



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 3: General Files, 1980–1993.

Box
9

Folder
6

Commissioner interviews. Reports and summaries, 1988.

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

bieler/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: RABBI JACK BIELER
Interviewer: Annette Hochstein
Date: July 5, 1988
Place: Greener Pastures, NY
Duration: 2 hours
Focus: Content

Anticipated Participation: Active. All Commission meetings and role in task force. Will help spread the word of the Commission among orthodox educators. Will help build bridges between educators of the various denominations.

First Meeting Arrangements: Arriving from Silver Springs, Maryland where he will have moved to two days before.

Category: Educator. Long-time Talmut teacher at Raman, moving to Hebrew Academy of Silver Springs, Maryland where he will be teaching and will be responsible for the curriculum development. Orthodox. Jerusalem Fellow.

Atmosphere: eager, interested, hopeful, anticipating both the process and the outcome of the work of the Commission. Extremely eager to be allowed to try out and implement some of the many initiatives he would like to undertake.

Summary

The focus of the discussion was on the status of the teachers and the problems involving teacher training. Rabbi Bieler does not believe that salary is the main issue. He does believe that status is. Teachers must be given more enrichment and professional development opportunities. They should be able to visit schools and other institutions. Given opportunities for conferences. They should be given things such as free education for their own children in the schools where they teach. Summer retreats should be organized. Enrichment opportunities should be developed for a number of reasons: to increase teacher effectiveness but also to break the teacher's isolation.

Rabbi Bieler was a recipient of a Gruse grant of \$10,000 for the best teacher in his school. However, there was never any networking between the recipients of the grants from the various schools. He said that this was typical of the isolation in which teachers work.

Rabbi Bieler believes that the concept of lead teacher, which he to some extent exemplifies without the title--would be extremely valuable for Jewish education.

Training

There is essentially no training available today for teachers in the United States. Rabbi Bieler believes that training should be done in the schools by lead teachers. He would love to set up a training program or to see one being set up whereby "teachers will be the best teachers of teachers." Trainees will have to get some formal learning but the main training should take place in the schools.

Rabbi Bieler expressed the fact that principals and administrators and boards might have opportunities for visiting institutions other than their own. This right is never given to teachers and yet it would be an important source of networking and of enrichment. He believes inter-denominational visiting should be important and might be done by the Commission.

Like a number of the other commissioners, Rabbi Bieler believes that the supplementary schools have failed and are not to be dealt with.

He believes adult education must be dealt with seriously. Inroads have to be made into adult education. This is the only way to hope to reach out to more of the children in a more effective way. There is room to study the good experiments that are happening. One could identify ten successful adult programs, evaluate them, and then decide on reputations. The reason is very simple. Adult culture must be supportive of what their children learn or else the children's education will fail.

Rabbi Bieler believes that most synagogues don't do their job of educational centers. Rabbis see themselves more as social workers than as educators. Yet the synagogue is the one single institution where most Jews are affiliated with. If one wants to get to the masses of Jews, it has to go through the synagogue.

We discussed Rabbi Bieler's participation in task forces. He is very eager to be an active member. We discussed four task forces. The four task forces mentioned were:

1. Building the profession
2. Adult education
3. Senior personnel
4. The climate

He would prefer building the profession but would be willing to be active in more than one.

As a last point, Rabbi Bieler suggested that encouraging competition and giving incentives for quality programs would encourage the best people to come forth and have useful initiatives.



INTERVIEW WITH
CHARLES BRONFMAN

SEYMOUR FOX
JULY 4, 1988 IN MONTREAL

After an initial conversation about the Israel experience and what had taken place, Charles went on to describe his vision of where he thought Jewish education should concentrate its efforts. To him, Israel is a very great source of impact for Jewish education. He is concerned about Jews waking up in the morning and feeling happy about the fact that they're Jewish, and he sees Israel as being a great resource for that. He is supportive of pluralism, and he says if the ultra orthodox find meaning in their approach to Judaism, wonderful, but is concerned about the vast majority of Jews to whom religion, and certainly the extreme forms of religion, do not make any real impact. He is really looking for a way to effect the non-identified, and he sees Israel as being an enormous resource because he sees the impact that Israel has had on him, on his children, and in all people he sees that you can see that the bible is alive there, he sees contemporary Jewish life.

He also is concerned about teaching through informal education, the holidays, and heroes. In essence, it's an approach which emphasizes the use of history in contemporary Jewish life. He sees Jewish education as trying to reach different argots. I offered the medical analogy that was presented by Mort of having many different experiments going on with networking. He liked that. He talked about the fact that Jewish education would have to touch the insides of young people. A major

interest of his, of course, is secular Jews where he sees himself as one of them. He described a project that his own foundation is supporting in the area of Canadian television to do something about Canadian heritage.

We discussed the issue of personnel and he saw personnel as being a key issue, if not the key issue. He spoke about the importance of marketive research, about the present and the future, and then we went on to talk about informal education. He sees informal education as being voluntary as compared to schools. He saw the power of informal education in terms of the use of the arts, sports, and he was very much concerned also that we develop the interest in Jews throughout the world.

This, of course, is another emphasis of the concept of history in contemporary Jewry. He talked about traveling art exhibits, and he told me about a photographer by the name of Frederick Brenner who lives in Paris and Israel, who has done photographic essays of dying Jewish communities, and the impact.

I asked him about formal education and he admitted that he had little interest and lack of knowledge in that area, concerned about the ghettoizing effect. Asked about the afternoon school, he also didn't put very much faith in that. Then a very interesting possibility came up with the use of nursery school and then catching the parents as a result of the nursery school experience, and then using some combination of informal education plus some form of possible schooling. Parent education turns out to be an important area to work in.

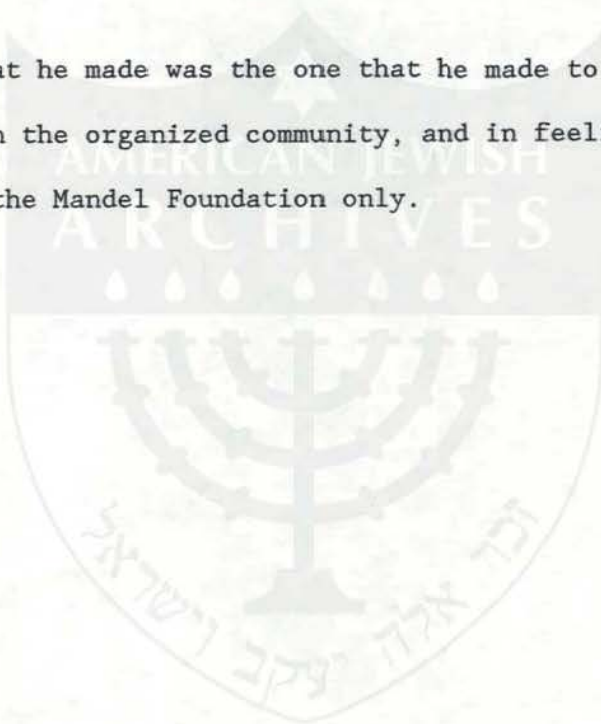
He is willing to speak at the meeting about his conception of informal education. He asked to be told about this, and for a time limit. I think it's important for us to do that and I should take this responsibility. I said I'd call back and be in touch with his secretary. He asked how long the meeting would be. He has to get back to Palm Beach that day, and for him the best would be something like 9 a.m. to 1 p.m., so we ought to consider the various time constraints of various people.

I made a comment at the beginning about whether, in our work in Israel, we were going to be somehow connected to new authority that is being established at the Jewish Agency. I made the distinction between our work here in North America and the work in Israel, but said that if we were going to work on the Israel experience, we certainly would be in touch with this authority.

Again, I want to emphasize his deep commitment to pluralism and the fact that he thinks that new and different experiments ought to be tried out. The ones that interest him are for the less involved and those who don't go to day schools. He brought up the question of the impact of day school education by referring to something that Manny Batshaw told him about the inner-marriage rate and of products of day school education.

Added to my meeting with Charles Bronfman was a short conversation I had with Manny Batshaw. He emphasized two points. One was that we ought to show some connection with the Jewish Agency so that we are not thought of as a new show with the same cast of characters, and he suggested either Mendel Kaplan, Erwin Field, or Dinitz. He emphasized the importance of Erwin Field.

The second point that he made was the one that he made to Annette about this having roots in the organized community, and in feeling that this not be a commission of the Mandel Foundation only.



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.



INTERVIEW WITH
PROFESSOR ALFRED GOTTSCHALK

SEYMOUR FOX
JULY 5, 1988 AT HEBREW UNION COLLEGE, CINCINNATI

He first spoke about the importance of Israel for education in the diaspora. He sees Israel as having a particular power for Jewish education in a diaspora. In a sense, he's telling the same story that Charles Bronfman did. He agreed that the personnel is certainly the most important problem. However, he saw even more important, the question of no philosophy or philosophers of Jewish education. What is being done in Jewish education, they are ad hoc philosophies but no real philosophy.

Professor Gottschalk sees the importance of building a philosophy of education, and particularly building from the top down. He sees the think tank as being the important issues. Thus he sees the importance of the Ph.D. program. A serious Ph.D. program would result because the people in the think tank would draw them and they would become the disciples that would take over. In thinking about a think tank, the importance of the ambiance of such an institution, he spoke about the Jerusalem Fellows as an example, where you have the conditions that make it possible for people to think and deliberate. He sees such an institution and the Ph.D. program as doing more than anything else for changing the image of Jewish education.

He then went to speak about rabbis and their lack of training for education, yet the important role that they play. He spoke about doing

something about that. Essentially, as I may have said already, this is a system which believes in moving from the top down. We spoke about the examples of John Dewey, of Martin Luber, of Rosensweig, all of examples of people who built from the top down. We spoke about rabbis as educators and rabbis and their relationship to educators.

In the meeting on August 1, which he cannot attend, he suggested that Mr. Mandel might quote from him and indicate that Professor Gottschalk's point of view was that the most practical thing that we could do would be to build some kind of an institute or think tank where the best minds in the Jewish world, and the best minds of Jews who are not involved in Jewish work, social scientists, humanists, etc. would sit together and deliberate on the values that a Jewish education want the young and their parents to internalize.

About the issues that a Jewish education has to tackle, he claimed that "Martin Luber did more than anyone else in his time for a Jewish education." He also wants to emphasize his concept of building from the top down.

He reemphasized the shortage of personnel, emphasizing his point about the role of individuals. He spoke about the great contribution that Luber had made in his school of communal service. He emphasized the importance of Hebrew for Jewish education and claimed that you'd have to emphasize or deal with the love of Hebrew before you could get people to study Hebrew.

and again this would be an assignment for the think tank.

We spoke about the importance of adult education and pre-school education. He told me about an interesting experiment that he was carrying out there in Cincinnati in pre-school and day school education.

He emphasized also the importance of developing lay leadership. In terms of where you would build, he thought it should begin with he talked about his work in Los Angeles where he had developed a certain amount of critical mass to do work in education.

He also spoke about the possibility of building a non-denominational group or a cross-denominational group in Los Angeles, certainly with the conservative and possibly even with the orthodox.

In discussing informal education and its importance, he told me about the cultural center they are building in Los Angeles which will have three elements, a teaching museum which will emphasize museum education, a section on the arts, the Center for American Jewish Life which will deal with folk culture, and a conference center. He sees Los Angeles as the great center of the future.

He mentioned the name of a layman that he thought should be involved in one of the task forces, at least possibly even on the Commission, Alan Isilin from Albany. He spoke about a Rabbi Shi Zeldin in Los Angeles, who he thought could meet the problem that we discussed about rabbis being involved. He felt it was important for rabbis to be involved. In terms of the denominational problem, he suggested Rabbi Danny Sime and possibly co-oped him at the beginning, in the orthodox world Haskel Lipstein.

He told me about his conversation with Mr. Mandel about a fellowship program and he criticized the Wexner program because the fellowship was given to the individual and thus he was seen as "a fat cat" when he came to the institution.

Going back to Los Angeles, he spoke about the connections with UCLA and the possibility of building such an institution there.

He cannot come on August 1st, and he strongly urged us to stay in touch with Cynthia Marver, who is the person who handles his calendar. Another person whom he suggested for the Commission was Dick Scheuer, the Chairman of his Board.

greenberg/2MN-W

MI-NA: TOWARD THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: RABBI IRVING GREENBERG
Interviewer: Annette Hochstein
Date: July 5, 1988
Place: Riverdale, NY, Rabbi Greenberg's home
Duration: 1 3/4 hours
Focus: Content and structures for Jewish education

Anticipated Participation: Commission meetings except for the first one since the role in task force depends on what happens in the Commission, and therefore on the slightly skeptical attitude.

Not attending first meeting

Category: Educator. Rabbi. Founder and main person at CLAL. Adult education: Outreach.

Atmosphere: very involved in the conference, anticipating the work of the Commission with some skepticism, but also anticipation and hope.

Summary

Rabbi Greenberg views the major problems facing Jews in today's open society as that characterized by the absence of a total Jewish environment. In such an environment, one grew up Jewish. There is nothing to do about this absence. Those who are fully committed and are creating small total environments have a minority status in a largely assimilationist environment.

- A. The most effective alternative is to create limited total environment for educational purposes: day schools; .
State of the art knowledge.

That these are the most effective ways to deal with education. Yet the number of participants in these forms of education are small. Rabbi Greenberg attributes the small participation to the following reasons:

1. Many more people would choose this form of education if they knew:
 - a. what is available
 - b. that this is the most effective way to impart Jewish values and commitments on their children.

These facts have to be effectively communicated to parents.

2. Cost is a significant deterrent. Tuition is high. There have been suggestions to make Jewish education free for everyone. (Rabbi Greenberg criticized this stand of the Jewish community insisting on continued separation between State and religion. A breakdown of the separation would make funding for Jewish education forthcoming from the Federal government.)
3. There is too much orthodox homogeneity amongst schools. We need a variety of flavors, a variety of types of schools for today's Jewish American community.
4. Jewish education has not made use of state of the art technology, media, advanced curriculum technology.
5. Marketing must be improved and modernized.
6. Professionalization: major efforts have to be undertaken to deal with:
 - a. Salaries--they have to attract qualified educators and retain them while they are going to have to move "up" to administrative positions where they earn higher salaries but are less qualified.
 - b. Issues of STATUS must be dealt with. Nurturing of teachers, recognition of their contributions, skills, work.
 - c. Systematic personnel management efforts must be undertaken so that one can identify, promote and retain the best and the most qualified educators. Today the existing placement mechanism completely ineffective. There is no way to do effective and systematic search for existing talent.
 - d. There should be a process whereby recognition of quality work can be given. A system of promotion should be set up. Teachers are abused: they are not offered minimal acceptable work conditions, nor minimal benefits.

Perhaps one should set up a benefits system with a central, sophisticated management system to deal with this.
7. Rabbi Greenberg does not believe that teacher training is the key to an improved situation. He believes that adequate remuneration and improvement in the status would bring to the field of Jewish education young people with the necessary skills, talents, and competences.

Rabbi Greenberg believes that larger numbers of parents than before would choose more Jewishness for their children, given right options and informations.

- B. The participation of teenagers in formal education must be increased (high school level). Parents simply do not know that this is when their children are most vulnerable to influences, when their values are being shaped. However in order to undertake Outreach to highschoolers, we would have to develop school programs that allow kids with no knowledge at all to get into a suitable teaching program. Day schools are geared at youngsters who have had an elementary day school education. They are not meant for a new population.
- C. Informal education: institutions such as Claus and Brandeis-Bardine can, in a short period, have a major influence on people's Jewish future. This is being demonstrated, and has been demonstrated for forty years. Yet these institutions and these kinds of programs have not been multiplied. They should be multiplied because adults will respond to them.

Informal education--society is increasingly open to informal education, beyond childhood.

Rabbi Greenberg believes that each existing institution should see itself in addition to its own mission, as a vehicle for Jewish education. This would include the federations (as CLAL, B'nai B'rith, Hadassah, etc.) Education could be in this context publications, study groups, media technology and more.

Retreat centers should be set up for adults. There is right now a recognition of the importance of retreat centers but the recognition stops short of responding to the funding needs.

There is a need to deal with those who are defining themselves as affiliated but have weak contact with Jewish learning. (Inreach)

- D. Rabbi Greenberg raised the idea of having "venture capital" available for innovative projects. They should be a mechanism to invite application and to decide where to invest. One needs drastic experimentation (e.g., close down a bad, ineffective school and take all the students for a first-rate Israel experience program and measure the impact). There should be room to allow for talented individuals to try out innovative ideas.
- E. Personnel is the key, obviously, but it is not the only element to deal with. Education is the interaction between a person and the child. So of course is the key. The problem is that teacher training is not a field that has proven itself. Rabbi Greenberg does not believe that education courses are the route to take. Rather he believes that people with natural skills as educators and subject matter knowledge should be upgraded through a system of applied teacher training, rather than a formal course of study. Rabbi Greenberg discussed at length structural issues of the Jewish community and the institutions of Jewish education.

- F. "Outreach" and "Inreach". Outreach is done in a very primitive way. Eighty percent of the Outreach dollars are going to the right wing orthodox because of their commitment. Yet they can only speak to a very very small percentage of the Outreachable population.
- G. The use of Israel: there is no doubt that for the orthodox an extensive stay in Israel has become an almost standard part of education. It incomparably better than any year of study in the United States. Literally thousands of orthodox young people do have this experience.

Rabbi Greenberg believes that Israel provides a total learning experience and that any good framework for a full year, six months or three months from a year in Yeshiva down to the vacation villages should be built into a network of options of Israel experiences.

All together Rabbi Greenberg believes that travel has not been used adequately in combination with education or as an educational tool. Teach Jewish studies program at universities. These programs are important and may be the tools of personnel that can be upgraded. Yet they are not as effective as direct educational services. There is only a small number of participants who get turned on to Jewish learning by those programs.

- H. The last subject of discussion was the Commission, the way it would work, its staff, the possible role of Rabbi Greenberg. Rabbi Greenberg explained that he is extremely over-committed, that he will think about participation in a task force but would not like to commit himself right now. I believe that participation will be dependent upon his sense of the importance of the Commission's work.

INTERVIEW WITH
MARK LANIER

SEYMOUR FOX
JULY 8, 1988, NEWPORT BEACH

As far as he was concerned, the problems ought to be viewed essentially from the local perspective. He gave countless examples of opportunities that are missed because the local community is not organized properly. Continually losing people for that reason, a young person leaves school and there is no follow up, no coordination, and thus limited use of the potential that exists.

Most organizations and people are concerned about the short-term. He felt that essentially there were plenty of good people. Maybe, at one point, he even said enough good people, but what was needed was coordination in putting things together. On the other hand, both at this point in the conversation and later he brought up the fact that personnel lacked in status. He found that fringe benefits and salaries were a necessary condition and missing often. He did bring up the relationship of professionals to lay people, and indicated that, in this area, very poor relationships often existed between the community leader and the professionals, that they are treated poorly. He brought up the issue of early childhood and nursery schools, that there weren't enough. On the other hand, in terms of personnel, he felt that were not so serious a problem.

He gave me the important document that I'd heard about that was being prepared in Los Angeles about vital need. It was already unanimously approved and being acted upon. Barbie Weinberg is chairman of it, Steve Huberman is the professional. I ought to call Steve Huberman at 213-852-7725. Thus, they have created a fund for this purpose. I ought to check with the CJF about initiatives in other parts of the United States. Steve Huberman and Carmi Schwartz are probably the sources for this.

It would be interesting to compare what Sara Lee thinks about his conceptions of priorities, particularly his statement that there was enough personnel. He strongly supported the notion of Zeldan and Shulweiss being good choices, that they're very active and very well respected.

Again, he indicated there were enough good teachers in the system, claimed that often rabbis were poorly trained for their role in education and administration. He's been trying to bring this to the attention of the heads of the institutions of higher learning. He does admit that the big issues of training, status are important, but he thinks that no less important if not more important is getting more people into the system.

He brought up the issue of curriculum and was concerned about it, why everyone is trying to reinvent the wheel, and I indicated to him that the problem often was teacher preparation to use available materials. On the other hand, there were big areas where there were no materials.

He gave a very strong statement in support of CAJE as an organization that was making up the big difference. He himself was going to lecture at CAJE.

This is the end of my report of my meeting with Lainer. I believe he will be coming on August 1st to the meeting and I want to stay in constant touch with him. The notion of "camp counselors" who are in constant touch with the people that are interviewed appears to be one that has great effectiveness.

INTERVIEW WITH
SARA LEE

SEYMOUR FOX
JULY 8, 1988, LOS ANGELES

We began our discussion with the question of is it important to have rabbis on the Commission and she felt that it certainly was. I discussed the three candidates we had considered, Zeldan, Luchstein and Shulweiss. She agreed with Shulweiss and Luchstein and she thought that an alternative to Zeldan might be Rabbi Shelly Zimmer of Dallas, Texas.

We agree about the Commission and its role. Sara Lee presented her case, which is that as important as teacher salaries and benefits are as a necessary condition, the crucial question as far as she is concerned is a cultural one. The way the Jewish community looks at educators, particularly teachers, the way educators look at themselves, and what would be necessary to change that situation so that teachers could feel that they can make a difference.

She referred to some research being carried on by Ron Reynolds of the Board of Education in Los Angeles, Ysa Aaron and Hanon Alexander. Where the data gathering has been completed, the analysis has not been undertaken as yet. She bemoaned the fact that there was no research and we really don't know anything about what the clients want. That is, the parents or how they feel about teachers or what they would be willing to do about status.

She referred to the synagogues and the fact that they would have to change their culture if Jewish education was to make any impact. Jewish teachers, she kept repeating, feel that they have no impact on policies, that decisions are made someplace else, at best they are technicians of a low level. The lay leaders and the rabbis are the ones that make all the decisions.

In describing the work of the Wexner Foundation, she said Wexner, as important as the contribution they were making, did not consider what happened to this Wexner Fellow once he entered the training institution or what happened to him once he graduated. She claimed that as the Holmes and Carnegie reports had indicated about general education, that Jewish education even more so, the people who are entering the field are not the very best people and unless they are empowered with some possibility of making a difference, she believes they are going to continue to get the wrong people. She, therefore, feels that the task force, if there should be one, on ambience, that is, what it would take to change lay leadership, becomes a very, very important one. I believe she would like to participate in that task force.

In talking about status, she described the fact that we refuse to recognize what our competition is, that our young people can choose law or business administration, and that if we want to get those people into our field, it's going to take the kind of cultural change she talked about.

Then she moved on into what she called "meta issues" of Jewish education. She really asked, and I'm quoting her, "What is the Piadeai of Jewish education?" She suggested that we, once and for all, tell the truth about what we think can happen with formal education, informal education, camping, the Israel experience, etc. Only when everyone knows what is likely to happen in each of these institutions are we likely to introduce serious change.

She gave examples of the limitations of the supplementary school and indicating that the supplementary school at best could probably be only a socializing institution and the people ought to know if that's where they send their children, that's what they're going to get and ought not to pretend that they can get something else.

She argued strongly for, not only clarifying what we think can happen in these institutions, but for demonstration centers where we see what could happen if an institution were carried to its very best. She says she knows of successful schools in North America where a visionary educator created or found a supportive environment and did great things. She spoke about a school in Tulsa and, again she kept emphasizing reports of the school culture.

She introduced the whole question of a whole series of sociological issue and the importance of getting data or research about it. For example, she spoke about what does Jewish education mean for fourth generation Jews, for the large number of inter-married or mixed marriages. She argues that this kind of research is very crucial. She also wanted discussion about what is our concept of success, some kind of interception between the ideal and the real.

She also brought up the great possibility and importance of early childhood education and she agreed with the conception that the change in education would take place from the top down. I had then told her about Gottschalk and what he thought and she repeated her pet formulation, if you send a gifted educators to a supportive community, then great things can take place. In other words, this was a strong argument for senior educators.

She then began to talk about the importance of considering a smaller community. She said that she wants the sociologist to look into this. The Jews are moving away from where they lived before and that its no longer going to be education in the larger communities. This then forces people to understand that, if you're going to live in a small community which may not have a day school or not a good day school, that there are limitations as to what may take place.

As far as the task forces were concerned, she suggested that they meet for longer periods of time, even if they have a two-day meeting with one night in between. This would be the appropriate way for task forces to work. I asked her for staff as well as for members of task forces and she said she'd send some of that information to me.

Additional missing research as far as she was concerned were ethological studies. She bemoaned the fact that we have none of the day school at all. She also said she'd send me a list of research issues.

Then she returned back to early childhood education and connected it to family education as being another area where she felt we have to work at, and that we do not have any research. I think that Sara Lee is going to be an important member of both the Commission as well as of the task forces.

loup/2MN-W

Art

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: ROBERT E. LOUP
Interviewer: Annette Hochstein
Date: July 18, 1988
Place: Phone conversation Jerusalem - Denver
Duration: 1 hour
Focus: Content

Anticipated Participation : active. Commission meetings and active role in taskforce.

First Meeting Arrangements: Arriving from Denver previous night. Staying at the Doral. Making own arrangements. Bob asks that whenever possible meetings of taskforces be scheduled to coincided with his other visits to the East-Coast - which are quite frequent. I promised we would do our best.

Category: Community leader. President of Clal. Past president UJA campaign; Chairman, the Israel Experience Sub-Committee, the Jewish Education Committee - JAFI. Numerous communal leadership positions (JCC; Federation; UJA; etc.).

Atmosphere: involved, concerned, interested, skeptical.

Summary

The focus of the discussion was on Problems and opportunities for Jewish Education in America today.

1. Mr Loup believes that there is no future for American Jewry without a sustained outreach effort towards the unaffiliated, "unless people are educated Jewishly".

The effort should be geared at offering young people positive reasons to choose to be Jewish in an open society.

The way to do this - for the Commission -- must include three elements:

- a. It must be a gradual process, over a period of time.
- b. We must properly prepare the educators.
- c. We must make it something exciting.

2. Mr Loup is committed to the idea that informal education and the Israel experience in particular are the best tools to offer a worthwhile, fun and exciting first Jewish educational experience to young people. Such an experience can be the basis on which to build subsequent involvement.

[Mentioned a selective Wexner Fdn program that includes learning in the community, in Aspen, and an Israel Experience via a visit to Morocco].

3. A number of factors limit participation today:

- Cost of programs is an important stumbling block towards increasing numbers, and we may have to consider significant subsidies for participation in Israel Experience programs.
- A major Outreach effort to the unaffiliated must be undertaken if we want to affect the numbers. We must make an incredible marketing effort.
- If quality improves, the programs will attract more people.

4. When asked about target populations, Mr Loup believes our major effort should be towards unaffiliated high-school and college youth, because they will be lost unless brought in.

Adults:

The community leadership should be better educated in Jewish ethics, morality, teachings. The more educated they become, the better their leadership will be, the more they will be able to influence. (Clal does this - but Clal is not for large numbers).

Pre-school:

Doesn't believe this has much intrinsic, lasting value. It is very nice, but unless children go on to day-school, has no impact. Acquainted with the subject from time as JCC president.

5. The Commission. Mr Loup cautions us to prioritize carefully. Not to spread out efforts too widely if we want to succeed. For him the emphasis, the first priority is with the unaffiliated. And with informal programs for them.

6. Mr Loup raised the issue of the Commission's relationship with the Jewish Agency, particularly if the Israel Experience were to be a priority - as he believes it should be.

7. We also discussed the implementation-orientation of the commission. Mr Loup will be willing to serve on a taskforce.

* * * * *

INTERVIEW WITH
MATTHEW MARYLES

ARTHUR NAPARSTEK
JULY 1, 1988

I. Personal Profile

Matty Maryles is a "modern" orthodox Jew who grew up and still lives in Flatbush, New York. He attended Yeshiva schools as a youngster and is active in Jewish life in NYC on a micro level (neighborhood) to a macro level (city-wide and international-Israel Diaspora relations). Matty is a fully committed Jew who prides himself on being able to relate to all segments of the Jewish community. He is a CPA by training and education and a partner of Oppenheimer and Company.

II. Views on Jewish Education - Problems

As indicated, Matty Maryles brings a macro/micro view to the issues of Jewish education. As a second term president of the Flatbush Yeshiva, Matty perceives of Jewish education issues from a micro perspective. He understands problems of the need for support of physical structure (building renovation), aid to immigrant students, the need for special education through outreach programs for the handicap and disabled. He also understands the need to upgrade basic working and personnel conditions for teachers i.e., pension and insurance benefits and other fringe benefits.

On a macro level, Matty perceives the problem as a personnel issue, but within a communal context. He stated, "Personnel is the key. Those who are in teaching today do not perceive of themselves positively and are not perceived positively by students and parents. Consequently, the larger community does not perceive them in a positive way." Furthermore, he suggests that the American Jewish community is extremely pluralistic, and no one part or segment of the community can independently take on the problems of Jewish education. He said, "The problem of Jewish education is too large for any one group. Only through a partnership can we hope to legitimize the pluralism within and between Jewish communities. The partnership has to occur between the religious and non-religious institutions and organizations that make up the national Jewish community."

III. Opportunities Which Make Commission Timely

There is a belief that the Jewish family is threatened. Jewish values are being undermined by broader societal trends. Twenty years ago this would not have been as apparent. Now more than before (prior two generations), young people want to be connected in a Jewish way. Further, there is a belief and apprehension among parents that Jewish children will choose a competing value system. Matty feels the apprehension of losing Jewish beliefs and values can stimulate greater support for Jewish education. He also believes Jewish education has to be packaged appropriately to be used by all segments of the community. The challenge is to have parents perceive Jewish education as a real option. If parents don't participate, they have to believe they are cheating their children. The opportunity for the Commission is to create a "marketing plan" that points to the relevance of Jewish education.

Further, it is timely as twenty years ago Jewish values were expressed in secular settings, i.e., civil rights, labor, etc. Today Jewish values need to be expressed in a Jewish setting.

IV. Systemic Changes

The key issue to bring about change is the notion of partnership. Matty feels partnerships are needed to stimulate change in the following areas:

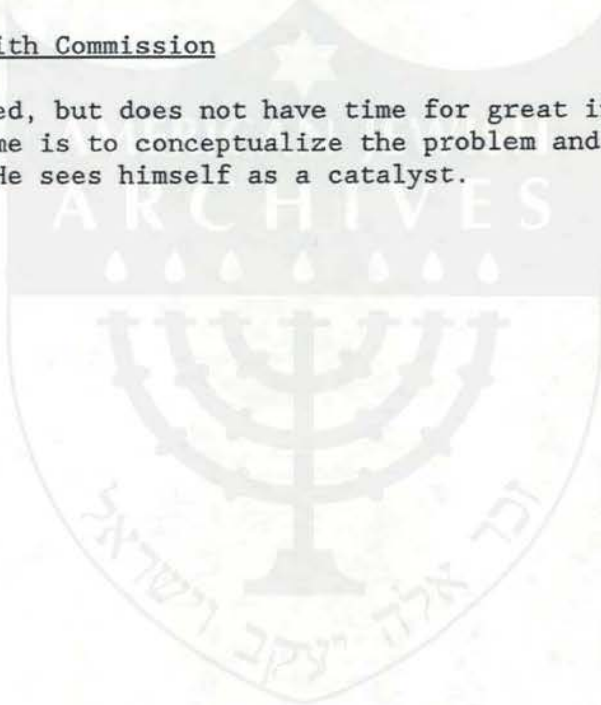
- A. Personnel
- B. Curriculum
Here work needs to be carried out that will integrate Talmudic studies with sciences and general education.
- C. Quality of Physical Structures
- D. Support Systems
Use of computer technology
- E. Redefine Supplemental Education
Should not be labeled as supplemental as it suggests secondary objectives

V. Outcomes

Here Matty began on a cautionary note by stating, "Philanthropy by itself is not going to save Jewish education. Parent support is key to Jewish education. We need to develop a market driven strategy to stimulate Jewish education. A strategy in which giving to Jewish education is not perceived as charity, but the same as going to Columbia University. Thus the outcomes have to be a market driven strategy that can meet the pluralistic needs of the Jewish community." Key to the marketing strategy is to reprofessionalize and reinstitutionalize Jewish education."

IV. Involvement with Commission

He is committed, but does not have time for great involvement. Best use of his time is to conceptualize the problem and outcome strategies. He sees himself as a catalyst.



MEETING WITH
CHARLES RATNER

SEYMOUR FOX
JULY 6, 1988

He clearly states that personnel is the crucial area. He formulated it as 80% of the problem being the people in the profession, the people in the field, the personnel and all the others issues representing 20%. He claims that this is not only his opinion but, in his work here in Cleveland and in other contacts, every single person he has spoken to, both professional and community leader, have agreed that this is the key issue. There are problems like family education which is certainly a very serious problem, but he sees no serious suggestions that could make a difference in that area. However, even there personnel would be the important issue.

The key question then is how to get enough of the right people into the field. He sees money as the necessary condition, but not the sufficient condition. The issue is one of profession building and the status. He pointed to the distinction between Jewish education and people working in federations and indicated that we would have to do something like what was done in building the professional staffs for federations with a high status profession and very good people going into it, that lay people feel the same way. He reminded us that the synagogues have been left out of the Commission, and that the rabbis are a very important factor and that

if they are not coopted into our work at the beginning this could be a problem. He demonstrated his point about that as he described the extraordinary work that had been done by David Ariel here at the College in Cleveland and indicated that the ingredients there were a new mission or vision and exciting lay people about that and that was the combination that would make the difference.

We discussed the question of whether there were younger people around who were sufficiently idealistic to go into the field and he said that he certainly felt there were enough of those people around.

We discussed informal education and his concern for building bridges to the congregation between the JWB, the center movement and the congregation. This is a very touchy issue and has many political implications.

A good part of the discussion was about the supplementary school which he considers a top priority, being that 80% of our children are in that school. Even if some full-time positions are created, this still would not meet the problem he felt, and a good deal of thinking and energy has to be devoted to this issue.

Very encouraged about the idea of the Cleveland Fellows but also did not see this as essentially meeting the problem of what to do about the afternoon school. He sees it as a problem essentially of personnel, but also of curriculum structure and the fact that young people are coming to the school tired after a full day in the public school or private schools.

He very excitingly is looking forward toward the Commission and has great hopes for it.



tishman/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: PEGGY TISHMAN
Interviewer: Annette Hochstein
Date: July 5, 1988
Place: New York Federation offices at 130 East 59th Street
Duration: 1 1/4 hours
Focus: Institutions, content, process

Anticipated Participation: all Commission meetings and a suitable task force.

First Meeting Arrangements: Mrs. Tishman would like the meetings to take place at Federation in this cause.

Category: Community leader. President New York Federation.

Summary

1. Mrs. Tishman expressed a number of times the dominant role that the orthodox community plays as consumer of dollars for Jewish education. She expressed both the significant resentment on the part of the conservative and reformed community and the ironic fact that major donors are onservative and reformed yet major beneficiaries are the orthodox. She stressed that we certainly want the orthodox but also pointed to the conflict inherent in the fact that because of their significant commitment they dominate the field of Jewish education they are the only ones for whom it is really the major issue.
2. Mrs. Tishman views the issue of quality as the key issue in Jewish education. She is convinced that day schools are doing a much better job than supplementary schools. She believes the quality of supplementary schools is extremely bad and that participation in them will decline because of this fact. The gap between the high level elite quality secular education given the children and the low level of supplementary schools cannot be maintained.

As long as Sunday school is something you have to live through rather than can enjoy it cannot be valuable.

3. The curriculum for Jewish education must be changed and worked on. The current curriculum is not suitable for today's children.

4. The professionals. The salary situation is such that one cannot presently attract quality professionals to be teachers. Increased salaries would attract them. Mrs. Tishman notes the ironic fact that when parents taught as avocational teachers they did a better job than do the current teachers.
5. Adult education - Education of the kind offered by CLAL, the Center for Leadership Education, Brandeis/Bardine must be replicated and multiplied. This is probably a major area that has to be developed. Adult education given by excellent brilliant scholars should be made available to as many people as possible.
6. P.T. make the link between the lack of Jewish education and the drop in philanthropic activity.
7. Informal education is important because it is painless. JCCs, parents. The JCCs are becoming more and more centers for Jewish education.
8. Israel is the _____ of Jewish education. It is the greatest Jewish educational tool we have. Any visit has enormous value, still a good visit has more value than another.

So much of Jewish America has an impoverished Sunday school experience of its only Jewish education.

9. The outcome of the Commission: the outcomes will only be significant if there is no sugar coating, if we admit that Jewish education today is only a lip service priority in the community. One has to evaluate the quality of what is. This has never been done. We want to have an education that is of the same level as say Princeton. We need improved curricula. The leadership is uneducated and has to be educated. We have to analyze the quality of teaching. We must get the adults to participate. The issue is complex. How do you turn people around? How do you make them begin to reflect?

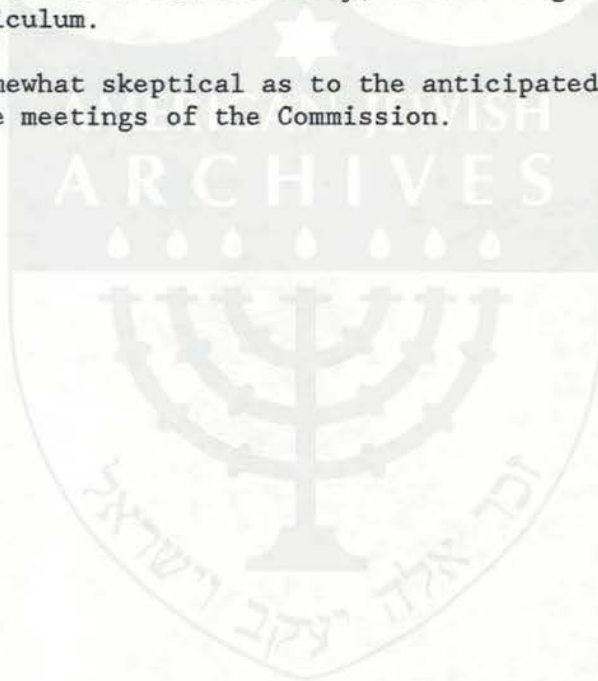
The process of the Commission: Mrs. Tishman suggested that we have a possible list of task forces available but that we should listen to the commissioners' suggestions and work from there.

She suggested that it would not be a bad idea to have an educational psychologist on the Commission, to inform the Commission on what is suitable for various age groups for example.

To summarize. The main points raised were:

1. The orthodox supremacy in the field of Jewish education.
2. The issue of quality (and curriculum).
3. The need to raise the status of the professionals.
4. The central role of adult education.
5. The importance of informal education.
6. The importance of Israel.
7. The process of the Commission should include a hard and honest look at the quality of what is available today, both as regards personnel and as regards curriculum.

Mrs. Tishman was somewhat skeptical as to the anticipated extent of participation in the meetings of the Commission.



INTERVIEW WITH
PROFESSOR ISIDORE TWERSKY

SEYMOUR FOX
JULY 5, 1988 AT HARVARD

Professor Twersky had prepared very well and had a great many notes which he used as the basis for his conversation with me. He began by reacting to the Document and saying that, at the beginning, the Document seems to offer a very broad definition of education and then later seems to limit it more to schooling. He is for the broader definition. He felt that, in one sense, we know a good deal of what exists out in the field and that we could act fairly soon, and that we didn't need to study those matters though late in the conversation he returned to the importance of doing certain kinds of research.

He sees personnel as the key issue on all levels. He dealt with this throughout the entire conversation. One area that he located early on in the conversation and continued to emphasize throughout was the importance of early childhood and the fact that this could be a great area for Jewish education. He talked about day care, early childhood kindergardens, etc., and that here there are no people virtually and those that do exist may have training in general education but have no training in the use of Judaism for the sake of Jewish education.

He used as a principle for the entire conversation, beginning where we are, a Halachich principle of baha sher husham and this was to begin where we are and help strengthen them. He wanted to strengthen existing schools

and recognize them. He, for example, talked about the Ford system of giving grants to quality. This ran throughout his entire presentation.

He also spoke about taking teachers and giving them a sabbatical or giving them a month off or three months off or so on and so forth, and then we're starting where people are in an operation bootstrap. He saw the importance of dealing both with knowledge and with skills. For example, he said take the area of bible. He felt that there just is very little work being done there and the impact that that could have. On the other hand he thought the importance of there being some kind of central institution that dealt with issues like pension and insurance and salaries which he considers as being terribly important as a necessary condition to get started. He talked about rewarding schools that were doing great things. He talked about the impact of the Ford matching grants to Harvard at a certain point, and what this could do in Jewish education. On the other hand, he saw a combination of the federation working together with the foundations to reward a quality or promising ideas.

Then he spoke about the possible role of scholarship for Jewish education. He saw the Jewish study students as offering a great potential for personnel in Jewish education. He mentioned examples of graduates with Ph.Ds. If there were comparative salaries, he saw no reason why many of these people would not go into this and he therefore saw Judaic studies contributing to this. He also saw that there was a good deal of work that had to be done such as producing basic works on Jewish history or

philosophy of Jewish education which could make an important contribution. When I told him of my conversation with Mr. Bronfman, he talked about various works on theories of Jewish history, what leads to Jewish identity of this could be important for the work that we want to do in Jewish education. He said that Jewish scholarship ought to concern itself with questions like how Jewish unity could be developed, how a concern for Jews could be developed, and he saw, for example, the importance of producing works on biographies that exist in general education and American education don't exist in Jewish education.

About the training institutions, he said that that ought to be looked at more carefully. He felt that if you started with the people in the field and improved their condition, this would be a way of attracting others who have not considered a career in Jewish education. In other words, if you begin with the existing situation and improve it, that's the way to change the image.

He spoke of the possibility of internships for Jewish education and the impact that that could have on the field, particularly if they were done at quality institutions. Again, he made a distinction between research about who the clients are, what they're prepared to receive and take, and information about how many schools there are, which he thought could be easily obtained.

We talked about the possibility of several of the outstanding lay people

coming to Harvard to see what's going on here, and to converse with people like him in a more relaxed atmosphere. We talked about the concept of lead teachers in the Carnegie report, and he saw this as a very useful idea for Jewish education. Again, going back to his concept about Jewish study students being a resource for the whole field.

In summary, he sees personnel as being the central issue. He believes that we ought to begin with the current situation and do an operation bootstrap. This would be the important announcement and be the basis for the new image of Jewish education, and if this were accompanied with salaries and other benefits, he sees this, together with demonstration centers and new institutions, as the way to create the breakthrough. He is interested in serving on a task force, I believe, and particularly in the one related to training. Very concerned that the existing institutions do not control the entire training operation because that would limit the possibilities of new ideas.

INTERVIEW WITH
BENNETT YANOWITZ

ARTHUR NAPARSTEK
JUNE 28, 1988

I. Personal Profile

Bennett Yanowitz grew up in a Cleveland orthodox home and has a strong background in the religious, cultural, and intellectual traditions of Judaism. As a student at the University of Michigan, he founded a Sunday School. Later, as an adult in Cleveland, he played a lead role in organizing Shiva High School and became the School's founding president. A child of immigrant parents, Bennett has been influenced by a strong European cultural environment.

His work in Jewish education evolves from various roles: as a parent, practitioner and lay leader. (See resume and bio.)

II. Views on Jewish Education Today - Problems

- A. Limited number of American teachers in day schools. It is difficult to find good teachers. Israeli teachers do not relate as well to American children.
- B. The content of curriculum materials needs to be assessed. As indicated in the Schiff study, youngsters after sixth grade do not learn very much. Bennett Yanowitz believes we have a wonderful product to sell, but we are not doing a good job competing with other areas in the Jewish and general community. Until we can more effectively market Jewish education, we will not fill our day schools and synagogue schools with a sufficient number of students. Thus the role of synagogues, bureaus and federations needs to be reassessed.
- C. The correlation between Jewish education and Jewish continuity is not automatic. That the Jewish socialization process is as important as the Jewish education process. Need to define Jewish education in the totality of one's life experience.

III. Opportunities That Make The Commission Timely

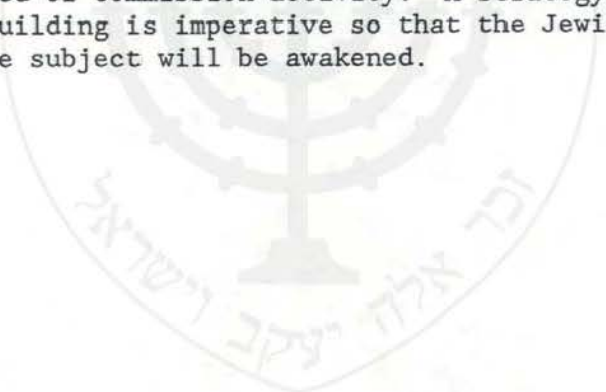
- A. Bennett believes there is a receptivity to Jewish education concerns. The increasing concern and focus results from a sense that Jews in North America have moved too far into patterns of assimilation. He believes there is a new supportive climate for education, and a resource base to fund good programs. The resource base results, in part, from new endowments.

IV. REPRESENTATIVENESS OF COMMISSION

He is enthused, excited, and skeptical of the work of the Commission. A major problem is the lack of Commission staff or advisor representation at the grade or high school teacher level. He believes we are relying too heavily at the planner and administration levels and do not have sufficient involvement of educators at the primary or secondary level.

V. Outcomes

Bennett focused on process outcomes. He felt important outcomes related to issues of partnerships, coordination, constituency-building, and public awareness. For example, there is a need for coordination between JESNA and the Commission as the JESNA program evolves. How can the two entities support each other in a synergistic way. Further coordination is necessary between the Commission and various foundations; the key being that no one entity be perceived as owning the Jewish education field. Partnerships with parity are key. Finally, the American Jewish community should be kept informed of Commission activity. A strategy of constituency-building is imperative so that the Jewish public's interest in the subject will be awakened.



J. Reimer's Conversations with Commissioners

RG - Pl. be sure these Jimmy
are included on Commissioner
sheets. J
Done 10/18/88 RMG Post - 8/1

I. John Elkin

1. Pleased with M. Mandel's leadership and the pace and substance of discussion at the first meeting.
2. Now it is time to move from good discussion to concrete directions while honoring the life of the group. Danger: if the process degenerates into a scatter-shot approach with everyone seeking individual agendas.
3. We cannot afford to lose sight of the complexity of the situation, ways in which "throwing money" at pet projects will not accomplish much. Needed instead is to focus on an issue - such as personnel - which is all encompassing and not amenable to piecemeal efforts. This could be balanced by a project with a narrow focus e.g. media.
4. It is also crucial to maintain linkages among communal institutions for total involvement to sustain a sophisticated overview and analysis of actions so that we can all see how they proceed from a starting point A and move on to B, C, D.
5. In our communal approach, let's not forget continued importance of the denominations for recruitment and linkage. For example, the Reform does a wonderful job of guiding children early from their camp days and bringing them into the educational system.
6. The Jewish community is not adequately informed of the Commission. Some P.R. is desperately needed.

II. Carol Ingall

1. Would prefer that the Commission develop a specific focus and suggestions on personnel, while considering different needs of day schools and supplementary schools, e.g. the latter are often maintained by avocational teachers. Serious consideration must also be given to developing full-time jobs such as family educators, through synagogues.
2. Funding is also a crucial issue. Since local communities cannot handle the financial responsibilities alone, national consideration must be given to the development of a financial pool.
3. Do not fall into the trap of day school triumphalism. Supplementary schools will still be needed in the future.
4. We should encourage the use of new media such as video presentations.
5. Senior citizens are an overlooked clientele.

6. Regarding informal education, an important question is why are summer camp enrollments declining? It has systems - implications, e.g. recruitment.
7. Missing from the Commission: CAJE, Hillel.
8. We need comprehensive data on enrollments, training of personnel and available jobs.

III. Henry Koschitzky

1. Although he enjoyed the first meeting, on reflection, it seems very exploratory with no clear direction. We need direction now.
2. His preference for direction is personnel. He would also like to limit the agenda to a few items, although he recognizes that choice of items may be subjective, and for political reasons, we may have to maintain a multiple focus.
3. Primarily, he is concerned about day schools. While he believes that supplementary schools are probably a waste of time, he also understands that they cannot simply be avoided.
4. He feels the plenary is too large to function effectively and awaits streamlining the agenda and the beginning of work groups.
5. He wonders if there is duplication of efforts between the Commission and the Pincus Fund.

IV. Jack Bieler

1. First meeting was too diffused with everyone pushing his own agenda. Needed now - task forces, specifics.
2. His suggested focus is on personnel and high school (especially day school).
3. Personnel:
 - (a) We need more comments from people in the field - i.e. teachers, not just administrators.
 - (b) Mechanisms to elevate the seriousness of teaching - i.e. retraining opportunities, advance and still remain teaching; conferences for teachers to work together in curriculum; trans-ideological, rational accreditations for teachers; creation of positions in the community and in family education.

page 3.

V. Arthur Green

Is on board. Will attend December meeting. Needs more orientation before meeting. Enjoys opportunity to meet with other heads of seminar~~s~~^{CS}.

VI. & VII. H. Schulweis & I. Zeldin

Very difficult to contact. Numerous calls, but have not talked with Zeldin, ^{or} Had meaningful conversation with Schulweis. I will keep trying.

Extra: Barry Shrage

Wants to be kept informed. Stresses need to develop local links between Federations and synagogues, and for Commission to have a few clear agenda items.



INTER-OFFICE CORRESPONDENCE

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/15/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

This is a bit late but I thought it might be worthwhile to mention the few points which came out in the interview I had with Rabbi Lookstein on July 29.

1. He very clearly stated that the most crucial issue the Commission should attack is the question of the people who educate. Personnel, and especially the classroom teacher, is his main concern. He is appalled by the shortage of qualified teachers and says that if this problem is not corrected, nothing else will help very much.
2. He says that Ramaz has made a very good study of the impact of day schools on students who come from homes which do not support the values and goals of these institutions. He would be glad to make this study available to the Commission.
3. Ramaz also has a self-study on persons who teach Hebrew. This gets into the question of curriculum. He believes this is useful, but emphasizes again that the subject of personnel is much more important than the subject of curriculum.

2300
OCT 20 '88 14:03

NATIV CONSULTANTS

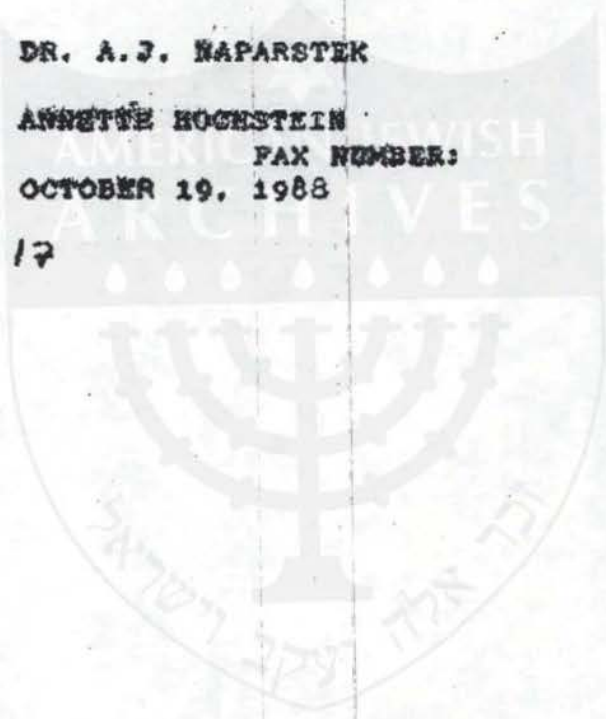
972 2 699951

P.1/17
ASN

NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-652296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: DR. A.J. NAPARSTEK
FROM: ANNETTE HOCHSTEIN
DATE: OCTOBER 19, 1988
NO. OF PAGES: 17
PAX NUMBER:



October 20, 1988

Mr. Arthur J. Naparstek
President
Premier Industrial Foundation
4300 Euclid Ave.
Cleveland, Ohio 44103
USA

Dear Art,

Here is my progress report. It precedes the phone call, to allow discussion of relevant topics. It is shorter and somewhat "drier" than I had planned. As you will undoubtedly hear in our conversation tomorrow I am under the weather and not quite my literary self.

1. Meeting with Commissioners-Educators on Friday October 14 in Boston. I believe we learned a lot at this meeting, and it was very useful to get the participants' input - as well as to prepare them for the upcoming meeting. An interesting part of the meeting was to follow the way by which they came to formulate the community as a priority option. (see attached summary).

2. Post October 14 contacts:

- we flew back with A. Schiff who was very pleased. Seymour spoke with him at length.
- SF spoke with Woocher who was very pleased.

3. Still in the US. I briefly reported to Jo Reimer on the meeting of the 14th.

✓ 4. Received your minutes of meetings of October 10 and 12, as well as list of assignments. Thank you. There is one omission: the preparation and mailing of materials to the Commissioners before the meeting.

5. Interviewed Lamm and Schorsch by phone. See attached reports.

6. Interviewed Loup (see report) and Ritz in Jerusalem (report forthcoming).

7. Seymour interviewed Ratner in Jerusalem and had a preliminary phone call with Mrs Melton. (Reports forthcoming).

8. Set up meeting with Lamm and with Schorsch for December 9 in New York.

9. Seymour discussed with you transferring money for agreed-upon budget items and indicated that one possibility might be the JWB. You were going to discuss this with Mort. We would like to know the outcome.

10. We have organized a second consultation with educators on October 27 (next Thursday).

11. We have begun writing our options papers and will forward them as they are written.

12. I hope to have the interview schedule ready by the 24th, as promised.

13. Seymour is having dinner with Finn on Sunday.

Very best regards.

Annette

(1)

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MINUTES OF MEETING -- OCTOBER 14, 1988

OGP OFFICES -- BOSTON

PARTICIPANTS: ART NAPARSTECK, JACK BIELER, JOSH ELKIN, SEYMOUR FOX, ANNETTE HOCHSTEIN, BARA LEE, DEBBIE MELINE, ALVIN SCHIFF, BARRY SHRAGE & JON WOODCHEN.

Prof. Fox opened the meeting by introducing Dr. Naparstek, Director of the Commission and President of M.A.P., and all other participants. He then introduced the subject of the meeting: Taking a critical look at the star work done since the first meeting of the Commission. Prof. Fox reviewed where we stand following the recent series of meetings in Cleveland. He asked for advice as to how we move forward from suggestions and desires to action?

Schiff: At the meeting of the Commission, two different senses emerged:

- The Commission is an entity in itself; and
- The Commission is a motivator, instigator, get things going beyond the life of Commission. Which is right?

Naparstek: The Commission's purpose is two-fold:

1. Focus on systemic problems. Be proactive, not reactive.
2. Be catalytic; set the philanthropic on Jewish education for the community.

Fox: Assumptions

1. Commission was designed to represent the best collective wisdom of the Jewish community. What representation has to be constantly monitored for accuracy. Are the representatives of various populations doing their jobs? Are they representative?
2. Just because a Commissioner says something, doesn't mean it's right.

(Discussion of Options Paper -- Draft 2)

Fox: Initially, all comments of Commissioners were categorized under 3 topics (Personnel, Climate, Forms, Methods, Community)

Hochstein: (Explanation of inventory -- personnel)

Bieler: How do you deal with areas of overlap? For example, job definitions are not "clean." Can't "pigeon-hole" a teacher into one role because he fills many roles.

Schiff: Why kind of profile of needs will emerge from this inventory?

Lee: What are the assumptions behind the preparation of the inventory? Examining the whole universe in detail, or formulating specific problems? Shouldn't we be dealing with specific problems?

Fox: (Presentation of list of options)

We purposely avoided definition of the goals of Jewish education, because we believe that such a discussion would blow the Commission apart. E.g., people with different ideologies will define different goals. E.g., no discussion on the goals of the USA for the same reason. We also didn't want to find a lowest common denominator or make trade-offs in order to choose which option to act on.

Schiff: The lay people need assurance that they are going somewhere. We can have an ultimate communal goal: Jewish continuity. Everyone can agree on that as a goal. Don't need to set intermediate goals such as create (define) "good Jews."

Lee: There is an assumption here that there are people of good faith involved in Jewish education and that the Commission can facilitate their work. Everyone can agree on that as a goal.

Fox: (Presentation of Criteria and Presentation Supplementary School Example)

We want to produce a separate paper on each option before December 13th.

Two categories of options are emerging: 1) Necessary/enabling; 2) programmatic.

Schiff: Supplementary school option is based on assumption that goal is to improve the individual student's experience in the supplementary school. But there's another aspect: group solidarity. Socialization of peers. Group experience. Supplementary school student is a link to his peers and his family.

Fox: (Formulation of Schiff's comment)

"We must decide whether we take the current state of the institution as the basis for our definition, or some vision of the institution (what is desired/needed) as the basis. How do we present the problem?"

Lee: If you want to reformulate the questions, you have to reveal the underlying questions that have led you to the questions. E.g., the congregation's relationship to the supplementary school.

Shrage: Sometimes you need to take conservative viewpoint. (E.g., can't destroy the congregations and recreate the whole institutional structure.) We need to take an integrative approach.

Woocher: Maybe the Commissioners will see more than 26 options. E.g., option 27. Restructure the congregation as a total educational institution. Encourage the fertile minds of the Commissioners.

Bailer: The options prevent an organic approach to the whole issue of Jewish education. Have to break down certain assumptions, be innovative, creative. But at same time, we have to deal with what's there. Also, have to be careful about imposing our own personal values, because we could be setting ourselves up for failure. E.g., maybe kids today don't care about the "group experience." "Socialization Discussion Needed."

Schiff: If we don't consider the area of socialization and just go with the trend of individualizations, then we're sunk.

When we did our research we considered elements of successful schools and we profiled the best schools. We looked at what made the schools tick.

Auspices, turf issues have to be considered as part of the community issue.

Elkin: Maybe need a quick and dirty study of congregational schools. Find out what the key issues are. Case studies give great insight. Have to look at the settings that are considered to be high quality.

Shrage: Not only models of excellence; look at models of what we have -- reality.

Woocher: The problem is that we could take an integrative, comprehensive approach to all of the options. I don't think that multiplying the options to choose among is

(4)

going to be useful to the Commission.

Lee: Natural tension between those who want to get started immediately and those who want to talk more. Some lay leaders are eager to intervene, act, do. Others are more cautious -- want to formulate the questions; rigorous thinking about the problems. I think the Commission's greatest contribution would be to help the North American Jewish community to focus on the right questions. I don't want to add any more options because then the real issues are going to get lost.

The real issues are not the shortages of teachers. The real issues are the conditions of Jewish education which make it impossible to give educators professional satisfaction and fulfillment.

Fox: If we don't get to an agenda, we're going to lose the Commission. But if we focus on one thing, we'll lose the richness of the variety of opportunities.

We're thinking of suggesting 3 areas of focus for the Commission. (Task-forces?)

1. Personnel
2. Community
3. Some kind of formulation for the programmatic options that perhaps others (foundations) could get involved in.

Visions and practice papers as response to some of the need to look at what exists and what works in areas of endeavors of the Commission; getting going.

Lee: Possible structure for task-force.

Appears to me that breaking things down to discrete units is detrimental. I think the third task-force should deal with forms of Jewish education. We are prisoners to the terms and forms that exist. Forms need to be looked at in a new way.

Community should include all of the institutional structures where Jewish education takes place. The context of Jewish education needs to be examined. What should or could the forms of Jewish education be?

Elkin: I like the term "context." It makes the community category fuzzier, complicated, but crucial. The other 2 (personnel, programmatic) will be easiest to tackle.

LUNCH BREAK

3

Schiff: The 3 task-force idea, will allow us to be more comprehensive and to go into some depth.

Klein: Concur

Woocher: Concur

Lee: The problem with atomization.

Fox: Atomization does not preclude a holistic view. We need help for definition of task-forces.

Heparstach: Does everybody agree with the concept of task-forces? (Yes.)

Fox: Best practice: must avoid "political" choices. Help us raise level of discourse on this topic.

Schiff: Re: best practice.

(Hochstein -- the Case Studies Proposal)

Schiff: Experience with complex and expensive best practice type study. We must be cautious. How do we guarantee that political fall-out won't be negative.

Lee: I think the task-forces should collect data on the institutions relevant to their work. Depoliticize the case study process.

Fox: Potential form of institutions
Links to other institutions

Schiff: Send out a memo to whole community asking them to nominate themselves as candidates for case studies.
Self-select: We process.

Woocher: Models exist. Schroeder Award process could be followed.

Shrage: We don't want to hear about successful programs. We want to know about comprehensive systems of effective education.

Hochstein: If task-forces do the case study work, they'll select the appropriate cases.

Lee: Presenting all the Commissioners with 26 papers (on each option) might be counterproductive in getting them to agree on 3 major categories.

Hochstein: We'll present back-up documents to show the Commissioners that we took all of their suggestions seriously. But a 4-page executive summary will explain the whole process and how we arrived at these 3 categories. We'll present the 3 task-forces and say

⑥

that (suggested presentation: The task at hand: to narrow the focus. How this was done: How we compiled the list of options, looked at their implications, checked against criteria. What emerged -- the 2 categories [programmatic and XXXX]. Why start with means? Personnel -- the community, etc.)

Schiff: Very positive! Shows people that they were really paid attention to! MLM should stress this in his remarks. MLM should say we have some definite ideas -- not written in stone -- we're open, but not totally open (maintain direction).

Lee: Concurs

Woocher: Need a brief description on the nature of the option -- what it will look like. Some of the lay people need definition of the ideas themselves.

Elkins: The 3 task-forces correspond with the 3 categories originally outlined (personnel, clients, etc.). The other 2 categories may come later, or may fall into the 3. Very neat process.

Pox: Thanked all participants in the name of A. Heparstek and A. Hochstetern for coming and adjourned the meeting.

(7)

October 18, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: NORMAN LAMM
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 17, 1988
4. SPIRIT: FACTUAL, FORTHCOMING, FRIENDLY
5. SETTING: PHONE CALL FROM JERUSALEM
6. DURATION: 35 MINUTES
7. COMMISSIONER'S CURRENT STAND:

A. PERSONNEL: STRONG SUPPORT

B. THE COMMUNITY: RATHER START BY GENERATING ADDITIONAL FUNDING FROM KEY DONORS (OPTION 23). THIS WILL MOTIVATE THE COMMUNITY MORE THAN ANY OTHER ATTEMPT AT CHANGING THE ATMOSPHERE.

C. PROGRAMMATIC OPTIONS: THESE SHOULD COME AFTER THE ABOVE PRE-CONDITIONS OR MEANS OPTIONS.

8. SUMMARY:

A. I BEGAN CONVERSATION BY REFERRING TO MY PHONE CONVERSATION WITH HIM ON AUGUST 3RD, WHERE HE SUGGESTED THAT WE SHOULD NARROW THE FOCUS TO A FEW TOPICS AND DO OUR HOMEWORK, THEN CONSULT WITH THE COMMISSIONERS AS IDEAS DEVELOP. TOLD HIM THIS CALL WAS PART OF CONSULTING. .

B. I TOLD RABBI LAMM THAT WE TOOK OUR DIRECTIONS FROM THE CONTENT OF THE FIRST COMMISSION MEETING, OF THE INTERVIEWS, OF THE CONVERSATIONS AND FROM THE LETTERS WRITTEN BY COMMISSIONERS.

C. REFERRED TO N.L.'S SPECIFIC INPUT; HIS STANDS, PARTICULARLY IN FAVOR OF DEALING WITH TEACHERS.

D. EXPLAINED THE METHOD: THE LIST OF OPTIONS, THEIR IMPLICATIONS (THE INVENTORY), THE CHECK-LIST (CRITERIA). TOLD N.L. OF THE EMERGING TWO CATEGORIES OF OPTIONS:

1. PROGRAMMATIC OPTIONS;
2. MEANS OPTIONS OR PRECONDITIONS.

(8)

E. AT THIS POINT RABBI LAMM EXPRESSED HIS FEELINGS THAT WE WERE RIGHT ON TARGET AND THAT WE SHOULD DEFINITELY DEAL WITH THE MEANS OPTIONS FIRST, BEFORE DEALING WITH THE PROGRAMMATIC ONES.

P. PRESENTED THE MEANS OPTIONS (READ THE LIST UPON REQUEST). I THEN SAID THAT PERSONNEL AND THE COMMUNITY WERE EMERGING AS MORE IMPORTANT OR MORE NECESSARY THAN THE OTHERS AND ASKED FOR HIS RESPONSE.

G. N.L. RESPONDED AS FOLLOWS:

A) PERSONNEL IS CLEARLY THE MOST IMPORTANT TOPIC TO DEAL WITH. IT IS ABOVE EVERYTHING ELSE IN IMPORTANCE AND MUST BE DEALT WITH FIRST.

B) AS FAR AS THE COMMUNITY IS CONCERNED, THE RECASTING OF COMMUNAL STRUCTURES IS AN IMPOSSIBLE TASK. (COULD NOT EXPLAIN THE OPTION FULLY ON THE PHONE.) THE SECOND PRE-CONDITION SHOULD BE TO GENERATE ADDITIONAL FUNDING. A BRIEF CONVERSATION FOLLOWED ABOUT THE NATURE OF THE COMMUNITY AND THE FUNDING OPTIONS. RABBI LAMM SAID THAT INDEED THERE IS A DIALECTIC BETWEEN FUND-RAISING AND THE COMMUNITY SUPPORT FOR JEWISH EDUCATION. HOWEVER, HE SUGGESTED THAT IF PEOPLE WOULD SEE REAL COMMITMENT ON THE PART OF A FEW KEY LAY LEADERS (LARGE DONATIONS), THEN THEY WOULD GET THE MESSAGE ABOUT THE IMPORTANCE OF JEWISH EDUCATION, WOULD BE MOTIVATED, AND WOULD FOLLOW THE EXAMPLE.

THE PROGRAMMATIC OPTIONS SHOULD BE DEALT WITH LATER, AT A SECOND STAGE. DEALING WITH THEM FIRST WOULD SIMPLY LEAD TO WASTING EFFORTS WITHOUT HAVING THE MEANS TO DEAL WITH THE OPTIONS EFFECTIVELY.

K. THE WORK--THE PROCESS: ASKED ABOUT TASK-FORCES: RABBI LAMM REITERATED HIS VIEW THAT 1) A MAJOR STUMBLING BLOCK TO THE TASK-FORCES WOULD BE IF THEY REQUIRED MEETINGS IN ADDITION TO THOSE OF THE COMMISSION. 2) THE HOMEWORK, THE WORK, SHOULD BE DONE BY THE STAFF WHO SHOULD TAKE THE INITIATIVE AND PRESENT AN OUTLINE FOR DISCUSSION FOR THE TASK-FORCES. 3) N.L. ALSO WARNED AGAINST TASK-FORCES THAT WOULD BE TOO LARGE AND THEREFORE NOT EFFECTIVE. "BECAUSE PEOPLE IN LARGE GROUPS WANT TO BE HEARD."

RABBI LAMM ACCEPTED TO MEET WITH ME ON DECEMBER 9TH AT 8:15 A.M. TO DISCUSS THE CONTINUATION OF OUR WORK AND THE UPCOMING MEETING.

I. RABBI LAMM WILL ATTEND THE MEETING OF DECEMBER 13TH.

SHORSH10.88/2MN-W

October 19, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: DR. SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 18, 1988
4. SPIRIT: FACTUAL, FORTHCOMING, FRIENDLY
5. SETTING: PHONE CALL FROM JERUSALEM
6. DURATION: 37 MINUTES
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: STRONG SUPPORT
 - B. THE COMMUNITY: TOO AMORPHOUS. DOESN'T MEAN TO KILL IT, YET DOES NOT REALLY THINK THIS IS AN OPTION THAT CAN BE TRANSLATED INTO PROGRAMMATICS.
 - C. THE PROGRAMMATIC OPTIONS: THE STAFF SHOULD FOCUS THE DELIBERATION ON A SMALLER, MORE MANAGEABLE, NUMBER.
8. SUMMARY:
 - A. I REFERRED TO MY PHONE CONVERSATION WITH DR. SCHORSCH ON AUGUST 3RD, WHERE HE SUGGESTED THAT THE STAFF ANALYZE THE CONTENT OF THE FIRST MEETING, THE INTERVIEWS, ETC., WORK ON DEVELOPING SUGGESTIONS AND THEN TEST THEM IN CONSULTATIONS WITH THE COMMISSIONERS. I SUMMARIZED THE STANDS DR. SCHORSCH HAD TAKEN: EMPHASIS ON THE DAY-SCHOOL AND CURRICULUM; COMBINATION OF ADULT EDUCATION AND SUPPLEMENTARY SCHOOLS; STAY AWAY FROM THE COLLEGE AGE AT THIS STAGE.
 - B. EXPLAINED THE METHOD, THE LIST OF OPTIONS, THEIR IMPLICATIONS (THE INVENTORY, THE CHECK LIST) THE CRITERIA. TOLD I.S. OF THE EMERGING TWO CATEGORIES OF OPTIONS: 1) THE PROGRAMMATIC OPTIONS; 2) THE MEANS-OPTIONS, OR PRE-CONDITIONS.

C. I.S. RESPONDED AS FOLLOWS:

1. "THE PERSONNEL OPTION, I CERTAINLY UNDERSTAND AND I FEEL IS CRUCIAL. I BELIEVE THAT IT IS THE KEY ISSUE. I BELIEVE THAT THE RECRUITMENT OF TALENTED, INSPIRED, YOUNG PEOPLE WILL TRANSFORM THE FIELD OF EDUCATION. THIS IS MUCH MORE IMPORTANT THAN THE PRODUCTION OF CURRICULUM. THOUGH WE UNDERSTAND THAT THE RIGHT KIND OF PEOPLE WILL USE THE RIGHT KIND OF CURRICULUM EFFECTIVELY. HOWEVER, WE FIRST HAVE TO HAVE THE RIGHT KIND OF PEOPLE. IT IS THE MOST IMPORTANT INFUSION OF VITALITY INTO THE FIELD THAT CAN BE AND IT SHOULD BE DONE ON A LARGE SCALE."

2. THE COMMUNITY OPTION IS AMORPHOUS. IT SEEMS TO ME THAT YOU MAY BE SPEAKING OF SOPHISTICATED P.R. HOWEVER, SOME OF WHAT IS GOING ON IN THE COMMUNITY HAS CHANGED FOR THE BETTER AND WHAT YOU WANT MAY ALREADY BE GOING ON. LOOK FOR EXAMPLE AT THE PLACE OF EDUCATION IN THE PROGRAM OF CJP'S G.A -- IT IS VERY IMPRESSIVE.

IT SEEMS TO ME THAT IN THIS OPTION WE ARE NOT GOING TO BE ABLE TO COME UP WITH THE KIND OF PROGRAMMATIC STRATEGIES THAT WILL TRANSLATE THEMSELVES INTO PROGRAMS AND THEREFORE IN RESOURCES. PERSONNEL ON THE OTHER HAND, WILL TRANSLATE ITSELF IN MAJOR PROGRAMS AND IN HANDSOME AMOUNTS OF MONEY. IT SEEMS TO ME THAT WITH THE COMMUNITY OPTION YOU ARE SPEAKING OF A TACTICAL QUESTION WHEREAS PERSONNEL IS A PROGRAMMATIC ONE.

I DON'T KNOW HOW FAR YOU WILL BE ABLE TO CARRY THE DELIBERATION ON THE COMMUNITY OPTION. I DON'T MEAN TO KILL IT. IT SEEMS TO ME THAT THE ISSUE YOU RAISE REALLY COMES DOWN TO THE LOCAL FEDERATIONS, E.G., WHETHER THE SOLOMON SCHECHTER SCHOOL IN NEWTON, MASS. WILL BE FUNDED IN A SIGNIFICANT WAY BY THE LOCAL FEDERATION. ON THE NATIONAL LEVEL, THE CLIMATE HAS CHANGED. WHAT NEEDS TO BE DONE NOW IS ON THE LOCAL LEVEL.

THE CONVERSATION TOUCHED BRIEFLY ON THE PROGRAMMATIC OPTIONS. I.S. SAID THAT IT IS IMPORTANT TO REDUCE THE NUMBER OF PROGRAMMATIC OPTIONS TO A VERY FEW.

D. THE PROCESS: RABBI SCHORSCH LISTENED TO THE SUGGESTIONS OF TASK-FORCES OR SUB-COMMITTEE. HE VIEWS THIS AS A PLAUSIBLE STRATEGY, HOWEVER HE RAISED THE IMPORTANCE OF MAINTAINING CONTACT AMONG ALL MEMBERS OF THE COMMISSION THROUGH THE PLENARY MEETINGS AND INCREASING INTERACTIONS AMONGST THE VARIOUS COMMISSIONERS.

HE SUGGESTED AN ALTERNATE STRATEGY THAT WOULD INVOLVE CHOOSING THREE TOPICS THAT WOULD BECOME THE AGENDA FOR THE NEXT THREE MEETINGS OF THE COMMISSION. THE STAFF WOULD PREPARE MATERIALS AND RECOMMENDATIONS FOR DELIBERATION. E.G., THE JUNE MEETING OF THE COMMISSION COULD BE A DAY-LONG DELIBERATION ON THE TOPIC OF PERSONNEL WITH RECOMMENDATIONS AT THE END OF THE DAY.

RABBI SCHORSCH SAID THAT WITH THE VERY MIXED GROUP OF PEOPLE WE HAVE, ONE CANNOT EXPECT A LOT OF SUBSTANTIVE INPUT FROM MANY OF THEM. THEREFORE, THE STAFF WILL HAVE TO DO THE WORK ANYWAY.

E. I TOLD RABBI SCHORSCH THAT HE WOULD PROBABLY RECEIVE MATERIALS IN THE FIRST DAYS OF DECEMBER. HE SEEMED VERY KEEN TO RECEIVE THEM.

F. WE SET UP A MEETING FOR FRIDAY, DECEMBER 9TH, 1:00 P.M. RABBI SCHORSCH WILL ATTEND THE MEETING OF DECEMBER 13TH.



Loup10.88/2MN-W

October 20, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ROBERT E. LOUP
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: OCTOBER 19, 1988
4. SPIRIT: INQUIRING, POSITIVE SKEPTICISM, KEEN INTEREST.
5. SETTING: BREAKFAST IN JERUSALEM
6. DURATION: 1 HOUR AND 15 MINUTES
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: YES
 - B. THE COMMUNITY: YES (PARTICULARLY THE JEWISH EDUCATION OF THE COMMUNITY LEADERSHIP)
 - C. PROGRAMMATIC OPTIONS: ELIMINATE THOSE THAT ARE BEING DEALT WITH ELSEWHERE.
8. SUMMARY:
 - A. I BEGUN THE CONVERSATION BY REFERRING TO A BRIEF CONVERSATION FOLLOWING THE FIRST COMMISSION MEETING. AT THAT TIME MR. LOUP WARNED THAT IT WAS EXTREMELY IMPORTANT TO NARROW THE FOCUS OF THE COMMISSION. I REPORTED ON THE PROCESS WE USED TO ATTEMPT TO NARROW THE FOCUS. WE WENT OVER THE LIST OF OPTIONS, THE INVENTORY, THE CHECK-LIST (CRITERIA).
 - B. MR. LOUP OFFERED THE FOLLOWING COMMENTS AS THE PRESENTATION UNFOLDED:
 1. THE LIST OF OPTIONS:
 - A) WE SHOULD FIND OUT WHICH OPTION IS BEING TAKEN CARE OF BY EXISTING AUSPICES. IT IS IMPORTANT NOT TO DUPLICATE EFFORTS -- FOR EXAMPLE, IF THE JEWISH EDUCATION COMMITTEE OR THE JEWISH AGENCY DEALS WITH THE ISRAEL EXPERIENCE, THIS COMMISSION SHOULD NOT DEAL WITH IT. DON'T RE-INVENT THE WHEEL.

2. R.L. SAID THAT HIS BIGGEST CONCERNS WERE:

- A) TO EDUCATE THE LEADERSHIP; AND
- B) TO EDUCATE THE CHILDREN.

"IF THE LEADERSHIP OF THE COMMUNITY IS NOT EDUCATED JEWISHLY, THEY WILL NOT BE COMMITTED TO JEWISH EDUCATION. I BELIEVE THAT ONE OF THE REASONS THAT KIDS DO NOT ATTEND EDUCATION PROGRAMS IS BECAUSE THEIR PARENTS CHOOSE NOT TO OFFER THEM THIS POSSIBILITY. WHO WILL DEAL WITH THE DEVELOPMENT OF JEWISH EDUCATION, IF WE DO NOT HAVE EDUCATED LEADERSHIP?"

I TOLD MR. LOUP THAT LAMM AND SCHORSCH FELT MUCH LESS STRONGLY ABOUT THE COMMUNITY AND IN FACT WERE NOT SURE THAT THIS WAS AN OPTION. HE RESPONDED BY SAYING THAT LAMM AND SCHORSCH ARE PART OF A JEWISHLY EDUCATED GROUP THAT SIMPLY DOES NOT UNDERSTAND PEOPLE LIKE HIM (LOUP). TAKE AS AN EXAMPLE WHAT CLAL IS DOING IN IT'S LEADERSHIP-LEARNING PROCESS CURRENTLY. IT IS CERTAINLY EDUCATING US FOR JEWISH DECISION-MAKING AND IS MAKING A REAL POSITIVE DIFFERENCE.

EDUCATED LEADERSHIP WILL BE THE FOUNDATION OF EVERYTHING.

3. DID WE CONSIDER THE POSSIBILITY OF FUNDING THE EXPANSION OF WHAT ALREADY EXISTS? THIS MIGHT BE AN IMPORTANT OPTION.

4. ANOTHER OPTION TO CONSIDER IS THAT OF PREPARING A UNIVERSAL MARKETING PLAN, OR RECRUITMENT PLAN, FOR JEWISH EDUCATIONAL PROGRAMS. IT IS NOT INCLUDED IN OUR LIST. WE SHOULD NOT ASSUME THAT BY IMPROVING THE QUALITY OF PROGRAMS WE WILL AUTOMATICALLY HAVE PEOPLE ENROLLED. THEY WILL HAVE TO BE RECRUITED AND WE NEED A MARKETING PLAN.

5. MR. LOUP SUGGESTED THAT THE COMMISSION CONSIDER TWO TYPES OF ISSUES:

A) SHORT-TERM CONCERNS: BURNING ISSUES THAT HAVE TO BE TAKEN CARE OF IMMEDIATELY; AND

B) LONG-TERM ISSUES: WHAT DO WE DO HAVING TAKEN CARE OF EMERGENCIES?

6. DEALING WITH THE BAD REPUTATION, THE STIGMA OF JEWISH EDUCATION, IS A MAJOR PROBLEM.

7. NOTE: WHEN WE BEGAN THE MEETING, I REALIZED THAT MR. LOUP VIEWED THE COMMISSION LITERALLY AS A GROUP TO ADVISE THE MANDEL FOUNDATION ON WHAT IT SHOULD DO. I POINTED OUT AGAIN THE BROAD PRIVATE-COMMUNAL COALITION. MR. LOUP RETORTED THAT BECAUSE THE PRESIDENTS OF JWB, CJF, OR JESNA ARE PRESENT, THIS DOES NOT MEAN THAT THEY REPRESENT THEIR ORGANIZATIONS. I POINTED TO THE FACT THAT IT WAS A FORMAL PARTNERSHIP. THIS WAS AN IMPORTANT

CLARIFICATION WHICH LED US TO LOOK AGAIN AT THE COMPOSITION OF THE COMMISSION AND AT THE INTENTIONS AS FAR AS OUTCOMES AND IMPLEMENTATION ARE CONCERNED. I BELIEVE THIS WAS A VERY USEFUL CLARIFICATION.

8. MR. LOUP WILL ATTEND THE MEETING OF DECEMBER 13TH.



Commission on Jewish Education in North America Towards the Second Meeting
Interviews of Commissioners

1. Commissioner: Bill Berman
2. Interviewer: AJN
3. Date: 11-1-88
4. Spirit: Keen interest - positive and enthusiastic
5. Setting: U.S. Air V.I.P. lounge at Detroit Metro airport
6. Duration: 3 hours
7. Commissioner's current stand
 - A. Personnel: less than important, somewhat ambivalent about it.
 - B. Community: Yes (but with a particular orientation).
 - C. Programmatic Options: Does not believe that every option should be weighed equally, in fact, he felt several were frivolous.
8. Summary: Berman is totally committed to the notion of community as a way in which the Commission should develop its program and recommendations. He feels the major problem in the Jewish community is disaffection. Jewish people, he claims, have too many options, thus they break away from the community. Focus of the entire interview was on the community. Bill Berman offered the following comments:

I. Personnel

- A. Personnel is less important. Youngsters will stay in school regardless of teachers because parents will keep them there. He does not believe that personnel is the key issue although he does come around as he talks and ultimately ends up identifying personnel as important, but not a requisite or

enabling condition. He believes that the Jewish people are disaffected from the Jewish community. As families assimilated, options opened up and personnel in Jewish institutions have failed to stimulate children and adults.

II. Community

A. Community should come first. He defines community in the context of structures through which we could reach those who are marginal or are outside the system. He pointed out that prior to 1968, federations saw themselves as health and welfare organizations, and Jewish education was out of the mainstream. Since 1968, federations see their role as protecting Jewish education. He added that someone needs to pay for Jewish education and leadership is needed to begin to build the system. I pressed Bill on exactly how it could be conceptualized and how it would work. He pointed out that what is needed is a system of networks that can organize parents, organize leaders, organize support systems around schools. He felt that in cities where the Jewish community is not particularly organized but is a growing city, like San Jose, California, the major challenge is finding the networks and building a sense of community. Without a framework, this cannot be accomplished. It is just not federation. The community must be defined in functional and structural terms. Only through such structures can we get a issues of leadership and finances. Further, he pointed out that through the

federation structures, nine Jewish education commissions have now been established. This new development should be assessed.

III. Programmatic Options

He indicated that not every option mentioned by a Commissioner should carry equal weight. He felt we needed to come up with 5 to 8 major option areas, and under each option, begin to find working models that could help us move along. He saw the programmatic options as tools that could be used. In other words, his major question is what are the tools to reverse the disaffection, what is causing the disaffection and what are the major tools to reverse it.

IV . Data: He does not believe that we are using data in the best possible way, and feels that we should be using the National Jewish Data Bank at CJF. That data would give us a much better sense of how to deal with the problems.

Mr. Berman will attend the meeting on December 13.

VFL

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VFL*
DEPARTMENT/PLANT LOCATION

DATE: 11/29/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: FAX FROM SEYMOUR FOX AND ANNETTE HOCHSTEIN

Attached is a copy of a fax just received from Seymour Fox and Annette Hochstein with suggested text for the MLM letter to be included with material to commissioners.

Annette's interview with Rabbi Irving Greenberg and Art Rotman's interview with Harriet Rosenthal are also attached.



INTER-OFFICE
CORRESPONDENCE

2300
6
NATIV POLICY AND PLANNING CONSULTANTS
P.O.B. 4497, Jerusalem 91044
Telephone: 972-2-662296
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: Dr. Arthur J. Naparstek and Ms. Ginny Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 216-391-8327

DATE: November 29, 1988

NO. OF PAGES: 2

Dear Art and Ginny,

Attached is a suggested text for Mort's letter to accompany the document.

We have left some blanks at the bottom of the page regarding the specific time and place of the meeting. Also, we are not sure of the exact name of the New York Federation.

Best Regards,

Annette and Seymour

Dear sal,

I look forward to seeing you on December 13th at the second meeting of the Commission on Jewish Education in North America. We are all very much encouraged by the time the commissioners have devoted to consulting with us in personal interviews, by telephone and in writing.

In order to proceed with our work we agreed to prepare background materials that could help us take next steps. These materials are enclosed and include:

1. a two-page **executive summary** which presents an overview of the work that has been done;
2. the **core document** that describes and outlines the the method and the approach that guided our work;
3. an **appendix** which presents a brief preliminary assessment of what is involved in undertaking the suggestions that were made by the commissioners.

I am sure that you will recognize how your ideas have shaped these materials.

At our second meeting, I believe we will want to decide on a work-plan. This is necessary so that we will be able to conclude our work some time early in 1985 and fulfill our four-fold mission:

1. To review the field of Jewish education in the context of contemporary Jewish life.
2. To recommend practical policies that will set clear directions for Jewish education.
3. To develop plans and programs for the implementation of these policies.
4. To stimulate significant financial commitments and engage committed individuals and institutions in collaborative communal action.

As at our first meeting, we will be graciously hosted by the New York Federation (exact name and address). Our meeting will take place in the ----- room at 10:-- a.m.

Sincerely yours,

TWER10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ISADORE TWERSKY
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 13, 1988
4. SPIRIT: VERY POSITIVE AND INVOLVED
5. SETTING: DR. TWERSKY'S OFFICE AT HARVARD UNIVERSITY
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:

ACCEPTS THE IDEA OF PERSONNEL AND THE COMMUNITY AS A GOOD WAY TO START THE WORK OF THE COMMISSION.

8. SUMMARY:

MOST OF THE MEETING WAS DEVOTED TO A SUMMARY OF HOW WE HAVE PROCEEDED FROM THE LAST COMMISSION MEETING. I WENT THROUGH THE OPTIONS, THE CRITERIA, THE ASSUMPTIONS THAT GUIDED THE GENERATION OF THE OPTIONS, AND INDICATED HOW THEY WERE APPLIED.

I SUMMARIZED OUR MEETINGS IN CLEVELAND AND TOLD HIM THAT WE WERE SUGGESTING TWO SETS OF OPTIONS NECESSARY, OR MEANS OPTIONS, AND PROGRAMMATIC OPTIONS.

HE THOUGHT THAT DISTINCTION WAS A GOOD ONE AND IT WOULD BE GOOD TO BEGIN WITH THE TWO OPTIONS THAT ARE EMERGING.

I BELIEVE THAT HE WILL WANT TO BE VERY ACTIVE ON ANY KIND OF MECHANISM WE ESTABLISH SUCH AS A TASK-FORCE, ETC.

HE TOLD ME THAT A TRAINING PROGRAM IN JEWISH EDUCATION WAS BEING FUNDED BY WEXNER AT HARVARD AND ASKED TO FURTHER CONSULT WITH ME ON THAT MATTER. THIS PROJECT WAS MENTIONED TO ME EARLIER IN A CONVERSATION WITH PROF. ISRAEL SCHEFFLER.

HE WILL BE ATTENDING THE MEETING ON DECEMBER 13.

RATNER11.88/2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES RATNER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 17, 1988
4. SPIRIT: SUPPORTIVE, COMMITTED AND HOPEFUL
5. SETTING: MEETING IN JERUSALEM
6. DURATION: 1 1/2 HOURS
7. COMMISSIONER'S CURRENT STAND:

PERSONNEL AND THE COMMUNITY MUST BE THE TOPICS UNDERTAKEN BY THE COMMISSION.

8. SUMMARY:

WE REVIEWED THE ENTIRE METHODOLOGY, WHICH HE FOLLOWED VERY CAREFULLY AND WAS SIMPLY THRILLED WITH. HE MADE THE POINT EARLY IN THE DISCUSSION THAT SOME OF THESE OPTIONS WERE MORE IMPORTANT THAN OTHERS. WHEN WE OFFERED HIM THE DISTINCTION OF "NECESSARY," OR "PRE-CONDITIONS," AND "PROGRAMMATIC OPTIONS" -- HE THOUGHT THAT THIS WAS AN EXCELLENT IDEA.

HE FELT THAT THOUGH THE SUPPLEMENTARY SCHOOL IS A VERY IMPORTANT AREA, THIS COMMISSION SHOULD PROBABLY NOT UNDERTAKE ANY PROGRAMMATIC OPTION, BUT THAT IT SHOULD CONCENTRATE ITS EFFORTS ON THE NECESSARY CONDITIONS.

HE THOUGHT THAT PERSONNEL AND THE COMMUNITY WERE THE KEY ONES. HE SAID THAT IN CLEVELAND THEY HAVE NOT MADE SUFFICIENT PROGRESS IN RECRUITING ENOUGH TOP COMMUNITY LEADERS TO TAKE LEADERSHIP IN THE WORK OF THE CLEVELAND COMMISSION. HE SAW THE CLEVELAND COMMISSION AS MAKING A CONTRIBUTION TO THE WORK OF OUR COMMISSION AND BENEFITTING FROM ITS WORK AS WELL. WHEN WE CONNECT THIS TO THE LATER INTERVIEW WITH LAINER, WE SEE A RECOMMENDATION EMERGING TO NETWORK WITH LOCAL COMMISSIONS.

HE THOUGHT THAT MOST COMMISSION MEMBERS WOULD AGREE WITH PERSONNEL AND THE COMMUNITY, AND LOOKS FORWARD VERY MUCH TO THE MEETING ON THE 13TH, WHERE HE HOPES TO BE ABLE TO SEE US MOVE TO CLOSURE. HE THINKS THE IDEA OF TASK-FORCES IS A GOOD IDEA. HE THINKS ALL THE MATERIAL SHOULD BE SENT TO THE COMMISSIONERS. (LAINER THINKS SO TOO.)

AT THE MEETING, WE BENEFITTED FROM THE PARTICIPATION OF A
RELATIVE OF CHARLES RATNER, DR. BARRY HOLTZ, WHO IS THE DIRECTOR
OF THE MELTON RESEARCH CENTER AT THE JEWISH THEOLOGICAL SEMINARY
IN NEW YORK.



MEL10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

TELEPHONE CALL WITH MRS. FLORENCE MELTON

1. COMMISSIONER: FLORENCE MELTON
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 19, 1988
5. SETTING: TELEPHONE CALL
6. CONTENT:

I CALLED FLORENCE MELTON AFTER I HAD BEEN CALLED BY HER. I DID NOT KNOW THAT THE TOPIC WOULD BE THE COMMISSION.

SHE BEGAN WITH THE EXPRESSION OF A RATHER DEFINITE POINT OF VIEW, WHICH IS THAT THE COMMISSION, BY VIRTUE OF HAVING INVITED "ESTABLISHMENT" ORGANIZATIONS LIKE JWB AND JESNA TO SERVE AS FULL PARTNERS, WAS VERY SERIOUSLY LIMITING THE POSSIBILITY FOR COMING UP WITH INNOVATIVE OR CREATIVE APPROACHES. SHE FELT THE ESTABLISHMENT GROUPS HAD NOT ACCOMPLISHED VERY MUCH OVER THE YEARS, AND WERE ALSO VERY CONSERVATIVE IN THEIR APPROACHES. SHE DESCRIBED BOTH ORGANIZATIONS IN A VERY NEGATIVE WAY. SHE ALSO CRITICIZED THE FACT THAT BEN YANOWITZ WAS ASKED TO SUMMARIZE THE FIRST MEETING, AND THAT HIS POINT OF VIEW WAS BIASED. FOR EXAMPLE, HE DID NOT MENTION THE MEDIA, AND COLLEGE-AGE IN HIS SUMMARY. I TOLD HER THAT I WOULD THINK ABOUT THIS FOR A FEW DAYS AND BE IN TOUCH WITH HER, AND POSSIBLY A SMALL GROUP OF PEOPLE MIGHT DISCUSS THIS WITH HER.

SHE ALSO BROUGHT UP THE ISSUE OF CAJE AND INDICATED THAT IF THERE WERE PARTNERS, CAJE CERTAINLY SHOULD HAVE BEEN ONE OF THEM.

THOUGH I BELIEVE THAT MRS. MELTON IS INCORRECT, I THINK THAT WE OUGHT TO DISCUSS THIS WITH HER. THE CONSTRAINTS IMPOSED UPON US BY VIRTUE OF WORKING THROUGH ESTABLISHMENT ORGANIZATIONS WAS KNOWN TO US BEFORE WE BEGAN AND I THINK WE OUGHT TO BE ABLE TO INTERPRET THIS TO HER.

Interview:

1. Commissioner Matthew Maryles
2. Interviewer: AJN
3. Date: 11-2-88
4. Spirit: Extremely positive, intellectually stimulating, excited.
5. Setting: a kosher restaurant in the Wall Street area of NYC
6. Duration: 2 hours
7. Commissioner's current stand:
 - A. Personnel - yes.
 - B. Community - yes, with some caveats.
 - C. Programmatic options - yes, if they are organized in a particular way.
8. Summary:

Mattie Maryles is an orthodox Jew, and the President of the Trustees of the Flatbush Yeshiva, but is supportive of the institutions of reform and conservative Judaism. He points out that the primary precondition for Jewish education has to be the commitment to Jewish continuity. He is uncompromising on that position and believes that Jewish education cannot be taken for granted or the continuity of Jewish people will be jeopardized.

As the interview unfolded, Mr. Maryles offered the following:

I. Options.

- A. Personnel - He believes very strongly in personnel particularly as it relates to the issue of creating a profession and being able to put benefit packages together as well as salaries.

B. Community - We spent most of our time discussing this issue and he feels that the community has to be defined on a number of different levels. Basically, he takes a multidimensional view of community - a marketplace of ideas. He feels that we have to be very bottom line oriented, that we have to be practical, look for the best performing day school and supplemental school and try to learn from that. We reviewed programmatic options. He feels it is somewhat overwhelming and what is needed is the identification of models - (best practices). I asked him what he thought about the idea of taking a look at the programmatic options in the context of the life cycles from early childhood to the elderly. He got very excited and began to develop a format for putting that together. He said we should first put together early childhood models, formal and informal, look at elementary schools from the right-wing Yeshiva to the conservative day schools and reform schools. We should also look at supplemental school models as well, in terms of Sunday schools 2 to 3 afternoons a week, and begin to somehow determine what makes each of them function effectively. He supports the idea of assessing what works and try to replicate it.

C. Task Forces. He feels that task forces are the right way to go however, he feels that they have to be staff driven.

page 3.

Mr. Maryles will attend the December 13 meeting, but said that things comes up that at times prevent him from being flexible in his participation.



Interview:

1. Commissioner Haskel Lookstein
2. Date: 11-2-88
3. Spirit: Positive, friendly, supportive and committed.
4. Setting: Office at Ramaz Upper School
5. Duration: 3 hours
6. Commissioner's current stand:
 - A. Personnel - yes.
 - B. Community - ambivalent, not really clear on where that would go.
 - C. Programmatic Options - eliminate almost everything except day schools and Camp Masad.

7. Summary:

I began our discussion by bringing him up-to-date on all that has gone on. He was somewhat aware as we have been talking on the telephone, and he has talked with others. His major concern was to keep the momentum going, and his focus was very utilitarian, with a focus on personnel.

Rabbi Lookstein offered the following comments as the interview proceeded.

- I. Personnel - He strongly agrees with personnel. It is the most important issue and must be put in terms of remuneration and fringe benefits. Linked to personnel is staff development and in-service training.

He discussed the notion of effective schools, and feels that we should build on the literature of effective schools.

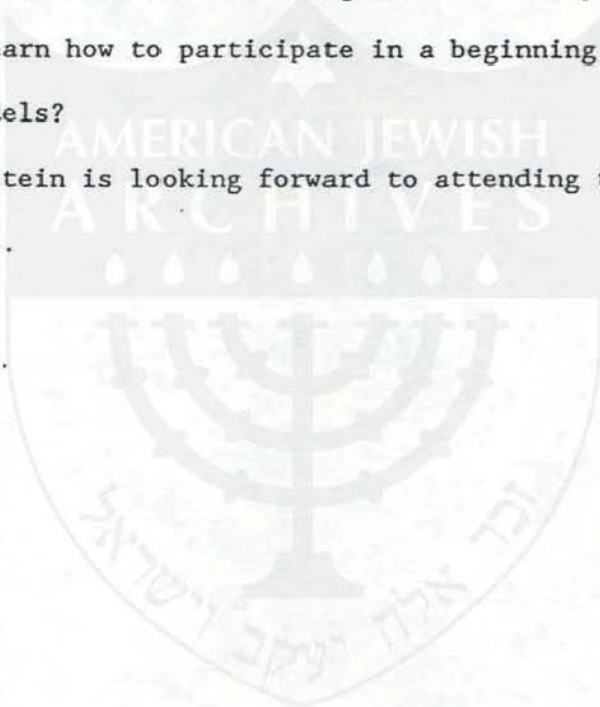
II. Community - He is less clear on the role of community. As I talked with him about the issue of community and how we could possibly define it, he said, "If we can create a norm in the community so that parents believe it is fashionable to give children Jewish education and we can get large donors like a Leonard Stern to give their money to Jewish education instead of New York University, it would be a positive." The key issue for him in community is to create a climate. People must understand that if you don't have Jewish education, you don't have Jews. In many ways, he took the same position that Maryles took in terms of the requisite condition for Jewish continuity being Jewish education.

III. Programmatic Options - Here, he focused on the elements of day schools. He could see a real tug of war between the different orientations in day schools and specifically mentioned the differences in orientation between Lamb and himself. He believes we should pick schools and programs that may have relevance. He then launched into the development of models and in particular, the model that he felt strongest about was the Camp Masad model and pointed me towards the Camp Masad anthology. He spoke about how Masad shaped his life and then talked about the integration of camp and the general community and the lack of mechanisms to integrate the camp experience in the general community. Judaism as he pointed out, cannot be communicated only by camp. It has to also be affected by knowledge. There must be a balance between the socialization dimensions of Judaism and the cognitive

dimensions of Judaism.

IV. Task Forces - He is not very supportive about task forces. He believes they will distort the process by injecting politics of the different movements into the Commission. However, he does believe that we have to organize ourselves in some way, and he feels very strongly that a task force approach should be staff inspired. He also believes that the program task forces should identify innovative models. He gave us an example - How do you begin to learn how to participate in a beginning service? What are the models?

Rabbi Lookstein is looking forward to attending the meeting of December 13.



lainer11.88/2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: MARK LAINER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: NOVEMBER 1, 1988
4. SPIRIT: VERY COMMITTED & ENTHUSIASTIC
5. SETTING: HOTEL IN JERUSALEM
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: SUPPORT
 - B. COMMUNITY: ENTHUSIASTIC SUPPORT. CLAIMS THAT ALL THE OTHER OPTIONS DEPEND ON IT.
8. SUMMARY:

VERY USEFUL MEETING WITH LAINER:

 - A) TO BRING HIM UP TO DATE; AND
 - B) TO CONTINUE TO BUILD ON HIS INITIAL ENTHUSIASM AND COMMITMENT.

HE LISTENED CAREFULLY AS I REVIEWED THE METHOD, PARTICULARLY THE CRITERIA AND WAS ABSOLUTELY STUNNED BY THE AMOUNT OF WORK AND THE NUMBER OF CONSULTATIONS THAT HAD TAKEN PLACE. HE KNOWS MANY OF THE PEOPLE LIKE SARA LEE, ALVIN SCHIFF, AND WALTER ACKERMAN VERY WELL. AND THE FACT THAT THESE PEOPLE WERE INVOLVED IN EARLY STAGES MAKE A BIG DIFFERENCE IN HIS THINKING.

HE WAS CONCERNED ABOUT THE FACT THAT RABBI ZELDIN AND RABBI SCHULWEISS MAY NOT BE PLANNING TO COME ON THE 13TH. SO I THINK THIS DESERVES A VERY SPECIAL INTERVENTION, POSSIBLY A PHONE CALL BY ONE OR SEVERAL OF US.

HE MADE AN IMPORTANT DISTINCTION WHICH ADDS ADDITIONAL STRENGTH TO THE DISTINCTION BETWEEN PROGRAMMATIC AND PRE-CONDITIONS (NECESSARY CONDITIONS). HIS CLAIM IS THAT ONLY A COMMISSION LIKE OURS COULD UNDERTAKE THE MACRO ISSUES, WHICH IS ANOTHER WAY IN WHICH HE EMPHASIZES THE SIGNIFICANCE OF PRE-CONDITIONS.

HE FEELS THAT THIS COMMISSION COULD CHANGE THE CLIMATE IN THE JEWISH COMMUNITY AND THOUGH HE IS COMMITTED TO PERSONNEL, HE IS NOT AS ENTHUSIASTIC. HE THINKS THAT THE LOS ANGELES' PERSONNEL PROBLEM IS SERIOUS, BUT NOT AS CRITICAL AS IN OTHER PLACES IN THE WORLD.

HE WAS VERY IMPRESSED WITH MR. MANDEL'S DECISION TO MAKE IT CLEAR SEVERAL TIMES DURING THE MEETING THAT THE COMMISSION BELONGED TO THE COMMISSIONERS, AND WAS PLEASED THAT WE WERE TAKING ALL OF THESE STEPS SO THAT THERE WAS NO "RIGGING" OF THE DECISION PROCESS. HE THOUGHT IT WOULD BE USEFUL FOR MR. MANDEL TO LAY OUT AT THE BEGINNING OF THE MEETING THE WAY THAT THIS MEETING MIGHT PROGRESS AND TO REMIND THE COMMISSIONERS AT APPROPRIATE TIMES THAT THE COMMISSION WAS THEIRS. HE ASKED QUESTIONS ABOUT HOW WE WOULD PROCEED AFTER THE DECISION, THOUGHT THE IDEA OF TASK-FORCES OR COMMITTEES WAS A GOOD IDEA, AND WAS HOPING THAT THE SAME KIND OF STAFF WORK WOULD ACCOMPANY THE NEXT STEPS.

HE SAW IT VERY USEFUL FOR US TO BRING THE REPRESENTATIVES OF THOSE CITIES THAT HAVE COMMISSIONS (CLAL, ETC.) TOGETHER, TO MEET AT SOME POINT, BOTH TO GIVE INPUT TO THE WORK OF OUR COMMISSION, AND TO KEEP THEM INFORMED ABOUT OUR WORK.

HE PLANS TO BE AT THE MEETING ON THE 13TH.



Bron10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES BRONFMAN
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 6, 1988
4. SPIRIT: VERY POSITIVE AND INDICATED DEEP INVOLVEMENT
5. SETTING: MR. BRONFMAN'S OFFICE IN MONTREAL
6. DURATION: 3 HOURS
7. COMMISSIONER'S CURRENT STAND:
PERSONNEL: SUPPORTIVE, PROVIDED IT INCLUDES THE INFORMAL
SECTOR AND THE ISRAEL EXPERIENCE.

THE COMMUNITY: IN FAVOR OF THE IDEA.

8. SUMMARY:

MR. BRONFMAN BEGAN THE MEETING BY SUMMARIZING WHAT TOOK PLACE AT THE COMMISSION. HIS SUMMARY WAS ACCURATE, UP-BEAT AND HE EMPHASIZED SEVERAL TIMES THE GREAT CONTRIBUTION THAT MORT MANDEL MADE BY ESTABLISHING THE MANDEL COMMISSION. THE ENCOURAGEMENT HE RECEIVED FROM SEEING THE VARIOUS PARTICIPANTS IN THE COMMISSION AND THE DIVERSITY OF PEOPLE WITH THEIR DIFFERENT VIEWS ABOUT JUDAISM, TRYING TO WORK TOGETHER ON JEWISH EDUCATION. THIS IN ITSELF WAS A SOURCE OF GREAT ENCOURAGEMENT. HE CLAIMED THAT HE LEARNED A GREAT DEAL FROM THE MEETING.

HIS SUMMARY EMPHASIZED THE FACT THAT THE COMMISSIONERS INDICATED MANY DIFFERENT WAYS OF CUTTING INTO THE PROBLEM.

I DESCRIBED IN A VERY GENERAL WAY THE WORK OF THE STAFF, SINCE THE MEETING OF THE COMMISSION. THIS MEETING TOOK PLACE BEFORE OUR MEETINGS IN CLEVELAND, SO I DID NOT HAZARD ANY MORE. HE WAS VERY SUPPORTIVE OF THE PROCESS, PARTICULARLY OF THE NOTION OF A RATIONAL APPROACH TO OUR PROBLEM. HE LOOKS FORWARD TO RECEIVING ADDITIONAL MATERIALS WHEN I MEET HIM BEFORE THE NEXT COMMISSION MEETING.

HE INDICATED SEVERAL TIMES THAT HE THOUGHT THAT IT WOULD BE A GOOD IDEA IF THE FOUNDATIONS COULD FIND A WAY TO WORK TOGETHER SO THAT EACH FOUNDATION'S EFFORTS COULD BE USED TO LEVERAGE THE EFFORTS OF OTHERS AND TO INCREASE THE IMPACT OF AN INDIVIDUAL

FOUNDATION IN ITS CONTRIBUTION TO JEWISH EDUCATION. HE ALSO INDICATED THAT HE WOULD LIKE TO ARRANGE FOR SOME SMALLER GROUP MEETINGS ON THINGS THAT PARTICULARLY INTEREST HIM, LIKE INFORMAL EDUCATION. HE INDICATED THAT HE LOOKED FORWARD TO MEETING INDIVIDUAL COMMISSION MEMBERS TO CONTINUE THE CONVERSATION WITH THEM, SUCH AS FLORENCE MELTON. I BELIEVE THAT HE WILL BE WILLING TO PLAY A SIGNIFICANT ROLE IN THE WORK OF THE COMMISSION.





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

November 10, 1988

Commission on Jewish Education in North AmericaTowards the Second Meeting of the CommissionInterview of Commissioners

Commissioner: Esther Leah Ritz

Interviewer: Art Rotman

Date: November 10, 1988

Setting: Phone call

Duration: 40 minutes

Spirit: Positive, thoughtful, logical

December 13 meeting:

Will not attend because of recuperation from surgery on that date.

Commissioner's opinions:

Reaction to August 1 meeting: ELR found the method of having interviews in advance and the results of the interviews put on the table at the beginning of the meeting very helpful. It moved us forward quickly as we didn't need to "begin from scratch". The Commission recognized her own contributions made in the interview in the summaries presented.

The first meeting served the purpose of getting people to know one another, for individual commissioners to "see who the other players were" and to "find themselves". As a result the plan of having the group identify the elements of a consensus rather than to come to a final conclusion worked out well.

The problem before the Commission will be to "walk a tightrope". Many of the commissioners are identified with individual points of view. However, the Commission cannot possibly address all these directions. A consensus has to be achieved which would include many of the elements raised at the Commission meeting but would, at the same time, provide a coherent whole. As an example of the tightrope, ELR identified this supplementary education. "Everybody knows that supplementary education is not effective." On the other hand, "that's where the kids are". The low quality has apparently not discouraged the parents. The reasons for this are apparently that any alternative would be more expensive and probably would provide more of a Jewish experience than the parents consider to be desirable. Many of parents are also identified philosophically with the public school system and the need to support it. Because of the large number of pupils in the system, it should not be ignored by the Commission. On the other hand, it need not and should not be a major thrust.

Priorities. ELR is of the opinion that no single element in and of itself is the answer, whether it be personnel or community or finance. However there are several elements which should be attacked simultaneously. These are:

- Senior professional personnel
- Finance and subsidies, and lay involvement
- Parent education

There is an inter-relationship between each of these elements. While an improvement in one will not do the trick, an improvement in all of the above will have a synergistic effect one on the other. In elaboration of the above, ELR pointed out that the senior professional personnel needs to be "beefed up" both in the formal and informal settings. The financing depends on considerable increased support by community leaders and givers; the education of parents needs to provide the parents with enough of an education so that they will themselves see the need for more education for their children and, at the same time, they need education which will parallel their children's experience. The more learned outside the homes than can be reinforced within the home, the better.

Modality. The informal approach is valid in and of itself as a method of learning. The approach used in informal settings stands on its own. However the informal approaches have been very successful in the classroom and schools should be using such approaches to a greater extent.

The informal setting "means mass education". It's possible for camps, Centers, etc. to reach out to those who are "marginally or tangentially involved". These settings need to see themselves not only as ends in and of themselves but they need to see themselves as having a responsibility to move their members or users from the informal setting to the more formal setting of the synagogue and the school.

While many of these users will happily make use of the synagogue or school, there are many who will not. For those the informal settings should offer the more formal type of schooling. As an example, the Hebraica Jewish Community Center in Buenos Aires has developed a successful Jewish school.

Target Populations. In addition to the parents, the target population should be preschool and elementary school children. Adolescents and young adults are too preoccupied with "growing up" for them to devote much energy to their Jewishness. However, if the adolescent or young adult had a good Jewish foundation in the preschool and elementary school years, then it will be possible to break through the barrier of the bar mitzvah age so that in adolescence they can maintain their interest at a time when they are old enough to be able to deal with concepts.

The community is spending considerable sums at this point in integrating the new immigrants and in particular the Russians. Many are being subsidized in day schools. ELR is of the opinion that we have probably not been successful in integrating them into the community in this way nor in making them more Jewishly committed. We should review this to see whether the impact is what the community had in mind and if not use our resources elsewhere.

Interview

1. Commissioner: Peggy Tishman
2. Interviewer: AJN
3. Date: 11-2-88
4. Spirit: Somewhat subdued and a bit apologetic. Indicated unhappiness with the "Jewish Week" quote. More positive than I have experienced her to date on the subject. Very constructive.
5. Setting: Peggy Tishman's office at the Federation in New York.
6. Duration: 1 hour
7. Commissioner's current stand.
 - A. Personnel
Yes, but not all that interested.
 - B. Community
Yes, with the caveat that community means a lot of different things to different people.
 - C. Programmatic Options
As presented, she did not become excited by them; however, through the interview, she came around.
8. Summary:

We began the interview by reviewing what had taken place since the last Commission meeting. She picked up on it immediately and agrees on the direction in which we are going, and also agrees with the notion of task forces. She feels two groups are pivotal for Jewish education. One, the issue of family; and second, the issue of early childhood and elementary school. Sees conditions for programmatic - options are family and early childhood.

As the interview continued, she offered the following comments.

I. Community - everyone has a different definition of community.

She mentioned the JWB report on community as very helpful and went a long way toward defining community. She concluded that this is a very important area.

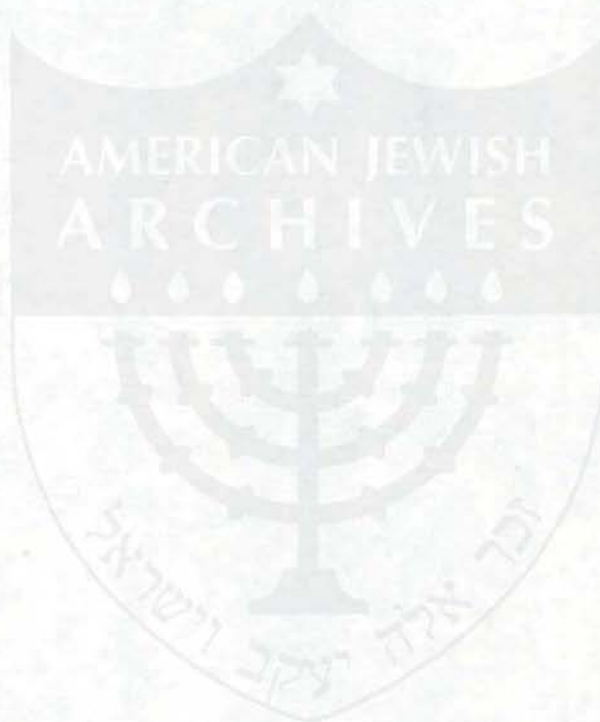
II. Personnel - She felt that this is a critical area that runs through all the options. Unless there is personnel in terms of a profession, a sense of esteem, we will not be able to move much further.

III. Programmatic Options - Peggy identified family and early childhood/elementary school as key programmatic options. As she talked about the programmatic options, a thought occurred to me that we may need to assess the programmatic options in a life cycle context. In other words, to assess from early childhood, through late adulthood. In a sense, the family then becomes a requisite condition for a number of the other programmatic options. One way of approaching the 24 or 25 programmatic options would be through a life cycle approach in that we could develop a matrix in which we would look at early childhood through the day school lens or a supplemental school lens, and how media as a tool can move us forward.

IV. Task Forces - Peggy Tishman agrees with task forces and believes people should self select into the task forces. She feels that task force meetings should be at the time of the commission, perhaps the day before if you could get people there. Clearly, she is committed to the third task force, but the focus should be

on childhood and family, and the life cycle approach may be the way of dealing with it.

Peggy Tishman will attend the meeting of December 13.



Interview:

1. Commission Alvin Schiff
2. Interviewer: AJN
3. Date: 11-3-88
4. Spirit: Positive, enthusiastic, and hurt because he was not mentioned in "Jewish Week" article.
5. Setting: Schiff's office at the bureau.
6. Duration: 3 hours
7. Commissioner's current stand:
 - A. Personnel - Yes
 - B. Community - Yes
 - C. Programmatic options - eliminate those that are redundant and develop a creative scheme to deal with the rest.

Summary: Dr. Schiff opened the meeting by asking if I had seen the article in "Jewish Week". I told him I had heard about it but had not seen it. He said he was very hurt that he was not mentioned. He was upset by Peggy Tishman's quotes in the article and indicated that he is the strongest supporter of the Commission, among educators in New York City and did not understand why the reporter did not seek his advice. I indicated that I value his advice as does Mort Mandel and I also reassured him that there would be appropriate forums as the commission developed. Once we put that behind us, the interview proceeded with great enthusiasm and intellectual stimulation, particularly on his part. Alvin Schiff offered the following comments:

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: John Colman
2. INTERVIEWER: Henry L. Zucker
3. DATE: November 9, 1988
4. SPIRIT: Upbeat, Supportive, Thoughtful
5. SETTING: HLZ's office
6. DURATION: 1 hour
7. COMMISSIONER'S CURRENT STAND:

Personnel and community are the priority topics for the Commission. These are the enabling priorities which are absolutely crucial. The programmatic options are important, but not necessarily crucial to a successful outcome of the Commission's work.

8. SUMMARY:

We reviewed the post-August 1st work of the staff and the planning group and senior policy advisors and some of the reactions in interviews of Commission members. Colman agreed that personnel and community are the two key priorities, the development which is absolutely necessary for the success of the Commission's work.

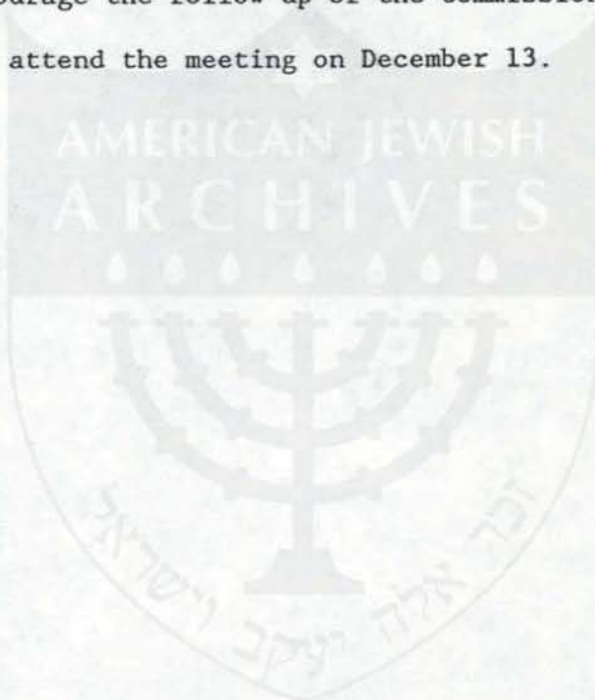
The mass of material and options presented at the August 1st meeting and subsequently is less crucial, but valuable nevertheless, and should not be lost. Colman suggests boiling down this material and crystallizing a smaller number of option categories, which then are carefully described and presented to the Commission. He suggested that the community option include the importance of top leadership participation in Jewish education leadership. He urged that rabbis be included in the leadership needed to carry out the Commission's recommendation. He urged that we not overlook the need for community leaders to be engaged as learners themselves.

Colman believes the first meeting of the Commission was a success, but warned against settling for a "winning streak of one." It was necessary to freewheel at the first meeting and to get peoples' ideas ventilated. The second meeting should begin with a synthesis of the thinking at the first meeting and the post-first meeting discussions. Staff should not present this summary in the form of recommendations, but rather as a reprise of the thinking presented.

Colman believes that the Commission is off to a great start. He believes the second meeting should determine the priorities which need to be developed for substantive discussion at meeting number 3, and that the chairman needs to draw a careful line between encouraging commissioners to participate and controlling the discussion so that decisions are made which will move the Commission to the next phase of its work.

We talked about the development of comprehensive studies of Jewish education in at least nine communities. We agreed that the Commission needs to stay in close touch with this development, both for integration of the local committees' thinking in the recommendations of our Commission, and also to encourage the follow up of the Commission's recommendations.

Colman plans to attend the meeting on December 13.



- I. Personnel - Alvin agrees that personnel is a key issue. We need to focus not only principals but teachers. We need to look at principals in relationship to different types of schools. There are principals and directors. A principal of a day school needs different tools than the director of a part-time supplemental school. In terms of issues, I asked Alvin about the requisite conditions related to Jewish education such as continuity. He indicated that there are 3 levels or goals that the commission needs to consider. The first level is Jewish survival. Alvin pointed out that with Jewish survival, there is no need for education. The second level is Jewish continuity. With Jewish continuity, a requisite condition is Jewish education. The third level is enhanced Jewish living and of course, with enhanced Jewish living is also the need for Jewish education.
- II. Community - There is a need for communal leadership; however, it must be substantively based. You cannot have effective leadership unless people have a sense of the cognitive dimensions of Judaism. The focus on community should deal with lay leadership and financial support. The Commission needs to understand why support of day schools and camps are necessary and why they are different. In terms of community, Alvin pointed out that we need to define it. He identified three dimensions to community. 1. He defined it in geographic terms; 2. people terms; and 3. structural organizational terms. First under geographic

terms, we need to look at geography from a national, regional, and local perspective. How do we work in each arena? Two, in people terms, we need to look at the interrelationship between the lay and the professional. Who are the people that we need to focus on? Three, in structural and organizational terms, we need to look at the various organizations as well as the religious organizations.

Schiff then went on to talk about the principles that make community go. First, we need to describe the construct and context of community i.e. geographic, people and structural. Secondly, what is the mission? What does the community want to do to focus in on day schools or whatever? Third, what is our operational philosophy in relationship to community? How do we want to connect organizations and institutions? How do we begin to deal with the networks and national organizations like JWB, JESNA, COJE? How do we link in with the World Zionist Organization Hadassah, etc.? The Commission he claims, must be positioned so that it is bigger than any one entity.

III. Programmatic Options - Alvin felt that we had to organize a list of rubrics and each one should be a priority. He identified a number of redundancies in the list. He listed the following: 3, 5, 6, 7, 12, and 16.

Alvin will be attending the meeting on December 13. The interview with him was excellent.

November 23, 1988

Commission on Jewish Education in North America toward the Second Meeting

Interview of Commissioners

Commissioner: Harriet Rosenthal

Interviewer: Art Rotman

Date: November 22, 1988

Spirit: Very positive

Setting: Harriet Rosenthal's home, So. Orange, NJ

Duration: 1 1/2 hours

Commissioner's current stand: Personnel and community both clearly the consensus issue arising from the first meeting. Program option priority: Younger groups from preschool through high school and generally education in informal setting.

Summary: Rosenthal believes that the focus should be on children at the "beginning of the process" starting with preschool when the "slate is clean". By the time they get to college, they have so many other concerns, that it is too late.

Rosenthal also identified another age group as being vulnerable, mainly the older adult. They have completed their main life goals such as career and family and, at this point in their lives have the time and, in many cases, the money to make choices which they have been delaying.

Education in informal settings is a priority.

Israel visits are not usually a good opportunity for education.

The study of Hebrew on an active scale, while an interesting possibility, would not probably make much difference in Jewish continuity.

Personnel: What is needed is a multi-faceted assault on the entire system including:

- Better compensation
- Better training
- A career line

"Awards and rewards are needed for entering and staying". The late '40s and early '50s are an opportunity for career change. This could be a fruitful source of recruitment.

Community: There is a need for a long-term commitment by the community leadership, which will hopefully mean that resources will follow. There would be a need to involve top leadership and people of influence by involving them in the process at an early stage. Faced with the problem and concerns, leadership will respond.

Rosenthal thought out loud that a program of no tuition would be an interesting development. However, on reflection she feels that it would not make a substantial difference in people's choices.

Ways of proceeding:

- Once the goals have been set and strategies developed which should be, Rosenthal guesses, by the second meeting, it would be desirable to break up into smaller groupings in some way, as it is only in smaller groupings that any action can be developed.
- AR shared with Rosenthal the Option 12 preschool as an example of the staff work. Rosenthal thought that it would be essential to develop this type of option clarification for whatever options are selected. In the particular case of preschool, with which she has considerable familiarity because of her involvement with the JCC, the approach is somewhat "aleph bet" and the questions raised are really rhetorical.

2-3a0
6

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

FACSIMILE TRANSMISSION

TO: DR. ART J. NAPARSTEK

FROM: ANNETTE HOCHSTEIN

FAX NUMBER: 216-391-8327

DATE: NOVEMBER 29

NO. OF PAGES: 4

AMERICAN JEWISH
ARCHIVES



November 27, 1988

Commission on Jewish Education in North America
Towards the Second Meeting
Interviews of Commissioners

1. Commissioner: Rabbi Irving Greenberg
2. Interviewer: Annette Hochstein
3. Date: 11-28-88
4. Spirit: somewhat skeptical, though willing to be brought on board (he did not attend the first meeting)
5. Setting: a Jerusalem home
6. Duration: 1 hour
7. Commissioner's current stand:
 - A. Personnel: very important, but skeptical about the Commission's ability to undertake it at the macro level. Rather, thinks we should deal first with senior personnel or first with personnel for a specific type of program e.g. personnel for early childhood.
 - B. The community: skeptical about the ability of the Commission to undertake at this time as vast a project. Also unclear about what it would mean. Concern that it might take away much needed funding from programs. Would prefer a micro approach.
 - C. Programmatic options: probably prefers these.

8. Summary:

The first part of the meeting was used to bring I.G. on board as to the first meeting of the Commission, the responses, and the process since. We went through the materials of the first meeting (which he recalled having seen). I described the meetings, the dynamics, the responses. From there we went on to discuss the current materials. We went through the document and I.G. made some specific comments about specific options (he read quite a few of them).

Overall he had the following objections:

1. He felt that the staff was in fact presenting a strong recommendation and that this would be the decision. He expressed skepticism at both the personnel and the community options - not on the grounds that they are not important, but on the grounds that dealing with problems at the macro level may not be all that feasible. Rather than take on the major issues, have the foundations deal with more manageable and more limited options or part of options. He conceives of dealing with parts of personnel and parts of the community. He would really choose micro projects over major undertakings.

I found it difficult to breach the gap in his understanding of the Commission, the process, the extent of representation, the private communal aspect of the Commission. It was important that

the meeting took place because some of the perceptions could be corrected, however it would be necessary for him to actually see the Commission in action in order to get a good sense of what it is about.

At the level of specific remarks: he suggested that for supplementary schools when ought to try model schools. In the part on alternatives, he suggests that we left out the possibility for specific alternatives within the framework of the existing supplementary schools, for example: all-weekend activities and all-summer sessions etc. Rabbi Greenberg felt that the community problem or dealing with the community would only have a limited impact on what is going on - he also, found the definition fuzzy. When I raised the question of increased funding and suggested that perhaps one of the goals might be to double the funding for Jewish education, he said that this was a questionable goal given that the existing programs are so ineffective. Though friendly throughout, the underlying tone was one of a fair amount of skepticism, and the expression of specific interests rather than general ones. I believe he really wants an involvement at the micro level, probably in some specific programs.

November 23, 1988

Commission on Jewish Education in North America toward the Second Meeting

Interview of Commissioners

Commissioner: Harriet Rosenthal

Interviewer: Art Rotman

Date: November 22, 1988

Spirit: Very positive

Setting: Harriet Rosenthal's home, So. Orange, NJ

Duration: 1 1/2 hours

Commissioner's current stand: Personnel and community both clearly the consensus issue arising from the first meeting. Program option priority: Younger groups from preschool through high school and generally education in informal setting.

Summary: Rosenthal believes that the focus should be on children at the "beginning of the process" starting with preschool when the "slate is clean". By the time they get to college, they have so many other concerns, that it is too late.

Rosenthal also identified another age group as being vulnerable, mainly the older adult. They have completed their main life goals such as career and family and, at this point in their lives have the time and, in many cases, the money to make choices which they have been delaying.

Education in informal settings is a priority.

Israel visits are not usually a good opportunity for education.

The study of Hebrew on an active scale, while an interesting possibility, would not probably make much difference in Jewish continuity.

Personnel: What is needed is a multi-faceted assault on the entire system including:

- Better compensation
- Better training
- A career line

"Awards and rewards are needed for entering and staying". The late '40s and early '50s are an opportunity for career change. This could be a fruitful source of recruitment.

Community: There is a need for a long-term commitment by the community leadership, which will hopefully mean that resources will follow. There would be a need to involve top leadership and people of influence by involving them in the process at an early stage. Faced with the problem and concerns, leadership will respond.

Rosenthal thought out loud that a program of no tuition would be an interesting development. However, on reflection she feels that it would not make a substantial difference in people's choices.

Ways of proceeding:

- Once the goals have been set and strategies developed which should be, Rosenthal guesses, by the second meeting, it would be desirable to break up into smaller groupings in some way, as it is only in smaller groupings that any action can be developed.
- AR shared with Rosenthal the Option 12 preschool as an example of the staff work. Rosenthal thought that it would be essential to develop this type of option clarification for whatever options are selected. In the particular case of preschool, with which she has considerable familiarity because of her involvement with the JCC, the approach is somewhat "aleph bet" and the questions raised are really rhetorical.

INTER-OFFICE CORRESPONDENCE

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Joseph Reimer
NAME
DEPARTMENT/PLANT LOCATION

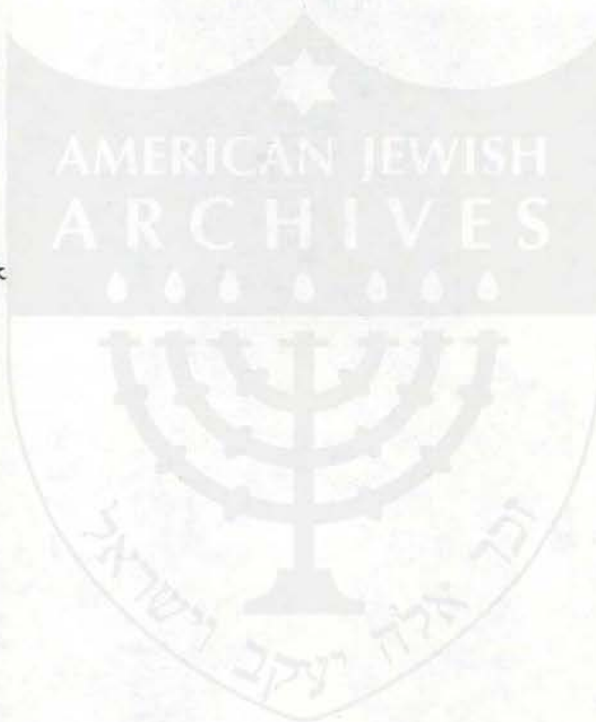
DATE: 12/8/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Interview Summaries

Attached are copies of my interview summaries for Commissioners David Arnow, Carol Ingall, Jack Bieler and Josh Elkin.

Distribution:
Morton L. Mandel
Seymour Fox
Rachel M. Gubitz
Annette Hochstein
✓ Virginia F. Levy
Arthur J. Naparstek
Henry L. Zucker

attachments



INTER-OFFICE CORRESPONDENCE

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME VF
DEPARTMENT/PLANT LOCATION

DATE: 11/30/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: INTERVIEW SUMMARIES

Attached is a copy of an interview summary of Rabbi Irving Greenberg written by Annette Hochstein, and an interview summary of Harriet Rosenthal written by Arthur Rotman.

Distribution: Arthur J. Naparstek ✓
Henry L. Zucker
Joseph Reimer
Rachel M. Gubitz



INTER-OFFICE CORRESPONDENCE

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Arthur J. Naparstek
NAME *AJN*
DEPARTMENT/PLANT LOCATION

DATE: 11-11-88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Interview Summary from Art Rotman

Enclosed is a copy of an interview summary from Art Rotman.

Distribution:
Morton L. Mandel
Dr. Seymour Fox
Annette Hochstein
Virginia F. Levy
Joseph Reimer
Henry L. Zucker



2300
6

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

JWB FAX NO. 212-481-4174TELEFAX TRANSMITTAL FORMDATE: November 10, 1988 TIME: _____TO: Dr. Arthur J. NaparstekFAX NO.: 06FROM: Art RotmanRE: The enclosed interview summary:

I would be interested in your feedback.

I've not sent this to other members of the
Commission staff. Please distribute as necessary.

TOTAL NUMBER OF PAGES (including this page) 5

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.

TO: See Distribution

NAME

DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

DATE: 11/22/88

REPLYING TO

YOUR MEMO OF: _____

SUBJECT: Summary of Henry L. Zucker's interview with John Colman

Attached is a copy of an interview summary of John Colman written by Henry L. Zucker.

attachment

Distribution:

Morton L. Mandel

Seymour Fox

Annette Hochstein

Rachel M. Gubitz

✓ Arthur J. Naparstek

Joseph Reimer



INTER-OFFICE CORRESPONDENCE

NOV 29 1988 1:29 8 972 2 699951 PAGE 02

November 27, 1988

Commission on Jewish Education in North America
Towards the Second Meeting
Interviews of Commissioners

1. Commissioner: Rabbi Irving Greenberg
2. Interviewer: Annette Hochstein
3. Date: 11-28-88
4. Spirit: somewhat skeptical, though willing to be brought on board (he did not attend the first meeting)
5. Setting: a Jerusalem home
6. Duration: 1 hour
7. Commissioner's current stand:
 - A. Personnel: very important, but skeptical about the Commission's ability to undertake it at the macro level. Rather, thinks we should deal first with senior personnel or first with personnel for a specific type of program e.g. personnel for early childhood.
 - B. The community: skeptical about the ability of the Commission to undertake at this time as vast a project. Also unclear about what it would mean. Concern that it might take away much needed funding from programs. Would prefer a micro approach.
 - C. Programmatic options: probably prefers these.

8. Summary:

The first part of the meeting was used to bring I.G. on board as to the first meeting of the Commission, the responses, and the process since. We went through the materials of the first meeting (which he recalled having seen). I described the meetings, the dynamics, the responses. From there we went on to discuss the current materials. We went through the document and I.G. made some specific comments about specific options (he read quite a few of them).

Overall he had the following objections:

1. He felt that the staff was in fact presenting a strong recommendation and that this would be the decision. He expressed skepticism at both the personnel and the community options - not on the grounds that they are not important, but on the grounds that dealing with problems at the macro level may not be all that feasible. Rather than take on the major issues, have the foundations deal with more manageable and more limited options or part of options. He conceives of dealing with parts of personnel and parts of the community. He would really choose micro projects over major undertakings.

I found it difficult to breach the gap in his understanding of the Commission, the process, the extent of representation, the private communal aspect of the Commission. It was important that

the meeting took place because some of the perceptions could be corrected, however it would be necessary for him to actually see the Commission in action in order to get a good sense of what it is about.

At the level of specific remarks: he suggested that for supplementary schools when ought to try model schools. In the part on alternatives, he suggests that we left out the possibility for specific alternatives within the framework of the existing supplementary schools, for example: all-weekend activities and all-summer sessions etc. Rabbi Greenberg felt that the community problem or dealing with the community would only have a limited impact on what is going on - he also, found the definition fuzzy. When I raised the question of increased funding and suggested that perhaps one of the goals might be to double the funding for Jewish education, he said that this was a questionable goal given that the existing programs are so ineffective. Though friendly throughout, the underlying tone was one of a fair amount of skepticism, and the expression of specific interests rather than general ones. I believe he really wants an involvement at the micro level, probably in some specific programs.

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.

TO: See Distribution FROM: Arthur J. Naparstek DATE: 11/30/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF: _____

SUBJECT: Interview Summary from Art Rotman

Enclosed is a copy of an interview summary of Commissioner David Dubin given by Art Rotman.

✓ Distribution:
Morton L. Mandel
Seymour Fox
Annette Hochstein
Virginia F. Levy
Joseph Reimer
Henry L. Zucker



IN-FO-R-E-T-I-O-N
F-E-C-E-S
O-F
C-O-R-R-E-S-P-O-N-D-E-N-C-E

levi11.88/1FAX-W

NATIV POLICY AND PLANNING CONSULTANTS

P.O.B. 4497, Jerusalem 91044

Telephone: 972-2-662296

Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: VIRGINIA F. LEVI

FROM: SEYMOUR FOX

FAX NUMBER: 216-3918327

DATE: NOVEMBER 2, 1988

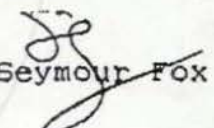
NO. OF PAGES:

Dear Ginny,

Enclosed are 5 more summaries of interviews to be shared with the members of the Planning Group (MLM, Naparstek, Zucker, Riemer, yourself).

Could you please fax me Mr. Crown's fax number. I need it urgently.

Best regards,


Seymour Fox

P.S. I SAW LAINER BECAUSE HE WAS
IN ISRAEL AND HE CALLED ME.

levi11.88/1FAX-W

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

FACSIMILE TRANSMISSION

TO: VIRGINIA F. LEVI

FROM: SEYMOUR FOX

FAX NUMBER: 216-3918327

DATE: NOVEMBER 2, 1988

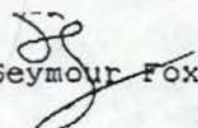
NO. OF PAGES:

Dear Ginny,

Enclosed are 5 more summaries of interviews to be shared with the members of the Planning Group (MLM, Naparstek, Zucker, Riemer, yourself).

Could you please fax me Mr. Crown's fax number. I need it urgently.

Best regards,


Seymour Fox

P.S. I SAW LAINER BECAUSE HE WAS
IN ISRAEL AND HE CALLED ME.

RATNER11.88/2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES RATNER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 17, 1988
4. SPIRIT: SUPPORTIVE, COMMITTED AND HOPEFUL
5. SETTING: MEETING IN JERUSALEM
6. DURATION: 1 1/2 HOURS
7. COMMISSIONER'S CURRENT STAND:

PERSONNEL AND THE COMMUNITY MUST BE THE TOPICS UNDERTAKEN BY THE COMMISSION.

8. SUMMARY:

WE REVIEWED THE ENTIRE METHODOLOGY, WHICH HE FOLLOWED VERY CAREFULLY AND WAS SIMPLY THRILLED WITH. HE MADE THE POINT EARLY IN THE DISCUSSION THAT SOME OF THESE OPTIONS WERE MORE IMPORTANT THAN OTHERS. WHEN WE OFFERED HIM THE DISTINCTION OF "NECESSARY," OR "PRE-CONDITIONS," AND "PROGRAMMATIC OPTIONS" -- HE THOUGHT THAT THIS WAS AN EXCELLENT IDEA.

HE FELT THAT THOUGH THE SUPPLEMENTARY SCHOOL IS A VERY IMPORTANT AREA, THIS COMMISSION SHOULD PROBABLY NOT UNDERTAKE ANY PROGRAMMATIC OPTION, BUT THAT IT SHOULD CONCENTRATE ITS EFFORTS ON THE NECESSARY CONDITIONS.

HE THOUGHT THAT PERSONNEL AND THE COMMUNITY WERE THE KEY ONES. HE SAID THAT IN CLEVELAND THEY HAVE NOT MADE SUFFICIENT PROGRESS IN RECRUITING ENOUGH TOP COMMUNITY LEADERS TO TAKE LEADERSHIP IN THE WORK OF THE CLEVELAND COMMISSION. HE SAW THE CLEVELAND COMMISSION AS MAKING A CONTRIBUTION TO THE WORK OF OUR COMMISSION AND BENEFITTING FROM ITS WORK AS WELL. WHEN WE CONNECT THIS TO THE LATER INTERVIEW WITH LAINER, WE SEE A RECOMMENDATION EMERGING TO NETWORK WITH LOCAL COMMISSIONS.

HE THOUGHT THAT MOST COMMISSION MEMBERS WOULD AGREE WITH PERSONNEL AND THE COMMUNITY, AND LOOKS FORWARD VERY MUCH TO THE MEETING ON THE 13TH, WHERE HE HOPES TO BE ABLE TO SEE US MOVE TO CLOSURE. HE THINKS THE IDEA OF TASK-FORCES IS A GOOD IDEA. HE THINKS ALL THE MATERIAL SHOULD BE SENT TO THE COMMISSIONERS. (LAINER THINKS SO TOO.)

AT THE MEETING, WE BENEFITTED FROM THE PARTICIPATION OF A
RELATIVE OF CHARLES RATNER, DR. BARRY HOLTZ, WHO IS THE DIRECTOR
OF THE MELTON RESEARCH CENTER AT THE JEWISH THEOLOGICAL SEMINARY
IN NEW YORK.



lainer11.88/2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: MARK LAINER
2. INTERVIEWER: SEYMOUR FOX
3. DATE: NOVEMBER 1, 1988
4. SPIRIT: VERY COMMITTED & ENTHUSIASTIC
5. SETTING: HOTEL IN JERUSALEM
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:
 - A. PERSONNEL: SUPPORT
 - B. COMMUNITY: ENTHUSIASTIC SUPPORT. CLAIMS THAT ALL THE OTHER OPTIONS DEPEND ON IT.
8. SUMMARY:

VERY USEFUL MEETING WITH LAINER:

 - A) TO BRING HIM UP TO DATE; AND
 - B) TO CONTINUE TO BUILD ON HIS INITIAL ENTHUSIASM AND COMMITMENT.

HE LISTENED CAREFULLY AS I REVIEWED THE METHOD, PARTICULARLY THE CRITERIA AND WAS ABSOLUTELY STUNNED BY THE AMOUNT OF WORK AND THE NUMBER OF CONSULTATIONS THAT HAD TAKEN PLACE. HE KNOWS MANY OF THE PEOPLE LIKE SARA LEE, ALVIN SCHIFF, AND WALTER ACKERMAN VERY WELL. AND THE FACT THAT THESE PEOPLE WERE INVOLVED IN EARLY STAGES MAKE A BIG DIFFERENCE IN HIS THINKING.

HE WAS CONCERNED ABOUT THE FACT THAT RABBI ZELDIN AND RABBI SCHULWEISS MAY NOT BE PLANNING TO COME ON THE 13TH. SO I THINK THIS DESERVES A VERY SPECIAL INTERVENTION, POSSIBLY A PHONE CALL BY ONE OR SEVERAL OF US.

HE MADE AN IMPORTANT DISTINCTION WHICH ADDS ADDITIONAL STRENGTH TO THE DISTINCTION BETWEEN PROGRAMMATIC AND PRE-CONDITIONS (NECESSARY CONDITIONS). HIS CLAIM IS THAT ONLY A COMMISSION LIKE OURS COULD UNDERTAKE THE MACRO ISSUES, WHICH IS ANOTHER WAY IN WHICH HE EMPHASIZES THE SIGNIFICANCE OF PRE-CONDITIONS.

HE FEELS THAT THIS COMMISSION COULD CHANGE THE CLIMATE IN THE JEWISH COMMUNITY AND THOUGH HE IS COMMITTED TO PERSONNEL, HE IS NOT AS ENTHUSIASTIC. HE THINKS THAT THE LOS ANGELES' PERSONNEL PROBLEM IS SERIOUS, BUT NOT AS CRITICAL AS IN OTHER PLACES IN THE WORLD.

HE WAS VERY IMPRESSED WITH MR. MANDEL'S DECISION TO MAKE IT CLEAR SEVERAL TIMES DURING THE MEETING THAT THE COMMISSION BELONGED TO THE COMMISSIONERS, AND WAS PLEASED THAT WE WERE TAKING ALL OF THESE STEPS SO THAT THERE WAS NO "RIGGING" OF THE DECISION PROCESS. HE THOUGHT IT WOULD BE USEFUL FOR MR. MANDEL TO LAY OUT AT THE BEGINNING OF THE MEETING THE WAY THAT THIS MEETING MIGHT PROGRESS AND TO REMIND THE COMMISSIONERS AT APPROPRIATE TIMES THAT THE COMMISSION WAS THEIRS. HE ASKED QUESTIONS ABOUT HOW WE WOULD PROCEED AFTER THE DECISION, THOUGHT THE IDEA OF TASK-FORCES OR COMMITTEES WAS A GOOD IDEA, AND WAS HOPING THAT THE SAME KIND OF STAFF WORK WOULD ACCOMPANY THE NEXT STEPS.

HE SAW IT VERY USEFUL FOR US TO BRING THE REPRESENTATIVES OF THOSE CITIES THAT HAVE COMMISSIONS (CLAL, ETC.) TOGETHER, TO MEET AT SOME POINT, BOTH TO GIVE INPUT TO THE WORK OF OUR COMMISSION, AND TO KEEP THEM INFORMED ABOUT OUR WORK.

HE PLANS TO BE AT THE MEETING ON THE 13TH.



Bron10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: CHARLES BRONFMAN
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 6, 1988
4. SPIRIT: VERY POSITIVE AND INDICATED DEEP INVOLVEMENT
5. SETTING: MR. BRONFMAN'S OFFICE IN MONTREAL
6. DURATION: 3 HOURS
7. COMMISSIONER'S CURRENT STAND:
PERSONNEL: SUPPORTIVE, PROVIDED IT INCLUDES THE INFORMAL
SECTOR AND THE ISRAEL EXPERIENCE.

THE COMMUNITY: IN FAVOR OF THE IDEA.

8. SUMMARY:

MR. BRONFMAN BEGAN THE MEETING BY SUMMARIZING WHAT TOOK PLACE AT THE COMMISSION. HIS SUMMARY WAS ACCURATE, UP-BEAT AND HE EMPHASIZED SEVERAL TIMES THE GREAT CONTRIBUTION THAT MORT MANDEL MADE BY ESTABLISHING THE MANDEL COMMISSION. THE ENCOURAGEMENT HE RECEIVED FROM SEEING THE VARIOUS PARTICIPANTS IN THE COMMISSION AND THE DIVERSITY OF PEOPLE WITH THEIR DIFFERENT VIEWS ABOUT JUDAISM, TRYING TO WORK TOGETHER ON JEWISH EDUCATION. THIS IN ITSELF WAS A SOURCE OF GREAT ENCOURAGEMENT. HE CLAIMED THAT HE LEARNED A GREAT DEAL FROM THE MEETING.

HIS SUMMARY EMPHASIZED THE FACT THAT THE COMMISSIONERS INDICATED MANY DIFFERENT WAYS OF CUTTING INTO THE PROBLEM.

I DESCRIBED IN A VERY GENERAL WAY THE WORK OF THE STAFF, SINCE THE MEETING OF THE COMMISSION. THIS MEETING TOOK PLACE BEFORE OUR MEETINGS IN CLEVELAND, SO I DID NOT HAZARD ANY MORE. HE WAS VERY SUPPORTIVE OF THE PROCESS, PARTICULARLY OF THE NOTION OF A RATIONAL APPROACH TO OUR PROBLEM. HE LOOKS FORWARD TO RECEIVING ADDITIONAL MATERIALS WHEN I MEET HIM BEFORE THE NEXT COMMISSION MEETING.

HE INDICATED SEVERAL TIMES THAT HE THOUGHT THAT IT WOULD BE A GOOD IDEA IF THE FOUNDATIONS COULD FIND A WAY TO WORK TOGETHER SO THAT EACH FOUNDATION'S EFFORTS COULD BE USED TO LEVERAGE THE EFFORTS OF OTHERS AND TO INCREASE THE IMPACT OF AN INDIVIDUAL

FOUNDATION IN ITS CONTRIBUTION TO JEWISH EDUCATION. HE ALSO INDICATED THAT HE WOULD LIKE TO ARRANGE FOR SOME SMALLER GROUP MEETINGS ON THINGS THAT PARTICULARLY INTEREST HIM, LIKE INFORMAL EDUCATION. HE INDICATED THAT HE LOOKED FORWARD TO MEETING INDIVIDUAL COMMISSION MEMBERS TO CONTINUE THE CONVERSATION WITH THEM, SUCH AS FLORENCE MELTON. I BELIEVE THAT HE WILL BE WILLING TO PLAY A SIGNIFICANT ROLE IN THE WORK OF THE COMMISSION.



TWER10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION
INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: ISADORE TWERSKY
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 13, 1988
4. SPIRIT: VERY POSITIVE AND INVOLVED
5. SETTING: DR. TWERSKY'S OFFICE AT HARVARD UNIVERSITY
6. DURATION: 1 HOUR
7. COMMISSIONER'S CURRENT STAND:

ACCEPTS THE IDEA OF PERSONNEL AND THE COMMUNITY AS A GOOD WAY TO START THE WORK OF THE COMMISSION.

8. SUMMARY:

MOST OF THE MEETING WAS DEVOTED TO A SUMMARY OF HOW WE HAVE PROCEEDED FROM THE LAST COMMISSION MEETING. I WENT THROUGH THE OPTIONS, THE CRITERIA, THE ASSUMPTIONS THAT GUIDED THE GENERATION OF THE OPTIONS, AND INDICATED HOW THEY WERE APPLIED.

I SUMMARIZED OUR MEETINGS IN CLEVELAND AND TOLD HIM THAT WE WERE SUGGESTING TWO SETS OF OPTIONS NECESSARY, OR MEANS OPTIONS, AND PROGRAMMATIC OPTIONS.

HE THOUGHT THAT DISTINCTION WAS A GOOD ONE AND IT WOULD BE GOOD TO BEGIN WITH THE TWO OPTIONS THAT ARE EMERGING.

I BELIEVE THAT HE WILL WANT TO BE VERY ACTIVE ON ANY KIND OF MECHANISM WE ESTABLISH SUCH AS A TASK-FORCE, ETC.

HE TOLD ME THAT A TRAINING PROGRAM IN JEWISH EDUCATION WAS BEING FUNDED BY WEXNER AT HARVARD AND ASKED TO FURTHER CONSULT WITH ME ON THAT MATTER. THIS PROJECT WAS MENTIONED TO ME EARLIER IN A CONVERSATION WITH PROF. ISRAEL SCHEFFLER.

HE WILL BE ATTENDING THE MEETING ON DECEMBER 13.

MEL10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

TELEPHONE CALL WITH MRS. FLORENCE MELTON

1. COMMISSIONER: FLORENCE MELTON
2. INTERVIEWER: SEYMOUR FOX
3. DATE: OCTOBER 19, 1988
5. SETTING: TELEPHONE CALL
6. CONTENT:

I CALLED FLORENCE MELTON AFTER I HAD BEEN CALLED BY HER. I DID NOT KNOW THAT THE TOPIC WOULD BE THE COMMISSION.

SHE BEGAN WITH THE EXPRESSION OF A RATHER DEFINITE POINT OF VIEW, WHICH IS THAT THE COMMISSION, BY VIRTUE OF HAVING INVITED "ESTABLISHMENT" ORGANIZATIONS LIKE JWB AND JESNA TO SERVE AS FULL PARTNERS, WAS VERY SERIOUSLY LIMITING THE POSSIBILITY FOR COMING UP WITH INNOVATIVE OR CREATIVE APPROACHES. SHE FELT THE ESTABLISHMENT GROUPS HAD NOT ACCOMPLISHED VERY MUCH OVER THE YEARS, AND WERE ALSO VERY CONSERVATIVE IN THEIR APPROACHES. SHE DESCRIBED BOTH ORGANIZATIONS IN A VERY NEGATIVE WAY. SHE ALSO CRITICIZED THE FACT THAT BEN YANOWITZ WAS ASKED TO SUMMARIZE THE FIRST MEETING, AND THAT HIS POINT OF VIEW WAS BIASED. FOR EXAMPLE, HE DID NOT MENTION THE MEDIA, AND COLLEGE-AGE IN HIS SUMMARY. I TOLD HER THAT I WOULD THINK ABOUT THIS FOR A FEW DAYS AND BE IN TOUCH WITH HER, AND POSSIBLY A SMALL GROUP OF PEOPLE MIGHT DISCUSS THIS WITH HER.

SHE ALSO BROUGHT UP THE ISSUE OF CAJE AND INDICATED THAT IF THERE WERE PARTNERS, CAJE CERTAINLY SHOULD HAVE BEEN ONE OF THEM.

THOUGH I BELIEVE THAT MRS. MELTON IS INCORRECT, I THINK THAT WE OUGHT TO DISCUSS THIS WITH HER. THE CONSTRAINTS IMPOSED UPON US BY VIRTUE OF WORKING THROUGH ESTABLISHMENT ORGANIZATIONS WAS KNOWN TO US BEFORE WE BEGAN AND I THINK WE OUGHT TO BE ABLE TO INTERPRET THIS TO HER.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARD THE SECOND MEETING
INTERVIEWS OF COMMISSIONERS

1. COMMISSIONER: Rabbi Maurice Corson
2. INTERVIEWER: Henry L. Zucker
3. DATE: December 1, 1988
4. SPIRIT: Still a bit skeptical, turning to quite supportive toward end of the interview
5. SETTING: Corson's office at the Wexner Foundation, Columbus, Ohio
6. DURATION: 3 hours including lunch
7. COMMISSIONER'S CURRENT STAND:
 - A. Personnel: very important, probably the most important opportunity for the Commission. However, cautions that Wexner is already deeply into this program, especially in the recruitment and training of senior personnel. Urges that we not duplicate their and perhaps other efforts in this area.
 - B. The community: understands the need to encourage first-string community leadership to participate in Jewish education program to set appropriate climate for big advance in community education, and to encourage infusion of substantial new money to make possible the advances which will be recommended.
 - C. Programmatic options: feels very strongly that we should undertake an analysis of the opportunities with college-age youth. "It is the one place where we can reach 90% of the Jewish youth at a time when we can effect their thinking and commitment." Believes that Hillel is far short of meeting the mark and should be undertaken as a communitywide responsibility. He will write a letter to Morton Mandel on this subject. I indicated we would call attention to the letter at the December 13 meeting, and possibly circulate it in advance to all Commission members.
8. SUMMARY:

Early in the meeting, Corson reiterated previous skepticism about what the Commission will be able to accomplish. He was very critical of "rumors" and publicity that indicate that the Commission will make a comprehensive

study of Jewish education and "co-opt" other organizations to carry out some of the recommendations. He made it clear that the Wexner Foundation does not wish to be "co-opted" by the Commission. Later he seemed to understand that Wexner programming is its own business and that its independence will not be threatened. The intent of the Commission is to encourage concerned organizations to specialize in areas of Jewish education which appeal to them, with a view to improving that area. (In discussing the 26 options, I made it clear that the vast majority could not be pursued by the Commission, and hopefully would be picked up by other organizations.) At the end of the interview, he seemed quite satisfied on this score.

Overall, I believe Corson will be mildly supportive of the Commission's work. He will require shoring up from time to time, especially as it relates to how the Commission is to deal with the Wexner Foundation. His concern, I believe, is the retention of the independence of the Wexner Foundation and its program, and recognition on our part that Wexner's deeply into training professional leaders.



HL2

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/5/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Attached is my account of an interview with Maurice Corson.

INTER-OFFICE CORRESPONDENCE



CONFIDENTIAL

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/2/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

I did not want to put into the attached report of my interview with Maurice Corson, the strong feelings he has about Seymour Fox and his concern that the Commission report will be a Fox report. His reference to rumors about the Commission's "co-opting" other organizations (i.e. Wexner) is a result of the publicity which was released from Jerusalem, and Corson's belief that Fox is trying to dominate the work of the Commission. Corson advises that we "harness" Fox.



INTER-OFFICE
CORRESPONDENCE

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
TOWARD THE SECOND MEETING
INTERVIEWS OF COMMISSIONERS

1. COMMISSIONER: Rabbi Maurice Corson
2. INTERVIEWER: Henry L. Zucker
3. DATE: December 1, 1988
4. SPIRIT: Still a bit skeptical, turning to quite supportive toward end of the interview
5. SETTING: Corson's office at the Wexner Foundation, Columbus, Ohio
6. DURATION: 3 hours including lunch
7. COMMISSIONER'S CURRENT STAND:
 - A. Personnel: very important, probably the most important opportunity for the Commission. However, cautions that Wexner is already deeply into this program, especially in the recruitment and training of senior personnel. Urges that we not duplicate their and perhaps other efforts in this area.
 - B. The community: understands the need to encourage first-string community leadership to participate in Jewish education program to set appropriate climate for big advance in community education, and to encourage infusion of substantial new money to make possible the advances which will be recommended.
 - C. Programmatic options: feels very strongly that we should undertake an analysis of the opportunities with college-age youth. "It is the one place where we can reach 90% of the Jewish youth at a time when we can effect their thinking and commitment." Believes that Hillel is far short of meeting the mark and should be undertaken as a communitywide responsibility. He will write a letter to Morton Mandel on this subject. I indicated we would call attention to the letter at the December 13 meeting, and possibly circulate it in advance to all Commission members.

8. SUMMARY:

Early in the meeting, Corson reiterated previous skepticism about what the Commission will be able to accomplish. He was very critical of "rumors" and publicity that indicate that the Commission will make a comprehensive

study of Jewish education and "co-opt" other organizations to carry out some of the recommendations. He made it clear that the Wexner Foundation does not wish to be "co-opted" by the Commission. Later he seemed to understand that Wexner programming is its own business and that its independence will not be threatened. The intent of the Commission is to encourage concerned organizations to specialize in areas of Jewish education which appeal to them, with a view to improving that area. (In discussing the 26 options, I made it clear that the vast majority could not be pursued by the Commission, and hopefully would be picked up by other organizations.) At the end of the interview, he seemed quite satisfied on this score.

Overall, I believe Corson will be mildly supportive of the Commission's work. He will require shoring up from time to time, especially as it relates to how the Commission is to deal with the Wexner Foundation. His concern, I believe, is the retention of the independence of the Wexner Foundation and its program, and recognition on our part that Wexner's deeply into training professional leaders.



Commission on Jewish Education in North America Towards the Second Meeting

Interviews of Commissioners

1. Commissioner: David Arnow
2. Interviewer: Joseph Reimer
3. Date: 12-6-88
4. Duration: 1 hour by telephone

As Dr. Arnow had not been at the August 1 meeting, we started with a review of that and proceeded to the methods used to generate the option papers and the distinction between programmatic and enabling options. He listened carefully, asked detailed questions and followed the logic clearly. He seemed to agree that the distinction is a valid one and that it makes good sense to start with the "means" as long as they are not detached from the programmatic. He saw their relation as sequential: the means need to take priority, but ought to be followed, at some point, with attention to the programmatic options.

He strongly gravitated towards the option of community which he felt ought to be a first priority. He views it in terms of leaders setting the example by becoming involved in Jewish education by educating themselves. If central leaders committed themselves, e.g., to learning Hebrew, he thinks it would send a strong signal as to the seriousness of the endeavor.

He is less clear on personnel. He seemed less informed about the dimensions of the issue, and even when I explained, he felt that if the right lay leadership would get involved in Jewish education, the personnel problem would solve itself. If Jewish education would become a high priority item for the community, then its status would rise along with the attractiveness of being in the field.

Dr. Arnow favors moving towards a committee or task force structure and sees real advantage in commissioners working together in smaller groups. The one problem created would be reporting back to the whole group which he hoped could be done in a non-tedious way. He hopes the groups would meet, which might require more geographic proximity. He advised against constituting task forces by volunteering alone and suggested that some careful balancing go into their composition.

Dr. Arnow will be at the December 13 meeting. He seemed quite involved and interested. His own interests are in the communal option and Israel programs.

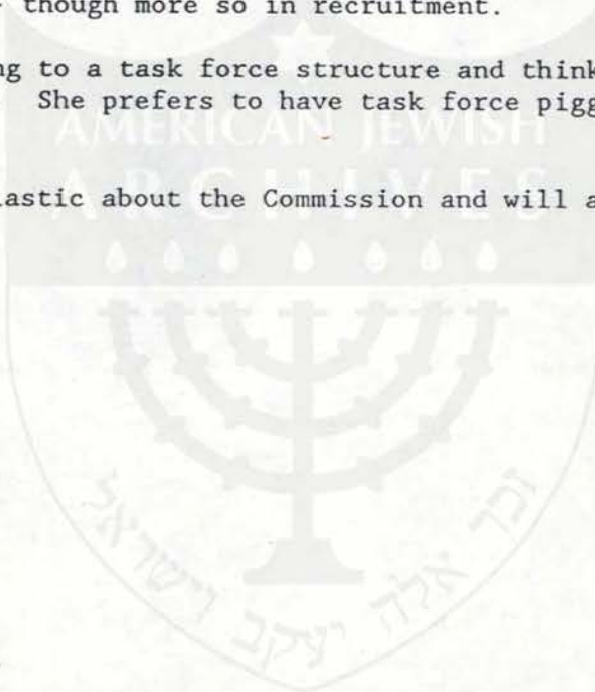
1. Commissioner Carol Ingall
2. Interviewer: Joseph Reimer
3. Date: 12-6-88
4. Duration: 1/2 hour by telephone

Carol Ingall was quite familiar with the steps taken since the August meeting and agreed with the validity of distinguishing between programmatic and enabling conditions. She thought it appropriate to focus on the generic "preconditions." She sees the programmatic options as having such variations from community to community that a national effort, such as the Commission, would have its greatest impact by focusing on the generic issues. Personnel and community seem right to her as specific generic foci.

Her own primary interest is in the area of personnel. Carol sees the two main issues within personnel to be recruitment and retention and is personally interested in both - though more so in recruitment.

She favors moving to a task force structure and thinks task forces can be used on December 13. She prefers to have task force piggybacked to Commission meetings.

Carol is enthusiastic about the Commission and will attend the meeting on December 13.



1. Commissioner: Jack Bieler
2. Interviewer: Joseph Reimer
3. Date: 12/7/88
4. Duration: 1/2 hour by telephone

Rabbi Bieler really enjoyed the October meeting in Boston and found it very stimulating. He would look forward to future meetings of that quality.

Jack felt the meeting gave him a good understanding of the method used to develop the option papers and the distinction between programmatic and enabling options. He finds the distinction valid and the focus on the preconditions of personnel and community as almost self-evident.

His concern is that in reading the option papers, they were so general as to not take the reader to the hub of the issues. He offered the example of the paper on day schools where some of the finer points on how to establish quality education (that he suggested), were not in the paper. His concern is that commissioners get enough detail to be able to make informed decisions.

Jack's hope is that the task force structure get underway in a way that allows some commissioners, like himself, who have the time and interest to get involved in the details of an issue, to meet more frequently and really interact over the issues. He currently finds the issues of personnel and community too broadly defined and predicts that once commissioners begin to work on them in detail, differences of perspective will emerge that will need to be worked out.

His own interest is in working on the issue of personnel. He is anxious to contribute from what he is learning on the subject and to gain for himself a broader picture.

Jack's level of involvement and enthusiasm is high. He will attend the meeting on December 13. He wanted us as a staff to think about whether or not current tensions over the issue of "Who is a Jew?" might spill-over into the meeting and create a less harmonious atmosphere.

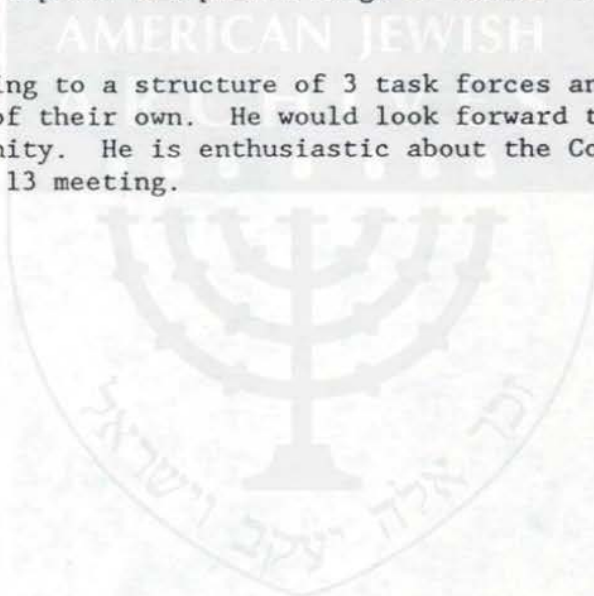
1. Commissioner: Josh Elkin
2. Interviewer: Joseph Reimer
3. Date: December 5, 1988
4. Duration: 1/2 hour in Rabbi Elkin's office

Rabbi Elkin really enjoyed the October meeting in Boston which he felt gave him a good sense of where the Commission is moving.

He readily accepts the distinction between "preconditions" and programmatic options, and agrees that the former need to take priority, as dealing with them will have the broadest impact. Yet he thinks that keeping some programmatic options available for the Commission may help in enfranchising commissioners who have specific interests in them.

Josh is concerned that the communal option remains ill-defined. This is his main interest: how to help Jewish educators learn to work more comfortably with lay leaders; how to build local cooperation between lay and professional leaders; and how to improve the public image of Jewish education by involving lay leaders.

Josh favors moving to a structure of 3 task forces and believes task forces should have a life of their own. He would look forward to being active on a task force on community. He is enthusiastic about the Commission and will attend the December 13 meeting.



HL2

TO: Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 12/15/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

The following are the highlights of a brief meeting I had with Bob Hiller on December 13 in New York:

1. He believes the Commission is off to a great start and has confidence that it will make substantial progress.
2. He believes that the Commission should be much more critical of the status quo in Jewish education. It should point up its weaknesses, and it should demand better results if more money is to be devoted to Jewish education.
3. Bob said much of what Eli Evans had said the previous day about the need for more innovation and demonstration projects.
4. Bob is supportive of our approach on the community organization option and, I think, will be helpful in carrying it out with the foundations and with the federations.



INTER-OFFICE CORRESPONDENCE

I. ^{John}~~John~~ Elkin

1. Pleased with M. Mandel's leadership and the pace and substance of discussion at the first meeting.
2. Now it is time to move from good discussion to concrete directions while honoring the life of the group. Danger: if the process degenerates into a scatter-shot approach with everyone seeking individual agendas.
3. We cannot afford to lose sight of the complexity of the situation, ways in which "throwing money" at pet projects will not accomplish much. Needed instead is to focus on an issue - such as personnel - ^{which} is all encompassing and not amenable to piecemeal efforts. This could be balanced by a project with a narrow focus e.g. media.
4. It is also crucial to maintain linkages among communal institutions for total involvement to sustain a sophisticated overview and analysis of actions so that we can all see how they proceed from a starting point A and move on to B, C, D.
5. In our communal approach, let's not forget continued importance of the denominations for recruitment and linkage. For example, the Reform does a wonderful job of guiding children early from their camp days and bringing them into the educational system.
6. The Jewish community is not adequately informed of the Commission. Some P.R. is desperately needed.

II. Carol Ingall

1. Would prefer that the Commission develop a specific focus and ~~suggestions on~~ personnel, while considering different needs of day schools and supplementary schools, e.g. the latter are often maintained by avocational teachers. Serious consideration must also be given to developing full-time jobs such as family educators, through synagogues.
2. Funding is also a crucial issue. Since local communities cannot handle the financial responsibilities alone, national consideration must be given to the development of a financial pool.
3. Do not fall into the trap of day school triumphalism. Supplementary schools will still be needed in the future.
4. We should encourage the use of new media such as video presentations.
5. Senior citizens are an overlooked clientele.

6. Regarding informal education, an important question is why are summer camp enrollments declining? It has systems - implications e.g. recruitment.
7. Missing from the Commission: CAJE, Hillel.
8. We need comprehensive data on enrollments, training of personnel and available jobs.

III. Henry Koschitzky

1. Although he enjoyed the first meeting, on reflection, it seems very exploratory with no clear direction. We need direction now.
2. His preference for direction is personnel. He would also like to limit the agenda to a few items, although he recognizes that choice of items may be subjective, and for political reasons, we may have to maintain a multiple focus.
3. Primarily, he is concerned about day schools. While he believes that supplementary schools are probably a waste of time, he also understands that they cannot simply be avoided.
4. He feels the plenary is too large to function effectively and awaits streamlining the agenda and the beginning of work groups.
5. He wonders if there is duplication of efforts between the Commission and the Pincus Fund.

IV. Jack Bieler

1. First meeting was too diffused with everyone pushing his own agenda. Needed now - task forces, specifics.
2. His suggested focus is on personnel and high school (especially day school).
3. Personnel:
 - (a) We need more comments from people in the field - i.e. teachers, not just administrators.
 - (b) Mechanisms to elevate the seriousness of teaching - i.e. retraining opportunities, advance and still remain teaching; conferences for teachers to work together in curriculum; trans-ideological, rational accreditations for teachers; creation of positions in the community and in family education.

page 3.

V. Arthur Green

Is on board. Will attend December meeting. Needs more orientation before meeting. Enjoys opportunity to meet with other heads of seminar\$\$.

VI. & VII. H. Schulweis & I. Zeldin

Very difficult to contact. Numerous calls, but have not talked with Zeldin, Had meaningful conversation with Schulweis. I will keep trying.

Extra: Barry Shrage

Wants to be kept informed. Stresses need to develop local links between Federations and synagogues, and for Commission to have a few clear agenda items.

