the focus and topic of the commission. You may want to introduce the topic of personnel at this point (the treatment of this in the design document -p.9 - could assist in conveying the point.)

d. Possible taskforces could be:

- * Institutional structures for Jewish education
- * Creating a climate and building lay-leadership
- * Building the profession (including a treatment of the economics of Jewish education)
- * Training, recruiting and retaining appropriate personnel
- * The future as history -- blue-sky scenario for the 21st century.

e. It should be emphasized that this interview is the first step in a process that will involve a constant interchange and involvement between staff, senior policy advisors and commission members. This could be a good time to introduce the membership of the Senior Policy advisors' group and the staff of the commission.

6. The outcomes -- policies and programs

a. It is not only a roadmap.

b. It is not only priorities.

c. But plans, projects and programs that will be implemented.

d. This is possible because the Foundations will offer challenge grants, outright support and partnerships amongst themselves, with local communities or national organizations.

7. Our initial cut into the subject: personnel.

a. If the topic of personnel has not emerged until this point you may decide that it is useful to deal with it directly and use the design document (p.9) _

** Agenda, forming
Do we want mem to come
Why?
It involved*

8. The preferences and likely involvement of the commissioner

How does the commission member view his/her participation in the work of the Commission :

What roles

- a. only as a commission member
- b. taskforce member -- in which taskforce are they interested? *(some people may)*
- c. Leading member or chairman of taskforce.

9. The first meeting of the Commission

- a. Similar conversations are being held with all commissioners towards setting the agenda of the first meeting.
- b. Data is being prepared so that the meeting will permit maximum communication and progress.

10. Summarize your understanding of the interviewee's views expressed during the interview.

Some impressions we may want to avoid in the interviews:

1. That the Commission will produce a vision and no practical results.
2. That the Commission will suggest that we need "more and better" Jewish education.
3. That we have the answers and the Commission is a rubber stamp.

TOWARDS THE FIRST COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Topics

The following topics are suggested for your interview:

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- * To learn where they stand and what they think.
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3. The commissioners will be involved in the process of

the Commission prior to the first meeting and we will have a first assessment of their willingness to take on an active role -- as presenter, discussant, task force chair, member -- or as future funder and implementor of plans.

C. The interviews should take place in a relaxed framework conducive to exchange of views.

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Personal Statement

1. Views on Jewish Education in North America today -- its problems.

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participation etc..)

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-Israel: visits, study, support]

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a.Today Jewish education is of concern to every major Jewish organization.

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e.The impact of Commissions in general education -- beginning with Flexner (medical education) to the recent reports by Carnegie; Holmes; etc...

3. The systemic changes and private/communal dimension of the Commission

a.A fragmented approach will loose impact

b.What is needed is a road-map that will tell as much of whole story as is possible and bring the question of priorities to the forefront. Thus offer the possibility of a plan that can be implemented.

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b. The taskforces will be staffed and will almost have a life of their own.

c. The specific taskforces will depend on the focus and topic of the commission. You may want to introduce the topic of personnel at this point (the treatment of this in the design document -p.9 - could assist in conveying the point.)

d. Possible taskforces could be: *what are*

- * Institutional structures for Jewish education
- * Creating a climate and building lay-leadership
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e. It should be emphasized that this interview is the first step in a process that will involve a constant interchange and involvement between staff, senior policy advisors and commission members. This could be a good time to introduce the membership of the Senior Policy advisors' group and the staff of the commission.

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a. It is not only a roadmap.

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8. The preferences and likely involvement of the commissioner

-How does the commission member view his/her participation in the work of the Commission :

- a. only as a commission member
- b. taskforce member -- in which taskforce are they interested?
- c. Leading member or chairman of taskforce.

9. The first meeting of the Commission

What is the agenda.

- a. Similar conversations are being held with all commissioners towards setting the agenda of the first meeting.
- b. Data is being prepared so that the meeting will permit maximum communication and progress.

10. Summarize your understanding of the interviewee's views expressed during the interview.

Some impressions we may want to avoid in the interviews:

- 1. That the Commission will produce a vision and no practical results.
- 2. That the Commission will suggest that we need "more and better" Jewish education.
- 3. That we have the answers and the Commission is a rubber stamp.

TO: AJN

FROM: VFL

RE: INTERVIEW SCHEDULE

7/15/88

Following is your schedule of interviews, as of this date. I will continue to add to it as other people call me back.

Monday, July 18

Cleveland to New York

Continental 492 to LaGuardia, lv. 7:05 a.m.- arr. 8:30 a.m.

Reservation at Madison Towers Hotel
22 East 38th Street
New York, NY 10016
1-800-225-4340

10:00 a.m. Harriet Rosenthal
will arrange for a meeting place at JWB offices
15 East 26th Street
New York, NY
Her phone # in NJ: 201-762-7242

12:30 p.m. Dan Shapiro
lunch The Harmonie Club
4 East 60th Street
New York, NY

If you need to contact Shapiro, his # is (212) 758-0404.

3:00 p.m. Lester Pollack
Lazard Freres & Co.
One Rockefeller Plaza
New York, NY 10020
212-373-4904

5:30 p.m. Jonathan Woocher
Meet at Madison Towers Hotel

NOTE: I suggest you call The Brasserie on Monday to make a reservation for breakfast on Tuesday.

Tuesday, July 19

7:30 a.m. Mandell (Bill) Berman
Meet for breakfast at The Brasserie
100 East 53rd Street
(between Lexington and Park Ave.)
New York
212-751-4840

9:00 a.m. Alvin Schiff
Executive Vice President
Board of Jewish Education of Greater New York
426 W. 58th Street (Bet. 9th & 10th Aves.)
New York, NY 10019
212-245-8200

11:30 a.m. Mona Ackerman
595 Madison Avenue (corner of 57th St.)
37th Floor
New York, NY 10022
212-888-2035

1:00 p.m. Lee Lowell of NY Federation will be on vacation this week.
She will give all the information to her executive
assistant, Pearl Haber, who will meet with you at the NY
Federation, 130 East 59th Street, New York 10022, 7th floor,
Room 706, administration, at this time. Her phone number is
212-836-1780

You should look at the room arrangement they propose and
decide if it works. Conference Room B for meetings, A for
lunch, lobby for registration.

2:30 p.m. Ludwig Jesselson
1221 Avenue of the Americas
23rd Floor
(between 48th and 49th)

4:00 p.m. Art Rotman
JWB
15 East 26th Street
New York, NY 10010
212-532-4949

New York to Cleveland

USAir 251, from LaGuardia, lv. 6:55 p.m. - arr. 8:35 p.m.

Wednesday, July 20

Cleveland to Detroit

Northwest 1055, lv. 8:00 a.m. - arr. 8:47 a.m.

10:00 a.m. Max Fisher
 2700 Fisher Building
 3011 W. Grand Blvd.
 Detroit, Michigan
 313-871-8000

Detroit to Cleveland

Northwest 2788, lv. 1:00 p.m. - arr. 1:50 p.m.





PREMIER INDUSTRIAL CORPORATION

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MESSAGE:



October 26, 1988

TOWARDS THE SECOND COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Synopsis

The following topics are suggested for the interview - and are expanded upon below:

1. We suggest to start by reminding the commissioner of the idea behind the first interview (as a way to begin a review of the entire process)
2. Review the six categories emerging from the interviews (list them).
3. Review the first meeting - with special emphasis on the excellent attendance and responses.
4. Remind the interviewee of the decision NOT to move to closure at the first meeting - and review the method used to move from the richness of the options to a specific agenda.
5. Detail the process and workmode of the staff.
6. Invite the commissioner to respond to the method and to emerging trends.
7. Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.
8. A reminder to ourselves : we have agreed to circulate all the reports on the interviews to all the members of the planning group (Mandel, Naparstek, Zucker, Reimer, Levi, Fox, Hochstein)

II. The Interview

* The interview should last from 1 to 2 hours and is aimed at bringing the commissioner on board as to the work done, and to hear his/her first views as to the desirable direction to follow.

** We have found it useful to review the entire process with the commissioner. The extent and detail of this review will depend on the individual commissioner's degree of involvement with the

Commission. We may want to remind the commissioners that the Commission hopes to prepare, within 18-24 months, a report that will also include concrete recommendations for action.

1. We suggest to start by reminding the Commissioner of the idea behind the first interview (as a way to begin a review of the entire process). We wanted to learn the commissioners' views and to set the agenda of the first Commission meeting according to these views.

2. Review the six categories emerging from the interviews - they were a way of organizing all the suggestions (list them).

- the people who educate
- the clients of education
- the settings of education
- the methods of education
- the economics of education
- the community: leadership and structures

3. Review the first meeting - with special emphasis on the excellent attendance and response during the meeting, the enthusiasm following the meeting (letters; conversations).

** Refer to the interviewee's specific contribution (e.g. Ratner: the supplementary school; Evans: the media; Lamm: the day-school, etc.) [Note: we found the tapes particularly useful here - the list of speakers by tape side/counter can facilitate finding specific contributions].

4. Remind the interviewee of the decision NOT to move to closure at the first meeting (they did not want the policy advisors to take decisions as to narrowing the focus of the agenda).

The Commissioners made it clear in the discussion that they wanted to make the decisions concerning narrowing the scope of the agenda to a few manageable options. Our task (the staff) became to present the richness and variety of the views expressed and the options suggested, and find a way to narrow the focus without losing this richness. This led us to work with the commissioners and to disclose the method by which we are moving from the many options to a specific agenda.

We view the role of the commissioners as taking decisions; the role of the staff is to provide the commissioners with the relevant expert knowledge to inform decisions; to lay out alternatives; to clarify their implications. This is what we have tried to do since the first meeting of the commission, and this is what we have come to discuss with the commissioner.

5. The process and workmode of the staff should be detailed. We found it useful to allow ourselves to be guided by the memorandum

of October 1, 1988 (Options paper-Draft #2). It allows to review the work done:

* Note: we all know that it is easy to "drown" in this material. It should be used remembering Mort's friendly admonition (Keep It Simple...). We found it useful and even necessary to tell the commissioners that this material was raw R & D stuff and that it would not be presented in detail at the meeting. Rather, it will be offered as background material - and as needed to answer questions.

The work done:

- the list of options (attached) and how the list was compiled (page 2 of the memorandum). We treated all options as equally important before narrowing the focus.
- The inventory may or may not be worth mentioning (3 pages attached for illustration) - it is a tool that helps identify what must be taken into consideration for any given option.
- The check-list (criteria) (summary page attached + pages 4-6 of the options paper)
- The matrix : analyzing options in the light of the checklist:

We learned through our work and in conversations with commissioners that one way of organizing the options - that might prove useful - could be the following:

- a. programmatic options
- b. means or enabling options (pp. 6)

After discussing the above distinction with them, it would be useful to get the commissioners' input as to which of the "means options" should be tackled first by the commission.

It is not possible to rank the programmatic options by importance: they are probably all important. The decision to start with one or the other will be a value choice. They all belong on the roadmap.

- Examples: we found it useful to read through the two examples of "spelled-out" options with the commissioner (the four pages following the matrix - early childhood and supplementary school - pages 25 to 29 of Ginny's book). You may want to point out that similar summaries are being prepared for all the options

- You may want to review the "checking" process: commissioners; academics; educators; other experts are being consulted for methodology and content.

6. Invite the commissioner to respond to the method and to emerging trends

7. Miscellaneous : check attendance on December 13; possible arrangements, needs, etc.

8.A reminder to ourselves : we have agreed to circulate all the reports on the interviews to all the members of the planning group (Mandel, Naparstek, Zucker, Reimer, Levi, Fox, Hochstein)

III. SUMMARY

- a. The commissioner should know at the end of the interview that we are involved in an honest consulting process and do not want to pre-empt decisions that will be taken on December 13.
- b. On the other hand it will be necessary to reach consensus on a manageable agenda.
- c. If appropriate the emerging preference for personnel and the community, complemented by some approach to the programmatic options should be shared with the commissioner.



Level 1

MAJOR CATEGORIES:

1. PERSONNEL

2. CLIENTS

3. FORMS

4. CURRICULUM AND METHODS

5. THE COMMUNITY



JEWISH EDUCATION INVENTORY OF ELEMENTS

Personnel

A. People Who Educate	B. Recruitment	C. Training	D. The Profession
1. Educator By: formal/informal full/part-time professional/ paraprofessional qualified/unqual.	1. Whom To Recruit	1. Duration	1. Body of Knowledge
2. Educator By Type: Formal classroom specialist senior educator Informal officially des- ignated not officially designated senior educator	2. Where To Recruit	2. Where To Train: existing/ new institutions new forms	2. Code of Ethics
3. Educator By Student Age	3. How To Recruit		3. Collegiality
			4. Ladder of Advancement
			5. Status
			6. Salary
			7. Certification
			8. Retention



OPTIONS

- 1 PERSONNEL
- 2 COMMUNITY
- 3 EARLY CHILDHOOD
- 4 ELEMENTARY SCHOOL
- 5 HIGH SCHOOL
- 6 COLLEGE
- 7 YOUNG ADULT
- 8 FAMILY
- 9 ADULTS
- 10 RETIRED+ELDERLY
- 11 NO TUITION
- 12 EARLY CH.PROGS
- 13 FAM.&ADULT PROGS
- 14 COLLEGE PROGS
- 15 TECHNOLOGY
- 16 INFORMAL ED
- 17 INTEGRATED
- 18 ISRAEL
- 19 SUPPLEMENTARY SCHOOL
- 20 DAY-SCHOOL
- 21 CURR.& METHODS
- 22 PHYSICAL PLANT
- 23 ADD.FUNDING
- 24 KNOWLEDGE
- 25 HEBREW
- 26 INNOVATION
- 27.COMBINATIONS

B. The list of options

(This list will probably be organised differently [in clusters by themes etc.] and each option will be briefly elaborated upon. Redundancies may be eliminated later).

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major factors for change in any area.
3. To focus efforts on the early childhood age group.
4. " " " " the elementary school age.
5. " " " " the high-school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " the retired and the elderly.
11. To reduce or eliminate tuition.
12. To develop early childhood programs.
13. To focus on programs for the family and adults.
14. To develop programs for the college population.
15. To enhance the use of technology (the media, computers, etc.) for Jewish education.
16. To develop informal education.
17. To develop integrated programs of formal and informal education.
18. To develop Israel Experience programs.
19. To improve the supplementary school (elementary and high-school)
20. To develop and improve the day school (elementary and high-school)
21. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
22. To improve the physical plant (buildings, labs, gymnasias).
23. To generate significant additional funding for Jewish education.
24. To create a knowledge base for Jewish education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc...)
25. To focus efforts on the widespread acquisition of the Hebrew Language, with special initial emphasis on the leadership of the Jewish Community.
26. To encourage innovation in Jewish Education
- 27, 28...Combinations of the preceding options.

CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

AM II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE

CRITERIA

A. FEASIBILITY

I. Can it achieve its targets?

1. definition of target
2. alternate
3. knowledge assumptions don't know

II. Can it be implemented?

4. know-how
5. personnel
6. materials
7. physical infrastructure
8. institutions
9. funds
10. political
11. timeliness

B. BENEFITS

12. quality
13. quantity
14. other

C. COST

15. cost

D. TIME

16. duration

E. IMPORTANCE

17. sufficient
18. necessary
19. enabling

Decision matrix - Draft 1 -- 27 Sept.1988

CRITERIA (*)	a.Feasibility				
	I. Will it achieve its targets?				
	TARGETS	ALTERNATE	KNOW	ASSUME	DON'T KNOW
OPTIONS (*)	1	2	3a	3b	3c
	=====				
1 PERSONNEL	Define(a)	No	Little(b)	Much	Some
2 COMMUNITY	Define	No	Much	Some	Some
3 EARLY CHILDHOOD	Define	No	Much	Some	Some
4 ELEMENTARY SCHO	Define	No	Some	Much	Some
5 HIGH SCHOOL	Define	No	Some	Much	Some
6 COLLEGE	Define	No	Little	Much	Much
7 YOUNG ADULT	Define	No	Little	Some	Much
8 FAMILY	Define	No	Little	Some	Much
9 ADULTS	Define	No	Some	Some	Some
10 RETIRED+ELDERLY	Define	No	Little	Some	Much
11 NO TUITION	Define	No	Much	Much	some
12 EARLY CH.PROGS	Define	No	Little	Some	Much
13 FAM.&ADULT PROG	Define	No	Little	Much	Much
14 COLLEGE PROGS	Define	No	Some	Some	Some
15 TECHNOLOGY	Define	No	Some	Much	Some
16 INFORMAL ED	Define	No	Little	Some	Much
17 INTEGRATED	Define	No	Much	Much	Some
18 ISRAEL	Define	No	Little	Much	Much
19 SUPPLEMENTARY S	Define	No	Some	Much	Much
20 DAY-SCHOOL	Define	No	Much	Much	Some
21 CURR.& METHODS	Define	No	Much	Much	Some
22 PHYSICAL PLANT	Define	No	Much	Much	Some
23 ADD.FUNDING	Define	No	Much	Much	Some
24 KNOWLEDGE	Define	No	Little	Much	Much
25 HEBREW	Define	No	Much	Much	Much
26 INNOVATION	Define	No	Much	Much	Much

Notes:

*. See Definitions in "Options Paper"

a. Define: see detailed descriptions of options

b. Hyerarchy of values: 1.Little 2.Some 3.Much

c. SH=short; M=medium L=long INCR=incremental

d. Estimates or exact figures should be provided

e. Blanks indicate missing data. To be researched.

Decision matrix - Draft 1 -- 27 Sept.1988

II. Can we implement?

	KNOW-HOW	PERSONNEL	MATERIALS	PHYS. INF.	INSTITUT	FUNDS	POL. SUPPORT
	4	5	6	7	8	9	10
=====							
YES	SOME POSSIBLE	SOME		SOME	(d)	YES+CONFLICT	
SOME	NO	NO	SOME	SOME		PROB.	PROB.
SOME	NO		YES	SOME			YES+CONFLICT
SOME	NO	NO	YES	SOME			
SOME		NO	SOME	SOME			YES+CONFLICT
SOME	NO	NO		NO			
NO	NO	NO	YES				
			YES				
YES			YES	YES			YES+CONFLICT
YES	NO	SOME		YES	NO		YES+CONFLICT
EASY	NO	WEAK	PROBABLY	YES			YES+CONFLICT
=====							
SOME	NO	NO	YES	PROB.	PROB.		YES+CONFLICT
SOME	NO	NO	YES	PROB.	PROB.		YES+CONFLICT
SOME	COMPETE	NO	YES	YES			YES+CONFLICT
YES	SOME	SOME	YES	YES			YES+CONFLICT
SOME	NO	SOME	YES	YES			YES+CONFLICT
YES	SOME		SOME	YES			YES+CONFLICT
YES	SOME	-----	----	NO			DOUBTFUL
YES							COMPETES
YES	-----	-----	-----	PROB.			COMPETES
YES	YES	-----	-----	PROB.			NO
SOME	NO	SOME	-----	PROB.			DOUBTFUL
SOME	LITTLE			PROB.			

Decision matrix - Draft 1 -- 27 Sept.1988

TIMELY 11	b.Benefits			d.Cost	d.Time
	QUALITY 12	QUANTITY 13	OTHER 14	COST 15	DURATION 16
=====	=====	=====	=====	=====	=====
YES	YES	YES(d)	YES	SMALL (d)	SH-M-L(c)
YES	PERHAPS	YES	YES		SH-M-L
SO-SO	YES	YES	YES		M-L+INCR
YES	YES	YES	YES		SH-M-L
	YES		YES		SH-M-L
YES	YES	YES	YES	SMALL \$1billion	SH-M-L
	YES	YES	YES		
	YES	YES	YES		
YES	YES	YES	YES		SHORT
YES	SOME	YES	SOME		SHORT
YES	NO	YES	YES	HIGH	SHORT
YES	YES	50,000+	YES		SHORT-INCR.
YES		YES	PERHAPS		MED
YES	YES	YES	YES		SH-MED
YES	YES	NA	YES	REASONABL	MED-LONG
YES	YES	50-70,000	YES		SH-MED
YES	YES	100,000+	YES		MED
YES	YES	NA	YES		SHORT-MED-LO
NA	SOME	NA	YES		LONG
DOUBTFUL	DAYSCHOOLS	DAYSCHOOLS		REASONABL	SHORT
YES	YES		YES		VARIES
DOUBTFUL	YES	YES	YES		SHORT-MED-LO
DOUBTFUL	YES	YES	YES		MED-LONG
	MAYBE	MAYBE	MAYBE		SH-M-L

Decision matrix - Draft 1 -- 27 Sept.1988

e.Importance

SUFFICIENT NECESSARY ENABLING

17

18

19

NO

YES

NO

NO

YES

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Sept. 28, 1988

OPTION 12 - TO DEVELOP EARLY CHILDHOOD PROGRAMS.

TARGET POPULATION -- FROM 50,000 TO SEVERAL HUNDRED THOUSAND 2 TO 6 YEAR OLDS (DEPENDING ON THE EXTENT TO WHICH DAY-CARE IS DEVELOPED AS A JEWISH-EDUCATION PROGRAM.)

TARGETS: EARLY CHILDHOOD PROGRAMS SHOULD :
PROVIDE GOOD EMOTIONAL AND INTERPERSONAL EXPERIENCES FOR CHILDREN
IMPART APPROPRIATE KNOWLEDGE
ENCOURAGE THEM (THEIR PARENTS) TO CONTINUE PARTICIPATING IN
JEWISH EDUCATION IN THE ELEMENTARY AND HIGH-SCHOOL YEARS
INVOLVE THEIR PARENTS

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? -- YES
EDUCATORS AND PSYCHOLOGISTS HAVE AGREED THAT THIS IS A VERY SIGNIFICANT AGE FOR EDUCATIONAL INTERVENTION, AND THAT DEPENDING ON THE NATURE OF THE EDUCATIONAL PROGRAM, MANY IMPORTANT GOALS COULD BE ATTAINED: LANGUAGE ACQUISITION - HEBREW; THE RIGHT EMOTIONAL EXPERIENCES COULD HAVE AN IMPORTANT EFFECT FOR FUTURE EDUCATION; PARENTS ARE MORE INVOLVED WITH THEIR CHILDREN AT THIS AGE. IT COULD SERVE AS A NET TO ATTRACT CANDIDATES FOR DAY-SCHOOL AND SUPPLEMENTARY EDUCATION PROGRAMS.

HOWEVER - WHILE WE KNOW A GOOD DEAL ABOUT EARLY CHILDHOOD PROGRAMS THERE ARE AREAS WHERE WE KNOW LITTLE (E.G. DO PARENTS WANT JEWISH EDUCATION FOR THEIR CHILDREN IN EARLY CHILDHOOD) AND QUITE A FEW WHERE WE ARE WORKING WITH ASSUMPTIONS (E.G. COULD WE RECRUIT AND TRAIN THE APPROPRIATE PERSONNEL?)

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

DEALING WITH THE WHOLE AGE GROUP AND NOT ONLY THROUGH PROGRAMS.
THE MEDIA
BOOKS
GAMES
PARENTS AND FAMILY EDUCATION

WE KNOW LESS ABOUT THESE ALTERNATIVES AND THERE IS NO INFRASTRUCTURE TO INTRODUCE AND IMPLEMENT THEM.

DO WE HAVE THE KNOW-HOW?

WE HAVE SOME AND WHAT IS MISSING COULD PROBABLY BE ACQUIRED.

IS THE PERSONNEL AVAILABLE? ARE MATERIALS AVAILABLE? --NO
THE QUALITY OF THESE PROGRAMS IS BY AND LARGE NOT VERY HIGH AND THUS IT WOULD TAKE A CAREFULLY PLANNED AND INTENSIVE EFFORT TO RECRUIT, TRAIN STAFF AND DEVELOP EDUCATIONAL MATERIALS FOR SUCH PROGRAMS.

THERE ARE PRACTICALLY NO EXISTING TRAINING PROGRAMS IN NORTH AMERICA FOR JEWISH EARLY CHILDHOOD PERSONNEL.

PHYSICAL INFRASTRUCTURE YES

INSTITUTIONS YES

A DIFFERENT STRATEGY IS PROBABLY APPROPRIATE FOR THE DIFFERENT SPONSORING AGENCIES.

1. CONGREGATIONS
2. DAYSCHOOLS
3. JCC'S
4. OTHERS

ANSWERS NEED YES

THERE IS EVIDENCE THAT THERE IS A GREAT DEMAND AND THAT THIS DEMAND INCLUDES BOTH AFFILIATED AND LESS-AFFILIATED PARENTS.

AVAILABLE FUNDS AND COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS WOULD INVOLVE.

COMMUNAL AND POLITICAL SUPPORT

THOUGH IT HAS NOT BEEN RESEARCHED, IT APPEARS THAT THERE WOULD BE A GREAT DEAL OF COMMUNITY SUPPORT FOR THESE PROGRAMS, BECAUSE THERE IS GREAT PARENT DEMAND AND GENERAL AGREEMENT ABOUT THE POTENTIAL IMPACT OF EDUCATION FOR EARLY CHILDHOOD.

TIME

IF A DECISION IS TAKEN TO WORK IN THIS AREA A PLAN COULD BE IMPLEMENTED FAIRLY QUICKLY (WITHIN TWO YEARS) ON A SMALL SCALE. IT COULD THEN BE EXPANDED INCREMENTALLY.

OPTION 19 -- TO DEVELOP AND IMPROVE THE SUPPLEMENTARY SCHOOL
(ELEMENTARY AND HIGH SCHOOL AGE)

TARGET POPULATION -- 250,000 TO A FEW HUNDRED THOUSAND 6-17 YEAR
OLDS (DEPENDING ON THE EXTENT TO WHICH THE SUPPLEMENTARY SCHOOL
IS DEVELOPED AND IMPROVED AS A JEWISH-EDUCATION PROGRAM.

TARGETS: SUPPLEMENTARY SCHOOLS SHOULD :

IMPART KNOWLEDGE

CREATE EMOTIONAL ATTACHMENT

DEVELOP A POSITIVE ATTITUDE TOWARDS FUTURE INVOLVEMENT IN
JEWISH LIFE

ENCOURAGE OBSERVANCE AND PARTICIPATION

MOTIVATE FURTHER STUDY

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED? --

WE KNOW A LITTLE - WE ASSUME A GOOD DEAL - DON'T KNOW A GOOD
DEAL.

THESE TARGETS ARE NOT BEING ACHIEVED IN MOST SUPPLEMENTARY
SCHOOLS TODAY. WE KNOW THAT THE CONDITIONS EDUCATORS AND SOCIAL
SCIENTISTS LIST AS ESSENTIAL TO ACHIEVING THESE TARGETS, ARE
MISSING IN THE SUPPLEMENTARY SCHOOL (QUALIFIED PERSONNEL,
ETC...).

EXPERT OPINION IS DIVIDED BETWEEN THOSE WHO VIEW THE
SUPPLEMENTARY SCHOOL AS A HIGH-RISK POOR-INVESTMENT AND THOSE WHO
BELIEVE THAT IT IS IMPORTANT TO INVEST IN MODEL PROGRAMS TO GIVE
THE INSTITUTION A FAIR CHANCE.

WHAT ARE ALTERNATIVES FOR REACHING THESE TARGETS?

INFORMAL EDUCATIONAL PROGRAMS

ISRAEL EXPERIENCE

SERIOUS RECRUITMENT EFFORT FOR THE DAY SCHOOL

EACH OF THE ABOVE ALTERNATIVES ARE PROBLEMATIC:

INFORMAL EDUCATIONAL PROGRAMS ARE NOT LIKELY TO IMPART THE
DESIRED KNOWLEDGE AND SUFFER FROM A SHORTAGE OF PERSONNEL.

ISRAEL EXPERIENCE PROGRAMS ARE GENERALLY NOT APPROPRIATE FOR THIS
AGE GROUP.

WE DO NOT KNOW HOW MANY YOUNGSTERS COULD BE RECRUITED FOR THE
DAY-SCHOOL - AND WHAT WOULD HAPPEN TO THE DAYSCHOOL IF IT WERE
DOUBLED IN SIZE. (PERSONNEL ETC..)

DO WE HAVE THE KNOW-HOW? -- IN SOME AREAS.

IS THE PERSONNEL AVAILABLE? NO

AT PRESENT THE LACK OF QUALIFIED PERSONNEL IS THE MAJOR PROBLEM.
PERSONNEL COULD PROBABLY BE RECRUITED FOR MODEL PROGRAMS ON A
SMALL SCALE. THERE ARE NO ACCEPTABLE PROPOSALS AT PRESENT.

ARE MATERIALS AVAILABLE? -- A GOOD DEAL

PHYSICAL INFRASTRUCTURE -- YES

INSTITUTIONS YES

ANSWERS NEED YES

OF THE MANY STUDENTS CURRENTLY ENROLLED AND THE MANY ADDITIONAL STUDENTS WHO COULD MOST PROBABLY BE RECRUITED IF QUALITY IMPROVES.

AVAILABLE FUNDS NOT AT PRESENT

COMMUNAL AND POLITICAL SUPPORT NO
AT PRESENT VERY LIMITED BECAUSE OF THE PERCEIVED FAILURE OF THE INSTITUTION.

PROBLEMS ARE ANTICIPATED IN THE COOPERATION BETWEEN COMMUNAL AND DENOMINATIONAL INSTITUTIONS THAT WILL BE REQUIRED IF THIS OPTION IS ADOPTED.

QUALITATIVE IMPROVEMENT YES

QUANTITATIVE INCREASE POTENTIALLY VERY SIGNIFICANT

COST? UNKNOWN

SALARIES ARE BY AND LARGE EXTREMELY LOW. WE DO NOT KNOW WHAT THE COST OF EXPANSION - AND ABOVE ALL OF RAISING THE QUALITY (UPGRADING STAFF; SALARIES; AND PREPARATION OF EDUCATIONAL MATERIALS) WOULD INVOLVE.

TIME MEDIUM RANGE

WOULD INVOLVE PLANNING, 3-5 YEARS OF MODEL PROGRAMS AND THEN LARGE SCALE IMPLEMENTATION.

IS THIS A NECESSARY CONDITION? NO

IS THIS AN ENABLING CONDITION NO

Highlights of Meeting with Jonathan Woocher

Purpose of the meeting was to determine progress on his assignment to develop a strategy paper related to the commission linking to national networks and organizations on formal education. Woocher and Ariel were to have a paper by November 1; however, they appear to have gotten stuck and were unable to produce the paper. John and I talked about developing a mechanism within JESNA such as a lay committee in which we could begin to share the progress of the Commission and establish a process internally within JESNA. I also spoke with Woocher about putting together a committee made up of himself, Art Rotman, possibly Carmie Schwartz and David Ariel to develop an overall strategy for dealing with formal and informal education, as well as networks in the community related to the Commission. He agreed with that approach and felt that once the task forces are organized and the Commission becomes more substantive, it would be possible for JESNA to prepare input papers for each of the task forces.

Highlights of Meeting with Art Rotman

We discussed the relationship of JWB and the Commission process. I reviewed my conversation with Woocher and he thought a lay committee might make sense and agreed with the notion of papers that could be presented to the Task Forces. We did agree to get together again prior to the Commission meeting for the purposes of framing an overall comprehensive strategy.



Highlights of Meeting with David Finn

David Finn indicated that what is missing from the Commission is a process that would lead to great ideas. He feels that there are several models that we might look toward. For example, the Conference on Scientific, Academic, Religious, Political, and Military proceedings, the HUC Model on Ethics, and the Bill Moyers model. He also felt that we need an overall communication strategy that deals with the scholarly community as well as the lay and the professional community. It is only through an overall and comprehensive communications strategy that we will create a climate that will make all the over program intervention strategies possible. He recommended the following:

1. Make a decision that a communications plan needs to be part of the process.
2. Put together a group in terms of developing the plan. Development of a plan is the first step. The timing of this is very important and he offered his firm as a consultant. He said he would put his thoughts in writing.

TO: AJN

FROM: VFL

RE: INTERVIEW SCHEDULE

7/15/88

File

Following is your schedule of interviews, as of this date. I will continue to add to it as other people call me back.

Monday, July 18

Cleveland to New York

Continental 492 to LaGuardia, lv. 7:05 a.m. - arr. 8:30 a.m.

Reservation at Madison Towers Hotel
22 East 38th Street
New York, NY 10016
1-800-225-4340

10:00 a.m. Harriet Rosenthal
will arrange for a meeting place at JWB offices
15 East 26th Street
New York, NY
Her phone # in NJ: 201-762-7242

12:30 p.m. Dan Shapiro
lunch The Harmonie Club
4 East 60th Street
New York, NY

*12:25 - 900 3rd Ave
54+55 = 3 FL*

If you need to contact Shapiro, his # is (212) 758-0404.

3:00 p.m. Lester Pollack
Lazard Freres & Co.
One Rockefeller Plaza
New York, NY 10020
212-373-4904

5:30 p.m. Jonathan Woocher
Meet at Madison Towers Hotel

NOTE: I suggest you call The Brasserie on Monday to make a reservation for breakfast on Tuesday.

Tuesday, July 19

- 7:30 a.m. Mandell (Bill) Berman
Meet for breakfast at The Brasserie
100 East 53rd Street
(between Lexington and Park Ave.)
New York
212-751-4840
- 9:00 a.m. Alvin Schiff
Executive Vice President
Board of Jewish Education of Greater New York
426 W. 58th Street (Bet. 9th & 10th Aves.)
New York, NY 10019
212-245-8200
- 11:30 a.m. Mona Ackerman
595 Madison Avenue (corner of 57th St.)
37th Floor
New York, NY 10022
212-888-2035
- 1:00 p.m. Lee Lowell of NY Federation will be on vacation this week.
She will give all the information to her executive
assistant, Pearl Haber, who will meet with you at the NY
Federation, 130 East 59th Street, New York 10022, 7th floor,
Room 706, administration, at this time. Her phone number is
212-836-1780
- You should look at the room arrangement they propose and
decide if it works. Conference Room B for meetings, A for
lunch, lobby for registration.
- 2:30 p.m. Ludwig Jesselson
1221 Avenue of the Americas
23rd Floor
(between 48th and 49th)
212-575-5900
- 4:00 p.m. Art Rotman
JWB
15 East 26th Street
New York, NY 10010
212-532-4949

New York to Cleveland

USAir 251, from LaGuardia, lv. 6:55 p.m. - arr. 8:35 p.m.

Wednesday, July 20

Cleveland to Detroit

Northwest 1055, lv. 8:00 a.m. - arr. 8:47 a.m.

10:00 a.m. Max Fisher
 2700 Fisher Building
 3011 W. Grand Blvd.
 Detroit, Michigan
 313-871-8000

Detroit to Cleveland

Northwest 2788, lv. 1:00 p.m. - arr. 1:50 p.m.



WB Ben

P.R.

Photograph
New Release

Denny Keelner
Shirley Frank

A.U.

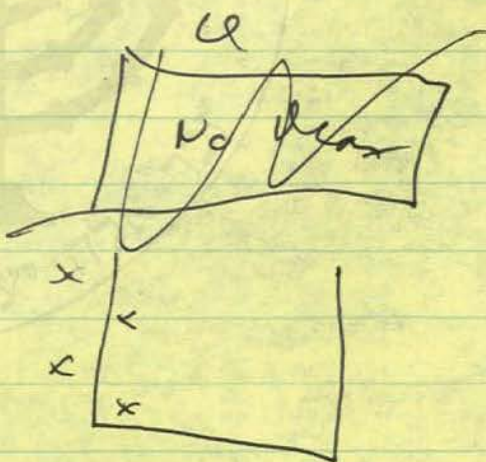
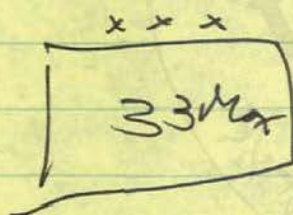
Name tags. Place Cards -

Tables in rectangles

Break juice + Sher
Coffee Tea + Danish

33 Max for a rectangle

U no max



Need more tables -

Seymour Fox
Annette Hochstein

Virginia F. Levi

6/29/88

INTERVIEW SCHEDULE

As of today, I have the following to report on the interviews you asked me to schedule for you. I have made no airline reservations, but have noted possible flights where connections might be a problem. I have included addresses and phone numbers so that you can confirm appointments and indicate details, when necessary, of arrival times and where you'll be staying. THIS IS AN UPDATE TO MY MEMO OF 6/27/88.

SEYMOUR

Monday, July 4

2:00 p.m. Charles Bronfman
Claridge Investments
1170 Peel Street
8th Floor
Montreal, Quebec
Canada H3B 4P2
514-849-5271

There is a 6:30 p.m. Delta flight (#645) Montreal to Boston, arriving 7:40.

Tuesday, July 5

9:30 a.m. Professor Isidore Twersky
Center for Jewish Studies
6 Divinity Avenue
Cambridge, MA 02138
(617) 495-4326

There is a 12:20 p.m. USAir flight (#45) to Pittsburgh with a 2:40 p.m. connection (USAir 219) to Cincinnati, arriving at 3:41 p.m.

4:30 p.m. Dr. Alfred Gottschalk
President
Hebrew Union College
3101 Clifton Ave.
Cincinnati, OH 45220-2488
(Administration Building, 2nd floor)
(513) 221-1875

NOTE: His sec. called 6/28. Any chance of changing appt. to 7/12? They'll hold this time, but would much prefer the 12th. Please advise, asap.

You can catch Delta #632 at 8:26 p.m. to Cleveland, arriving 9:20 p.m.

Wednesday, July 6

7:30 a.m. Charles Ratner
President
Forest City Enterprises, Inc.
Tower City Center
100 Public Square
Cleveland, Ohio 44113
(Eat breakfast before you go.)
(216) 267-1200

Note: Lester Crown will be away 6/30 - 7/6. His secretary thinks he will be in Chicago 7/7 through 7/15. I said you might try to contact them directly to set something up. The # is 312-372-3600.

ANNETTE

You have made arrangements to see Esther Leah Ritz after 7/7 and will see Mort in Israel. Ismar Schorsh will be in Israel for all of July. His secretary suggested that you arrange to see him there. His phone number at his apartment in Jerusalem is 815-274. You can reach him through Dr. Lee Levine at 634-540. Norman Lamm is not available at all 7/4 - 7/7. His secretary suggested trying for the morning of 7/14.

Monday, July 4

afternoon Carol Ingall
Executive Director
Bureau of Jewish Education of Rhode Island
130 Sessions St.
Providence, RI 02906
401-331-0956

Tuesday, July 5

9:30 a.m. Rabbi Irving Greenberg
(at his home)
4620 Independence Avenue
Riverdale, NY 10471
212-601-7600
This is his home phone #. His secretary will be there on Mon. - Wed. mornings, 6/27-29, and would like you to call her to confirm and to discuss how you will get there. They have a limo service which she says is the quickest and easiest way.]

12:00 - 2:00 p.m.
Peggy Tishman
UJA Federation of Jewish Philanthropies of NY
130 E. 59th St.
New York, NY 10022
212-980-1000
Annette - Call Roz Berger, Mrs. T's secretary, at 9:30 a.m. to confirm this appointment. Roz will have called her over the week-end. She has a hold on the time, but couldn't commit her.

3:00 p.m.

Rabbi Jack Bieler
1641 3rd Ave.
New York, NY 10128
212-831-8536

You can meet with him at the JWB offices. You should go there (15 East 26th Street) and ask for Bea Katcher, Art Rotman's secretary. She will have a place for you to meet.



Interview/MINA588/micros

TOWARDS THE FIRST COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS

Background

- A. The purposes of the individual interviews of commissioners are:
- to prepare and involve the commissioners towards the first meeting;
 - to learn where they stand and what they think;
 - to gather materials for the opening statement.
- B. It is suggested that this be done by means of a 1/2 hour long structured conversation (guided by open questions). Possible outcomes:
1. The commissioners will have been introduced to the concept of the Commission, its organization and anticipated scope.
 2. We will have begun to learn the views, stands, beliefs of the various commissioners on:
 - a. the content of the Commission (Jewish education in the U.S.: problems and opportunities).
 - b. desirable and possible outcomes.
 - c. the process, work-mode and organization of the Commission.
 3. The commissioners will be involved in the process of the Commission prior to the first meeting and we will have a first assessment of their willingness to take on an active role -- as presenter, discussant, task force chair, member -- or as future funder and implementor of plans.
- C. The interviews should probably best take place at the Commissioners' home -- if this is impossible at their office. It should be in a relaxed framework conducive to exchange of views.
- D. An effective means of reporting should be chosen -- one with which both the interviewer and interviewee can feel comfortable: notes or recording. Barring this, we recommend oral reporting to a writing member of the planning group who will do the writing. One of our goals is to have materials (quotes or ideas) for the opening statement.

SUGGESTED SCHEDULE

TOPICS:

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

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

e.g.:

"Hello

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

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

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

e.g.:

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

(e.g. Jewish Education in North America is of low level, often served by inadequate, poorly trained and poorly paid personnel, offering poor programs to an apparently fairly indifferent population by means of

day schools - many religious but also communal; supplementary schools - mainly synagogal and only up to ages 12-14; community centers with growing but still limited programs. The products are often insignificant if measured by the level of knowledge and/or the Jewish commitment of the participant.

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

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

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

- * Personnel (maybe review the argument in the mission statement)
- * Reconsideration of institutional framework (existing and possible innovations)
- * Role of the commissioners

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

e.g.

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

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

- b. Emergence of large private foundations (half have put Jewish education as important item on their agenda)
- c. \$200,000,000 building boom of Community Centers
- d. Reform movement in general education
- e. MLM recognizing the special moment and wanting to found partnership between:

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

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

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

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

6. In your opinion, who should be involved in the Commission (people, institutions); what will they bring to it? What components - participants - are critical to success?

[Use this question as an opportunity to stress the institutional, financial and conceptual scope of the Commission:

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

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

[How the Commission will work --

- * lay ownership and involvement (elicit suggestions of further names?)
- * meetings
- * task forces
- * staff (detail)
- * senior policy advisors
- * a planned process that is implementation-oriented.]

8. Anticipated outcomes:

consensus of major players about policies and program areas.

- * Commitment of Mandel Foundation
- * Interest of other Foundations
- * Priority setting in Federations
- * Priorities in training institutions

9. Task forces on:

- a. Building the Program (initial cost component)
- b. Training
- c. The future as history (scenario for the year 2000)
- d. Building lay leadership
- e. The Climate
- f. Institutional Structures
- g. Jewish Education

10. How do you view your own participation in the work of the Commission [adapt to the commissioner's role and resources]. A participant coming to the meetings? A task force member? What interest?
11. Similar conversations are being held with all commissioners towards setting the agenda of the first meeting.
12. Summarize your understanding of the interviewee's views expressed during the interview.

Thank you.

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

1. The Commission will produce a vision and no practical results.
2. The Commission will suggest that we need "more and better" Jewish education.
3. We have the answers and the Commission is a rubber stamp.]

10/3/88

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

Name	Assignment	Post-Commission Meeting Contacts	Comments
I. LAY LEADERS			A copy of A. Schiff's book on Jewish education in America was sent to all Commissioners
Mandell Berman	AJN		
Charles Bronfman	SF		
Lester Crown	SF		
Stuart Eizenstat	AJN		Minutes were sent with a cover letter to all Commissioners and staff
Irwin Field	AR		
Max Fisher	HLZ	HLZ reported on MLM contact - 8/15/88	
David Hirschhorn	HLZ	AJN letter - 9/7/88; DH suggests evaluation of programs as agenda item	
Ludwig Jesselson	AH		
Mark Lainer	HLZ	SF followed up	
Robert Loup	AH	SF called	
Morton L. Mandel	AH		
Matthew Maryles	AJN	requested tape	
Florence Melton	AH	SF called	
Donald Mintz	AR		
Lester Pollack	AR	AR reported on call - 8/15/88	
Charles Ratner	SF		
Harriet Rosenthal	AR	AR reported on call - 8/15/88	
Esther Leah Ritz	AR	AH called	
Daniel Shapiro	AJN		
Bennett Yanowitz	AJN	AJN letter - 9/9/88	
John Colman	HLZ	HLZ reported on call - 8/15/88	
Peggy Tishman	AH	AH called	
Henry Koschitzky	JR		
Mona Ackerman - Fdn	AJN	AJN letter - 9/8/88	
David Arnow	AH		
Maurice Corson - Fdn	HLZ	HLZ reported on call - 8/15/88	
Eli Evans - Fdn	HLZ	HLZ reported on call - 8/15/88	
Robert Hiller - Fdn	HLZ	HLZ reported on call - 8/15/88	

10/3/88

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

Name	Assignment	Post-Commission Meeting Contacts	Comments
II. PRES, HIGHER JEWISH ED			
Alfred Gottschalk	SF	SF called	
Norman Lamm	AH	AH called	
Ismar Schorsh	AH	AH called	
Arthur Green	JR		
III. SCHOLARS/EDUCATORS (1)			
Seymour Martin Lipset	SF		
IV. JUDAIC SCHOLARS (1)			
Isadore Twersky	SF		
V. JEWISH EDUCATORS (7)			
David Dubin	AR	AR reported on call 8/10/88	
Jack Bieler	JR	SF called	
Joshua Elkin	JR		
Sara Lee	SF	requested tapes; SF called	
Alvin Schiff	AJN	SF called; AJN letter - 9/8/88	
Irving Greenberg	AJN		
Carol Ingall	JR		
VI. RABBIS			
Haskel Lookstein	AH	AH called; AJN letter - 9/8/88	
Harold Schulweis	JR		
Isaiah Zeldin	JR		
VII. SR. POLICY ADVISORS			
David Ariel			
Seymour Fox			
Annette Hochstein			
Stephen Hoffman			