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Commissioner interviews. Reports and summaries,  
March 1989-July 1989.

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MEMO TO: Planning Group  
Commission on Jewish Education in North America

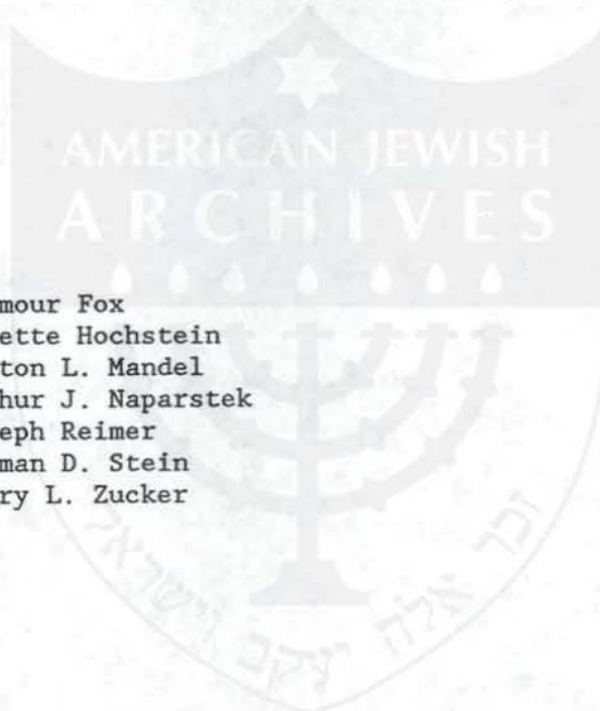
FROM: Virginia F. Levi

DATE: March 28, 1989

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Attached, for your information, is a summary of a meeting between Annette Hochstein and David Arnow which took place in early February.

Distribution: Seymour Fox  
Annette Hochstein  
Morton L. Mandel  
Arthur J. Naparstek  
Joseph Reimer  
Herman D. Stein  
Henry L. Zucker



4mn-w/summ

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONER

COMMISSIONER NAME: DAVID ARNOW

INTERVIEWER: ANNETTE HOCHSTEIN

DATE: 2.2.89

PLACE: MR. ARNOW'S OFFICE IN MANHATTAN

Summary:

This was a content-oriented meeting which lasted close to two hours. D.A. expressed his views and thoughts on the education/continuity issues and his misgivings about the way the topic is being addressed in conventional (establishment) Jewish circles. We clarified how the work of the Commission would be different: the Commission will address that which is currently ineffective in education; its goal is to take an honest look at the current situation, and make suggestions for across-the-board changes, in terms that would make sense to young American Jews at the end of the millennium.

This interview was important because I believe D.A. represented eloquently some views of American Jews of his generation.

We discussed the work of the Commission itself, and the notion of demonstration centers ("model communities" in this conversation).



D.A. expressed great interest and even enthusiasm for the idea. In sum, it was a rich and useful meeting with a commissioner who could potentially be actively involved if we work at engaging him.

### The Interview:

The meeting began with a reference to David's contribution to the second meeting of the Commission: his questions about the relationship between Jewish continuity and Jewish education which this Commission takes as an underlying assumption. He pointed to the fact that this concern alone seems remote from the content issues that trouble him.

A few of the points noted:

- \* Knowledge is not a panacea; Jewishly knowledgeable people have left Judaism in the past.
- \* What is it that drives people away from Jewishness? Is it something inherent?
- \* What can education do for this?
- \* Education as a transmitter of social values is the least exciting part of it for him.
- \* The problems of the equation of Jewish education with religious education.

(He mentioned having read Schiff's book that was sent to all commissioners. He expressed his own allegiance to pluralism and his concern that Jewish education, in the Commission, might not be expressed in pluralistic terms.)



- \* Learning for learning's sake is what attracts him personally in Jewish education.
- \* The noxiousness of the view of the evil world versus the good Jews (for pluralism, openness).

On the work of the Commission:

The notion of a demonstration center's work (in his term, "model community") was explored at length. D.A. coined this: "to bring the ideal down to the real."

D.A. raised the issue of how to bring change into an existing system that has vested interests in the way the situation is. He expressed skepticism: how do you sell your ideals to people who have been doing the less-than-ideal throughout, and who are stakeholders in existing situations? How do you intervene in existing situations?

D.A. raised the issue of replication. The leadership has to market the models to the rest of the community. D.A. said, that some commissioners may be suited for this "marketing" job, but that not all are. He pointed out the need for a gradual process of replication and marketing.

The conversation then dealt with aspects of suburban Jewish families today. Using Scardale as an example, D.A. pointed out how very apathetic his own peers would be - and are - to any notion of being actively involved in Jewish education or in any form of active Jewish life. A rather dramatic process would have

to be undertaken in order for his peers to take any of this seriously. "They're very closed. They don't come to meetings. They are hard to reach." He described the insignificant Jewish life in Scarsdale among his peers. "They are reminded they are Jews when it is UJA time and that's about it."

We spoke again about Hebrew as a programmatic option. D.A. described how his own understanding of Israel is being changed by virtue of studying everyday spoken Hebrew, as this allows improved communication with and understanding of Israel. "Wouldn't it be wonderful if things Jewish tasted more comfortable; if parents were interested in this whole business; if the outcome of the work of the Commission would lead to a situation where Jews did not regard "continuity or not" as the main question, but that the content of Judaism is the main concern? Today we have to deal with both."

D.A. will be pleased to be actively involved. He would try to come a small group meeting if invited.



MEMO TO: Planning Group  
Commission on Jewish Education in North America

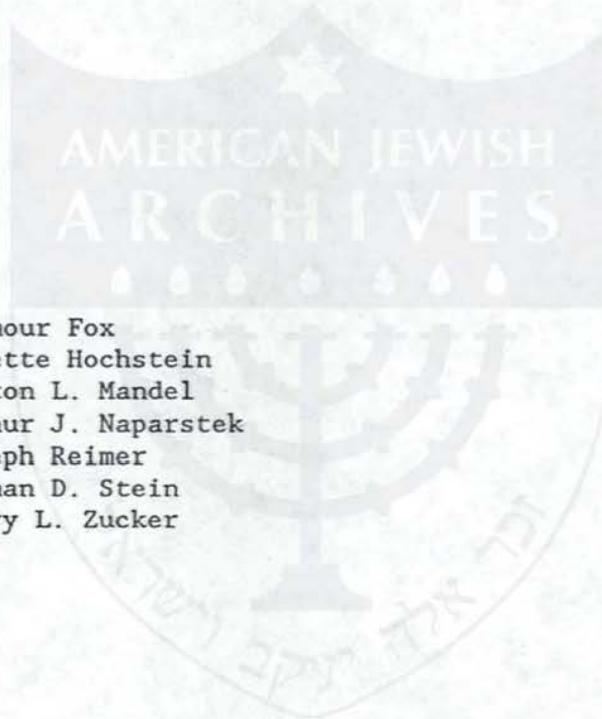
FROM: Virginia F. Levi

DATE: May 4, 1989

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Attached, for your information, is a summary of a meeting between Art Rotman and Dan Shapiro on April 27 and a summary of a meeting between Henry L. Zucker and John Colman on May 3.

Distribution: Seymour Fox  
Annette Hochstein  
Morton L. Mandel  
Arthur J. Naparstek  
Joseph Reimer  
Herman D. Stein  
Henry L. Zucker





HL2

TO: Arthur J. Naparstek  
Virginia F. Levi  
NAME  
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker  
NAME  
DEPARTMENT/PLANT LOCATION

DATE: 5/4/89  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

SUBJECT:

*and May 4*

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I met with John Colman on May 3 to review the progress of the Commission and some of our thoughts about the June 14 agenda.

He is well impressed with the developments in the Commission. He believes the IJE concept is sound and should be discussed by the Commission on June 14. He believes that the functions of the IJE have to be very carefully thought out. It should be assigned issues carrying over from the Commission's work when the report is issued.

The IJE should be the conscience of American Jewry in the Jewish education field. For example, it should make a periodic report on the state of Jewish education in North America. It should have a high powered research function to evaluate programs. It should be able to offer authoritative information to American Jewish leadership on Jewish education proposals and undertakings.

The Commission should take care that the IJE not turn into a second JESNA. Perhaps it should have a time-limited function during which JESNA is built up to its appropriate leadership position in the field of Jewish education.

Colman suggests that important papers issued by the Commission should be circulated in advance of meetings when they will be discussed. We should invite feedback from Commission members and this can be taken into account when the subject is presented at the Commission meeting. This process is important, particularly since there appears to be too long a period of time between contacts between the Commission's leadership and the members of the Commission.

Colman believes it is a good idea to determine now what will be the meeting dates of all the remaining meetings of the Commission. He suggests the possibility that the last meeting, which would be for the purpose of drafting a report, should be a two-day meeting. The draft report could be converted into the Commission's final report with the benefit of input of the Commission members.

Colman plans to attend the June 14th meeting and has put on his calendar the October 4th meeting.



## COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

## Interview with Commissioner Dan Shapiro

Date of Interview: April 27, 1989  
Location: Dan Shapiro's office  
Interviewer: Art Rotman

Duration: 1 hour

General observations: While not familiar with the field, Dan is very committed to the importance of ensuring Jewish continuity, and accepts fully the premise that a well-educated Jewish community will ensure such Jewish continuity. Dan is a good listener, and expresses himself clearly and succinctly. Because of this, the interview covered material which ordinarily would have taken much longer.

Re: June 14, 1989 meeting: DS will be at the meeting.

DS was not at the last meeting. The early part of the interview was spent in reviewing the decisions of that meeting. DS understands and accepts the distinction between the enabling and programmatic options. He also accepts the priority of dealing primarily with the enabling options.

DS has been past president of Federation in New York City. He is familiar with the work of the Gruss Fund which has considerable resources. The Fund has, according to DS, done significant work in raising the salaries and benefits of teaching staff in the New York City area, primarily in day schools and, to a lesser extent, in secondary schools. DS recognizes that efforts in this area are helpful, but that they are not sufficient to achieve the goal of the commission in ensuring Jewish continuity. DS raised the question as to the "time frame" of the work of the commission. He feels that since one cannot foresee easily a span of more than about five years, the commission should work within a targeted time frame of 3-5 years.

AR described the work of the commission set up by the Federation in Cleveland. DS is not unfamiliar with the communal scene in Cleveland, as he is originally from that city and visits there frequently. At several points in the interview, DS made reference to translating the type of approach taken by the commission in Cleveland to the New York City situation. DS finds that the fund for Jewish education in New York City is "narrow-based." It has not successfully involved



community lay leadership. We spent some time discussing the possibility of setting up some instrumentality (the IJE) in New York City. DS stressed that he could only see it effective if it involved all the major players, including the Gruss Fund, the Federation top leadership, synagogues, day schools, Ys, etc.

Properly done and with a sound process of involving all concerned and particularly with the "bait" of additional Foundation funding, DS felt that much could be done. He suggested that IJE be established in one of the geographic areas, for example, Long Island, and once success has been demonstrated there, move on to other areas in the City until the entire New York area is covered.

DS feels strongly that work on the community option is the highest priority. Not only would the other options "not work," but even the "personnel piece" would not be effective unless the top community leadership became involved. In order to get the participation of this leadership, there would have to be a high-profile and dramatic start to the work of the IJE.

In discussing the community option, DS cautioned that we not pay too much attention to "lip service." It has been his experience that there is much talk about Jewish continuity and Jewish education, but that these are not necessarily accepted as "fundamental principles."

After a discussion of some time, DS, at the end of the interview, indicated that he was still "fuzzy" on how we might grapple with the personnel issue. He understands that work needs to be done in raising salaries, benefits, and providing training experience. He also knows, as in any other enterprise, that the senior personnel determine the course of events. However, he is not sure that these efforts will in and of themselves create the body of well-motivated, well-educated and effective personnel which are needed.

DS pointed out that the IJE concept would only work if financing could be obtained from a "joint venture" of several foundations. In the light of New York's lack of success in the UJA Campaign, he was not sanguine that the community apparatus could come up with any funds for the purpose.

Summary: DS looks forward to the June 14 meeting, and hopes that the foundations represented on the commission will become involved in a significant way, as their participation is crucial.



MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,  
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,  
Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 10, 1989

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Attached, for your information, are reports on interviews of the following commissioners conducted by Arthur Naparstek, Seymour Fox and Jonathan Woocher.

1. Ronald Appleby
2. Mandell L. Berman
3. David Dubin
4. Alfred Gottschalk
5. Irving Greenberg
6. David Hirschhorn
7. Sara Lee
8. Seymour Martin Lipset
9. Haskel Lookstein
10. Matthew Maryles
11. Harriet Rosenthal
12. Alvin Schiff
13. Lionel Schipper
14. Peggy Tishman

INTERVIEW WITH  
RONALD APPLEBY

ARTHUR J. NAPARSTEK  
MAY 1, 1989

I began the interview with a review of where we were at the end of the December 13th meeting and asked Ron if he agreed that the Commission came to a consensus on the personnel and community options as enabling and preconditions in relationship to the programmatic options. Ron indicated he was in agreement with that.

I then asked Ron if he was clear on the mission of the Commission. Ron indicated clarity in terms of the Commission's objective as being implementation and to bring about change, further to deal with change in a systemic way. I decided that, with Ron, it was desirable to cover the IJE and the major ideas behind it in a more complete way. With regard to the IJE, Ron is very positive. He believes that the federation is a key player in bringing about any kind of change.

He also feels that personnel is a key issue, that even in Toronto where teachers are paid well, teaching is a low status profession. Ron does not believe money is the critical issue in terms of teaching. It cannot be just money, focus has to be on upgrading the profession as a whole by having the profession be perceived by others in the community as high status. We have to work on ease of entry, professional development, and making it fulfilling.

He also feels that personnel should be handled on a national or local level. Teacher training, he indicated, should be handled on a national level or regional level, as it cannot be accomplished locally. It has to be coordinated through some kind of national mechanism.

As we began our discussion of how that coordination would take place, I explained to Ron our thinking behind the IJE. Ron's response to the overall idea was that the IJE could help Toronto build up the quality of the profession. It could link York University to other universities on the continent like HUC, Yeshiva University and the Seminary in helping to build a model for the profession.

We then began to discuss specifics related to the IJE.

1. Criteria for Choosing Sites

Ron felt the criteria for choosing a community action site could be the local university and the expression of interest in the site. Other criteria could be a judgment as to the strength of the Jewish community, the ability of the local community to raise funds on a matching basis, and the ability of the community to make proposals.



2. Quality of Projects

Ron felt that the screening and evaluation of projects was very important. National organizations could play that role like JESNA or JWB as part of the screening process. Projects have to be consistent with its mission as laid out by the Commission and IJE, that is, projects should be focused on bringing about systemic change and have full potential for impact and application.

3. Negotiations with Existing Institutions

How will negotiations with existing institutions in the community be conducted? Ron felt that the federation was key from a funding point of view. The mechanism had to be the federation. Make it as high on the agenda as possible.

4. Appropriate Funding

How will appropriate funding sources be matched with specific projects? Here again, Ron felt that the federation was the focus point.

5. How will Innovations be Diffused from One Community Action Site to Another?

Ron thought that we needed to develop a communication instrument. He also thought that an annual formal convocation might work. This would provide a system of accountability and reporting through annual convenings, perhaps through the CJF General Assembly.

6. How will a central mechanism work with local communities to help them rise to their full stature without imposing something on them from the top down?

Ron felt that we could not leave out the stakeholders or the lay community, that partnerships needed to be developed. Local people can get excited where there is interest. Make the lay people players. It cannot be imposed but instead a process has to be initiated. There are various methods to doing that. Ron suggested that what might work in Toronto would be a white paper that could become the focal point of debate.

With regard to the June 14th meeting, Ron will be attending. He felt the key aspect of that meeting was to get people involved, get them excited with the process and with the ideas and vision that are behind the IJE. The IJE should evolve out of a set of ideas that, in effect, justify it as a mechanism for change.



INTERVIEW WITH  
MANDELL L. BERMAN

ARTHUR J. NAPARSTEK  
APRIL 28, 1989

The interview began with a review of where we were at the end of the December 13th meeting. I reaffirmed that the Commission came to consensus on the personnel and community options as enabling and preconditions in relationship to the others. I asked Bill if he had the same understanding of the Commission with regard to the conceptual framework. Berman indicated that he was in agreement, that he felt there was a consensus with the framework.

Berman also agreed that the challenge for the next meeting of the Commission is to answer the question of how to bring about significant across-the-board change through personnel and the community. Berman felt very strongly about implementation. He stated that only a report by the Commission would not be sufficient, that implementation of some type was necessary and that he felt it had to take place on the local level. I asked him if he thought a demonstration program would make sense. He agreed that demonstrations would make sense only if they build on what was currently working in the field.

Berman is of the strong opinion that there is much good that is going on and the Commission needs to identify those "best practices" and build upon them through demonstrations. I asked him how the community could grapple with such issues as in-service training, the recruitment of educators, etc. He indicated that the key on the local level has to be through negotiations with the federations. He did not believe we could create new mechanisms locally, but instead had to use existing organizations. We may use local surrogates that are then picked by the federation.

I asked him how we would diffuse innovation. It was at this point that he began to discuss the need for some type of national initiative that could begin to coordinate and identify local programs and provide opportunities for innovation, monitoring and evaluation. We moved from there to a discussion of establishing a mechanism on a national level that would begin to meet these needs.

I raised the question with Berman that if a mechanism were to be established, it will be necessary to deal with the following issues. I asked for his opinion on these issues:

1. What are the criteria for choosing a community action site? Here Berman feels very strongly that we need to identify successful programs. Excellence is the strongest criteria.



2. Berman feels that key to the success of a national mechanism will be money. He believes that \$5 million per year for five years should be raised. However, if a locality were to become involved in the program, it would have to raise matching funds. The matching funds, in effect, would become a part of the criteria for selection. Thus, criteria would be programs that currently exist, and offering matching funds. To the issue of how do we guarantee projects of the quality the Commission aspires to, Berman suggested that a monitoring and evaluation program be established through existing organizations on the national level such as JESNA or JWB, that through the evaluation process quality would be ensured and that the national mechanism, in effect, would not become the policeman of the programs.
3. To the question of how will negotiations with the existing institutions in the community be conducted, Berman suggested that guidelines need to be developed by the national organization and constantly refined by the board so that negotiations will be guided by these guidelines.
4. To the question of what kind of local mechanism will need to be established to run the community action sites, Berman responded that local federations are the key.
5. To the question of how will a central mechanism work with local communities and help them rise to their full stature without imposing something on them from the top down, Berman felt that the mechanism around evaluation and monitoring can do that.

In conclusion, Berman felt that the national mechanism should work with existing programs and enrich them through the leveraging and matching strategies, that these programs in turn should be evaluated and monitored by national organizations like JESNA and JWB, and that through that evaluation and monitoring a diffusion process should be initiated throughout the country so that replication could occur.

The remaining part of the interview dealt with his suggestions related to the June 14th meeting. He felt very strongly that there is a need to excite people and get them to buy into the process in the June 14th meeting. He felt that we should come to some degree of closure on our strategy for how the Commission will work from June 14 through June 1990. He felt that there is a need for commissioners to receive material prior to the meeting, that everything should be organized in advance, and that the key part of the meeting should be through small groups, that each small group should have a chair (not a permanent chair), nor should these small groups become permanent subcommittees but at least chairs for the day.

Berman felt that the June 14th day should begin with a brief overview by MLM from approximately 10:00 a.m. to 10:45 a.m. From 10:45 a.m. until 2:00 p.m. we should meet in small committees of subgroups, and at 2:00 p.m. reconvene for a full meeting. Prior to the June 14th meeting, chairs need to be selected, people should be assigned to the small groups, and each commissioner should receive written material that gives a sense of direction for the meeting.



I. IJE

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

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

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

II. Commission process

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

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

Other possible problems and strategies might be:

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

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

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



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

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



## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: PROF. FRED GOTTSCHALK

INTERVIEWER: PROF. SEYMOUR FOX

DATE: APRIL 7, 1989

PLACE: 1 WEST 4TH ST., NEW YORK, NEW YORK

Summary:

My meeting with Prof. Gottschalk took place at the New York office of the Hebrew Union College. Its purpose was to bring him up-to-date of the work of the staff since the last meeting of the Commission on December 13th.

I took Prof. Gottschalk through the various steps that we had considered, moving from demonstration sites to the problem of who might undertake the assignment of implementing or carrying out the ideas of the demonstration site.

Prof. Gottschalk thoroughly grasped the notion of the need for some kind of mechanism. I think he was concerned about the complexity of establishing something as elaborate as an ii. During the discussion he brought up several important points, such as the role that rabbis could and should play in any demonstration site that may be undertaken. He particularly emphasized the weakness of the training of rabbis for the role that they must undertake as educators. I believe that Prof. Gottschalk will cooperate in helping us establish demonstration sites and will do his very best to bring the Reform Movement on board.



When I brought up the problem of denominations and indicated that MLM will want to meet with him to consult with him on that issue, he seemed to take the position that nothing should be done; that things were "fine" as they are. I think this is something which should be kept in mind as MLM prepares his meeting with Prof. Gottschalk on the issue of the denominations.

He has the 14th of June on his calendar and we went down to look at his facility in New York, toward the possibility of it serving as the next site for our meeting. In general, I can say that Prof. Gottschalk is certainly an involved and cooperative Commission member.

AMERICAN JEWISH  
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REPORT ON INTERVIEW WITH YITZ GREENBERG, 4/28/89 BY JONATHAN WOOCHEER

I. IJE

YG raised the question of why an existing agency or consortium of agencies could not and should not play the role envisioned for the IJE.

He agrees that the strategy of seeking change at the local level is correct, but cautions that we should not underestimate the difficulty of achieving the high degree of coordination envisioned even at the local level. Institutions do not have a commonality of perspectives and interests. Thus, the strategy being projected may call for a level of organization greater than local institutions are currently capable of, and yet fall short of promoting change in the national arena. He is concerned that the process will become mired in politics, the least productive area if one is interested in educational change. In trying to encompass everything (in a community), nothing may be achieved.

In practical terms, he wondered where the educators would come from to implement the comprehensive approaches. YG feels that a different cut on the personnel problem, e.g., on developing and sustaining 100 new educators, through fellowships or a venture capital fund to support a "nurturing" network for talented individuals in the field who burn out too soon, might be more productive. Creating a structure for supporting 100 such educators would be worth \$15-20 million a year in terms of its impact.

Later, when the dynamics have changed and the talented people are out there, we can think in terms of coordinating more systemic change.

With respect to the building community leadership and support option, YG is concerned that the work of existing organizations like CLAL not be duplicated.

He is also concerned, on the other hand, about how to deal with the fact that existing structures are often mediocre. We can't just "pay them off" to secure their political cooperation. Qualitative judgments will have to be made.

In general, YG advocates that MAF make clear its commitment to fund new initiatives in one area, e.g., personnel, and try to convince other foundations represented on the Commission to take an area of their choosing -- either a project or a community. Once the initiatives are up and running, we can tackle the question of coordination.

YG does see the potential role of a "think tank" type instrument, although this is not his highest priority. One option would be to give the funds to an existing organization like JESNA to do this. If an independent entity is to be created (and YG is



concerned this may be premature), it should not be massive. There is also the question of where to locate such an entity. Brandeis or another non-denominational setting -- perhaps even Beit Clal -- is a possibility, and fellows could be brought in from the denominational institutions.

## II. Commission Process

The June meeting should focus on strategies for change. (If there are foundations already committed to certain initiatives, these should be incorporated.)

There should be papers in advance on strategies, assuming that several alternative models have been identified [my note: e.g., the IJE model and YG's proposal]. These can be the focus for discussion.

There is no need to sell the personnel option at the meeting. The need is to convince others beside MLM to do their share, either with respect to this area or another of their choosing.

If we can agree on a model of how to create change, then the need is to discuss the substantive areas each will focus on. If there is disagreement on the "how," then we need to discuss the different models.



## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DAVID HIRSCHHORN  
INTERVIEWER: PROF. SEYMOUR FOX  
DATE: APRIL 3, 1989  
PLACE: BALTIMORE, MD.

Summary:

I had a meeting with Mr. Hirschhorn at the Blaustein Building in Baltimore where we discussed the ideas he had presented at the previous Commission meeting on the importance of research and evaluation.

This was a very enjoyable three-hour meeting and I will give a more complete report after I see Mr. Hirschhorn again on May 5th.

I did begin to sketch the concept of demonstration site and the need for some implementation instrumentality to help build and develop the demonstration site.

I discovered that Mr. Hirschhorn is particularly interested in the work of the Reform Movement, and I believe that his foundation, and he personally, would be very much interested in participating actively in the work of the Commission and in its outcomes.



## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MS. SARA LEE  
INTERVIEWER: PROF. SEYMOUR FOX  
DATE: APRIL 2, 1989  
PLACE: NEW YORK, NEW YORK

Summary:

Annette Hochstein accompanied me at this meeting which began at the Mayflower Hotel and continued with a thoroughly enjoyable brunch. We had a very intense discussion on the work of the Commission.

We did not have to review with Sara Lee the history of the work of the Commission; she is very much involved, has kept herself informed and did not have to be reminded of what was taking place.

Annette and I feel that Sara Lee's suggestion for establishing a task force in the area of personnel, which she suggested in writing to us earlier, is worthy of very careful consideration and that she could play a leading role, possibly even serve as a co-chair for such a task force.

We had previously discussed the concept of demonstration sites so it was easy to move in to the connection between the decisions of the Commission on December 13th and the possibility of establishing some version of a demonstration site.

She quickly understood the significance of the need for an

implementation instrumentality. She offered many suggestions and raised a good number of problems related to the concept of an ii. She strongly urged us to get the educators involved as soon as possible, and thought that many of them would want to help us in the work of building demonstration sites and the ii. She also participated, later in the week, in the meeting of the educators who are on the Commission, which took place at the Board of Jewish Education in New York City.

She is concerned about the role of the denominations in our work. We told her that meetings are being arranged between MLM and the various presidents of institutions of higher learning.

She has the June 14th date on her agenda, and is planning to attend.

I believe that Sara Lee is an important person for the Commission and will be willing to play a key role in our work.



## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: PROF. MARTIN LIPSET

INTERVIEWER: PROF. SEYMOUR FOX

DATE: APRIL 5, 1989

PLACE: RUSSELL SAGE FOUNDATION

Summary:

I had a very enjoyable hour and a half with Prof. Lipset. I took him through the steps of the work of the Commission since the meeting in December to where we are today.

I went through the concept of the demonstration site very carefully. He asked some very important questions, particularly concerning the personnel for supplementary schools. Again, he brought up his concern about us leaving out the college-age, the Hillel Foundation group. I think that he understood the necessity for an implementation instrumentality and I began to sketch some of the possibilities there. At that point, he brought up the importance of research and made a very reasonable argument for the kind of research which should accompany the ii. and would help us make decisions more intelligently.

He has the meeting of the 14th of June on his calendar and I believe that he will be very helpful, as he has been in the past.

INTERVIEW WITH  
HASKEL LOOKSTEIN

ARTHUR J. NAPARSTEK  
MAY 4, 1989

I opened the interview with a discussion on the overall mission of the Commission. Haskell agrees that the Commission's objectives are to bring about change and implementation. When we talked about how change could come about, Haskell indicated that an ongoing mechanism would be needed.

From that we went into the interview related to the issues that needed to be dealt with.

1. Criteria

He felt that in choosing community action sites, we needed to look at places that were open to new ideas, that were not doctrinaire and would allow for external stimulation. Excellence should guide us in terms of picking places. But the key issue from his point of view is the openness to new ideas from which a lot of different organizations and groups could learn. He said that the major ingredient about the Commission which inspired him was the fact of openness.

2. Quality

How do we guarantee that the projects are of the quality that the Commission aspires to? There, he indicated that we have to choose well and, after choosing, monitor the projects. He said that no program should be guided by a blank check. We should withdraw if need be.

3. Negotiations with Existing Institutions

How will we negotiate with the existing institutions in the community? Here again, different communities will require different styles of negotiation. In New York, Alvin Schiff plays that kind of role. In other communities, it might be the federation.

4. Appropriate Funding

How will appropriate funding sources be matched with specific projects? Leveraging is essential. We need to be careful here so that people are not guided only by funding and that, instead, the funding will lead to programs that can bring about systemic change and are consistent with the Commission's overall objectives.



5. Innovations

How will innovations be diffused from one community action site to other communities? Here Haskel identified monitoring agencies that might be tied to it, and we talked about the possibilities of JWB and JESNA playing those roles.

6. Central Mechanism

How will a central mechanism work with local communities? Lookstein does not have any answers on that other than to say that we cannot have a central mechanism impose its will on local communities.

With regard to the June 14th meeting, Lookstein will attend and would like to see the meeting have more group discussions. That was the only response he gave to that question.



INTERVIEW WITH  
MATTHEW MARYLES

ARTHUR J. NAPARSTEK  
MAY 3, 1989

We began the meeting with a discussion of the mission's overall objectives. Matt Maryles agrees with the direction in which the Commission is going as well as its underlying assumptions that are related to change and implementation.

Matt is an orthodox Jew, but is committed to pluralism and believes the Commission has tremendous potential in legitimizing pluralism in the Jewish community. Matt Maryles began the interview by brainstorming and indicating that New York City is too big for the Commission to get its arms around, that whatever the Commission ends up doing should not be done in New York. We have to begin to look at communities and markets in which we can be assured of success.

Matt, quite independent of anything that I had said, moved immediately into how a national entity needs to be created that could provide high profile and visibility. To make this go, the lay community needs to be able to see Jewish education considered at the highest level.

I asked Matt if he thought the federation was the key and he indicated that the federation is the leader in New York City, but it would vary from community to community. Every community might have a different mechanism but he did say that, overall, the federation could be the mechanism. He went on to explain that a national entity or mechanism could stimulate national and local leaders.

I then began to discuss with Maryles the very functions that a national mechanism, were it to be established, would have to deal with.

1. Criteria

Maryles believes that it should be small in size, well organized in a Jewish sense with strong lay leadership.

2. Impressions related to quality

Select people who have high credibility. We need lay leaders who believe in excellence, that professionals can't control it, and that lay people can drive it.

3. Impressions related to negotiations with the existing institutions

Here he feels that lay leaders set standards and that federations, in concert with congregations and bureaus, can begin to initiate the process.



4. Funding Sources

He feels dollars are not as important as a lot of people think. Ideas are what is important. Maryles is not comfortable with funding. His philosophy is, it works best when people help themselves. He feels the national organization should be a catalyst and an idea exchange, not a money exchange. Professionals should support lay leadership in getting them to help. The national mechanism, again, should be hands on by definition but sell ideas. By selling ideas and not giving out too much money, he believes that will make the difference. If you are implementing ideas and strategies, it is by definition hands on, but with the money involved, it becomes self-serving. This was the first expression I've heard that money could be a problem in relationship to a national mechanism.

5. Monitoring and Evaluation

We did not get into monitoring and evaluation or how the central mechanism will work with local communities.

Matt felt that the June 14th meeting had to excite people. He indicated that he was extraordinarily impressed with the quality of commissioners and, in fact, felt that he was unable to fully express himself because of the powerful intellects that are on the Commission.

Matt indicated that he would make every effort to attend the meeting. He was not sure he could give it an entire day. I asked him if he thought small groups would make a difference in terms of his participation and he indicated that they could make a difference.

I. IJE

HR found the concept as described exciting, although she wondered how the operational decisions would be made.

She sees evaluation as a significant issue, especially if the goal is to develop good, replicable models for other communities to emulate. Program impacts will need to be evaluated and measurable.

HR agrees that concentrating on one site (a la the Flexner report and Johns Hopkins) can push others to address their needs.

She also raised the question of whether and how the IJE will develop the conceptual base needed to guide the change process. Do the professional "experts," e.g., agree on universal standards for professional development? She is skeptical that the Commission could in fact agree on what is adequate training of Jewish educators. So what base of concepts will guide the IJE in its work? The diversity of the community also makes it difficult to devise universal personnel standards.

As a practical matter, she is also concerned about whether communities will buy into the scope and intensity of change which IJE might try to induce. When one seeks to introduce universal changes, there is often a tendency to retreat to the "tried and true" because it is much easier to build consensus around. Communities may not be prepared to make the degree of commitment -- financial and political -- which they will be expected to under this approach.

II. Commission Process

HR feels the next meeting should focus first on the personnel issue. (When we need to, we can figure out how to market almost anything.)

We need the beginnings of a plan for how to develop the personnel we need. We should attempt to answer: What would constitute a "well-trained" teacher or administrator? Can such people teach all age groups? What would be a well-trained informal educator? Do we have the places available, locally, to train such individuals? We have to define who the personnel are and what training they need.

*Community* *\*\** Ideally, we should develop a model of what a well-planned educational process would look like in a few communities. Based on the demographic profile, this is what we would need for a good educational system in community X, in terms of structures, support systems, funding, personnel, and lay leadership.

We might also ask what would constitute a well-educated Jewish child, perhaps by the time of Bar or Bat Mitzvah, and then look at what we would want for the next period in their lives, etc.



INTERVIEW WITH  
ALVIN SCHIFF

ARTHUR J. NAPARSTEK  
MAY 3, 1989

Alvin Schiff has been very close to the process as he participated in the Jewish educators meeting of late March and was briefed at that time.

We began the discussion with Alvin talking about how national initiatives must tie into localities. He went on to say that the quality of what happens on the national level is dependent on the input from localities. Once a national mechanism develops guidelines, it has to implement them locally.

Alvin put forward a model that he has used in developing initiatives, both on a national basis as well as locally. He stated that the role of the national mechanism is first to develop plans; second, to validate those plans; third, to demonstrate the plans in program form through localities and; fourth, to replicate the plans throughout the country.

The remaining part of the interview dealt with a look at the functions that the IJE may fulfill:

1. Criteria for Choosing Community Action Site

What are the criteria for choosing a community action site? What size should it be? What are the important characteristics? Alvin's response on criteria was that it should not be seen as a Mandel initiative solely. He also feels that the mechanism should be located in New York as much of the resources are there. The first criteria is for us to determine whether the community has the ability to bring about change in personnel. He went on to say that it may not matter how big the community is, but whether or not it has critical mass, for example, does it have three or four schools? He feels that we should select communities that are both large, medium and small and to determine whether or not they have the infrastructure to bring about change. Infrastructure can be defined in terms of leadership, organization, etc.

2. Quality of Projects

How do we guarantee that the projects are of the quality the Commission aspires to? He feels the quality must come from the IJE and the relationship with the local community. We need to use a variety of techniques in order to receive ideas and proposals from local communities. He identified three ways of assessing that: (1) experimental programs that would be initiated by the IJE staff and



funded directly, these are trial balloon programs in which IJE staff feel they want to learn something; (2) programs of match where local communities can come up with a match; and (3) programs in which local communities respond to a request for proposals.

### 3. Negotiations with Existing Institutions

\* How will negotiations with the existing institutions in the community be conducted? Alvin believes that there has to be a synergism between the lay and professional through federations, bureaus and congregational leadership. It will vary from community to community and be pluralistic. However, he does believe it's the interrelationship between the federation and the bureau.

### 4. Appropriate Funding

Alvin referred back to the earlier question on quality in which he put forward the three options: trial balloon, match, and application. He does believe that the IJE should have appropriate funds so that it can make an impact. He did not come up with an amount, however.

### 5. Monitoring and Evaluation

Alvin has a theoretical formulation that is quite technical for monitoring and evaluation and is not necessarily appropriate to get into here.

### 6. Diffusion

On the question of diffusion, Alvin feels that through the IJE and the evaluation process, diffusion can occur. He would use national organizations.

### 7. Central Mechanism

On the question of a central mechanism imposing itself on localities, Alvin feels that through the threefold proposal process for funding and carefully drawn up guidelines, communities will be protected.

Regarding the June 14th meeting, Alvin feels that we should have three goals for this meeting: (1) to keep commissioners' interest alive, (2) to get them excited and, (3) to create the preconditions in which we will get their financial support. Here he was talking about foundations and others who are potential donors. Alvin felt the agenda for the meeting should be for MLM to provide a quick review on where we are and how we've gotten to where we are. We then need presentations that put forward personnel and community in interesting ways, but the plenary session should be over by 11:30 a.m. He would like to see small groups meet from 11:30 a.m. through 2:00 p.m., possibly having lunch as they work, and from 2:00 p.m. to 4:00 p.m. to meet in a plenary session. He hopes the meeting ends up with consensus on general direction of where we want to go, who our clients will be, the beginning ideas of how it will be funded or perhaps even the structure for funding. I indicated that Alvin's wish was somewhat ambitious and he agreed but said we should shoot for it.



INTERVIEW WITH  
LIONEL SCHIPPER

ARTHUR J. NAPARSTEK  
MAY 1, 1989

Lionel Schipper is very supportive of the Commission and its initiatives. However, he had not been invited to join the Commission until after the August 1st meeting and, because of a previously scheduled meeting, was not able to attend the December 13th meeting and will not be able to attend the June 14th meeting.

*Different  
Point of  
View*

I asked Lionel if he agreed with the Commission's overall mandate to bring about systemic change and across-the-board impact on Jewish education through an across-the-board approach, both through formal and informal education. He agrees with that as an approach. He indicated that he would have difficulty with a continental or national initiative that would impact on the local level. He feels that what is needed is a variety of programs that would begin on the local level through congregations. He does not see the federation as a key mechanism locally. Instead, it would be the congregation or the local board of education.

If there was to be any mechanism, he would like to see a Canadian mechanism be established with a modest budget, be small, and be only institutionalized to initiate and motivate people. He went on to indicate that if there was criteria used to choosing a local community action site, the criteria should be organized around the congregation and individuals such as an activist rabbi. The rabbi would have to take the lead, engage the federation, and have the federation become supportive.

With regard to the question of quality, he went on to say that you have to have quality people monitor and evaluate it. With regard to the question of negotiations with existing institutions in the community, here again he feels that the institutions would be the board of education and the congregation. Only through getting that process going can you begin to think of appropriating funding sources. The funding for this would have to come from federations, but after the process was initiated.

With regard to monitoring and evaluation, he does not have an opinion but worries about quality. Innovations: he does see a national organization as being responsible for diffusion as well as networking. It cannot occur on a local level. With regard to how a central mechanism would work with a local community, here again he points to the quality of people.

Overall impression: Lionel Schipper is committed to the notion of Jewish education, but does not have focus on how to bring about change. The quality of the interview with him was very different than with those who have participated in Commission meetings.



INTERVIEW WITH  
PEGGY TISHMAN

ARTHUR J. NAPARSTEK  
MAY 4, 1989

*community*  
Peggy opened the discussion by stating there is a need for an attitudinal change in the Jewish community if the quality of Jewish education is to be improved. She agrees that there is a firm linkage between the national and local role and that any initiative that comes out of the Commission must build on the successes that are already out there. She also feels that we have to reach out to young people and develop strategies for recruitment.

She seemed to have known about our thoughts related to a national mechanism, and preempted my questions by immediately discussing that a national mechanism was a great idea which should become an arm of JESNA; that we should use their administrative infrastructure. That led me into asking her about the various issues that would have to be dealt with if such a mechanism was established, either within JESNA or linked to JESNA or independent of JESNA.

1. Criteria

On the question of criteria, she responded by indicating that small, medium and large cities would be appropriate.

2. Quality Issues

On quality issues, she feels that trial and error is perhaps the way to go and learn from the mistakes we make. The key on quality is for the staff of the IJE and its board to work on setting standards and being flexible. She then moved into another discussion on JESNA and indicated that JESNA should be given an additional mandate, take on the priority of dealing with this mechanism.

3. Negotiations with Existing Institutions

With regard to questions and issues related to negotiations with existing institutions and how they would be conducted, she urged us to consider working through local federations and their boards.

4. Funding

With regard to funding, she indicated that funding will be a problem as so many campaigns are now flat. She did not go further into that other than to indicate that it would be a problem.




5. Monitoring and Evaluation

What kind of monitoring and evaluation should accompany the implementation of the projects? Here again, she did not have any ideas but talked about the need for excellence.

*community*  
\* \* \*  
We then moved into a discussion of the June 14th meeting. Her opinion was that there has been unfocused discussion at earlier meetings and that we now had to excite the commissioners. We need to give a series of interesting options that commissioners could consider in personnel and community. What is going on in the field that would be interesting and exciting may be of interest to commissioners.

She saw the morning part of the meeting as being devoted to personnel and community in terms of overview, options, with plenary group discussion. In the afternoon, to begin to break down into small groups or workshops and to begin to examine the options, to begin to look at questions related to how do we implement, the question of national organizations as a way of bringing about change, and coherence to the whole process.



Review for  
community option

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,  
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,  
Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 12, 1989

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Attached, for your information, are reports on interviews of the following commissioners conducted by Joseph Reimer.

1. Jack Bieler
2. Irwin Field
3. Arthur Green
4. Carol Ingall
5. Mark Lainer
6. Harold Schulweis
7. Isaiah Zeldin





*Community option*

J. Reimer

Interview with Rabbi Jack Bieler (4/24/89)  
2 hours in his home

1. Rabbi Bieler began by reacting to the 4/5 meeting of the educators saying he was taken aback by the direction taken. He did not anticipate that direction as a result of the December meeting, thought the focus would be on the content of the enabling options and found the current focus on implementation to be very abstract; the processing of process. That worries him.

\* 2. I asked what he'd recommend for the June 14th meeting, Jack ~~wants us to get back to the enabling options~~ in a more concrete way and spell out what we'd like to create. What is the vision? What are the best cases and the scenarios for their creation and replication? What is the process for selecting community sites? What about task forces? He's concerned that time will run out and these issues won't be tackled sufficiently by the Commission.

\* 3. A question Jack would like raised is whether public education should be seen as a model for Jewish education. He'd prefer using private education as model in particular to stress the issue of excellence in education. He believes that what most threatens the upgrading of the field are low expectations. If no one expects you to be excellent, why become excellent? Let us study what allows for the expectation of excellence in certain private schools and learn from their successes. Let's study our own successes and learn from them. Jack believes we need to assemble a traveling team (of teachers and other professionals) who can visit, observe and write up "best practices".

\* 4. Rabbi Bieler's other concern about the proposal for implementation is the degree to which it involves partnership with existing institutions - such as BJE's - whom he sees as being committed to non-change. He believes in the power of demonstration projects implemented by the best people working together, and does not believe that the power of such a demonstration can be disseminated by the normal channels. It is rather a matter of setting an example and a standard and inspiring others to join in the pursuit of excellence.

5. Rabbi Bieler plans to attend on 6/14.



J: Reimer

Interview with Irwin Field (5/1/89)  
1 hour in his office

1. As I was explaining the direction of our work since December, Mr. Field stopped me to express a different point of view. He felt the focus on implementation is premature and the critical issue now is the product. If you have the right product, the implementation will follow.
2. Mr. Field disagrees with those who say there is no shortage of good ideas, only of good people. He thinks the right "good idea" is crucial to change. I cite the example of the havura - a good idea at the right time. As the right product at the right time, it spread rapidly without an implementation plan. The Jewish world looks for such ideas and tends to pick them up. (He did add that with Project Renewal, on which he worked at the UJA, it did take some pushing before anyone would try it out. But once word got out that it was right, it spread quickly - through with modification from community to community).
3. Mr. Field also cautioned against starting another organization, even if we call it an implementation mechanism. He feels our mental energy ought to go into product not "building". Let that follow as the need arises from the spread of the product.
4. Mr. Field thought that at this point the commission should still be concerned about whether it is asking the right questions. Maybe there are questions we've yet to ask that would point our work in different directions. As an example, he thought we have yet to explore the question of expectation: can we expect more of the family than is asked in general education? Can we be better than the general milieu or do we have to operate within certain other expectations? In his mind, if we could ask more and make the family take more responsibility for their children's education, we'd begin to solve the problem of leadership. Responsible parents would provide better leadership and also expect more of the personnel.
5. Mr. Field does see a role for a non-local presence in partnership with a local community. The implementation team could help to assemble an appropriate group of people to debate the issues, and generate the right questions and come up with the right ideas. Also, ideas from local places could be evaluated and enriched and then disseminated. He believes good ideas would be quickly picked up, but stresses the need for searching for the right questions which will lead to attaining the right products.
6. Mr. Field's not planning on attending the 6/14 meeting.



J. Reimer

Interview with Arthur Green (4/24/89)  
2 hours in his home in Philadelphia

1. Rabbi Green had just received the letter to commissioners and seemed quite attuned to where we left off in December and where we were going in terms of demonstration centers - which he and I had discussed last in January. He favors what we then called "the multiple demonstration" approach.
2. We began the current discussion with the question of how does the Commission implement a demonstration approach. Given that a site has been selected, Arthur suggested the following scenerio: a. hire a central local person to run the demonstration center; b. develop an institutional link between the center and local Jewish colleges and agencies; c. establish fellowships to bring in practitioners from other locales to work as interns in the center; d. develop an outreach and publicity strategy to give national visibility to the demonstration projects.
3. We reflected on the model of the havura which we were both involved in at its inception. Green believes the original havurah demonstrated both how powerful it can be to bring together a concentration of talented people working on one project and how the image of something new and exciting can generate interest and replication. He believes in developing powerful models through the concentration of human resources and talents.
4. I begin to discribe in general terms the mechanism for implementing the community demonstration projects and he reacts positively. His remarks focus on these points: a. In balancing between the tasks of selecting communities and securing funding sources, it is important that the board and the director separate the tasks and not have selection made or directly influenced by the funders' preferences. While the funders need to know that their areas of interest will be concentrely demonstrated in projects, it should not be they who select where those demonstration sites will be. b. In the selection process, what is being compared are alternative dreams or visions. Who has the richest visions within a given area and the demonstrated ability to move towards its realization? What the mechanism can contribute is a forum to articulate and evaluate the dream as well as help in securing the people who can come into a site and help make the dream an educational reality.



J. Reimer

Interview with Carol Ingall (4/24/89)  
1 hour in her office in Providence

1. Carol Ingall attended the 4/5 educators meeting and did not need further review. She was ready to begin with her reactions to that presentation of the I.J.E. Carol believes it is a mistake to focus so singularly in the Commission on the process of implementation. What is also needed - and soon - is a vision of programs that can inspire people: where is the process leading - what might concrete, programmatic outcomes look like in the area of personnel.

2. in relation to the proposed focus on localism, Carol cautions not to overemphasize the individuality of needs in each community. A good model developed in one locale can serve as a guide to other communities who will know how to adapt the model to their local needs if there is a bank to draw on for financing adaptation; she believes the demonstration model is a good one.

3. What is needed to make the demonstration model work is a serious search for best practices. She does not believe that the IJE necessarily needs to invent new solutions, but in many cases, existing best practices - which are currently locally-run and nationally unknown can serve as models of what should be done in that area. But they must be found, encouraged, developed and put on view for others to emulate. "Best practices" is an urgent and top priority agenda item for the commission.

4. Carol's main disagreement with the IJE presentation was with the assumption of synergy: that many demonstrations should be centered together in one or several communities. She believes that concentration of effort in one community would be artificial: it would have no history - no organic roots in that community. Suddenly one or several communities would get a terrific influx of resources - which might be overwhelming and which might make that community seem very distant from other communities. She doubts that people would pick up and come to work in one centralized site.

5. Carol strongly believes in a more de-centralized approach. Take the issue of personnel and break it down into its component parts. Then search hard for where in the country communities are already at work on creating positive solutions for that component problem. (She believes more is being done in the field than is generally recognized, and hence already underway). Then use the IJE to help develop and expand what is already begun in the local community. (She agrees that here the IJE plays a crucial role in setting standards and getting much improved output; but only if it works on goals and programs that are already underway in a community). Then be sure to publicize the local best practice and finance its adaptation to other communities.

6. As a local BJE director Carol believes that her community or comparable communities can develop expertise in one or several aspects of the personnel issue, but not in the whole area. She adds, though, that it would add great luster to her whole program if her agency received national recognition for its area of expertise (eg. - teacher induction) and that these partial solutions can have great relevance for change in other communities.

7. Carol plans to attend on 6/14.



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J. Reimer

Interview with Mark Lainer (5/1/89)  
1 hour in a restaurant

1. Mr. Lainer is well attuned to the direction of the Commission and is supportive of the current thinking. He had the following comments.

- a. It is crucial that the 6/14 meeting deal not only with the process of implementation, but also with the content of the proposals around personnel.
- b. Before new projects in demonstrations be undertaken, we must know what is going on "on the ground" in the field. He suggests we send a team around to interview key people from the field in each of the central locations.
- c. What an implementation mechanism can do for a community like LA is to  
1. get into our heads and see the issues as we do; 2. help us articulate the goals we set for ourselves; 3. help us to evaluate if we are reaching our goals, and plan for how we can improve upon that; 4. help us to consider alternatives to our current goals and plans; 5. help us to understand our own successes - how they work as well as they do; 6. help us to disseminate our successes - within our community and nationally.

2. Mr. Lainer is planning to attend on 6/14. He'd like to have his bio re-written as it does not accurately reflect his involvements in Jewish education

Has this been done?

\*A IN

J. Reimer

Interview with Rabbi Harold Schulweis (5/1/89)  
One hour in his office

1. Rabbi Schulweis listened to the general direction of our work and agreed with that direction. Most of our conversation focused on his explaining the need for personnel training in family education - which is the latest focus of his attention in his congregation.
2. To summarize: Rabbi Schulweis has practiced a model of training selected lay members of the congregation to assume key educational roles alongside the professionals. He developed that in a para-rabbinics program and is now expanding it to a training family educators who will work in homes, family to family. The training is extensive, but there are no materials to use or any teachers to do the training. The rabbis will begin the process, but who will carry it on? There needs to be a new type of training education if this is to have any long term success.
3. ~~As~~ Rabbi Schulweis' focus is on synagogue life, I asked if he saw a need to develop a relationship among congregations, JCC's & Federation. He did see the need and admitted that rabbis can be too turf conscious. He would see the foundation as playing a crucial "shadchan" role in sponsoring formats in which first lay people and then professionals from these organizations could get to know one another's concerns and learn to bridge differences to find more common ground.
4. Rabbi Schulweis does not plan to attend on 6/14.



J. Reimer

Interview with Rabbi Isaiah Zeldin (5/1/89)  
One hour in his office.

1. In explaining the general direction of our work, Rabbi Zeldin reacted to several points, based on his experience at the Stephen Wise Temple, an education-oriented synagogue and its sponsored day school.
2. He believes that dissemination is a crucial issue not done well at present. He gave two examples. When they began their parenting center, one woman was hired half time by the reform movement to disseminate the model which she did to over 90 other congregations. When she asked for more time to support those sites, she was refused. No further dissemination has taken place since. Also he sees family camps as a very promising new idea. It has succeeded in several places in California, but has no way to spread beyond that narrow circle. A real effort at dissemination would be crucial.
3. His temple has set up a substantial fund to which teachers in the day school may apply for training grants. Rabbi Zeldin believes this has stimulated teacher initiative to plan their own professional development and has allowed for innovative practices such as sending general studies teachers to Israel to learn Judaica to incorporate into their classrooms. (Interestingly, the temple does not extend this to teachers in the supplementary school and the rabbi does not believe they should.)
4. Rabbi Zeldin believes there are certain positions that are lacking which could be crucial for both dissemination and training of personnel. He cites the example of a coordinator for the dozen reform day schools. Those schools have no way now of consistently sharing or networking, and yet one additional person could make a real difference.
5. He sees federations and foundations playing a significant role if they could subvent the costs of Jewish education for families. Especially for day schools, but also for supplementary schools, he thinks cost is an increasing factor in keeping students away. Perhaps a campaign to support Jewish learning. As for denominations, he believes they have little role to play beyond producing materials. Education is not their priority and hence not really their active domain.

Rabbi Zeldin is not planning to attend 6/14 meeting. He'd appreciate announcing the dates for next year now to allow him to plan in advance to come.



Interviews with Commissioners  
to SHH for follow-up  
and  
for suggestions to writers of Commission  
report

SHH should determine which of attached  
documents should be followed up by ~~the~~<sup>whom</sup>ever.



MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,  
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,  
Herman D. Stein, Jonathan Woocher

FROM: Virginia F. Levi

DATE: May 17, 1989

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Attached, for your information, are reports of interviews with Eli Evans  
and Maurice Corson conducted by Henry L. Zucker.



TO: Arthur J. Naparstek  
Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/15/89

REPLYING TO  
YOUR MEMO OF:

SUBJECT: INTERVIEW WITH ELI EVANS

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I met with Eli Evans on May 11, 1989 at his office for about one hour. Part of our agenda was devoted to another subject and our discussion about the Commission lasted perhaps 30-40 minutes.

It is clear that Eli believes we should not put the emphasis at the June 14 meeting on an implementation mechanism; rather we should come up with some ideas and should begin to point to what we will eventually be reporting and how we will implement our emphases on personnel and on community and financing. We should make it clear that we hope to come up with new ideas and with money. For example, Eli believes that there is a need for funds for a national pension system for education personnel. He believes there should be a fund for Jewish education built on the model of the National Endowment for the Arts.

Eli believes that the Commission has made good progress, but that there is now some impatience to get at more specific ideas.

Eli referred to his prior discussion with Seymour Fox. Seymour suggested the possibility of a national fund for the IJE, possibly in the neighborhood of \$50 million. Evans believes there is not a chance to raise a fund of this size. Evans believes that a fund of any considerable size would have to begin with a major contribution from Mandel, Bronfman, and Crown.

We reviewed the personnel option, the community option, and the implementation mechanism and the need for a follow up of each by the Commission. It is clear that Eli believes that the implementation mechanism should grow out of prior discussions about the enabling options and the related programmatic options. He believes it is necessary for the commissioners to become excited about the need for improvement in education and about the possibility of bringing about improvements.



INTER-OFFICE CORRESPONDENCE

TO: Arthur J. Naparstek  
Virginia F. Levi

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 5/15/89

REPLYING TO

YOUR MEMO OF: \_\_\_\_\_

SUBJECT: COMMISSION INTERVIEW WITH RABBI MAURICE CORSON  
ON MAY 11, 1989, ONE HOUR AT THE LAGUARDIA AIRPORT  
AND IN THE LIMOUSINE ON THE WAY TO HIS NEW YORK OFFICE  
LARRY MOSES PARTICIPATED IN SOME OF THE INTERVIEW

Corson is skeptical about the mechanism to follow up the findings of the Commission. He believes that Seymour Fox knew before the Commission was organized what sort of follow-up mechanism should be developed. Corson believes that while there is need of a follow-up mechanism, it is not a good idea to establish a new IJE agency. Rather, the function should be assigned to JESNA.

The Wexner Foundation would not support an independent IJE. It probably would support a JESNA department for the same purpose.

Corson is very touchy on the idea of financial support of the Commission's recommendations because he made it clear in advance that in joining the Commission, he was not implying that Wexner would take on a financial obligation to support the Commission's findings. I made it clear that all financial support for ideas which emerge from the Commission would be strictly on a volunteer basis. Participating foundations would take on financial support in areas in which they have a specific interest.

Corson commented that there are serious splits in the organizational functioning of all three denominations, and that this will probably have a negative effect on the ability of the denominations to be helpful in carrying out ideas developed by the Commission. For example, anything recommended by the Hebrew Union College is likely to be ignored or opposed by the Union of American Hebrew Congregations.

In general, Corson was supportive of the work of the Commission. He believes it will produce a report which will have substantial influence on Jewish education. He made it clear that the Wexner Foundation has a deep interest in Jewish education and is already supporting major efforts in this field and will continue to do so.

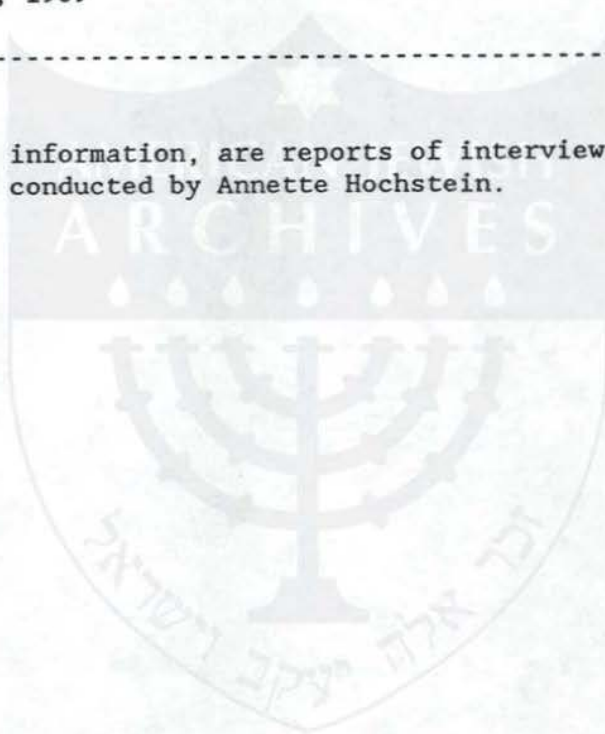
MEMO TO: Seymour Fox, Morton L. Mandel, Arthur J. Naparstek,  
Joseph Reimer, Arthur Rotman, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 19, 1989

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Attached, for your information, are reports of interviews with Norman Lamm  
and Ismar Schorsch conducted by Annette Hochstein.





lamm4.89/2MN-W

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

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. NORMAN LAMM
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: APRIL 3, 1989
4. SETTING: DR. LAMM'S OFFICE AT YESHIVA UNIVERSITY
5. DURATION: 1 HOUR
6. SUMMARY:

As in previous meetings with Lamm, the conversation centered primarily on what the Commission would yield for the training institutions. The message - essentially unchanged since our first meeting - is : " we must get going. Meetings and talking are time consuming and there has been plenty of that. In the meanwhile we do not have the funds needed to pay our faculty or to give scholarships to our students"...

We discussed possible demonstration sites. We discussed how training programs might be built up and strengthened through their role in training for demonstration centers. Norman Lamm was quite interested in the training possibilities of such projects.

When addressing the content of training (what the training of Jewish educators should consist of), the issue of the goals of education came up. I expected N.L. to deal at this point with the ideas of Centrist Orthodox education. Instead, he chose to make a strong point of the pluralistic nature of YU's Azrieli School of Education: "It is an ideologically neutral program; in fact it is a content-neutral program which concerns itself primarily with administration."

N.L. believes the Commission should immediately undertake a best-practices program, both for seeing what can be replicated and for finding out what works well and is good.

He repeated his view that efforts should be made to develop day-high-schools, because "this is the age when you can most influence the young person". He urged that excellent model-high-schools should be established

Altogether Lamm is supportive of the Commission and its work, but impatient with its process, hoping it will yield concrete outcomes soon.



schor3.88

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

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: APRIL 3, 1989
4. SETTING: DR. SCHORSH'S OFFICE AT JTS
5. DURATION: 1 HOUR
6. SPIRIT: CHALLENGING AND INVOLVED AND INTERESTED

The purpose of this meeting was to present the evolution of our thinking since the last Commission meeting and particularly to present the idea of demonstration centers and possibly of the "ii". I introduced the two topics - demonstration centers and a mechanism for implementation.

Dr Schorsch raised the issue of local versus national efforts - pointing out that in his view what is really needed for personnel is a major national effort at recruitment and at training. We discussed how local efforts might be linked to the national service organizations. Dr Schorsch raised the question of the national structures - their roles and relative importance. Clearly, as head of a national institution he sees the role of service deliverers - such as JTSA or the Conservative movement - as very important.

He raised the question of what will be the institutions dealing with Jewish Education and which institution it should be. What is and should be the relative importance of BJE's, Federations, denominations, congregations etc..

I presented the staff's work since December, including a briefly detailed illustration of demonstration sites. Dr Schorsch cautioned us against the danger of planning improvements extensively through existing personnel, rather than with "new blood". He suggested that the way to bring in new personnel would be by attempting a direct move at recruitment for training programs: "if the Commission could bring about the recruitment of several hundred young people into Jewish Education over the next 5 to 10 years, and train them adequately, then the Commission will have made a significant difference." We discussed numbers. I.S. suggested that if 40 additional people would be trained annually this could have a significant impact. We discussed this figure in the light of the 30,000 or so educators in the field.



Dr Schorsch pointed to the fact that many new professional positions are being created by federations and other communal organizations: the Commission should be directly pre-occupied with increasing the qualified personnel for these.

I presented the "ii" in some detail and we discussed the various functions - particularly the Community interface function. We discussed how the "ii" would be able to launch a multi-pronged attack on the problem - dealing with training and recruitment as well as with profession building, job-development etc. I.S. cautioned us against a mechanism that would be too complex and too expensive.

Note: this was a challenging meeting, by far the best of the 4 I have had so far with I.S. as regards concern and involvement with Jewish Education. I.S. reflected positively on the work done by the COMmission. I told him that Mr Mandel would probably call him and might want to meet to discuss the institutional issue. I.S. seemed to look positively upon that idea.





## NOTES FOR MEETING WITH DR. ISMAR SCHORSCH

### I. GOAL

To enlist Dr. Schorsch's support and assistance in reaching out to other key constituencies within the Conservative movement on behalf of the Commission

### II. SUGGESTED TALKING POINTS

1. As the Commission begins to move toward an action plan for implementing its recommendations, the synagogues, rabbinate, and educators of the Conservative movement (as well as Reform, Orthodox, and Reconstructionist) need to be brought into the process.
2. The specific groups with whom we feel the Commission should be developing a relationship include:
  - a. the leadership of the United Synagogue (congregational arm of the movement) and its education Commission and Department
  - b. the leadership of the Rabbinical Assembly (Conservative rabbinic organization)
  - c. the professional educators of the movement (their group is the Jewish Educators Assembly)
3. We want to be able to inform them of the progress of the Commission, and get input from them regarding how they can and would want to be involved in advancing the Commission's work.

NOTE: A decision will need to be made by MLM and staff as to the extent of input we seek from these constituencies at this stage into both the formulation of the Commission's recommendations and the action plan, and defining their potential role in the implementation of the action plan developed by the Commission.

I am assuming that Joe Reimer will be consulting with some of the same constituencies on his paper on the synagogue's role in Jewish education, and that this will provide a measure of involvement in the formulation process. However, I suspect that this will not be seen as constituting consultation at the highest level between the Commission leadership and the leadership of the rabbinic, congregational, and professional educator constituencies of the Conservative movement.

There is a range of issues on which these constituencies may have strong views -- on the questions of, e.g., how we can deal with the personnel problems of synagogue schools; or, how rabbis



should be involved in community planning for Jewish education -- and their responses might inform the Commission report and recommendations. The potential danger is that their thinking may not conform to the general directions already set. Thus, we must decide how extensive and far-ranging we want their input to be.

4. We would like Dr. Schorsch's thinking on how best to do this, and his assistance in facilitating this communication.

### III. POSSIBLE DESIRABLE OUTCOME

Dr. Schorsch agrees to host a meeting of other Conservative movement leaders with Commission leadership/staff to discuss the Commission's work and receive their input (a la meetings with Federation presidents and executives).

9/20/89 - Jonathan Woocher



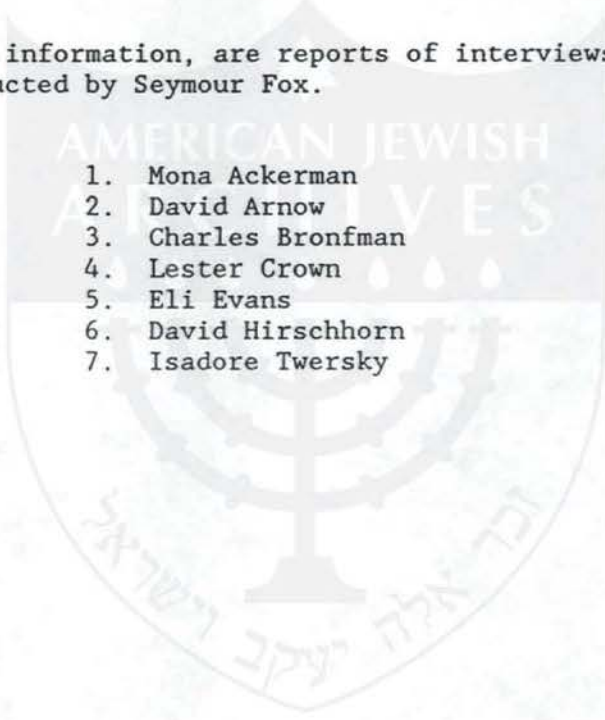
MEMO TO: Morton L. Mandel, Arthur J. Naparstek,  
Joseph Reimer, Arthur Rotman, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 22, 1989

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Attached, for your information, are reports of interviews of the following commissioners conducted by Seymour Fox.

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1. Mona Ackerman
  2. David Arnow
  3. Charles Bronfman
  4. Lester Crown
  5. Eli Evans
  6. David Hirschhorn
  7. Isadore Twersky



mona/1FOX-W

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DR. MONA ACKERMAN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 5, 1989 -- 1:00 P.M.

PLACE: NEW YORK CITY

Summary:

Mona Ackerman is very excited about the work of the Commission and thinks that it will serve as a catalyst for all activities in Jewish education. Her main interest is in model early childhood day care, which she sees as related to family education.

She believes that a rationale has to be developed of why Jewish continuity can be built through day care, and that's something she'd like to be involved in.

She would be happy to participate in a sub-group of the funders. She certainly thinks the funders should be brought together and was very concerned, and brought this up several times, that the funding be thought about before we go into a demonstration site. She understood the idea of demonstration site quickly and thought that her own day care interests could find their expression there.

She then brought up something which I imagine will accompany us throughout our work. She said that she has to make a large contribution in New York City. "If your demonstration site could have something to do with my work in New York City, I can give a great deal of money. If it is going to be outside of New York City, I don't know how much money I can give."

She thought all the funders should be asked to contribute some money now to a feasibility study about the demonstration site. She said, "If any one of the funders is not ready to contribute, they ought to be thrown off the Commission."

She is the first person who asked us to serve as a broker for her. She asked us particularly to meet with Dr. Alvin Schiff and work out with him what her role could be in New York City in the area of day care. Schiff had mentioned something to me about this and now I understand that he has been negotiating with her as well. She thought that we could be a broker without a vested interest and could represent her in terms of content.

She also asked that we be in touch with Kathy Hat who is her right arm on the foundation.

She seems to be fairly close to Eli Evans and she is ready to join small groups. She has some problems about the meeting on the 14th, because her son is graduating from Ramaz that same day. I think if we remind her and encourage her, she will come to all or most of the meeting.

Again, we are reminded of how important it is to get the funders together. I think that she also must be met with regularly to keep her on board.





arnow/1FOX-W

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. DAVID ARNOW

INTERVIEWER: SEYMOUR FOX

DATE: FRIDAY, MAY 5, 1989, 10:30 A.M.

PLACE: NEW YORK CITY

Summary:

David Arnow began the interview by reminding us, as he had said to Annette, that he did not see continuity as the ultimate value, but rather the content of Judaism.

He was intrigued by the possibility that in the demonstration site each of the movements would be challenged to develop its own conception of philosophy of education, and thus the content of the Judaism that it wanted to perpetuate. He had some doubts about whether the movements could really produce an effective definition of Judaism.

He thought that the ii could be an interesting way of seeing that demonstration sites were truly implemented.

He reminded us of the sensitive issues involved in evaluation and the special kind of people that must carry out evaluation in order to prevent the participants in a demonstration site from feeling defensive. This same issue returned in the conversations with Mona Ackerman and Eli Evans.

Mr. Arnow strongly feels that the Commission should continue to do its work and is concerned about the idea of the ii replacing the Commission. He thinks that in light of the effort that has been made to create such a group, it would be a mistake to disband it, even after creating an ii, and even though he had the sense that he might be invited to participate in the ii. I believe that he would be interested in funding part of the program as well.

He brought up the issue of parent education which he thinks is very important. The importance of Hebrew was again brought up by him. He was concerned about Jews being very defensive about their Jewishness and wanted some balanced sense of identity. He brought

up the whole question of Israel, which he believes ought to be central to any conception of Jewish education, as it is central today to any conception of Jewish identity. He thinks that if Israel is anything less than a magnet for Jews, Jewish education will suffer greatly.

He is also someone whom we ought to continue to work with carefully between Commission meetings. I think he is a potential funder. He was concerned about the issue of marketing. He felt that marketing, or what we might call diffusion, was a very important matter to be carefully incorporated into the work of the ii to make sure that it was not merely one demonstration site that we were talking about.

He wants to participate in small group meetings around particular topics. He would be a good person to join with Hirschhorn and possibly Evans on the issue of research.

He will be attending the meeting on the 14th.





5  
brnf/1FOX-W

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. CHARLES BRONFMAN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 4, 1989

PLACE: MONTREAL, CANADA -- LUNCH 12:30 P.M.

Summary:

Mr. Bronfman invited the new director of his foundation, Mr. Tom Axeworthy, and Mr. Stan Erman, a member of his staff who has participated in previous interviews, to join us at the meeting.

Charles Bronfman listened carefully as I described the demonstration site and the possibility of a demonstration site being a full community or something smaller than that.

Upon hearing that, Mr. Bronfman made a distinction between his role on the Commission where he wants to be a good commissioner, and his own "selfish" interest -- that is, in the work of his own foundation. Mr. Axeworthy and Mr. Erman then described several of the projects that the Bronfman Foundation has decided to undertake, such as twinning Diaspora schools with Israeli schools, particularly in the area of schools; doing work in the teaching of Israel in the Diaspora; increasing the number of groups that come to Israel as well as improving the impact of these groups. They are also talking about a training program for the staff of Israel Experience groups.

We then considered the impact that the Israel Experience could have if it were related to other aspects of an educational program in a demonstration site, such as the community center, the day school, or the supplementary school. Those schools could introduce the Israel Experience into the curriculum and take advantage of the youngsters' experience when they returned. Charles thought that was an interesting point and seemed to be supportive of the idea of demonstration site.

We then proceeded to the issue of the ii, and Charles began to ask questions about how much it would cost. I told him I had no idea. He asked some perceptive questions about whether this should be a separate entity or a part of JESNA or some other organization. I left all those matters open. He felt that the funders ought to get together and begin to discuss the total package. He asked whether others, such as Mona Ackerman, were interested in participating in a demonstrate site. I said I did not know as I hadn't seen her. (As you will see later in my

interview with Mona Ackerman, she's very much interested in doing this, perhaps more so at this time than any of the other people that I have interviewed.)

Charles then used a part of the meeting to talk about problems of Israeli education. I believe this was in light of several of the possible projects that his own foundation is considering.

I found Charles to be very involved in the work of the Commission and very complimentary about the "Mandel" Commission. I believe that a good deal of time should be invested particularly in Mr. Bronfman and also in Mr. Axeworthy and Mr. Erman. I think Mort must continue to meet with Charles. He will be attending the meeting on the 14th, although he will have to leave after lunch to go to Kansas City.

I think that we should be in touch with Charles one more time before the meeting and possibly suggest a role for him at the meeting, including some comments that he might make that would be useful. He certainly wants to play that role.





crown/1FOX-W

TOWARDS THE THIRD COMMISSION MEETING

INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. LESTER CROWN

INTERVIEWER: SEYMOUR FOX

DATE: MONDAY, MAY 8, 1989 10:30-12:30 P.M.

PLACE: CHICAGO, ILL.

Summary:

Mr. Crown reiterated his interest in having the Commission wait for the results of the work of individual foundations and build on their results (as he had mentioned in his meeting with Mr. Mandel in New York in April). Thus we would know what works before we went into any kind of macro activity.

Susan Crown and Barbara Manilow attending the meeting as well.

Mr. Crown like the idea of discussing what we know currently from best practice and putting that together in first conceptions of what demonstration sites could be, but continued to return to giving the foundations an opportunity to "do their thing."

On the other hand, he is looking for whatever possible input the Commission could have in the work of his foundation and he thought that other foundations are equally interested.

He described his own conversations with Larry Tisch and trying to get him to offer his expertise and understanding of the media for the work of Jewish education. He also described his conversations with Evans on this issue.

Mr. Crown sees essentially two major roles of the Commission: one is to stimulate the interest of individuals, funders and foundations. He believes that the Commission has already succeeded in doing this. Second is to market, diffuse, distribute information on anything related to best practice, to vision, etc.

He showed a good deal of interest in the Cleveland Commission and I promised him that we would send the report of the Cleveland Commission. He would like most of this material to be funneled not only through him, but through Barbara Manilow and Susan Crown. I agreed to stay in contact, not only with Mr. Crown, but with Barbara and Susan.

Mr. Crown will not be able to attend the meeting on the 14th; he will be at the Air Show in Paris selling airplanes.

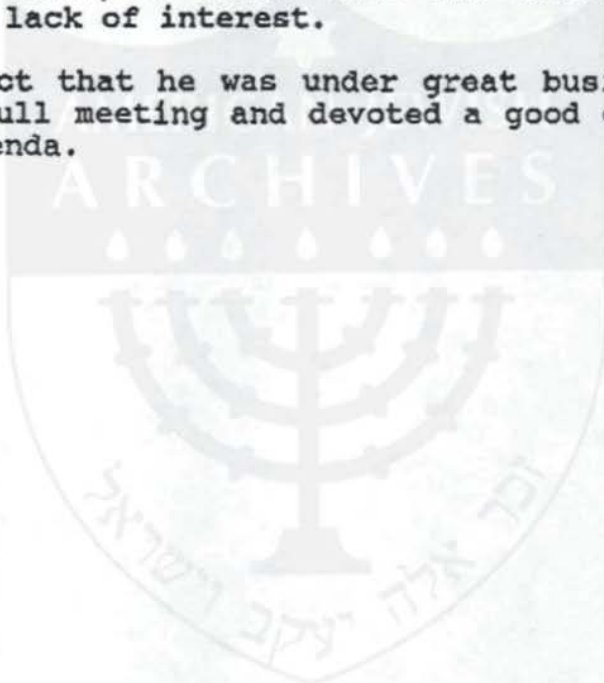
In the conversation, much interest was expressed about the area of personnel. They brought to my attention one project which they believe has had some impact in Chicago in the area of general education. It's called the Golden Apple Award, and its director is Dren Geerof. The Foundation of Excellence in Teaching. (The number is 312-407-0006.)

Jonathan Woocher is going to be involved in a series of consultations for the Crown Foundation and I think we ought to coordinate our efforts with his. They have not settled on their area of work.

Mr. Crown thinks it would be useful to arrange a meeting of the funders and he would be willing to participate in it. I think we ought to plan that meeting as soon as we can.

In this meeting Mr. Crown showed a great deal of interest and support for the work of the Commission and though he will be missed on the 14th, I think that his absence should not be interpreted as lack of interest.

Despite the fact that he was under great business pressure, he carried on a full meeting and devoted a good deal of energy and time to our agenda.





evans/1FOX-W

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: DR. ELI EVANS

INTERVIEWER: SEYMOUR FOX

DATE: FRIDAY, MAY 5, 1989 -- 3:30 P.M.

PLACE: NEW YORK CITY

Summary:

\* I had a two and a half hour meeting with Eli Evans, which was very useful. He was quite skeptical about the concept of demonstration site and it throughout most of the meeting.

Before the meeting ended, he was able to see some value in it, but still felt that we were missing the main point which was the broad issues that he thought the Commission should present to the Jewish community -- issues such as how to effect families; the role of women and their relationship to the professions; what is likely to have a real impact in Jewish education, etc.

\* He felt the real role of the Commission was to set the agenda for philanthropy for the next 10-20 years, and that this is something we ought not neglect. He felt that the Commission was a very important entity and ought to be continued. He warned us about the complicated problems involved in evaluation. One of the issues that he thinks is major is the issue of the unaffiliated. He thinks that this is a great moment in the history of Jewish life, a time to emphasize the big issues. He also felt that his own matter of the media should be given sufficient attention.

Later in the meeting he saw some value in the suggestion of demonstration site, but still felt that we might be defining our outcomes too narrowly. He also warned against putting all our emphasis on one approach.

He was surprised to hear that we had specific implementation goals such as building a demonstration site, and warned us that this should not be undertaken unless there was approximately \$10 million a year to be spent on the project.

*on board for what.*  
I think there should be a meeting of Mort Mandel, Evans and possibly Hank Zucker because I believe he can be brought on board and can be very helpful.

Dr. Evans was very constructive throughout; he just disagreed. At the end of the meeting he said that he certainly felt a demonstration site was an approach, providing it was sufficiently funded.

By the end of the meeting he suggested some kind of a balance between the broad issues and the issue of a demonstration site. He said the ii depended entirely on who the personnel would be; that unless the right person was put into the ii, it was better not to begin with it.

He continued to emphasize that he thought the purpose of the Commission would be to list the issues, and set the agenda for the next decade or two.

He indicated that many of the funders would be looking toward what the Mandel Foundation decided to do in this area to give them some conception of the proportions that are being considered.

He was also very much interested in the question of yordim and their impact on the American Jewish community, as well as on the area of Jewish education.

He would be willing to participate in small groups, especially a small group on evaluation together with Hirschhorn, Arnow, etc.

He intends to participate in the meeting on the 14th.



hirsch/1FOX-W

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: MR. DAVID HIRSCHHORN

INTERVIEWER: SEYMOUR FOX

DATE: MAY 3, 1989 -- 3:00-5:00 P.M.

PLACE: BALTIMORE, MD.

Summary:

This was my second meeting with Mr. Hirschhorn. It was another excellent meeting. Mr. Hirschhorn definitely wants to be involved in the work of the Commission and has particular interests which fit within the general work of the Commission, and particularly the work of the ii.

I reviewed with him the conception of demonstration site, leaving open the exact definition, with the possibilities ranging from a whole community to several schools in different communities. He made some important points regarding the politics of working with any particular community.

He understood the need for a mechanism to carry this out, and is very supportive of the idea of the ii. Again, he returned to his two major interests which are research-evaluation goal setting, and encouraging the various denominations to work out their goals, to articulate them, and to decide what practice is likely to lead to their goals.

He saw the evaluation and monitoring aspect of the work of the ii as very important, and I think he would be particularly interested in being involved with this.

He brought up the question of federation grant-giving and its relationship to Jewish education. He is concerned about the fact that we have very little by way of evaluation to guide federations as they make decisions. He continuously referred to his own role in the Baltimore Federation.

Another topic that is of importance to him is the supplementary school and he wants to find out how much can be done in a supplementary school. We discussed the fact that there are several supplementary schools in the United States that appear to be successful. He thought it would be useful to study those schools, to see what it is that makes them "successful" and decide whether they could be replicated.

He would be happy to participate in small group meetings related to the issue of research or the supplementary school. He was ready to speak at the next meeting of the Commission on the issue of research and the supplementary school. I promised to get back to him to tell him whether this would be useful.

He mentioned the importance of bringing Bob Hiller into the inner group. Mr. Hirschhorn is also concerned with the issue of profession-building and thought that this was going to be one of the key issues and challenges for the Commission.

I think we have a very supportive member of the Commission who is happy to participate and be active.

At the end of the interview, Mr. Hirschhorn thought it would be useful for me to meet with several other members of the Blaustein family. He proceeded to discuss with them the work of the Commission and described it, I thought, very effectively.

Mr. Hirshhorn is expecting to attend the meeting on the 14th.





twer/1FOX-W

## TOWARDS THE THIRD COMMISSION MEETING

## INTERVIEW OF COMMISSIONERS

COMMISSIONER NAME: PROF. ISADORE TWERSKY

INTERVIEWER: SEYMOUR FOX

DATE: THURSDAY, MAY 4, 1989

PLACE: BOSTON, MA., 5:00 P.M.

Summary:

Prof. Twersky was very interested in the concept of a demonstration site. He thinks that "best practice" must be rewarded and that it is even more important than any of the work with the training institutions. He believes that working with people on the job, training on the job (as he has said all along) is the way to proceed.

He is very concerned about the potential of the training institutions -- how much they can ultimately do. He thinks that the departments of Judaica in various universities could do a great deal.

He believes that the Commission ought to charge the ii with a very specific mission statement which limits the role of the ii, so that it can't do just anything. He was interested in the ii as a successor organization. I think he would be happy to serve as and an active member of the board.

He generally supports the idea of an ii and I think that he would be happy to participate actively in the meeting on the 14th, which he plans to attend.

I think Prof. Twersky has a great deal to offer regarding the content of a demonstration site, as well as the training programs that would accompany these demonstration sites.

I will be seeing Prof. Twersky again in Israel on May 23rd.

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,  
Joseph Reimer, Arthur Rotman, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: May 26, 1989

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Attached, for your information, is a report of an interview with Bennett Yanowitz conducted by Arthur Naparstek.





INTERVIEW WITH  
BENNETT YANOWITZ

ARTHUR J. NAPARSTEK  
MAY 23, 1989

I. Progress Report on Commission Activities Since the December 13 Meeting

I reviewed with Bennett Yanowitz the progress the Commission has made. Specifically, we focused on the consensus that came out of the December 13th meeting. I asked Ben if he agreed that commissioners were comfortable with the idea that the Commission's mission was to bring about across-the-board change on a systemic level and to focus on implementation. I also reviewed with Ben the framework which was agreed to by the Commission at the December 13th meeting. The framework includes the identification of personnel and community as enabling options and the identification, without prioritizing, of 23 other programmatic options.

Ben pointed out that the challenge before the Commission is to bring about implementation.

II. Implementation

I reviewed with Ben that in thinking about implementation, we need to look at education on a local level. He agreed with that perspective. I then put forward the idea of the development of demonstrations. At that point Ben indicated that before we begin thinking of demonstrations or any other mechanism related to implementation, we need to assess the problem and get a group of commissioners to talk it through. Let people begin thinking of what personnel means in relationship to implementation on a local level.

Ben spoke of JESNA's emerging role in this area. JESNA is committing more and more time to the issues of personnel. Last month, JESNA's Executive Committee approved the concept of JESNA becoming the organization that could house an endowment for Jewish education. The JESNA goal is to raise \$10 million for the endowment.

He then asked me if I thought this would compete with the Commission. I turned the question back to him, his response being that he and Woocher discussed the problem of competition and felt that the needs in the field were great, and if the Commission only focused on community and personnel and not all the programmatic options, there would not be any competition. I pointed out that there was a relationship between personnel, community and the programmatic options.

III. Summary of Interview with Bennett Yanowitz

Bennett Yanowitz can be an eloquent spokesperson for the Commission. He understands the issues well. We are going to have to reconcile how a Commission-initiated mechanism will differ from what JESNA is planning with regard to the Endowment Fund.

JUN 15 1989

MEMO TO: Seymour Fox, Annette Hochstein, Morton L. Mandel,  
Arthur J. Naparstek, Joseph Reimer, Arthur Rotman,  
Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi

DATE: June 5, 1989

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Attached, for your information, are reports on interviews with Lester Pollack conducted by Jonathan Woocher; Henry Koschitzky, Donald Mintz and Charles Ratner conducted by Arthur Naparstek; and Esther Leah Ritz conducted by Annette Hochstein.





REPORT ON MEETING WITH LESTER POLLACK, 6/1/89

Submitted by Jonathan Woocher

I met with Lester Pollack in his office. Despite missing the last Commission meeting, Lester appeared very positive about and committed to the work of the Commission.

I reviewed the development of the Commission's agenda, and especially the decision to focus on the areas of personnel and community support. He understood and accepted the rationale for this decision. He raised the question, however, of why, if so many other major substantive areas continue to merit attention, the Commission should not be an ongoing venture. The Commission's goals and the issues of Jewish educational change will remain relevant for quite some time. Therefore, he suggested, the work on personnel and community support might only be the first phase of its activity. He also raised the issue of trying to spawn local replicas of the Commission to continue the work, much in the way in which local JCCs established Maximizing committees after the model of the JWB commission.

I outlined the current thinking regarding a possible mechanism for carrying the work of the Commission into implementation. He strongly agreed that the Commission must produce more than a report. He was less interested in the details of the proposed implementation mechanism. He indicated that at this point he felt the Commission must focus on the substance of what it wishes to say, and that it would be sufficient for Mort to state that the issue of implementation was very much on the minds of the planning group, that a report would not be the final product, and, perhaps, to set up a small group of commissioners to look in more detail at implementation options with a mandate to report back at some subsequent meeting.

\* He felt that the meeting on June 14 should focus on substance, not process. He suggested that proposed "chapter headings" of a final report be presented by staff for discussion. These would outline the major issues in the two areas the Commission will focus on. Assuming agreement is reached on the topics which the report should cover, he suggested that the Commission subsequently divide into sub-groups, each of which would assume responsibility for one of the major sections. Papers would be prepared for discussion by these groups, and the groups would eventually report back to the Commission as a whole with drafts of the sections.

Lester will be at the Commission meeting on June 14, although he will have to leave at 2:00 pm.



TELEPHONE INTERVIEW WITH  
HENRY KOSCHITZKY

ARTHUR J. NAPARSTEK  
JUNE 1, 1989

The purpose of this interview was to bring Henry Koschitzky up to date on developments since the December meeting of the Commission.

\* Henry indicated, at the start of the interview, that he would be unable to attend the meeting as unavoidable business plans have now come up.

However, he reiterated that he is very committed and interested in Commission activities and looks forward to getting all the information.

I reviewed with him the progress since the last meeting. Henry agreed there was a strong consensus following the second meeting, particularly as it related to personnel and community. However he pointed out that many of the commissioners had different priorities related to personnel. Although all agreed with personnel, some saw personnel only in the context of day schools. Others saw personnel in the context of early childhood or family programs, etc. He went on to say that people tied personnel to their own pet projects. Somehow or other the Commission will have to reconcile that problem.

Henry is very supportive of an implementation strategy which flows from a national mechanism. However his concept is somewhat different in that he would prefer the Commission initiating national programs as opposed to developing a mechanism which, in turn, would develop programs. In fact, Henry has a program in mind that he is interested in. It relates to recruiting Schlichim from Israel who would work in communities. It's a complex program and Henry believes it could serve Jewish education in Israel as well as providing the opportunity to meet a short-term need in the day schools of America.

The point in Henry's telling me of the program was not as much about the program but about the notion of creating generic programs that will meet different types of needs in the personnel area. If a mechanism is developed, Henry feels strongly that it should not be service-oriented, that it should be catalytic and leverage funds and specifically, deal in terms of creating opportunities for new personnel not, in effect, stealing personnel from one community to another.

Henry is very supportive of Commission work. He would prefer to work in small groups on specific aspects of the Commission agenda. A task force approach and/or small group meetings during Commission convenings would be appropriate from his point of view.



SUMMARY OF DISCUSSION WITH  
DONALD MINTZ

ARTHUR J. NAPARSTEK  
JUNE 1, 1989

The discussion with Mintz was abbreviated. The major point of our talk was on a national mechanism. Mintz believes a national mechanism is imperative but should not be incorporated as part of one of the national organizations such as JWB, JESNA, or CJF. Don feels that the national mechanism must be a neutral entity and not bear the burden of an existing organization's history or staff and organizational culture.

Mintz believes a national mechanism would be useful in terms of leveraging funds for local programs to play a networking role and to harness the excitement and energy of the Commission.

Don Mintz will be at the meeting and agreed to co-chair a small group with Esther Leah Ritz.



INTERVIEW WITH  
CHARLES RATNER

ARTHUR J. NAPARSTEK  
MAY 31, 1989

The focus of this interview was somewhat different than the others in that the background information for commissioners had been written. Thus, meeting with Ratner was not as much to get input into the document, but instead to bring him up to date on the developments since the second meeting and his opinion on anticipated directions.

Charles Ratner brings a unique set of experiences to the Commission as he's been involved, on the local level, in a set of processes that were both successful and unsuccessful in developing Jewish education initiatives. Chuck spoke of an initiative in 1976 in Cleveland which he felt was unable to live up to its promise. He felt that a key issue in 1976 was that they did not develop a communitywide coalition by building a partnership between congregations, the bureau, the college, and the federations.

The Commission on Jewish Continuity, which he co-chaired, has been successful in that a "wall to wall" coalition had been developed. Thus, in dealing with the question of criteria for community action sites, Chuck feels that it is very important to pick communities in which such coalitions are possible. Otherwise he fears that we will get involved in very narrow turf battles with an institution within the community "derailing" the initiative.

Chuck is also sensitive in terms of looking at how community action sites might focus their activity in terms of how you build leadership. Chuck feels that even though the initiative appears to be working in Cleveland, he has a sense that we still have a challenge to build a core of new leadership for Jewish education in the community. Chuck feels the base of leadership is still the same.

Chuck feels an implementation strategy will be very difficult and must be put within the context of a strong final report. He said that in business at Forest City there was always a need to refer to a base document that serves as a blueprint for action.

He went on to say that a second reason for a strong competently written report is that if the Commission just puts forward an implementation strategy without a report, it would appear that this came out of the minds of Commission staff.

Chuck is very optimistic about the Commission and believes that an implementation mechanism makes a great deal of sense but it must be developed in the context of a strong report that has agreement from all the key stakeholders and particularly with a broad consensus from the commissioners.



elr/2MN-W

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

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: ESTHER LEAH RITZ
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: MAY 26, 1989
4. SETTING: TELEPHONE FROM JERUSALEM TO MILWAUKEE

Summary:

Mrs. Ritz did not attend the second meeting - however this was our third opportunity to speak about it, (the first two conversations were brief). We reviewed what happened at the second meeting and the staff thinking since then. I related the idea of demonstrations and asked for her response.

ELR views very positively the notion of moving towards practical outcomes and implementation in the work with the Commission. She says that this has to happen, and it has to happen soon because the members of the Commission are mostly action-oriented people. They are not so much interested in studies and projections as in producing change. that is after all the purpose of the Commission: to take cognizance of the problems and produce change.

In the discussion on community action sites, Mrs. Ritz pointed to the fact that it is possible to identify and recruit people locally; it is possible to upgrade them through resources such as local colleges in the regions or communities where there are such colleges but a national element will have to be introduced if we want to be effective. Indeed, personnel training is largely done at the national level and in Israel. The Commission will have to think of solutions to the shortage of personnel in terms of the training resources available continentally in North America and in Israel.

As far as effecting the community nationally or continentally is concerned, ELR thinks that endorsement of the topic of education by this Commission is in itself, a message that might affect the climate in the community. She believes community building should be both local and national.

In her view, CFJ is at this point still largely paying lip-service to the topic of education. "It's table is so full!"

On the other hand, federations can certainly take leadership for the local coordination of formal and informal educational efforts. The federations should be the conveners, leaders, staffers of such efforts.

Mrs Ritz views positively the fact of dealing with both formal and informal education. This is a positive evolution since the report on Maximizing the Jewish Educational Effectiveness of Community Centers: a new dialogue between formal and informal



education is going on. That trend moved from the "Maximizing" report to the Jewish Education Committee, to the North American regional effort of that committee, to this Commission on Jewish Education in North America - and this is very positive.

Returning to the topic of training, she pointed to the fact that even the national denominational programs are weak and need strengthening. She suggested that one might want to consider a consortium of training programs.

The potential pool of educators in the Judaic departments of universities have never been approached in a systematic way to join Jewish education - this should be looked at.

intor2/6mnw

JUN 07 1989

HLZ

TO: Annette and Prof. Fox  
 FROM: Debbie  
 DATE: June 2, 1989

RE: Main points from interviews with commissioners  
 prior to the third Commission meeting

### My general comments

*Begin with the IJE*  
 1. In some of the interviews, there seems to be a bit of confusion about the relationship of the IJE to the demonstration site. Sometimes the terms are used interchangeably. In some cases, the functions of the IJE are applied as questions about demonstration centers.

2. Not all of the interviewees mentioned the IJE/II by name, but did refer to some kind of national implementation structure. I listed those comments separately.

\* 3. By far, the most negative interview was with Yitz Greenberg. Second was Irwin Field.

4. Comments are in alphabetical order.

### Positive about idea of IJE

*(but with <sup>\*</sup>variations)*

Appleby: Could help Toronto; could link York Univ. to HUC, YU, JTS.

\* Arnow: IJE is good way to make sure demonstration sites are implemented and that ideas are diffused. Marketing of ideas will be a crucial role for IJE. Interested in participating in IJE but doesn't think the Commission should be disbanded just because the IJE is created.

\* Bronfman: Asked about cost and whether or not it should be part of JESNA.

*Why we need a detailed discussion of the IJE + community action sites*  
 Coleman: Sound idea but functions have to be carefully thought out. We should carry on the Commission's work. Should be the conscience of American Jewry, make periodic reports on Jew. ed., offer authoritative information; shouldn't turn into another JESNA, but perhaps can help build JESNA up to leadership position.

\* Evans: IJE must grow out of previous discussions on enabling options and related programmatic options. Commissioners need to get excited about the possibility of improvement.



Green: Board of IJE shouldn't be influenced by the funders preferences. IJE will be a forum for articulating, evaluating a dream and securing the people to make the dream into an educational reality.

Hirschhorn: Very supportive of the idea, especially interested in evaluation and monitoring aspect.

Lainer: An implementation mechanism could help communities articulate its own goals and evaluate its programs and disseminate its successes.

Lee: Get the educators involved with it as early as possible.

Lipsett: Understands need; research should be a major part of it.

Ritz: Very positive about idea of moving towards implementation; it should be done soon, as commissioners are action-oriented people.

Rosenthal: Exciting, but how will operational decisions be made? How will it develop conceptual basis for guiding change (e.g. how will it determine standards for professional development)?

\* Shapiro: An IJE will only be effective if it involves all the major players - top federation leadership, synagogues, day schools., Yeshivas, the Gruss fund, etc. [sounds like there's some confusion between demonstration site and IJE]

Twersky: Mission of IJE should be narrowly defined so it can't do anything it wants to do.

### **\*\*Skeptical about IJE**

Bieler: Focus on implementation rather than on content is too abstract; worried that too much time is being spent on the process of processing. Problem with IJE is it involves partnership with existing institutions which are committed to non-change.

\* Evans: Sees some value in IJE but thinks it defines the outcomes too narrowly. Role of Commission is to set the agenda for philanthropy for the next 2 decades. Don't put all emphasis on implementation. Need to present broad issues to the Jewish community. Commission should continue, not end with IJE.

\* Gottschalk: Mechanism needed but concerned about complexity of ii.

Corson: "He believes that Seymour knew before the Commission was organized what kind of follow-up mechanism should be developed." While there is a need for a mechanism to follow up on findings of



\* the Commission, shouldn't establish a new agency. Assign the job to JESNA. Commission's major contribution will be in the report it produces.

Field: Focus on implementation is premature; critical issue now is the product. A "good idea" is crucial to bringing about change - implementation follows naturally. Cautioned against starting another organization. Energy should be put into the product, not into the "building".

\* Greenberg: Why can't consortium of existing agencies play role of IJE? Why not give money to JESNA to be the think tank? If a new entity is created, it shouldn't be too big.

Ingall: Mistake to focus solely on implementation. What is needed is vision to inspire people.

Schipper: Doesn't have faith in national initiative; thinks that initiatives must come from local level, esp. from congregations.

Schorsh: Caution against something too complex and too expensive.

\* Tishman: National mechanism is a great idea which should become an arm of JESNA; we should use their administrative infrastructure.

Yanowitz: Before we begin demonstrating or implementing, we have to assess the problem. Commissioners have to talk it through.

### Federation is a key player in bringing about change

Appleby: Fed can negotiate with existing institutions; Fed is focus of funding; the GA could be used as communication instrument.

Berman: Don't create new local mechanisms; use existing. Fed has to be the negotiator; key to running community action sites.

Greenberg: Don't underestimate the difficulty of coordinating local agencies.

Hirschhorn: We have very little by way of evaluation to guide federations in giving grants.

Maryles: Fed is definitely key in NY but could vary from city to city.

Ritz: CJF is largely paying lip-service to topic of education; it's too busy with other things. But on local level federation can take leadership. Feds should be the conveners, staffers, etc.



Schiff: Fed, BJE's, congregations will have to work together.

Schipper: Fed is not the key; congregations and BJE's are.

### National Mechanism is needed

Appleby: Teacher training can't be done locally, but don't leave local lay leaders out of the picture - initiate a process that gets them excited.

Berman: national initiative needed for identifying, coordinating local programs, provide opportunities for innovation and expansion.

Dubin: Need something practical at end of Commission's life that will provide funds and keep commissioners involved - "seed" communities with new ideas, provide resources, planning. Money will differentiate IJE from JESNA or JWB.

Field: Does see a role for a national / local partnership. Local ideas could be enriched and disseminated by a local entity.

Maryles: High visibility is needed; could stimulate local leaders, but shouldn't be too big. Strong lay leadership needed.

Schiff: Quality of what happens on a national level is dependent on what happens at local level. National mechanism's job is to develop plans, validate them, demonstrate them, replicate them.

Schorsch: National effort needed for recruitment and training; roles of national institutions (such as JTS) will be very important.

Shapiro: High profile, dramatic start is needed.

\* Yanowitz: Will JESNA's new endowment fund - the goal is to raise \$10 million - compete with the Commission? The needs in the field are so great that competition would not be an issue. If the Commission concentrates on personnel and community, then JESNA might concentrate on programmatic areas.

### Demonstration Site

Appelby: Criteria should be interest of local university, strength of community, ability to raise matching funds.

Arnow: Likes the idea of each denomination developing its own philosophy of education to carry out in a demonstration site.

Bieler: Believes in power of demonstrations implemented by the



best people working together, but that power cannot be disseminated through normal channels. Need to spell out exactly what we want to create. Need to assemble a team to do best practice research. Use excellence in private school education as a model.

Berman: Would make sense only if built on what is currently working in the field. Need to look at best practice. Excellence in the community is criteria for choosing it as a site. Matching funds also a criteria.

Bronfman: Impact of Israel Experience programs would be strengthened if incorporated into school curriculum in a demonstration site.

Crown: Before beginning demonstration site need to do best practice search and let the foundations "do their thing". Commission's job is to market/diffuse information on best practice.

Evans: Surprised to hear about such specific implementation goals. Warned against undertaking it unless there was \$10 million/year for it. Suggested balance between broad issues and a demonstration site.

Gottschalk: Rabbis must play a role - but rabbis' training as educators is weak.

Green: Favors the "multiple demonstration center approach". Local person should be hired to run the center; local agencies and Jewish college should support it; people from other communities should be brought in as interns; develop outreach for national visibility. Build powerful models through concentration of resources and talents.

Greenberg: Where will the educators for demonstration sites come from?

Ingall: Model is a good one but don't underestimate the individuality of communities. Also, different communities will need a bank to draw on for financing adaptations. Serious search for best practices is needed; don't need to invent everything anew. Concentration on only one community would be artificial; overwhelming influx of resources to one community would make other communities feel distant. Favors a less centralized approach.

Lainer: Before undertaking demonstrations, must do best practice study.

Lamm: Interested in the possibilities for training personnel in demonstration sites. Commission should immediately undertake best practice program to see what works.

Lee: Educators should help build them.



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Lipsett: Interested in how it would provide personnel for supplementary. school.

Lookstein: Criteria should be openness to new ideas, excellence.

Maryles: Don't choose N.Y - it's too big!

Ritz: Local demonstration site will only be effective if a national element is introduced. E.G. Training should be done nationally and in Israel.

Schiff: Criteria should be ability to bring about change (NY has the necessary resources!)

Schipper: Rabbi must be active; fed has to be supportive.

Schorsh: Danger of planning improvements through existing personnel; need new blood.

Twersky: Very interested in demonstration site. Best practice should be searched for and rewarded.

Zeldin: Dissemination of good programs is crucial but is not done well. Need coordinators who have the specific task of disseminating successful programs.

#### Evaluation of projects is important

Appelby: projects have to be consistent with mission of Commission; JESNA, JWB could play a role in screening projects.

Arnow: Evaluation is a sensitive issue; has to be done by special people who won't make programs feel defensive.

Berman: JESNA, JWB should play role in monitoring, evaluation of programs - don't want the natl mechanism (ii) to be the policeman.

Evans: Evaluation is a complicated process; can't make people feel defensive.

Greenberg: Qualitative judgements have to be made. Don't pay off mediocre existing structures.

Hirschhorn: Evaluation is needed to guide federations in giving grants. Interested in research evaluation goal-setting.

Rosenthal: Program impact needs to be measurable if it is to serve as model for another community.



Personnel

Bieler: Don't let time run out! Need to develop vision, best practice; need task forces.

Crown: Suggested looking into the Golden Apple Award - Foundation for Excellence in Teaching.

Greenberg: Suggests developing and sustaining 100 new educators through fellowships, nurturing network.

Hirschhorn: Profession-building is a key challenge for the Commission.

Ingall: Break personnel down into its components and search for specific communities already working on solutions to component problems. IJE could help develop these endeavors, could become the demonstration projects. IJE would set the standards and goals. IJE could give national recognition to a community's specific expertise (e.g. teacher induction) - could have influence on other communities.

Lamm: We must get going on personnel! He's impatient for results.

Lee: Task force on personnel needed.

Ritz: Commission will have to think about what training resources are available nationally and in Israel. The denominations training programs need to be strengthened. She suggested a consortium of training programs. Educators in Judaic Studies Depts. of universities should be approached to join Jewish education.

Rosenthal: June 14 should focus on this issue; need to get down to the basic questions.

Schorsh: Commission should make a direct attempt to recruit several hundred educators over the next 5-10 years, train them adequately, etc. 40 new people a year could have significant impact. Commission should also be directly occupied with increasing qualified personnel for federations and communal organizations.

Shapiro: Still "fuzzy" on how to grapple with it.

Twersky: Have to work with people on-the-job. Concerned about the potential of training institutions. Thinks the departments of Judaica in universities could do much in this area.

Yanowitz: JESNA is committing more and more time to the issue of personnel.

Zeldin: His temple's model: substantial grants for training, sending teachers to Israel, etc.



### Community

Greenberg: CLAL does work in building community leadership; concerned about duplication.

Ritz: This Commission's endorsement of education will, in itself, affect the climate of the community.

### Programmatics

Ackerman: Need to build rationale about Jewish continuity through early childhood day care.

Arnow: Parent education, Hebrew are important. Israel is central to any Jewish identity.

Evans: Important to address the unaffiliated. Media should be given attention. Interested in impact of yordim.

Hirschhorn: Wants to know how much can be done in supplementary schools. Thinks that successful supplementary schools should be studied as examples for replication.

Lamm: Develop day high schools.

Lipsett: Don't leave out college age!

Ritz: JWB Maximizing report has led to a new dialogue between formal and informal education.

Schulweis: Need for personnel training in family education. He has developed a model for training congregation members to be family educators - a para-rabbinics program.

Zeldin: Family camps are a promising new idea.

### \*// Funding

Ackerman: Funders should be brought together. Have to think through funding before beginning demonstration site. Will have a problem giving money outside of NY. Funders should contribute now to a feasibility study on demonstration site. Wants Commission to act as broker between her and NY BJE.

Berman: \$5 million/year for 5 years should be raised for a national mechanism but local communities should raise matching funds.

Bronfman: Funders should get together to discuss the total package.



Corson: Wexner Foundation won't support an IJE, but it would support a JESNA department for the same purpose. Very touchy about the subject of financial support - didn't promise to finance the Commission's findings.

Crown: Interested in input from Commission for the work of his foundation; thinks other foundations are equally interested in that. Thinks one of the roles of the Commission is to stimulate funders and foundations. Thinks a meeting of the funders would be useful.

Evans: No chance of raising a national fund of \$50 million for IJE.  
Many funders will be looking toward MAF as guide to what is expected.

Greenberg: MAF should make clear its commitment to fund new initiatives in one area and convince other foundations to choose different areas.

Maryles: The national mechanism should be a catalyst and idea exchange but not a money exchange. Let people help themselves; don't let the IJE become a self-serving enterprise.

Shapiro: IJE will have to be funded as a joint venture of several foundations; communities can't come up with the money (UJA campaigns are suffering).

Tishman: So many UJA campaigns are down - federation funding will be a problem.

Zeldin: Foundations and federations should subvent costs of Jewish education for families. Cost is keeping kids away from day schools.

#### June 14

Arnow: In favor of small group discussions around particular topics.

Beiler: Go back to the enabling options and spell them out concretely.

Berman: Wants small groups; need to come to some sort of closure on strategy.

Coleman: Too long between contacts. Should circulate papers before meetings. and invite feedback. Suggests setting dates for all remaining meetings. Last mtg. (writing the report) should be two days long.

Dubin: Should present specific problems and strategies for solutions - models being used (e.g. scholar in residence at JCCs)



Commissioners must have a role in the development of the strategy.

Evans: Emphasis of mtg. should not be ii, rather on specific ideas (e.g. pension fund for educators, national endowment fund, etc.). Impatient to get to specific programs. Interested in participating in small group on evaluation with Hirschhorn, Arnow.

Greenberg: Focus of mtg. should be strategies. Need to convince other foundations to do their share.

Hirschhorn: Interested in participating in small group on research or on supplementary. school. Willing to speak at mtg.

Lainer: Mtg. must deal with content of proposals on personnel, not just process.

Lookstein: In favor of small group discussions.

Schiff: Goals for meeting should be to get commissioners excited and to create preconditions for financial support of potential funders. In favor of small groups, ending with some kind of consensus on where we want to go, who the clients will be, structure for funding.

Tishman: Need a focused discussion to excite commissioners; need specific ideas on personnel and community. Favors small groups.

### Denominations

Corson: Splits in organizational functioning of all three denominations - will probably have a negative effect on denominations being helpful in carrying out Commission's programs. E.g. Anything recommended by HUC will be ignored by UAHC.

Gottschalk: Everything is fine; no action needed.

Hirschhorn: Interested in the Reform movement.

Lee: Concerned about denominations.

Zeldin: Believes they have little role to play beyond producing materials. Education is not their priority.

ANNETTE HOCHSTEIN

MEMO TO: Seymour Fox, Stephen H. Hoffman, Morton L. Mandel,  
Joseph Reimer, Arthur Rotman, Herman D. Stein,  
Jonathan Woocher, Henry L. Zucker

FROM: Virginia F. Levi *VF*

DATE: July 10, 1989

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Attached, for your information, is a summary of a meeting between Ismar Schorsch and Annette Hochstein on July 2.





TOWARDS THE FOURTH MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONER

1. COMMISSIONER: DR. ISMAR SCHORSCH
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: JULY 2, 1989
4. SETTING: SHOKEN LIBRARY, JERUSALEM
5. DURATION: 1 HOUR
6. SPIRIT: VERY INVOLVED, POSITIVE AND INTERESTED
7. SUMMARY:

The purpose of the meeting was to debrief about the meeting of June 14, and to consult on next steps.

1. Dr. Schorsch thought that the third meeting of the Commission was surprisingly good and moved the Commission nicely forward. He noted the fact that every meeting moved us forward, none was repetitious. The group discussions were very fruitful. The structure was good; the content was good.

2. The two foci of the Commission (which I.S. related to as personnel-national; community-local) are good and balance well national/local needs, and programmatic/enabling needs.

3. I.S. shared the following vision for the outcome of the Commission:

A. A mutual fund for Jewish education ought to be set up. It should pool the resources that are around the table and create a \$100 million fund for Jewish education in North America. The fund ought to be created before projects are launched.

B. A foundation should be set up, to be the agency that will preside over the funds. This foundation should help fund both existing quality programs and new programs. In addition to funding these, the foundation should be proactive - while allowing for local creativity. (I.S. elaborated on the dangers of a top-down program, or on a program that would only involve innovation: the foundation should help what exists, but it is quite conceivable that it should also stimulate creativity. It should not exert pressure from above, but rather respect the local and national institutions.) When we discussed this further,



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we agreed that the foundation should also be a mechanism for coordinating, funding, initiating, monitoring, giving professional assistance to programs.

There is no foundation, in North America, devoted primarily to Jewish education.

C. The community action sites should be pursued -- they are a good idea. The initial steps should involve asking communities to prepare clearly articulated proposals. The criteria by which to judge these proposals should include: their replicability, their potential national impact, their breaking down denominational lines, etc.

4. There are very many good ideas in the field: funding and resources are lacking.

5. The role of the J.T.S.A.: I.S. pointed to the large number of graduate students currently enrolled in the education program (75). He credited this to the increased availability of scholarships (both the Wexner Foundation's grants and a scholarship fund of \$1 million set up at the Seminary, have allowed to grant good fellowships to people aiming to work in day schools). He believes that the Seminary is gearing up towards dealing with the staffing needs of the Solomon Schechter Day school network and thinks they can do so. He spoke of the determination to create a school of Jewish education at the Seminary, making it a third professional school of equal standing in the institution. He shared some thoughts about how this would be done.

6. Recruitment for training is in his view not a real problem, if adequate funding is available. Indeed, there is today a lot of idealism among young people -- whose environment has been saturated with material wealth. He sees potential pools among cantorial students, rabbinical students and women in the rabbinate.

7. The denominational issue: I.S. believes that at this point it is too late to bring the denominational commissions into the process. He believes that when resources will be made available, they will join. In the Conservative movement relationships are not too complicated. I told I.S. that MLM might come to consult with him on the issue.

8. The next meeting of the Commission: The collective deliberation must be brought soon to closure -- one or two more meetings should suffice.

October 4: he asks that the date be checked with his office as soon as possible. Asks that the meeting not take place at HUC because the roadwork make access extremely difficult.

On the whole, I.S. sounds very positive towards the work of the Commission.