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MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.

Series F: CIJE Accrual, 1981-2011, undated.
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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Lead communities project. Milwaukee. Milwaukee – Lead
community, 1992 January – 1993 August.

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MILWAUKEE JEWISH FEDERATION

F A X T R A N S M I T T A L

FAX # TO: 608-262-9074

DATE: NOV 15 1996 TIME: 10:28 A.M.

TO: Dr. Daniel Pekarsky

FROM: Ruth Cohen

NUMBER OF PAGES TO FOLLOW: 1

MESSAGE:

enclosed is the suggested outline
for the Leadership Development
introductory session.

File # 6

→ 1)

Leadership Development Program
An Introductory Session

Date: Last half of January, 1997.

Time: 4:00 p.m. - 8:30 p.m. (one session).

Participants: Action team members plus 8-10 lay leaders representing a wide spectrum of the community and the prospective program participants.

Topics: 1. A selected example of an important Jewish concept regarding the role of leaders (text based study and discussion).
2. A relevant "big idea " from the field of Education.
3. A short "pep talk "—Why is this initiative important; what will participants gain from this seminar.
4. A conversation with participants about what will induce them to participate in the proposed program.

This session should provide ample opportunities for active participation .

Presenters: The following is a suggested list of potential presenters:
Lee Buckman; Terry Bookman; Barry Chazan ;Gail Dorph;
Barry Holtz ; Jon Woocher.

CONCEPTUALIZATION OF MILWAUKEE LEADERSHIP DEVELOPMENT SEMINAR
October 1996

AIM: provide lay leaders of Jewish education in Milwaukee with a sequence of personally rewarding experiences that will deepen their understanding of their challenges, that will enhance their ability to address those challenges thoughtfully and effectively, and that will build among them a sense of collegiality that forwards their shared and individual educational agendas.

DURATION: Approximately 16 monthly sessions spread out over a two year period.

FORMAT: Opportunities to wrestle with powerful Jewish ideas drawn from classical and recent Jewish sources, powerful ideas about education, and powerful ideas about leadership. Organized around several critical themes, substantially grounded in concerns of participants.

Examination of each critical theme includes the following elements: identifying participants' pre-existing ideas and concerns; powerful Jewish and other ideas that illuminate the issue; the practical implications of these ideas for the work of leaders; skills needed to handle the issue more effectively.

Seminar includes an experiential dimension (for example, field trips to sites of excellence), a personal dimension (that is, opportunities to use participants' own past educational and leadership experiences as vehicles of serious learning), and opportunities to analyze true-to-life or actual cases that capture challenging situations that leaders face.

THE SUGGESTED FRAMEWORK: The table of contents/list of topics summarized below (See next page) reflects various conversations with the planning team. It is intended as a rough framework to guide next steps and to be revised and refined as the effort proceeds.

SUGGESTED TOPICS

LEADING JEWISHLY

Images of leadership: Different understandings of the nature and tasks of leadership and of the leader's relationship to his/her community.

Jewish texts and ideas in the leader's work; sanctioning the leader's right to speak in a Jewish voice

Critical Leadership challenges: Wearing the community hat, building support for innovation, resistance, factionalism, responsible delegation, succession.

Ethical dilemmas of leadership (for example, honoring the individual vs. the needs of the group).

Visionary ideals: what does our tradition tell us about the ideals that should inform the leader's efforts.

In the footsteps of Solomon: Perspectives and criteria - some basics of thoughtful deliberation over educational priorities and policies.

Lay Leaders working with other leaders (rabbis and educational professionals): tensions, opportunities, division of labor.

VISIONS OF COMMUNITY

Powerful visions of a thriving Jewish community and the implications of each for education and leadership.

Visions of tomorrow and our work today: what would a revitalized American Jewish community look like, and how will our answer to this question shape the work of leading.

EDUCATIONAL EXCELLENCE

Powerful ideas (from Jewish and general sources) about the conditions of quality education.

Images of excellent educational institutions - and what makes them so!

Reaching for excellence: educational innovation - opportunities and cautions.



Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

MEMORANDUM

DATE: September 20, 1996

TO: Members of the Leadership Development Action Team

FROM: Jeanette Peckerman and Jim Zucker, Co-Chairs

SUBJECT: Next Meeting

Enclosed are the Summary Notes from our last session with Nessa Rapoport and Danny Pekarsky, and a copy of an essay by Jonathan Sarna. Also enclosed is a sample of one of LCI's Action Plans for your information.

Please mark your calendars for the date of our next session:

Thursday, October 31, 1996
12:00 Noon
Federation Office - Foundation Room

Please complete and return the enclosed card indicating your availability to attend this meeting and lunch preference.

We wish you and your families a happy and healthy New Year.

/map

Enclosures

cc: Nessa Rapoport
Dr. Danny Pekarsky



Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

LEADERSHIP DEVELOPMENT ACTION TEAM MEETING

September 9, 1996

SUMMARY NOTES

Present: Jeanette Peckerman and Jim Zucker, Co-Chairs; Jane Gellman, Jody Kaufman Loewenstein, Chip Mann, Mitch Moser, Louise Stein, Marci Taxman. Guests: Danny Pekarsky and Nessa Rapoport; Staff: Ruth Cohen.

I. CONTENT

Jeanette Peckerman: The CIJE proposed outline assumes that "change" refers to movement from bad to good; is there a consensus that the situation in Jewish Education is bad?

Danny Pekarsky: There are some examples of excellence; however, a lot needs to be done to improve Jewish Education. We can frame it in terms of improvement or growth.

Louise Stein: We need to deal with "on the ground issues"; leaders are constantly faced with such issues as: education for what, financial barriers, standards for funding, role of Federations, school improvement. Our discussion needs to be grounded in reality.

Danny Pekarsky: The three issues -- change, excellence, future -- are only one part of the seminar. We anticipate that participants would identify areas for further exploration. The issues that will surface may be of practical nature.

We propose "lenses" for examining educational issues. For example, understanding what excellence means will enable people to make decisions about educational standards.

Nessa Rapoport:

A. A marketing response -- it is difficult to draw people to lengthy discussions on practical matters.

A planning process of the Milwaukee Jewish Federation, in partnership with the Council for Initiatives in Jewish Education, leading to systemic change in Jewish education.

B. Philosophical response -- when you have ideas of meaning and vision, you are able to deal with practical issues.

If we had a list of the ten most pressing communal issues, we could mold the curriculum around them and link the philosophical with the practical.

Jeanette Peckerman: The Action Team talked about three components: skills, Jewish education, and Jewish content. Which of these areas is addressed by the CIJE proposal?

Danny Pekarsky: Our proposal integrates Jewish ideas with Jewish educational issues.

Jim Zucker: It seems that the CIJE proposal emphasizes Jewish education and that it is tailored for teachers.

Danny Pekarsky: Lay leaders need to be more sophisticated about educational issues and have a basic understanding of processes of learning and teaching.

Nessa Rapoport: Text study will be in the heart of every discussion we have.

Jane Gellman: Some people may be more interested in practical issues, while others may enjoy philosophical discussions.

Danny Pekarsky: People should walk out of each meeting feeling that they have gained something from it.

Nessa Rapoport: We need to challenge ourselves to use Jewish ideas to improve practice.

Danny Pekarsky: There will be opportunities within the seminar for people to feel that they are becoming better at dealing with everyday issues. This is a challenge that we face in the development of the curriculum. We can use the case study approach. Participants can bring their own dilemmas and discuss them with the group. It is important to create opportunities for lay and professional leaders to deal together with the difficult questions.

Marci Taxman: This is a wonderful proposal; it creates a forum for everyone to discuss issues that are important to them.

Danny Pekarsky: Having a diverse group of participants is an advantage; we must make everyone feel that he/she has something to contribute.

Jim Zucker: I suggest to convene focus groups of individuals with the same profile of the candidates to find out what kind of commitment they are willing to make.

Jane Gellman: We should target emerging leaders .

Jeanette Peckerman: We should have a mix of both new and experienced leaders.

Nessa Rapoport: We need to develop an outline that articulates the core ideas.

Danny Pekarsky: We need to develop the conception of the whole program.

Jim Zucker: We need a short statement that frames out the content, criteria for selection, and expected outcomes.

Danny Pekarsky: Let us assume that we will run a two-year program with one meeting every month.

Nessa Rapoport: Let's use this group as a focus group; write down a short answer to the following questions:

- 1) Formulate one to two difficult dilemma(s) that you faced as a leader.
- 2) What are some questions/issues that you would love to have included in the seminar.

Participants wrote down their responses and gave them to Danny.

II. NEXT STEPS

Jody Kaufman Loewenstein, Jeanette Peckerman and Ruth Cohen will work on the development of a selection criteria.

Leadership Development Action Team
September 9, 1996
Page 4

Nessa and Danny will work on refinement of the conceptual framework. Participants' responses to the two questions will be incorporated into the new conception.

Next meeting -- the tentative date is October 28, 1996 at Noon.

/map

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 1: To develop a system for promotion of catalogue concept.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Contact Houston and Detroit Federations to obtain promotional materials and sample catalogue for catalogue development process.				
2.	Action team to compose letter for introduction and promotional mailing to organizations listed below.				
3.	Mailing to other organizations with educational offering, e.g. Hadassah, ORT, Na'amat, NCJW, other organizations to be identified from Women's Division Directory.				
4.	Formulate team composed of professional(s) and action team member(s) to introduce concept of community catalogue				
5.	Meet with synagogues and major educational organizations; e.g. Committee of organization Presidents (JCC, MAJE), Council of Rabbis, Kollel leadership.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 2: To develop a catalogue (hard copy).

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Obtain estimate of cost of calendar production.				
2.	Develop a questionnaire for information gathering to include: course title, topic, sponsoring organization, prerequisites, brief course description, levels of instruction (see Houston catalogue, Appendix V), time and place, duration, dates, instructor, biographies of all instructors.				
3.	Send out questionnaire to agencies/organizations.				
4.	Collating and indexing courses by subject.				
5.	Develop a timeline; target date: September, 1997 - course offerings for Fall semester. a. Info to action team - April 1, 1997. b. Layout person - as early as possible [April 1, 1997] (hire temporary person). Designer - May 1, 1997. c. Send to printer - June 1, 1997. d. Editing - June 15, 1997. e. Catalogue distribution - July 15, 1997.				
6.	Reminder calls/follow-up contact to tardy organizations after due date of April 1-15.				
7.	Hire layout person (may also send out questionnaire).				
8.	Hire artist to design cover.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 2: To develop a catalogue (hard copy). – CONTINUED

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
9.	Develop <u>last page</u> : list dates of Jewish holidays and "Speaker's Calendar" for the year.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 3: To develop a system for distribution and publicity.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Obtain MJF non-duplicative mailing list by zip codes.				
2.	Generate labels for list.				
3.	Establish dates for affixing labels to catalogues.				
4.	Recruit volunteers for affixing labels.				
5.	Mail catalogues.				
6.	Distribute 20 copies to JCC, Director of Jewish Education, and 15 copies to Director of Hillel House at UWM.				
7.	Leave extra copies at Federation for individual requests.				
8.	Send press releases to "Wisconsin Jewish Chronicle" and neighborhood "Herald" newspapers.				
9.	Develop posters to distribute at Federation, JCC, synagogues, Oasis Restaurant, Hillel House, Benjy's Deli and Kosher Meat Klub using logo/cover of catalogue.				
10.	Develop flyers to distribute at Marquette University, UWM, Department of Jewish Studies and Hillel House using logo/cover of catalogue.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 3: To develop a system for distribution and publicity. -- CONTINUED

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
11.	Develop a "traveling exhibit" (kiosk) and a short presentation to be presented at community events which attract a large number of people. The exhibit and the presentation will promote the use of the catalogue and the Web Page, and introduce the advising system.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 4: To develop a Home Page on the WWW.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Hire a typist to enter data into computer (see Objective 2) -- [April 1, 1997].				
2.	Hire a programmer to make Home Page dynamic (i.e. graphic and interactive sections) -- [May 1, 1997].				
3.	Establish Web page location via MJF's e-mail -- [May, 1997].				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 5: To identify and select volunteer advisors.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Establish appropriate criteria and "job description".				
2.	Send criteria and "job description" to people who themselves meet the criteria to solicit nominations for advisors.				
3.	Action Team collates nominations and makes final selection.				
4.	Send letters of invitation and job description to nominees (signed by Co-Chairs) to include name of person who will make follow-up phone call.				
5.	Make follow-up phone calls 3-4 days later to obtain acceptance from nominees.				
6.	Develop format for advisors' bio's.				
7.	Obtain bio's from advisors to be included in the catalogue.				
8.	Identify dates for admission of new advisors during the year to coincide with provided training program.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 6: To develop a program for training of advisors.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Invite selected advisors to one-day training session to be conducted by Jerry Kaye (2:00-8:00 P.M. on a Sunday) according to established calendar.				
2.	Training will include: <ul style="list-style-type: none"> • Varieties of learning modalities. • Familiarity with community resources. • Active listening. • Follow-through. • Intake procedures. 				
3.	Develop materials in response to above content areas.				
4.	Provide training and support sessions for advisors on ongoing basis.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 7: To develop a system for publicizing the advisors.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Publish bio's and photos in catalogue, Web Page and "Wisconsin Jewish Chronicle".				
2.	Develop "Wanted" posters with pictures and bio's of advisors and display them in Jewish stores, synagogues and other community facilities.				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 8: To develop a system for recognizing the advisors.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Present the advisors at the Federation Annual Meeting and provide each with a certificate.				
2.	Recognize advisors at his/her own venue with presentation by a member of LCI Advisory Committee.				
3.	List all advisors in the "Back-to-School" edition of the "Chronicle".				

ADULT EDUCATION - MARKETING SYSTEM

Action Plan

Objective 9: To develop a system for evaluation.

#	Action Step (Number Each One)	Assigned To	Starting Date	Due Date	Completed Date
1.	Develop an evaluation form to be sent to each sponsoring organization.				
2.	Via cover letter, request that organization collect data for calculating catalogue use.				
3.	Develop an evaluation form for use by advisors and other key people regarding use of catalogue.				
4.	Request sponsoring organizations to maintain statistics about course enrollment.				
5.	Include an interactive section for catalogue users' solicitation of comments in Home Page on the WWW.				
6.	Track use of Home Page by establishing an incentive program for users of Web Page. For instance, the first 50 individuals who register for a class and mail a copy of the computer Web Page will receive a \$5.00 discount for a class of their choice, or the MJF will make a \$5.00 donation to the educational institutions offering the class.				
7.	Each advisor will maintain a log of learners' contacts. The logs will be reviewed by LCI's Advisory Committee on a regular basis.				
8.	Trainer will provide a report of advisors' training and follow-up activities to Advisory Committee twice a year.				



15 East 26th Street, New York, NY 10010-1579

Fax Cover Sheet

Date sent: 8/29

Time sent: 11:30

No. of Pages (incl. cover): 3

To: Dan Peiborsky

From: Joella, CIE

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: (608) 238-3106

Fax Number: 212-532-2646

COMMENTS:

Leadership Development Action Team
Milwaukee: 6/20/96

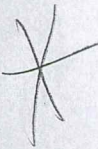
1. Can teaching change lives? Personal reflections on why education matters. History of Jewish commitment to literacy and learning. Theory of transformative education. Where do ideas in general education intersect with Jewish ideals? [Character/value education]

2. "There's nothing as practical as a great idea," Part I: Using tradition to make change [Sarna reading]. How have Jews revitalized themselves through history? What kind of leaders have we had--and what do we believe about the individual's power to make a difference, theologically and historically?

3. Why be Jewish? How do we think of ourselves in North America now? Ideals of Jewishness through education. Ideals of American life through education. Are those visions reflected in the educational settings we've experienced?

4. "There's nothing as practical as a great idea," Part II: In Jewish education: What can Jewish educational excellence look like? What does it take to get there? Models of visionary ideas and their settings from Jewish and general education. Best Practices examples, Jewish and general.

5. Inside great teaching and learning: What is the cutting-edge thinking about teaching and learning? What do we know about Jewish teachers in how they are trained and how they grow professionally? What would it take to change Jewish teaching? What are the missing pieces on the American-Jewish landscape? In Milwaukee?

 6. Culture and education: What can we learn from the imaginative arts that is essential in the way we think about education? The arts as problem-solving. Why are Jews so deeply engaged in the American arts as artists, patrons, and participants, and yet Jewish institutions do not reflect the best capacities of the arts?

7. Gender and education: What kind of men and women do we want our children to become? How do our educational settings prepare children, as well as young men and women, to love, work, and create community? Are the models they transmit authentic and resourceful? Do they merely imitate American culture at its worst or do they present a real alternative? What is the message of Jewish intellectual culture for boys? For girls? What is the face of the Jewish community for boys? For girls? What is the meaning of the research on how girls learn for Jewish girls?

If we know that Jewish women will be the best educated of American women and that Jewish men will be among the best educated American men; if we know that both are likely to work in demanding jobs; if we know that Jewish commitments to school, camp, synagogue, JCC and Israel require a high income, how are we preparing the next generation to revitalize Jewish life while contributing to American life? What can we learn about how families transmit culture?

8. Spiritual strength, goodness and healing: Besides the ability to get into Harvard and make it in the global marketplace; besides literacy and competence; what other qualities do we value that education might foster? What other qualities might be considered that are underestimated as goals?

X 9. "Dreaming of Zion": Toward a real relationship with Israel. What vision/s do we have of this partnership? How do we teach it? How do we live it?

as example
10. Great failures in American and American-Jewish education: What can we learn?

Successes - Ramah New Horizons "The quality of ~~education~~"
11. "Too parochial; too insular; too Jewish": How do our ideas about ourselves affect what we demand of our educational institutions? Of our community? What would it take for us to say, with pride: "My child is a Jewish educator"?

12. Making a difference: Models for the role of lay people/community in education, in partnership with educators, both in general and Jewish education. How do we keep learning and growing? What frameworks exist or need to be created for continual learning about educational leadership within Milwaukee? Nationally? How do we transmit a knowledge base to our institutional successors? [Mentor program?] How can we imagine Milwaukee as a place whose hallmark is active, sophisticated educational leadership in partnership with sophisticated educators? What have we learned that can be useful to other communities?

X 13. Evaluating the impact: Can we tell the good from the bad? Have we set up structures to transmit what we've learned? Are we making a difference in the institutions in which we play a role? Have we drawn others in by our engagement?



15 East 96th Street, New York, NY 10010-1579

Fax Cover Sheet

Date sent: 6/20/96

Time sent:

No. of Pages (incl. cover):

To:

From:

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 608-262-9074

Fax Number: 212-532-2646

COMMENTS:

Dan: Here are some ideas. I'll talk to you at 9:30, but since I'm losing my voice, I hope you'll do most of the talking. (I'm a little worried about Sunday!)

N.

Change
 - personal - edc
 - institutional
 - communal
 - Sarna

**Leadership Development Action Team
 Milwaukee: 6/20/96**

1. Can teaching change lives? Personal reflections on why education matters. History of Jewish commitment to literacy and learning. Theory of transformative education. Where do ideas in general education intersect with Jewish ideals? [Character/value education]

2. "There's nothing as practical as a great idea," Part I: Using tradition to make change [Sarna reading]. How have Jews revitalized themselves through history? What kind of leaders have we had—and what do we believe about the individual's power to make a difference, theologically and historically?

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8. **Spiritual strength, goodness and healing:** Besides the ability to get into Harvard and make it in the global marketplace; besides literacy and competence; what other qualities do we value that education might foster? What other qualities might be considered that are underestimated as goals?
9. **"Dreaming of Zion":** Toward a real relationship with Israel. What vision/s do we have of this partnership? How do we teach it? How do we live it?
10. **Great failures in American and American-Jewish education:** What can we learn?
11. **"Too parochial; too insular; too Jewish":** How do our ideas about ourselves affect what we demand of our educational institutions? Of our community? What would it take for us to say, with pride: "My child is a Jewish educator"?
12. **Making a difference:** Models for the role of lay people/community in education, in partnership with educators, both in general and Jewish education. How do we keep learning and growing? What frameworks exist or need to be created for continual learning about educational leadership within Milwaukee? Nationally? How do we transmit a knowledge base to our institutional successors? [Mentor program?] How can we imagine Milwaukee as a place whose hallmark is active, sophisticated educational leadership in partnership with sophisticated educators? What have we learned that can be useful to other communities?
13. **Evaluating the impact:** Can we tell the good from the bad? Have we set up structures to transmit what we've learned? Are we making a difference in the institutions in which we play a role? Have we drawn others in by our engagement?



MILWAUKEE JEWISH FEDERATION

F A X T R A N S M I T T A L

FAX # TO: Dr. Danny Pekarisky 608-262-9074

DATE: 6/18/96 TIME: 12:00 noon

TO: Dr. Pekarisky

FROM: Ruth Cohen

NUMBER OF PAGES TO FOLLOW: 1

MESSAGE:

Dear Danny,
see you on Sunday. The meeting will be
held at the JCC South Bld.
Corner of Devon & Santa Monica. Rm 218
The entrance code is 1-2-4
see you at 10:30 a.m.
Enclosed is the Agenda for the meeting.

Leadership Development Action Team Meeting
June 23, 1996.

Agenda

1. What are the expected outcomes?
2. What components should be considered in order to achieve expected outcomes?
3. Who should be invited to participate in the planning process?
4. What are the next steps?

TO: Nessa

FROM: Dan

I thought your letter to the Milwaukee folks was great!

Here's my attempt to summarize comments made. The first section is an attempt to render what they said on the sheets of paper (slightly revised in a few cases in light of what they said when we went around). In the second section, I tried to summarize a few additional themes that were voiced but were not written down. A few of them are quite important. I may have missed any number of important issues/themes raised. Please amend based on your notes and recollections.

Would you be willing to briefly write up the Midrashim, etc. -- what you called your arsenal -- that you introduced into the discussion, indicating in each case the use you made of each? A half a page or so on each would be great. For more than one reason I'd like a copy of this -- one of them being that I'd like a record of some of the texts we've referred to in our work with the Milwaukee folks. Perhaps they can represent the foundations of a shared universe of discourse and images.

I spoke with Ruth Cohen on Thursday. We agreed to hold the meeting on Thursday rather than on Tuesday -- something which would make my life much easier. From my conversation with you, my sense was that you'd be comfortable with this; but if I'm wrong about this, you should get in touch with her or me ASAP.

Talk to you soon.

Gmar Chatimah Tova!

WHAT THEMES AND ISSUES WOULD EXCITE YOU?
--Participant Responses

The questions we formulated looked something like this: a) formulate 1 or 2 dilemmas/issues that you face as a leader that you wish you had a sustained opportunity to think about? b) If you read through a syllabus for a leadership education course, what would excite you? Here's what we got back.

A VERBATIM SUMMARY (except for a few comments I couldn't decipher)

1) "I keep getting pulled back to how you create that vision-driven institution -- how you work to move lots of people to see the need to verbalize and then more to that vision." [How do you get lay people serious about creating a vision and setting goals, both in institutions and in the community at large.]

How build consensus around an institutional vision?

"Ideas about the meaning of Jewish pluralism."

"The role of lay people and professional.."

"Models of excellence..."

The possibility of a meaningful Jewish existence in North America.

2. "almost any kind of Jewish learning that will expand my base of knowledge.."

"Great frustration with emerging young leadership who don't even understand why they need to support their Jewish community?"

"What will keep American Jews Jewish? How do we keep our kids Jewish, excited about being Jewish and doing Jewish things?"

"How do we keep Jewish education in the forefront of Jewish funding priorities?"

3. "Burnout as leader."

"Outreach/inreach."

"Ideas what would help in my business or profession."

"Dealing with professional staff; dealing with rabbis."

"Business approach vs. non-profit (Jewish) approach"

"Jewish historical basis"

4. How do people learn?

Education for what?

Meaning of Jewish education

Change as a vehicle for building community

How to move ideas from secular world into Jewish educational settings.

Enriching the lay/professional partnership.

Lay-Prof

Meaning of pluralism

How to establish funding priorities in a pluralistic environment.

5. Issue 1: whether educational goals/funding should be unified among/across all religious sects in the community.

Issue 2: where do you place the baseline: all-inclusiveness or minimum goals, i.e. every meal a Kosher meal.

Exciting themes: "Leading Jewishly" -- what does it mean?

6. How to integrate textual themes into dynamic situations.

How to apply ethical studies and motivate others.

How can traditional texts and commentaries apply to contemporary issues and problem-solving.

7. What is the "community hat in decision making -- not just \$? How do we reach consensus more thoughtfully and quickly - on the same playing field? How can we possibly give all players their due? [How give all the players the ability to take a genuine community-perspectives as opposed to a narrowly institutional hat?]

How do we present, discuss, process ideas and promote suggestions that are less popular. Open-minded considerations/sensitivity involved/required as a member of the community-at-large.

How to instill confidence in all types of participants so they believe others interpret their opinions as valid, creative, and manageable.

Development of framework of Jewish perspective based on enhanced education and participatory discussion/interaction so that it's natural and requires no real thought or effort -- and how to develop that throughout the community.

ADDITIONAL ISSUES/THEMES ARTICULATED (based on dp's notes)

- a. Shared goals for different groups--is it desirable? is it possible? if so, which ones
- b. What functions belong to lay boards, which to professionals -- what's the optimal division of labor.
- c. How bring people from "the outside" in and make them feel confident?
- d. How apply traditional texts to contemporary issues? How use them to illuminate our deliberations? (e.g. Arna Poupko)
- e. Is it possible to create a meaningful communal vision? Are there successful examples? How would having a communal vision help us? Is it worth struggling to achieve? (community mobilization for what?? community-wide goals for Jewish education)
- f. What does/should the common good over-ride the needs of the individual (at the level of

community, at the level of the classroom, in hiring/firing decisions, etc.)





15 East 26th Street, New York, NY 10010-1579

Fax Cover Sheet

Date sent: 6/11/96

Time sent: 6 pm

No. of Pages (incl. cover): 6 pp.

To: Don Pekarsky

From: Nessa Rapoport

Organization: CIJE

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

Talk to you soon.

N.

MEMO

To: Alan; Barry; Gail; Josie; Dan P. ✓
From: Nessa
Date: June 11, 1996
Re: Report on my meeting with Sara Lee

Here's what I learned. As in all my reports of this nature, please don't leave this document lying around.

Nessa

Don:

For you because of the by people comments. I'll call you in your office tomorrow at 2 NY time. (Thursday)

Report on Meeting with Sara Lee (6/7/96): Confidential

Sara Lee and I had a lively and very friendly two hours together on Friday morning. Not at all confrontational, but very candid (which I encouraged). Here's the essence:

On lessons learned from ECE about lay people:

"The most powerful experience of ECE has been the inquiry, study, learning and deliberative process in which lay people and professionals engaged as partners, listening to outside resources together. In this process, the professionals are participants, not experts, final authorities or censors. We have found that when you separate lay people from professionals, you really can't move forward. If you ask me the single difference between the synagogues where this process has worked best and the others, it is in the capacity of the lay leadership. There must be intellectual muscle on both the lay and professional side.

"Second, the process must be sustained. One meeting: Forget it!

"Third, the issues must be substantive, related to content--not about lay leaders and professionals 'getting along,' which how the goal is often framed. Unless you bring people together for sustained learning and conversation about values, vision, their hopes for Jewish education, and not just concrete problem-solving, you can't make change. You need to create a community of discourse."

On our incipient Milwaukee lay leaders project:

"You should include two good people: David Cohen, the new senior rabbi; and Roz Nadel (?). Also, the Wexner people." (I said that both co-chairs were Wexner people.)

On Wexner:

"The program did not think about how to prepare its graduates to take leadership positions. Instead, they went back to the synagogues and said: 'This is terrible; do something!'"

On a partnership between lay leaders and professionals:

"It requires a lot more thoughtful planning about stages of development, for lay leaders and professionals. What do professionals need to learn? How do you offset the lay leaders' impatience? They want change yesterday."

On CIJE as a convener of a framework for lay people:

I asked her whether she thought CIJE could play a role in convening such a group, nationally. "Who convenes is very important," she said. She spoke about the Commission process and the

CJF Continuity Commission process, as well as the Lead Community process. "When the letters went out about the LCs, to whom were they sent? There was a lot of suspicion of federations by synagogues and day schools. We have not succeeded in creating truly collaborative models. This is the problem for CIJE: How it happens."

On "the Jewish education scene":

"There are a lot of different cuts. Building the capacity of the professional is one. We're doing institutional systemic change. My concern about the Goals Project is that it seems based on a top-down projection of vision/goals." (This comment was connected to her working with Seymour to convene a group of people around Michael Meyer's paper.) Her approach would be that the vision emerges out of the work within the institution. She puts a lot of emphasis on the validity of the person coming to the text.

On publishing Jewish educational research:

There is no venue for smart practitioners to publish. She thinks the current trend, including CIJE, is to "value number-crunching research. Who cares?" she says. "Reflective, narrative kind of writing is not valued as real research." If it's not hard data, it's not considered valid. She asked where TEI's reflective writing would appear.

On what's needed:

"The problem is not Hebrew school, but deep cultural issues, family issues. Changing teachers must be about their own religious and meaning quests. Both lay and professionals must be able to answer: What's the meaning of being Jewish in North America at the end of the twentieth century?"

"We need to transform institutions (per Wocher), not go around them--especially the synagogues: to turn them into powerful enculturating communities for every person who comes through the door. Our program works effectively with lay leaders to maintain and to change. We focus a lot on systems and institutional culture: Big systems thinking. We don't believe in starting with vision but with institutional learning (Fullan)."

On alumni of her program:

Very involved in communicating with them. Hired an alumni coordinator who sends out 4 newsletters a year. Meets separately at national meetings. Is about to have a kallah. Gets calls all the time. Got a 70% response to their recent survey (internal use only!).

"Who is asking the question: What would it take to entice very talented young people into this profession? Focus not on the starting salaries, which can be fine, but the career trajectory: What's the highest they can go?"

On rabbis:

"The training of rabbis is a huge systemic issue." She repeated the conversation among Alan, Irwin Kula and herself: "American Jews want their rabbis to be lifecycle people. That's their most important role and that's what everyone's looking for. This isn't good for education, because the rabbi is on a pedestal ('He buried my father'), and it's hard to build an equal lay-professional partnership when one party is viewed that way." Also, and as a result, intellectuality and education are not held at a premium; they don't necessarily go with the pastoral model of rabbi.

On my asking about CIJE's convening "change agents from across N. America"?

"You could bring people together who are involved in serious change efforts. But the way to do it is to structure it as a deliberation to which people are bringing their experience to address questions. The questions should be the infrastructure of the deliberation [to avoid show-and-tell.] Background papers should be prepared and read by all ahead of time, so that you could focus on the agenda: What have we learned and what are the implications?"

On CIJE:

I told her it was clear that we shared a common language, even if CIJE took a different cut. I said I found it puzzling that if CIJE was created to be a partner with others, why--for example--did she not see it as in her interest to pursue an alliance with us on those projects where there might be a genuine confluence of goals? I said I had observed that when that happened, there were a range of resources available to smart, committed institutions (citing Brandeis).

She said: "You need to build trust among different institutions, especially when everyone's work is underfunded and all are competing for attention and dollars in the same arena, without a merit system." I said I thought \$750,000 was solid money, with which she, of course, agreed. "But you can't go back for more," she said. I repeated that it seemed to me prudent for institutions to ask themselves whether there was something that would both amplify their work and move the bigger picture forward in concert with us. I also said that I had understood "it was perceived that they had used the funds well" and that she should look at our Current Activities and ask herself where their work aligned organically with ours, even if our philosophies may differ.

She spoke about the next stage of ECE, for which they are working on funding:

1. New paradigm for day school professionals.
2. Transforming education in congregations.
3. The verdict is not in on day schools. They must broaden their mission and be tagged to a vision.

On what she'd like to know about CIJE:

She said two contradictory things. She said a student had asked her if she thought it would be valuable to attend TEI. To which she said: "I can't say, because I don't know anything about it." Then she said: "I don't want to know about your programs; I want to know about your thinking. What are the questions you are dealing with? Why did you decide TEI was an important thing to do? When you send attendees back, what's the venue for them to engage with the teachers? Where will they make an impact on the systems? What do you expect to happen? Have you thought about the next questions to ask?"

On Goals: "What do you expect to happen? Have you thought about the next steps?"

She asked if I thought there had been "a hermeneutic of suspicion" about CIJE. (She mentioned, among other things, Aryeh's letter). I said definitely. She said: "It's not a dialogical relationship." She mentioned Seymour's disdain for North American institutions, and said she's grateful that as far as she knows he doesn't say anything about them: "That's good! As much as I can hope for."

She said: "You need to establish an enriching dialogue, taking others seriously. Who gets to go to a CIJE board meeting?" She had asked Fred Gottschalk about it. "He enjoyed Deborah Ball's presentation, but he doesn't have a clue. CIJE's not asking: "What can you give us?"

I have not presented you with my own responses to much of the above, which you can predict. I did reiterate that Mort had a very big vision of what could happen, with which she agreed. Notwithstanding the blunt conversation, the tenor was consistently genial. She presents all her analyses and conclusions with great force, but I hope I gave her food for thought. She is very grateful for our sending her Sarnas, an essay she loved, and open to further meetings.

Don't kill the messenger!

Nessa

~~Q~~ Needs to be a program—
manage
Leadership Devel. Seminar

1) Curriculum

2)

B

Lehman

Gordis

Marion

Ellen

Lehman

Linda

Alan

Free to
turn
- to do

"Community mobilization"

-- what does it
mean?

1. Didn't wait retreat
2. Two plans - Fixed
meets
3. High entry require-
ments

Diff levels of knowledge
Mentoring
Ind. projects

Other inputs

① Wesleyan approach:
remedial Jewish
education

② The JESNA
model

① Jandevy

Our wish / No time.
Preliminary → Full!!

② A lot of time on
the personal

Danny Gordes

① what they have to ~~know~~

vs.
② Medical model

what they need to know
depends on what we
want ~~them~~ to do!

Too heavy questions for
unsophisticated people

log } what should
— } Amer. Jewish life look
— } like?

Alternate model

Not medical model.

Lay leadership in the
Amer. medical
community

"Directions for Composition in the 20th Century"

Danny Matson

① Prescriptive quest —
(but w/ empirical
dimensions)

② Portrait of
lux leaders

who are effective

what don't you
want (need) the
leaders to know?

Rank Propriety

Map of Jewish Idⁿ
is a crucial
element

Ellen -- troubled by
the question

a) Does question imply
that there is a body
of knowledge that
can help?

b) Is answer the same
in all situations?

vs way of thinking

Habits of mind / strategies
of thinking

CEO's Harvard study.

Lehmann

a) How important is
understanding of
physics?

b) Zero-based —
Don't be constrained
by what exists?

Develop imaginat

vs Power

Linda

"Imagine wildly!"

"Personal Vision"

Research, investigation,
Journal

Alan

Where do these
learners fit into
the 5-levels?

— — — —
The Gordan-
metaphor



Lead Community Initiatives
for Jewish Education

Commission Co-Chairs

Jane Gellman
Louise Stein

Project Director

Dr. Ruth Cohen

MEMORANDUM

DATE: June 5, 1996

TO: Members of the Leadership Development Action Team

FROM: Jeanette Peckerman and Joel Schindler, Co-Chairs

SUBJECT: Summary Notes

Enclosed are the Summary Notes of our telephone conference call with Danny Pekarsky and Nessa Rapoport from CIJE. Please review them before our next work session on **Sunday, June 23rd, 10:30 A.M. - 1:30 P.M., JCC - Room 218.**

We look forward to seeing you on June 23rd.

/map

Enclosure

cc: Danny Pekarsky
Nessa Rapoport

Lead Community Initiatives
Lay Leadership Development Action Team
May 20, 1996

SUMMARY NOTES

Attendance: Jeanette Peckerman and Joel Schindler, Co-Chairs; Jody Kaufman Loewenstein, Chip Mann, Jim Zucker. Staff: Ruth Cohen.

I. Program Development Plans.

A telephone conference call with Dr. Danny Pekarsky and Nessa Rapoport from CIJE was held. The purpose of the call was to outline the plan for the creation of the lay leadership development curriculum.

Dr. Pekarsky suggested that the curriculum will be comprised of three integrated themes:

- powerful Jewish ideas
- powerful educational ideas
- ideas about leadership

Theme 1 – Powerful Jewish Ideas

It should focus on "Torah Lishmah" – study of Jewish text, and should be taught by the "best available teachers". The ideas selected will provide a platform for reflection on important issues such as: what does it mean to live a meaningful Jewish life, and what does it mean to be a Jewish community.

Jewish text can also be used to illuminate important issues in Jewish education.

Theme 2 – Powerful Ideas in Jewish Education

This theme will include the following:

- a. What are the implications of all of the above to Jewish education in our community; building bridges from big ideas to the educational challenges that Milwaukee faces.
- b. For some participants, this seminar may be their first opportunity to engage in serious Jewish study. How can we make quality Jewish education accessible to a larger audience in our community?
- c. Exploring powerful ideas in the world of secular education – cutting-edge thought about learning and teaching – and its implication to Jewish education in our community.

Theme 3 – Leadership

Our program should bring in people who can help us clarify ideas about what it means to be a lay or professional leader using information from the field of organizational behavior.

Dr. Pekarsky thought that the three themes need to be integrated. Moreover, the seminar needs to include a personal dimension – asking how these ideas resonant with what we think it means to be Jewish; the seminar program needs to connect with the life of the people who participate in it.

Joel Schindler: Most participants have had a negative Jewish education experience. We need to teach them the joy of Jewish education; later, they will be able to carry the banner.

Danny Pekarsky: You can create excitement around discussion of big ideas integrated with "Torah Lishmah". We should encourage integrated approach rather than a serial approach.

Chip Mann: Most people are already in Step 2 – they have an interest in Jewish education and a love for Jewish study, which brought them to table.

Nessa Rapoport: You can be a well-educated Jew without having an understanding of Jewish education issues. Jewish study may lead to Jewish education issues.

Joel Schindler: Who will develop the curriculum?

Danny Pekarsky: This is a lay-driven process; members of the Committee will work with CIJE, LCI and other professionals to develop the plan.

Joel Schindler: I don't know enough to design a curriculum, or what questions to ask.

Jim Zucker: We can do it in concert with others; we know what will interest other lay leaders.

Chip Mann: We can specify outcomes.

Danny Pekarsky: We need to decide together who will sit at the table.

Lay Leadership Development Action Team
Summary Notes
May 20, 1996
Page 3

Nessa Rapoport: Prime question is how to translate Leadership Development Program into action. We may need to combine a variety of experiences – formal study, examining Jewish education experiments, retreat, etc.

Jim Zucker: Integration is a key concept. We need to outline the plan and decide who should sit at the table.

The group decided to convene a planning session with CIJE consultants during June, 1996.

/map

NATIONAL FOUNDATION FOR JEWISH CULTURE

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MEMORANDUM

TO: Nessa Rapoport

FROM: Richard Siegel *Richard Siegel*

RE: Milwaukee, Jewish culture and us

DATE: December 18, 1995

Nessa,

I am as delighted as you with the success of the Institute in Jewish Identity, and as frustrated by the prospects of what will come out of it. I agree that we need to take some leadership and responsibility in framing the issues and proposing the follow-up. Let me know when you hear back from Arna regarding her time availability?

As we discussed, I am enclosing a report on my consultancy with the JCC in Milwaukee towards developing a community-wide Jewish cultural strategy, and concluding with my recommendations to establish a Milwaukee Commission for Jewish Culture. I would appreciate your comments, particularly in regard to the work that you guys are doing in Milwaukee. This might provide an appropriate opportunity for collaboration.

It is interesting that a number of other communities are also talking with us about establishing similar structures, including Minneapolis, Tucson, St. Louis, and Detroit. I think that it is an excellent model for a certain size of community. For larger centers, like SF, I think it would have to work differently.

We are also working on a very exciting project with Gary Tobin and the Cohen Center for Modern Jewish Studies: a comprehensive survey and study of Jewish culture in America. I would love to discuss this with you at length, once we get going.

Hope you are all well and enjoying a bright Hanukkah.



"Acquire wisdom for your soul.
And it shall be a crown upon your head."

NATIONAL FOUNDATION FOR JEWISH CULTURE



"Acquire wisdom for your soul.
And it shall be a crown upon your head."

Report to the Milwaukee Jewish Community Center's
Cultural Arts Committee
by Richard Siegel, Executive Director
of the National Foundation for Jewish Culture
December 1, 1995

I. Background

Over the course of the past year, the Jewish Community Center of Milwaukee has been reviewing the ways in which Jewish culture can advance its mission and vision. A Cultural Arts Task Force was convened "to define the Cultural Arts Mission of the Jewish Community Center and to make recommendations on implementation. The Task Force concluded that the JCC had an important role in perpetuating Jewish identity and continuity and that the JCC vision of cultural arts programming should be to provide quality programs which enhance Jewish identity."

An umbrella Cultural Arts Committee was formed to implement these recommendations and carry on the planning process begun by the Task Force. To further the strategic planning, the Committee initiated a series of conversations with me, as Executive Director of the National Foundation for Jewish Culture, which culminated in a two-day on-site consultation in Milwaukee on October 31-November 1, 1995.

II. Report on the Consultancy

During this visit, I met with three focus groups, in addition to the Cultural Arts Committee and JCC professional and lay leadership: artists, cultural presenters, and supporters of culture. In each instance, I presented a brief vision of a dynamic Jewish cultural environment, outlined what I considered to be the place of each group in this vision, and asked what the Jewish community, in general, and the Jewish Community Center, in particular, could do to further their work and enhance their contributions to this vision.

The artists group was extremely diverse and interesting, representing virtually every artistic discipline and many of the

major cultural venues in Milwaukee. The discussion was lively, provocative and illuminating. Many of the artists had not met before. None could remember having ever been invited to meet with other artists as a group to discuss their relationships with the Jewish community. They were extremely appreciative of the opportunity and had a lot to say.

There was a consensus that they would welcome further opportunities to meet together, both to share their work with each other and to discuss the interaction of their Jewish identities and artistic creativity. Furthermore, they expressed serious concern for the state of arts literacy and arts experience among the general population and particularly among the generation now growing up with the popular entertainments of television, film, music videos, computers and electronic games. They expressed a hope that the Jewish community, which constitutes a disproportionately large percentage of the arts audience, could take a leadership role in furthering live arts education. Several of the artists volunteered that they would be willing to participate in community-organized initiatives.

The cultural presenters group was primarily comprised of representatives of Jewish cultural, educational and religious organizations which are involved in presenting cultural programming, including lectures, performances, exhibitions and special events. Again, the discussion was intense, lively and highly informative. There was significant interest expressed in establishing an on-going forum through which these presenters could meet to share their planning, consider cooperative programming, and discuss community-wide cultural initiatives.

The group of cultural supporters was smaller than the other two and somewhat less focussed because they did not share a universe of common concern to the same extent as either the artists or presenters. However, it was clear that there are a significant number of individuals and foundations in the Milwaukee area who are interested both in culture and in Jewish life, and who would be receptive to a venture that would bring these interests together provided that it was compelling, was on the highest standards of quality, and truly engaged the diverse cultural energies evident in the community.

These conversations elicited two other observations of interest and relevance:

- There was almost universal consensus that the cultural activities of the Sesquicentennial had enormous impact and were unique in their ability to engage the energies of artists, institutions and cultural leaders throughout the community. Apparently there is a reservoir of good-will that has not been tapped or developed.

- The JCC is regarded as a quality institution that serves the diverse needs and interests of the community. There was great appreciation for the JCC's initiative in exploring these issues and in bringing these groups together. There was no sense that the JCC was invading another institution's turf in this regard, and, to the contrary, there was real enthusiasm for the idea of the JCC serving as the spearhead for a community-wide Jewish cultural initiative.

III. Conclusions

At the beginning of my consultation with the Cultural Arts Committee, I was told that one of the objectives of the JCC and of its cultural activities is to reach out to the "unaffiliated." This can be taken in a number of ways; however, I understood it to mean that the JCC saw its role as serving the Jewish community in its broadest sense and not just those who have elected to become JCC members. This understanding was corroborated in the JCC's recently drafted Vision Statement.

I noted that if this was to be a serious objective for the JCC, then the role of culture would have to be examined in a broader context, i.e. how Jewish culture impacts on Jewish identity and how the JCC can help to create an exciting, engaging and satisfying Jewish cultural environment in Milwaukee which would nurture and reinforce Jewish identity. While the starting point may be the needs and interests of the JCC, the conclusion must transcend the institution and its constituents. That is, the success of the JCC's cultural strategy requires the development of alliances with those institutions and individuals in the larger Jewish and cultural worlds who collectively shape the contours and qualities of the cultural environment.

From the outset, then, it is important that the cultural perspective of the JCC be seen in terms which are larger than the traditional categories of "cultural arts" or "programming." While the design and quality of the JCC's cultural programs are important, the JCC should be distinguished by its overall leadership in the cultural arena, which also includes its vision, its lay leadership, its professional and cultural advisors, its physical appearance and its way of conducting business, among other elements. It is encouraging, then, that JCC's Vision Statement reflects a deep appreciation of the Jewish experience, an enthusiastic embrace of the Jewish community in its full diversity, and the willingness to challenge traditional assumptions in the interest of "creative renewal."

It was to further this perspective that I asked to meet with the three focus groups, in addition to the JCC leadership and Cultural Arts Committee. I wanted to get a sense of the cultural resources in the community, the attitudes of the cultural

leadership, and the level of interest in the Jewish cultural experience on the part of the people who make culture happen in Milwaukee - the artists, the presenters and the patrons.

The consultancy has made clear that the conditions exist for the JCC to undertake a major initiative to enhance the quality of Jewish life in Milwaukee. To summarize:

1. The JCC sees the cultural enrichment of the Jewish community as part of its institutional mission. Its Vision Statement concludes with the goal of "creating a Jewish community capable of continuing creative renewal."
2. There is a lay leadership cadre that appreciates and can articulate this vision.
3. There are experienced and qualified professionals who can implement the vision strategically and programmatically.
4. The Federation has demonstrated an appreciation for the role of culture in the life of the community and in advancing the objectives of Jewish continuity.
5. There is a wealth of artistic talent available locally.
6. There are diverse and distinguished cultural venues both inside and outside the Jewish communal network.
7. There is a positive residue from the enormously successful community-wide, multi-constituency cultural experience of the Sesquicentennial upon which to build.

IV. Recommendations

This leads me to recommend that the JCC undertake to expand its role and solidify its leadership in the promotion of Jewish culture by convening and administering the Milwaukee Commission for Jewish Culture. If successful, not only will this initiative serve to further the JCC's mission and enhance its position in the community, but it will also serve as a model for other Jewish communities throughout the United States.

The Commission should be undergirded by a vision of an evolving Jewish community which is both dynamic and creative. The vision should incorporate the recognition:

- that in the impersonal environment which is the condition of modern life, the search for roots, community and values is as important as ever;
- that the Jewish experience is meaningful both for Jews and

non-Jews searching for a cultural identity within the open society of America;

- that the public dimensions of Jewish culture provide a unique door into the Jewish experience - enlivening Jewish history, engaging the emotions, challenging perspectives and provoking new thinking;
- that the realization of this vision requires the energies of all those who are involved in the creation and presentation of culture, both inside and outside the confines of the Jewish communal world.

The Commission would have membership drawn from three primary constituencies: community leadership, cultural presenters and the creative community. Initially, it would inventory the Jewish cultural resources in Milwaukee, assess the cultural needs and opportunities in the community, formulate a communal cultural strategy, and oversee two sub-groups: a Presenters Council and an Artists Forum.

A. Composition:

Culture has both elitist and populist components which need to be recognized in the work of the Commission. However, the members of the Commission must include only the most outstanding representatives of the lay leadership, cultural institutions, and creative talents available in the community. Their visibility, credibility and resources will bring visibility, credibility and resources to the entire enterprise.

B. The Artists Forum:

Artists, writers and performers are normally only engaged by Jewish communal institutions as program providers. However, they also constitute a service community with Jewish needs and a resource community of enormous creative talent. By identifying and addressing their needs, the JCC and the Commission would also be bringing their dynamic energies and imaginations into interaction with other JCC and community constituencies.

The Artists Forum would be composed of the full range of Jewish artists in the Milwaukee area in music, dance, theater, visual arts, literary arts and the media. It would sponsor artists salons, arts advocacy, artists residencies, and opportunities for Jewish learning and experience.

There is an important caution here as well, however. Artists respond to other artists; and the mediocre will drive out the excellent. This effort must begin with the highest credibility possible, involving one or two of the truly outstanding creative talents in the area to serve as the conveners.

C. The Presenters Council:

Cultural presenters - professionals who are responsible for planning and implementing an institution's cultural programs - play a critical role as the intermediaries between the artists and the audiences. Their knowledge, experience, networks and creativity are more important to the success of an institution's cultural programming than finances, facilities and marketing.

The Presenters Council would be composed of representatives of the JCC, synagogues, schools, Hillel, Jewish Studies departments, University arts faculties, Milwaukee cultural institutions, and independent Jewish presenters. It would facilitate calendaring, cooperative planning, coordination of community-wide programs and professional development.

For instance, there are probably many staff members at the JCC and other communal institutions who present cultural programs as part of their jobs, such as adult workers, youth workers, camp directors, and teachers. A program of training and support should be developed for them so that the cultural perspective of the JCC and Commission can be disseminated throughout the agency and community.

D. Programs:

The programs and products of the Commission and sub-groups would obviously have to be determined once they were up and running. However, some of the projects that were discussed in the focus groups bear serious consideration, including:

- a community cultural calendar
- a community cultural inventory and resource directory
- a program of Jewish artists-in-the-schools
- a program of community-wide artists residencies
- an annual Jewish literary supplement
- an annual community-wide day of Thanksgiving/Shehechianu in celebration of the Jewish experience in America.

V. Conclusion

I want to thank Jay Roth for his courage to invite this process, Micki Hirschberg for her guidance of the consultation, Lloyd Levin for encouraging NFJC involvement in Milwaukee, and Judy Bluestone for her commitment to and understanding of the role of culture in transforming the Jewish community. Although this consultancy began as a limited exercise to enhance the Jewish cultural programming of the JCC, it has developed into something far larger.

I believe that by convening and administering the Milwaukee Commission on Jewish Culture, the JCC has a unique opportunity to firmly establish itself as the center and leader of Jewish creative renewal in Milwaukee. The National Foundation for Jewish Culture would welcome the opportunity to work with the JCC and Federation on realizing this potential. It would be an important model for other communities facing similar challenges.