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October 19, 1988

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

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

C. I.S. RESPONDED AS FOLLOWS:

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

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

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

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

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

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

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

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

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

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



October 18, 1988

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

*wanted emphasis on day-school
+ curriculum
concerning admitted &
supplementary school
not college
- coz we don't
have input
of yeshiva
people.*

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

7. COMMISSIONERS CURRENT STAND:

*A- He too personnel (adults) needs
B- Unimportant his comments about college
C. P. Rosen*

A. PERSONNEL: STRONG SUPPORT

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

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

8. SUMMARY:

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

B. REFERRED TO N.L.'S SPECIFIC INPUT: HIS ~~SPECIFIC~~ STANDS, PARTICULARLY IN FAVOR OF DEALING WITH TEACHERS.

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

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

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

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

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

G. N.L. RESPONDED AS FOLLOWS:

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

B) AS FAR AS THE COMMUNITY IS CONCERNED, (MISUNDERSTOOD THE OPTION DUE TO POOR FORMULATION ON MY PART) THE RECASTING OF COMMUNAL STRUCTURES IS AN IMPOSSIBLE TASK. THE SECOND PRE-CONDITION SHOULD BE TO GENERATE ADDITIONAL FUNDING. A BRIEF CONVERSATION FOLLOWED ABOUT ~~WHAT~~ THE NATURE OF THE COMMUNITY AND THE FUNDING OPTIONS. ~~COULD BE~~. RABBI LAMM ~~THEN~~ SAID THAT INDEED THERE IS A DIALECTIC BETWEEN FUND-RAISING AND THE COMMUNITY SUPPORT FOR JEWISH EDUCATION. HOWEVER, HE SUGGESTED THAT IF PEOPLE WOULD SEE REAL COMMITMENT ON THE PART OF A FEW KEY LAY *LEADERS* ~~PEOPLE~~ (LARGE DONATIONS), ~~THEN~~ THEY WOULD GET THE MESSAGE ABOUT THE IMPORTANCE OF JEWISH EDUCATION, WOULD BE MOTIVATED, AND WOULD FOLLOW THE EXAMPLE.

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

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

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

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

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

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

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

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

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

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

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



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TWER10.88-2MN-W

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS THE SECOND MEETING OF THE COMMISSION

INTERVIEW OF COMMISSIONERS

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

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

8. SUMMARY:

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

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

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

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

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

HE WILL BE ATTENDING THE MEETING ON DECEMBER 13.

October 20, 1988

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

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

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

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

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

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

EDUCATED LEADERSHIP WILL BE THE FOUNDATION OF EVERYTHING.

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

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

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

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

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

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

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

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

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



Interview:

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

8. Summary:

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

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

I. Options.

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

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

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



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

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

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

8. SUMMARY:

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

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

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

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

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



Interview:

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

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

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

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

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

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

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

Reprinted Interview

Commission on Jewish Education in North America Towards the Second Meeting

Interviews of Commissioners

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

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

II. Community

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

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

III. Programmatic Options

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

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

Mr. Berman will attend the meeting on December 13.

Interview

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

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

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As the interview continued, she offered the following comments.

- I. Community - everyone has a different definition of community.
She mentioned the JWB report on community as very helpful and went a long way toward defining community. She concluded that this is a very important area.
- II. Personnel - She felt that this is a critical area that runs through all the options. Unless there is personnel in terms of a profession, a sense of esteem, we will not be able to move much further.
- III. Programmatic Options - Peggy identified family and early childhood/elementary school as key programmatic options. As she talked about the programmatic options, a thought occurred to me that we may need to assess the programmatic options in a life cycle context. In other words, to assess from early childhood, through late adulthood. In a sense, the family then becomes a requisite condition for a number of the other programmatic options. One way of approaching the 24 or 25 programmatic options would be through a life cycle approach in that we could develop a matrix in which we would look at early childhood through the day school lens or a supplemental school lens, and how media as a tool can move us forward.
- IV. Task Forces - Peggy Tishman agrees with task forces and believes people should self select into the task forces. She feels that task force meetings should be at the time of the commission, perhaps the day before if you could get people there. Clearly, she is committed to the third task force, but the focus should be

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

Peggy Tishman will attend the meeting of December 13.





15 EAST 28TH STREET · NEW YORK, N.Y. 10010-1579

November 10, 1988

Commission on Jewish Education In North America
Towards the Second Meeting of the Commission

Interview of Commissioners

Commissioner: Esther Leah Ritz

Interviewer: Art Rotman

Date: November 10, 1988

Setting: Phone call

Duration: 40 minutes

Spirit: Positive, thoughtful, logical

December 13 meeting:

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

Commissioner's opinions:

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

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

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

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

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

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

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

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

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

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

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

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Arthur I. Naporstek
NAME
DEPARTMENT/PLANT LOCATION

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

SUBJECT: Interview Summary from Art Rotman

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

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



November 27, 1988

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

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

8. Summary:

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

Overall he had the following objections:

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

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

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

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



15 EAST 28th STREET - NEW YORK, N.Y. 10010-1579

November 23, 1988

Commission on Jewish Education in North America toward the Second Meeting

Interview of Commissioners

Commissioner: Harriet Rosenthal

Interviewer: Art Rotman

Date: November 22, 1988

Spirit: Very positive

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

Duration: 1 1/2 hours

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

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

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

Education in informal settings is a priority.

Israel visits are not usually a good opportunity for education.

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

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

- Better compensation
- Better training
- A career line

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

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

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

Ways of proceeding:

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

Interview:

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

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

Rabbi Lookstein offered the following comments as the interview proceeded.

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

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

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dimensions of Judaism.

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

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



Highlights of Meeting with David Finn (FAN)

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

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

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Highlights of Meeting with Art Rotman (AAN)

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



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Highlights of Meeting with Jonathan Woocher (FAN)

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

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MEETING AGENDA

Title STAR Florence Melts Date Scheduled 20/10/89 Time _____

Purpose _____

Results Desired _____

Location _____

SCHEDULED			ACTUAL			MEETING COST		
Start	Stop	Total Hrs.	Start	Stop	Total Hrs.			

Persons Attending						Value Per Hr.	Total
1	<u>hospital</u>						
2							
3	<u>Credit for Int Foot all eggs in CAS</u>						
4	<u>what CAS can do</u>						
5	<u>CAJE - credit</u>						
6	<u>Recruitment national</u>						
7	<u>implementation not study</u>						
8							
9							
10							

Criteria for selection of Application.

Items To Be Discussed (see below's letter of criteria. ① Presentation to <u>Committee</u>)							
1	<u>she up-educator</u>						
2	<u>she's Louis Zachary - Hire her - get her report</u>						
3	<u>she Benel Die school school for Mechanism</u>						
4	<u>upside</u>						
5	<u>limited to east coast, midwest, middle, south, canada,</u>						
6	<u>west coast left out.</u>						
7							
8	<u>programmatic - also Best Practice</u>						
9	<u>research required. should stem from existing</u>						
10	<u>programs.</u>						

Material Needed (Number each item)						Person Responsible
1	<u>look at Pedagogic Reports of Frable Fildes</u>					
	<u>Funding: Research Fund (Foundation)</u>					
	<u>Personal for Recruitment (Fund)</u>					
	<u>CAJE contribute to scholarship fund for</u>					
	<u>students to be named</u>					
	<u>Mechanism (initially <u>Committee</u>)</u>					
	<u>Should Federation. Adornment - i-eds need</u>					
	<u>for funding. Body for establishing the</u>					
	<u>leadership - without knowledge in IE</u>					

Too soon for CAS. (then explained philosophy of CAS)

Mobilizing Committee - Identifiable success factors

- ① Start with Research - 4. On training. Quality of staff & centers. Do we need that many. Can we coordinate effort re-early specializing. Do we need to expand center - professional recruitment immediately - Med has been identified for in program. RESEARCH in lab & trained personnel for credibility. (Must begin with something concrete like that). CAS unit work. Ex. CAS

② Discussion on CAS my explaining.

Philosophy. Available to 1-2-3 jobs wish to solve. Every community has a different set of needs. We have to let the community. We will work with you a dream only a service group.

- ① Bring best practice of Professional Advice (w/ CAS)
- ② ongoing research with regard to what

Synagogue - Louis Sachaie. - get program
 ↓
 synagogue action plan.

Carnegie Report is what we must. Don't take away Community Option of Quality in Jewish Education. Don't go into community.

Need Budget. No open ended investment possible. DO OFR A lot there go into it. Development of information + goals of persons

The idea re-CAS

The Report: step taken & recommendation what the research has shown highly specialized need Ad-hoc. Phase I. set back from roots 1950

A BODY of Advisory people with appropriate professional highly specialized need Ad-hoc. Phase I. set back from roots 1950

TO: See Distribution
NAME
DEPARTMENT/PLANT LOCATION

FROM: Joseph Reimer
NAME
DEPARTMENT/PLANT LOCATION

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

SUBJECT: Interview Summaries

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

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

attachments



1-2768-567-1000

Commission on Jewish Education in North America Towards the Second Meeting

Interviews of Commissioners

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

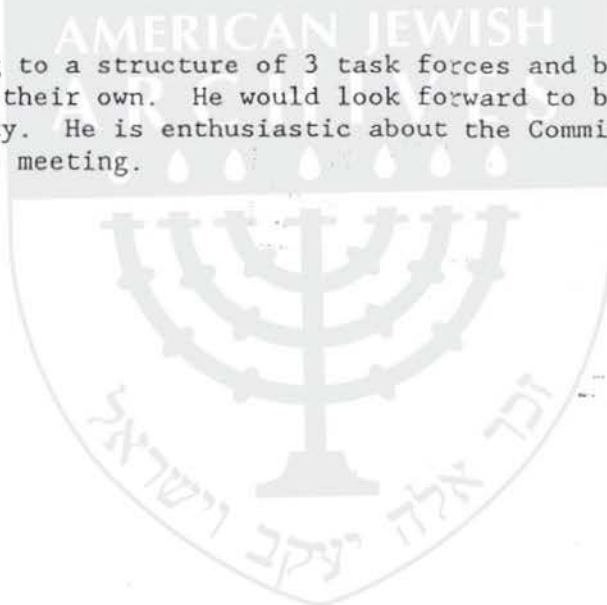
1. Commissioner: Josh Elkin
2. Interviewer: Joseph Reimer
3. Date: December 5, 1988
4. Duration: 1/2 hour in Rabbi Elkin's office

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

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

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

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



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

POST-MEETING TWO INTERVIEW OF COMMISSIONERS

1. COMMISSIONER: RABBI HASKEL LOOKSTEIN
2. INTERVIEWER: ANNETTE HOCHSTEIN
3. DATE: DECEMBER 27, 1988
4. SETTING: A HOME IN JERUSALEM
5. DURATION: 1 HOUR
6. SUMMARY:

HL OPENED THE MEETING WITH COMPLIMENTARY REMARKS CONCERNING THE SECOND MEETING OF THE COMMISSION, THE FASCINATING MATERIALS, AND THE PRESENTATIONS. HE SUMMARIZED THE BASIC POINT OF THE MEETING HE CAME AWAY WITH: THAT WHILE THE ENABLING OPTIONS THAT WERE POINTED OUT BY THE PROFESSIONALS ARE UNDOUBTEDLY ON TARGET AND CORRECT, WE WILL NEED TO FIND A WAY TO DEAL WITH THE PROGRAMMATIC OPTIONS TOO.

ASKED WHERE HE WOULD LIKE TO SEE THE COMMISSION GO FROM HERE, HL ANSWERED THAT OPTIMALLY FOR HIM, THE COMMISSION SHOULD STIMULATE LARGE AMOUNTS OF FUNDING FOR THE ATTRACTION AND RETENTION OF DAY-SCHOOL TEACHERS IN NORTH AMERICA. IN PRACTICAL TERMS, THIS MEANS "HELPING US (THAT IS, JEWISH EDUCATION IN NORTH AMERICA) MAKE THE PROFESSION ONE SUFFICIENTLY WELL-PAYING COMPARED TO OTHER OPPORTUNITIES FOR OUR TALENTED YOUNG PEOPLE, SO THAT THOSE WHO CHOOSE JEWISH EDUCATION SHOULD NOT HAVE TO PAY AS HEAVY A PRICE IN TERMS OF SALARIES AS THEY DO NOW."

THE SALARY ISSUE IS VERY REAL. IT IS A MAJOR COMPONENT OF THE DIFFICULTY OF RECRUITMENT. IT WILL UNDOUBTEDLY BE CENTRAL TO ANY OPPORTUNITY FOR IMPROVEMENT.

IF WE WANT TO BREAK OUT OF THE IMAGE OF EDUCATION AS A "SECOND EARNER'S" JOB ONLY, WE WILL HAVE TO MAKE A REAL EFFORT ON THE SALARY LEVEL.

STAFF DEVELOPMENT IS THE SECOND COMPONENT OF PERSONNEL THAT WILL REQUIRE MAJOR ATTENTION. TEACHERS IN SCHOOLS SHOULD BE REQUIRED TO DO IN-SERVICE TRAINING. THE MAJOR ELEMENT FOR THE IMPROVEMENT OF PERSONNEL RESIDES IN ADEQUATE IN-SERVICE, ON-GOING STAFF DEVELOPMENT PROGRAMS.

RABBI LOOKSTEIN BELIEVES THAT UNDERGRADUATE SCHOOL SHOULD EDUCATE FUTURE EDUCATORS JEWISHLY, WHILE EDUCATION SHOULD BE A MINOR COMPONENT OF THEIR STUDIES, THE MAJOR ONE BEING LEFT FOR IN-SERVICE STAFF DEVELOPMENT. STAFF DEVELOPMENT SHOULD INCLUDE BOTH GENERAL AND JUDAIC STUDIES TEACHERS. IT SHOULD BE DONE BY GOOD PROFESSIONAL EDUCATORS. AT THIS POINT, HL REFLECTED THAT THERE ARE NOT ENOUGH TEACHER-TRAINERS, AND THAT WE MUST TRAIN THESE TOO. HE REFLECTED THAT MOST OF THE QUALITY TRAINERS ARE CONCENTRATED AT THE HEBREW UNIVERSITY.

WHEN ASKED HOW RAMAZ WOULD DO IN-SERVICE STAFF DEVELOPMENT, HL RESPONDED THAT A GRANT WOULD ALLOW HIM TO BRING SOMEONE FROM THE MELTON CENTRE TO GIVE A 2-MONTH IN-SERVICE COURSE AT RAMAZ. REALIZING THE IMPLICATIONS, WE WENT ON TO DISCUSS AGAIN HOW TO PRODUCE AT THIS TIME MORE PEOPLE WHO CAN TRAIN TEACHERS.

THE IDEA OF DEMONSTRATION CENTERS WAS DISCUSSED. HL ASKED WHAT IS THE MINIMUM SIZE OF A DEMONSTRATION CENTER THAT WOULD ENSURE THAT WHAT IS BEING DEMONSTRATED IS REPLICABLE ON A WIDE SCALE? E.G., IF A GIVEN DEMONSTRATION CENTER SUCCEEDS IN ATTRACTING 200 EDUCATORS OF QUALITY, DOES IT INDICATE THAT 2000 COULD ALSO BE RECRUITED?

FOR RABBI LOOKSTEIN, WHO UNDERSTANDS THE PLURALISTIC NATURE OF BOTH THE COMMUNITY AND ITS NEEDS, THE DAY-SCHOOL REMAINS THE MAJOR AREA TO INVEST IN IN JEWISH EDUCATION.

IN GENERAL, VERY PLEASED WITH THE COMMISSION. UNCLEAR ABOUT HOW WE WILL PROCEED TO CONCRETE RECOMMENDATIONS AND ACTION. BUT, BASED ON PAST PERFORMANCE, GIVES THE STAFF BENEFIT OF THE DOUBT. WANTS TO KEEP BEING LISTENED TO.

INTERVIEW WITH
MATTHEW MARYLES

ARTHUR NAPARSTEK
JULY 1, 1988

I. Personal Profile

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

II. Views on Jewish Education - Problems

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

*Cost of money
Out of pocket*

*Supplemental
Don't call it
as such.*

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

Clated.

Marked

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III. Opportunities Which Make Commission Timely

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

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

why?

IV. Systemic Changes

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

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

V. Outcomes

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

IV. Involvement with Commission

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



INTERVIEW WITH
CHARLES BRONFMAN

SEYMOUR FOX
JULY 4, 1988 IN MONTREAL

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

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

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

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

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

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

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

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

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

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

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



greenberg/2MN-W

MI-NA: TOWARD THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

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

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

Not attending first meeting

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

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

Summary

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

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

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

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

These facts have to be effectively communicated to parents.

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

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

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

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

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

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

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

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

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

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

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

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

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

INTERVIEW WITH
PROFESSOR ALFRED GOTTSCHALK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

bieler/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

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

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

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

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

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

Summary

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

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

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

Training

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

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

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

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

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

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

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

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

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



tishman/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

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

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

First Meeting Arrangements: Mrs. Tishman ^{would be happy to host!} would like the meetings to take place at Federation ~~in this cause.~~ _{1st}

Category: Community leader. President New York Federation.

Summary

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

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

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

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

So much of Jewish America has an impoverished Sunday school experience ^{as} of its only Jewish education.

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

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

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

To summarize. The main points raised were:

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

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



MEETING WITH
CHARLES RATNER

SEYMOUR FOX
JULY 6, 1988

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

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

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

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

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

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

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

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



INTERVIEW WITH
PROFESSOR ISIDORE TWERSKY

SEYMOUR FOX
JULY 5, 1988 AT HARVARD

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

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

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

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

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

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

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

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

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

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

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

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

INTERVIEW WITH
SARA LEE

SEYMOUR FOX
JULY 8, 1988, LOS ANGELES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

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

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

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

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

Atmosphere: involved, concerned, interested, skeptical.

Summary

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

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

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

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

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

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

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

3. A number of factors limit participation today:

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

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

Adults:

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

Pre-school:

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

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

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

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

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INTERVIEW WITH
MARK LANIER

SEYMOUR FOX
JULY 8, 1988, NEWPORT BEACH

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

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

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

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

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

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

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

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

Note:

Alan Hoffman should be in touch with the Laniers and give them a report.

I think that's very important.

End July '88

INTERVIEWS OF COMMISSIONERS - POINTS TO QUOTE

COMMUNITY

Coordinated, systematic approach needed. (Lanier, Twersky, Dubin)

Need to create a yiddishkite community. (Elkin, Maryles)

Need mechanism to bring together religion, social activity and education. Everyone is too turf-conscious. (Dubin)

Federations should work with foundations to reward quality and promising ideas - like the Ford Foundation does. (Twersky)

"The correlation between Jewish ed. and Jewish continuity is not automatic. The socialization process is as important as the educational process. Need to define education in the totality of one's life experience." (Yanowitz)

Need to build bridges between congregations and JCCs - a touchy issue. (Ratner)

LAY LEADERS

Importance of developing lay leadership. (Lanier, Dubin, Lee, Gott., Loup, Elkin, Bieier)

Lay leaders have poor relations with the professionals. (Lanier?, Mary)

Community leadership should be better educated in Jewish ethics, morality, teachings. The more educated they become, the the better their leadership will be. (Loup)

PLURALISM

Deep commitment to pluralism. (Bronf., Gott., Loup, Greenberg, Tishman, Maryles, Bieier, Elkin, Lipsett)

"The problem of Jewish ed. is too large for any one group. Only through a partnership can we hope to legitimize the pluralism within and between Jewish communities." (Maryles)

It's great that the ultra-ortho find meaning, but I'm concerned about the vast majority for whom religion has no meaning. (Bronf.)

Possibility of building non-denominational, cross-denominational groups in the L.A. area. (Bott.)

Not enough variety in options - Orthodox hegemony (Greenberg, Tishman)

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ISRAEL

Israel has great impact, power for Jewish ed. in Diaspora.
(Greenberg, Ingall, Bronf., Gott., Loup)

"Israel is a great resource for making Jews wake up in the morning feeling happy about being Jewish." Enormous resource for affecting non-identified Jews. (Bronf.)

Israel experience is the best tool for offering worthwhile, fun Jewish educational experiences to young people. Basis for subsequent involvement. Programs should be subsidized, quality improved in order to increase numbers. Major outreach to unaffiliated needed. (Loup)

INFORMAL EDUCATION

Inf. ed. has enormous power, impact. (Bronf. Gott., Loup)

Use of sports, art, travelling photo exhibits, etc. to develop interest in Jews throughout the world. (Bronf.)

Must reach out to the unaffiliated through informal ed., give them a positive reason to choose Judaism. (Loup)

EARLY CHILDHOOD

An important area, great possibilities. Surge in interest in early childhood and day care. Need to develop more programs. (Lanier, Lee, Bronf., Twersky, Gott., Elkin)

Use nursery school to catch parents. (Bronf.)

Personnel in early childhood isn't trained to use Judaism for Jew. ed. (Twersky)

Salaries in this area are terrible. (Elkin)

EXCEPTION: Loup doesn't think pre-school has lasting impact.

Idem Schorsch;

FAMILY EDUCATION

An important area, needs work. (Lee, Bronf., Gott., Ratner, Ingall, Maryles)

Lack of personnel in this area is a serious problem. (Ratner)

Adult Ed. is important per se and in order to succeed with the kids (Greenberg, Ingall, Bieler)

"Until such time as the Jew. community is is convinced that Jew. ed. is for everyone; until such time as it is a trendy thing to do for adults to learn, the children's education is doomed." (Ingall)

"Adult culture must be supportive of what their children learn, or else the children's education will fail." (Bieler)

CURRICULUM

New materials need to be developed. (Lanier, Twersky, Dubin, Gott.)

Use state of the art knowledge - technology, media. (Greenberg, Maryles)

Curric. needs to be more value-oriented, not just teach mechanics. (Dubin)

Hebrew should be emphasized. Teach people to love Hebrew in order to get them to study it. (Gott.)

Need to develop basic biographies like those that exist in general education. (Twersky)

We shouldn't reinvent the wheel in some areas while no adequate materials exist in other areas. (Lanier)

SYNAGOGUES

Role of synagogue must be readressed; synagogue must be involved in educational process, in the commission's work. (Ratner, Yan., Gott.)

Rabbis are poorly trained for education, administration, but play a big role. (Lanier, Gott.)

Synagogues must change their culture - Rabbis and lay leaders make all of the decisions and teachers have no impact on policy. (Lee)

Synagogues are where the people are, but in fact they are not educational centers. Rabbis act as social workers. (Bieler)

SUPPLEMENTARY SCHOOLS

2 views:

1. Must be improved. (Ratner, Ingall, Maryles)
Only hope is to create full-time jobs. (Elkin, Ritz, Ingall, Ratner)

This should be our top priority. Lots of energy should be devoted to this. Personnel, curric. structure, tiredness of the kids are all problems. (Ratner)

Poor salaries (Elkin)

2. So bad that it holds little hope (Greenberg, Tishman, Bieler)

AMERICAN JEWISH
ARCHIVES



MARKETING

Need better marketing of Jew. ed. (Lipsett, Maryles, Bronfman, Greenberg, Yanowitz)

"We have a wonderful product to sell but we're not doing a good job competing with other areas in the Jewish and general community." (Yanowitz)

Have to inform parents of what day schools can do for the educ. of their kids. (Greenberg)

RESEARCH

We don't know what the clients want. (Lee, Twersky, Bronf.)

Market research is important. (Bronf.)

Who are the clients? (Twersky)

Lee wants research on:

How do parents feel about teachers salaries? What are they willing to do about their status?

What does Jew. ed. mean for fourth generation Jews?
For intermarried couples?

More Jews are moving to smaller communities

implications of this for Jew. ed? Limitations?

Ethnological studies of day schools.

PHILOSOPHY

No philosophy of Jewish ed. exists. One should be developed. It would make an important contribution. (Twersky, Gott.)

We need philosophers of Jew. ed. Building from the top down. A serious Phd. program in Jew ed. would do more than anything else to change the image of Jew. ed. (Gott.)

"The most practical thing we could do would be to build some kind of an institute or think tank where the best minds in the Jewish world would sit together and deliberate on the values that Jewish education wants the young and their parents to internalize." (Gott.)

PERSONNEL

Shortage:

This is the key issue. (Lee, Bronf., Gott., Twersky, Ratner, Greenberg, Elkin, Maryles)

Not only senior educators; the teacher situation is horrendous. (Elkin)

Hard to find good American teachers; Israelis don't relate well to American kids. (Yan.)

Important to deal with knowledge and skills. (Twersky)

From the top down: "If you send a gifted educator to a supportive community, then great things can take place." (Gott.)

EXCEPTION: Lanier thinks that there are enough good teachers in the system!

Salary:

Low salary, lack of benefits, status, etc. is critical problem. (Greenberg, Elkin, Lanier, Lee, Twersky)

There should be a central institution to deal with pensions, insurance, salaries, etc. (Twersky)

Status is more important than money. (Greenberg, Bieler, Ingall, Maryles, Lee)

What would it take to make teachers feel that they make a difference? "They feel that they have no impact, that decisions are made someplace else, at best they are technicians of a low level." (Lee? Bieler)

Building the profession:

Teachers should be given sabbaticals. (Twersky)
Professional enrichment options - to help isolation. (Greenberg, Bieler, Elkin)
In-Service training (Elkin)
Fringe benefits like free educ. for kids (Bieler)
Ladder of advancement and promotion (Greenberg)
Lead teachers (Bieler)
Teacher participation in decision-making (Bieler, Lee)
Need to create viable full-time jobs. Problem of the part-time principal (Ingall)
CAJE is an organization that is making a difference. (Lanier)

Look at successful programs and experiments: Providence -- licensing, salaries, teacher training. (Ingall, Bieler)

Potential educators:

The people entering the field of education are not the best. (Carnegie Report - general education) The best choose law, MBA. Teachers must be empowered with the possibility to make a difference, otherwise good people won't enter the field. (Lee)

Money is important, but must build status of profession in order to attract people to the field. (Ratner, Lee)

There are plenty of idealistic young people around who would enter the field. (Ratner, Ingall)

Jewish Studies students are a great potential population. (Twersky)

If current conditions are improved, others will enter the field. (Twersky)

Personnel management system must be developed for identifying qualified candidates when searching. (Greenberg)

Active recruitment for training programs - particularly young, enthusiastic people. (Elkin, Lipsett, Ingall)

Training:

2 Views

1. Formal training programs are not the answer (Greenberg, Bieler)
Should be on-the-job training, perhaps by lead teachers;
internships at good institutions (Twersky, Bieler)
2. Formal training programs must urgently be developed (Ingali,
Elkin)

0 The avocational teacher (Ingali)

COST

Tuition is a ~~/~~deterent. (Greenberg)

Need ~~/~~scholarships. (Maryles)

DAY SCHOOLS

The problem is that there is no longer a total Jewish environment (Greenberg) so we must create a limited total environment - day schools (Greenberg, Ingali)

ENTURE CAPITAL

Opening possibilities for creative individuals - experimenting, demonstration centers (Greenberg, Bieler, Elkin, Dubin, Lee)

Give grants for quality programs. (Twersky)

OUTREACH

Outreach to unaffiliated - Israel is important for this. (Bronf., Loup)

Inreach instead of outreach. (Elkin, Greenberg, Lipsett)

"Outreach will solve itself when the quality of educational services goes up." (Elkin)

If data is correct and 70% have attended at some point, this point makes alot of sense. (who?)

Alternative forms of education needed. (Bronf.)

"Larger numbers of parents than before would choose more Jewishness for their children, given the right options and adequate information." (Greenberg)

MISCELLANEOUS

Need historical perspective. (Elkin, Stein)

Physical plant. (Maryles)

Special Education (Maryles)

Importance of history and contemporary civilization. (Bronfman)

HOW THE COMMISSION SHOULD WORK

Prioritize carefully. (Loup)

Be realistic. "What's our concept of success?" (Lee)

Operation Bootstrap - "Begin where we are and help strengthen." (Twersky)

Partnerships with parity; no one body should own the Commission. Constituency building. (Yanowitz)

Create a new image of Jew. ed. - new institutions, demonstration centers, accompanied by better salaries, benefits. (Twersky, Lee)

Commission is timely: we're at a critical point; receptive, supportive atmosphere. Willingness to fund new programs.
(Dubin, Yanowitz)

J. Reimer's Conversations with Commissioners

Post - 8/1

I. Jo^{sh} Elkin

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

II. Carol Ingall

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

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

III. Henry Koschitzky

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

IV. Jack Bieler

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

V. Arthur Green

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

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

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

Extra: Barry Shrage

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



THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA
FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: ISMAR SCHORSCH

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND COMPLIMENTARY. NO TRACE OF THE
ORIGINAL SKEPTICISM. MY FEELING: HE WANTS THIS TO
SUCCEED.

5.THE CALL:

HOW WE SHOULD PROCEED:

"ON DECEMBER 13 YOU MAY WANT TO NARROW THE FOCUS IN THE FOLLOWING
WAY:

YOU MIGHT COME BACK TO THE GROUP — FOLLOWING ANALYSIS OF THE
INTERVIEWS PLUS THE CONTENT OF THE MEETING, (SEEN TOGETHER AS
AN ONGOING CONVERSATION WITH COMMISSIONERS) — SAYING YOU
DECIDED TO ZERO IN ON SAY FOUR TOPICS.

THEN YOU MUST DO A COGENT PRESENTATION OF THE RATIONALE FOR
THESE TOPICS AND OFFER THAT FOR DISCUSSION.

YOU SHOULD ALSO OFFER SOME STRATEGIES AS TO HOW TO ADDRESS
THESE TOPICS. PERHAPS YOU COULD BEGIN TO LINK THEM TO
EXISTING INSTITUTIONS AND PROGRAMS."

ABOUT THE PROCESS: RABBI SCHORSCH REFERRED TO "THE BRILLIANT IDEA
TO INTERVIEW THE COMMISSIONERS".

HE SUGGESTED GETTING THE COMMISSIONERS HE ARE PROFESSIONALS
(ELKIN, ETC...) TO MEET WITH THE STAFF.

HE URGES US TO BE ASSERTIVE, BECAUSE SOME OF THE COMMISSIONERS
WILL HAVE LITTLE PATIENCE FOR CONTINUED THEORETICAL DISCUSSION.

HE REITERATED THE POINTS HE EXPRESSED AT THE MEETING:

A.STAY AWAY FROM THE COLLEGE CAMPUS

B.NEED QUALITY CURRICULUM PREPARED FOR HIGH-SCHOOLS

C.MUST DEAL WITH HIGH-SCHOOL AGE THOUGH NONE OF THE EXISTING
FRAMEWORKS ADDRESSES THIS EFFECTIVELY. DAY-SCHOOL IS NOT THE
ANSWER.

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NOTE: AT A MEETING YESTERDAY DAVID FINN REPORTED HAVING HAD LUNCH WITH SCHORSCH. SCHORSCH REPORTEDLY WAS VERY PLEASED AND IMPRESSED WITH THE COMMISSION MEETING. WHAT A FAR CRY FROM THE EMPHATIC OPENING SALVO OF MY INTERVIEW WITH HIM ONLY TEN DAYS AGO IN JERUSALEM : "I AM SKEPTICAL!".

SEVERAL JTS FACULTY MEMBERS REPORTED TO SEYMOUR THAT SCHORSCH REPORTED VERY FAVOURABLY ON THE COMMISSION.



THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA
FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: NORMAN LAMM

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: INVOLVED, FACTUAL, PLEASED. LITTLE TRACE OF THE ORIGINAL SKEPTICISM. MY FEELING: HE WANTS THIS TO SUCCEED.

5.THE CALL:

RABBI LAMM THINKS THE MEETING WAS HANDLED VERY WELL, THOUGH HE BELIEVES DAY-LONG MEETINGS ARE NO GOOD. THEY REPRESENT A GENUINE SACRIFICE FOR HIM.

HE SUGGESTS THAT WE SHOULD NOW NARROW THE FOCUS TO 5 TOPICS, CONCENTRATING ON THE THE TEACHERS. THIS IS THE REAL MAIN PRIORITY. NO MATTER HOW IMPORTANT OTHER TOPICS ARE, NONE IS AS IMPORTANT AS THIS: UPGRADING TEACHING; TEACHER SALARIES; TRAINING INSTITUTIONS.

THE PROCESS TO DECEMBER: WE SHOULD DO THE WORK. COMMISSIONERS SHOULD BE CONSULTED FOR IDEAS, THEN WHEN WE HAVE SUFFICIENT DATA FOR SELECTING TOPICS A LETTER SHOULD BE SENT TO ALL TELLING THEM: WE SEEM TO FIND CONSENSUS ON THE FOLLOWING TOPICS. THEREFORE WE SUBMIT TO THEIR ATTENTION THE FOLLOWING LIST OF PRIORITIES.

RABBI LAMM COMPLAINED ABOUT THE DAY-LONG MEETING, SAYING IN ESSENCE THAT THEY REPRESENT TOO GENUINE AND BIG A SACRIFICE. HE URGES US TO MAKE MEETINGS SHORTER.

* * * * *

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THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA
FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: HASKEL LOOKSTEIN

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND THRILLED BY THE MEETING.

5.THE CALL:

HOW TO PROCEED: THOUGH MANY TOPICS ARE IMPORTANT, IF WE DO NOT IMPACT THE QUALITY OF PERSONNEL NOTHING WILL MAKE ANY DIFFERENCE. THE PROBLEM IS NOT THE PRINCIPALS. THE PROBLEM IS THE TEACHERS WHO MAKE THE SCHOOL. "EVERY TIME WE LOOSE A TEACHER I SHUDDER, BECAUSE IT IS IMPOSSIBLE TO FIND A GOOD REPLACEMENT". I DON'T KNOW HOW TO DO IT. SALARIES DO MAKE A DIFFERENCE, BUT I DON'T KNOW HOW TO HANDLE THE PROBLEM OF QUALITY. I WOULD BE READY TO SIT AND HELP THINK ABOUT IT".

[RABBI LOOKSTEIN BROUGHT UP THE PREDICAMENT OF THE CENTRIST ORTHODOX IN AN INCREASINGLY FUNDAMENTALIST AND RIGHT-WING UNIVERSE. HE SPOKE OF SPECIFIC INSTITUTIONS THAT HAVE CLOSED — SUCH AS THE HEBREW SPEAKING CAMP MASSAD. — HE WILL PUT THIS DOWN ON PAPER AND SEND IT TO ART. I POINTED OUT THAT IT WAS PROBABLY PREMATURE TO EXPECT SPECIFIC INTERVENTIONS AT THIS TIME.]

ABOUT THE MEETING:

"I WAS EXHILARATED BY THE MEETING. I HAVE NEVER ATTENDED ANYTHING OF THE KIND. THE DOCUMENTS WERE MARVELLOUS" ETC...

* * * * *

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THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA
FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: PEGGY TISHMAN

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED AND TISHMAN-WISE TO THE POINT.

5.THE CALL:

THE SUPPLEMENTARY SCHOOL IS WHERE THE CHILDREN ARE AND THAT'S WHERE THEY MUST BE EDUCATED. THE SUPPLEMENTARY SCHOOL MUST BE BROUGHT ON PAR WITH THE EXCELLENT ELEMENTARY AND HIGH-SCHOOLS WHERE THE KIDS GO FOR GENERAL EDUCATION.

WE MUST DEAL WITH THE QUALITY OF TEACHERS AND WITH THE QUALITY OF MATERIALS.

THE WAY TO FIND OUT WHAT'S NEEDED IS NOT BY TALKING TO X BUT BY TALKING TO THE PARENTS OF THE KIDS WHO DROP OUT. FIND OUT WHAT THEY WANT, WHY THEY DROPPED OUT, WHAT THEY NEED.

[CONVERSATION TRUNCATED WHEN P.T. ANNOUNCED "OK. I MUST GET OFF THE PHONE NOW". I WAS OFF THE NEXT SECOND, AND THINK SHE MAY HAVE WANTED TO SAY A LITTLE MORE. HER GENERAL TONE WAS VERY POSITIVE.]

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THE COMMISSION ON JEWISH EDUCATION EDUCATION IN NORTH AMERICA
FOLLOWING-UP ON THE FIRST MEETING:

PHONE CALLS WITH COMMISSIONERS.

1.COMMISSIONER: ESTHER LEAH RITZ

2.PHONER: ANNETTE HOCHSTEIN

3.DATE: AUGUST 3, 1988

4.SPIRIT: VERY INVOLVED. VERY COMPLIMENTARY.

5.THE CALL:

THE MEETING: "THIS IS VERY EXCITING TO ME. THE CALIBER OF THE PEOPLE WHO CAME. THE FACT THAT THE PRINCIPALS THEMSELVES CAME WAS VERY IMPORTANT. FASCINATING. THE PLANNING WAS EXTRAORDINARY. THE FIRST MEETING HAS TO BE VERY WELL DONE AND THIS ONE WAS. MORT APPEARED AS A ROLE MODEL FOR THE ATTENDANTS BY INVESTING HIMSELF. I THOUGHT IT WAS A GREAT MEETING.

WE NEED NOW:

- 1.A CAREFUL SUMMARY OF THE FIRST MEETING
- 2.CONCRETE ALTERNATIVES SHOULD BE OFFERED FOR BOTH CONTENT AND PROCESS. THE INDIVIDUAL INTERVIEWS SHOULD PROBABLY NOT BE THE CONTINUOUS MEANS FOR INTERACTION WITH THE COMMISSIONERS, THOUGH THEY MAY STILL BE USED TOWARDS THE SECOND MEETING. THE REASON NOT TO CONTINUE IS THAT THE COMMISSION MUST LEARN TO MAKE DECISIONS AS A GROUP.

* * * * *

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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
Meeting of August 1, 1988

The Interview with Commission Members
A Selection

The Commission on Jewish Education in North America is composed of 43 individuals representing a wide range of perspectives. Prior to this meeting the Commission staff interviewed almost all of the commissioners to help build the agenda of the first Commission meeting. What follows is a selection of the points of view expressed by the commissioners. Some of the statements were expressed by many or all of the commissioners, while others represent the perspective of a few. Some of the views expressed complement each other while others may be contradictory.

The major issues raised appear to cluster around six topics:

1. The people who educate
2. The clients of education
3. The settings of education
4. The methods of education
5. The economics of education
6. The community: leadership and structures

I. The People Who Educate

- A. The shortage of appropriate, qualified people to educate children, youth and adults is the most important issue for our Commission to address.
- B. The personnel of Jewish education, in formal and informal settings, their recruitment, their training, their retention, is the key factor affecting the quality of Jewish education. It is also a crucial factor in determining the number of participants in Jewish education.
- C. This issue can be formulated as the need to build the profession of Jewish education.
- D. Increased salaries and fringe benefits are necessary. They will raise the status of education and facilitate the recruitment of qualified people.
- E. Salary is important, but the status, the empowerment, the personal growth and advancement of the educator are even more important.
- F. It is necessary to undertake a concerted, well-planned effort to recruit personnel to the field.

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- G. The education of educators is a high priority. It evokes some interesting differences of opinion:
1. Viewpoint I - We should invest heavily in training institutions. The building of ~~the~~ new and different programs should also be considered.
 2. Viewpoint II - The most effective kind of training takes place on-the-job, through apprenticeships, mentorships and sabbaticals of various forms.
 3. Viewpoint III - The most practical approach is to build centers for thinking and research. Educational reform is most effective when it moves from the top down. Martin Buber's contribution to adult Jewish education in Germany, or John Dewey's contribution to education in America, demonstrate that profound ideas are the way to attract the people we need, are the fastest and most effective way to change the image of the field of Jewish education and to create a profession.

II. The Clients of Education

Many comments and suggestions concern the participants - young and old - who can or do partake of Jewish education:

Who are they?

What do they need?

What do they want?

- A. Three points of view were expressed as to whom we should try to attract and serve:
1. We must change our approach to our clients and actively reach out to the less affiliated. We must market our product more effectively and offer the kind of variety that will attract those that are not currently involved.
 2. We must improve the quality of programs: outreach will resolve itself when the quality of Jewish education is improved. Good programs will attract larger numbers of students to Jewish education.
 3. The most sound investment is in the strengthening and improving of education for the committed. This point of view claims that they are our most important population.
- B. Our knowledge base about the clients of education is minimal, at best, and our intuitions may even be misleading. We simply do not seem to know enough about the Jews of North America to make informed decisions.

III. The Settings of Education

Issues were raised about the many forms of formal and informal education: Which forms justify the greatest investment? What is most in need of qualitative improvement? What has the greatest potential?

- A. Informal education offers great opportunities: the community center, the arts, Israel experience programs, summer camping, youth movements and youth groups are means for reaching many more clients than are currently involved and for impacting on the lives of those that are already participating.
- B. Ways should be found of combining forces between formal and informal settings to create new forms of education.
- C. A massive investment of energy, thought and resources should be made in day school education. The day school offers the most nearly complete Jewish educational environment; the schools can and will grow if they are improved and properly marketed, and if tuition is within the reach of more parents.

On the other hand, the impact of day schools for students coming from homes that do not support the values and goals of these institutions is not clear.

The number of all day high schools should be increased. Enrollment drops dramatically, precisely at the time when the values of the young person are particularly open to influence.

- D. Differences of opinion were expressed about the supplementary school.
 - 1. Though the supplementary school serves the vast majority of ~~the supplementary school participants~~ participating in formal Jewish education, from early childhood through adult education.
 - 1. Early Childhood Education and Day Care

This area has great potential. The proponents of formal and informal education join forces to argue that the large number of children and the enormous potential for educational impact converge to make this area worthy of serious attention. However, the personnel for early childhood education, their training and salaries represent a very serious challenge.

2. The Israel Experience

Educational experiences in Israel have a significant impact on young people. Some commissioners believe this to be true for loosely structured programs, summer touring, camping. Others believe structured programs at universities, yeshivot or for day schools are more effective. The issue of ensuring program quality and the question of subsidies were raised.

3. The College Campus and the University

Approximately eighty-five percent of all Jewish young people attend colleges and universities. Educational intervention on the campus is very important because this may be our last opportunity to educate. The academic climate that values universalism over particularism forces difficult dilemmas upon our young people.

4. Adult Education - Family Education

considerable The family environment and the education of adults is of *considerable* ~~significant importance~~ particularly if we want to succeed in the education of children. Though there are encouraging developments in this area, this form of education is still underdeveloped.

IV. The Methods of Education

Energy should be devoted to the various methods used in different forms of education. These include methods for the teaching of Hebrew, history and contemporary Jewish life. A serious effort should be made at curriculum reform that would emphasize the teaching of values, the attachment to the Jewish people and to Israel. We should invest systematically in the creative use of the media and computers for Jewish education.

V. The Economics of Education

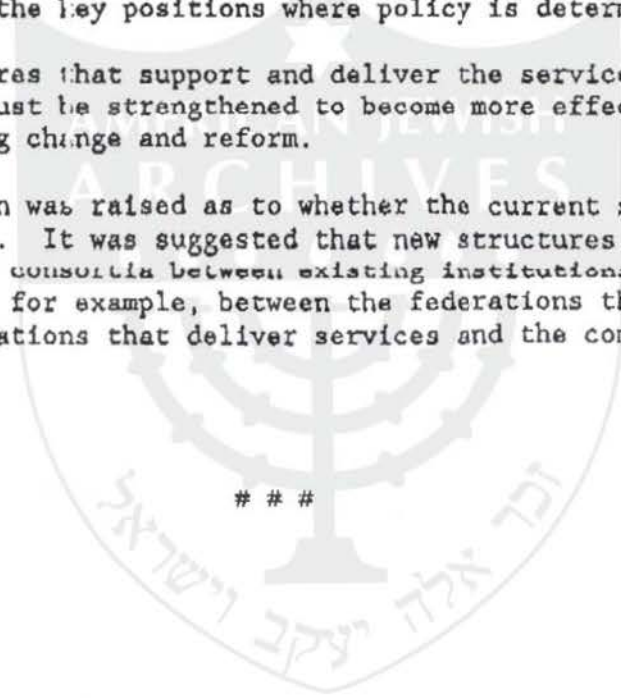
- A. We have very sketchy data about present expenditures for Jewish education by the North American Jewish community.
- B. This area is important because the reform of education will cost money, whether it be for teacher salaries, the development of training institutions, or on-the-job training.
- C. The high cost of tuition, particularly for day schools, for the Israel experience, and for camping is a stumbling block to increased participation.

- D. Improved educational facilities are needed. For example, we need good, up-to-date laboratories in the sciences. We need facilities for computer education and for physical education.
- E. There is a need for venture capital to encourage new creative and ideas.



VI. The Community: Leadership and Structures

- A. The recruitment of a cadre of community leaders to the cause of Jewish education is viewed as a high priority. The community leaders are one of the key forces for change. They will have to be informed as to the realities and problems of Jewish education and assume the key positions where policy is determined.
- B. The structures that support and deliver the services of Jewish education must be strengthened to become more effective in implementing change and reform.
- C. The question was raised as to whether the current structures are appropriate. It was suggested that new structures, new mechanisms, consortia between existing institutions should be developed - for example, between the federations that can fund, the denominations that deliver services and the community centers.



#



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

August 10, 1988

To: File

From: Arthur Rotman

Re Commission on Jewish Education.

Comments in a call with Harriet Rosenthal:

Found the meetings very interesting and exciting. Thought that comment of Esther Leah Ritz that the success of the Commission will be determined by the change on a local level, was very pertinent.

Also liked Lester Pollack's comment that "we don't have to invent the wheel" all over again. There are lots of good programs and activities and it's not really necessary to search for new ideas. It's more a question of getting some of the existing good ideas properly supported.

The concern about personnel seems to be universal.

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

August 10, 1988

To: File

From: Arthur Rotman

Comments re August 1 meeting.

Dave Dubin:

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

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

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AJW

AUG 25 1988



15 EAST 26th STREET • NEW YORK, NY 10010

TO: File
FROM: ARTHUR ROTMAN

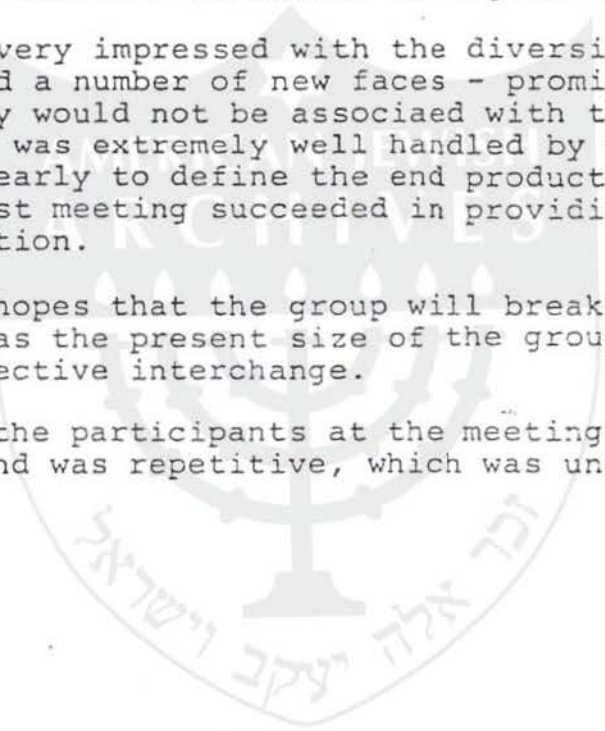
DATE: August 15, 198

Lester Pollack's reactions to August 1st meeting:

He was very impressed with the diversity of the group. He noted a number of new faces - prominent people who normally would not be associated with the topic. The meeting was extremely well handled by the chairman. It is too early to define the end product but certainly the first meeting succeeded in providing the outline of a direction.

Lester hopes that the group will break down into task forces as the present size of the group is too unwieldy for effective interchange.

One of the participants at the meeting spoke several times and was repetitive, which was unfortunate.



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TOWARDS THE FIRST COMMISSION MEETING:

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INTERVIEW OF COMMISSIONERS
SUGGESTED SCHEDULE

I. Topics

The following topics are suggested for your interview:

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

II. Background

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

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

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

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

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

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

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

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

III. The Interview

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

A possible beginning:

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

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

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

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

participation etc..)

-community events (Russian Jewry)

-Israel: visits, study, support]

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

2. The opportunities that make the Commission timely

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

b.The emergence of the private foundations.

c.Greater allocations by Federations than ever before.

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

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

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

a.A fragmented approach will loose impact

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

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

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

b.How the Foundations will serve as catalyst.

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

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

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

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

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

d. Possible taskforces could be:

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

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

6. The outcomes -- policies and programs

a. It is not only a roadmap.

b. It is not only priorities.

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

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

7. Our initial cut into the subject: personnel.

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

8. The preferences and likely involvement of the commissioner

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

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

9. The first meeting of the Commission

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

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

Some impressions we may want to avoid in the interviews:

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

TOWARDS THE SECOND COMMISSION MEETING:

I N T E R V I E W O F C O M M I S S I O N E R S
S U G G E S T E D S C H E D U L E

I. Synopsis

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

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

II. The Interview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The work done:

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

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

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

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

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

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

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

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

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

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

III. SUMMARY

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



B. The list of options

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

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

6 BM

INVENTORY

Level 1

MAJOR CATEGORIES:



F B M

INVENTORY

LEVEL 2.

SUB-CATEGORIES

JEWISH EDUCATION INVENTORY OF ELEMENTS

1. Personnel

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



C. TRAINING

=====

Duration

Where to Train

1. Full-time -
long-term

2. Full-time -
short-term

3. On-the-job -
long-term

4. On-the-job -
short-term

1. EXISTING INSTITUTIONS
 a. Jewish - USA
 1. Teacher Training Colleg
 2. Institutions of higher
 Jewish learning
 3. Yeshivot
 4. Special Programs

b. Jewish - Israel
 1. Teacher Training Colleg
 2. Institutions of higher
 Jewish learning
 3. Yeshivot
 4. Universities
 5. Special Programs

c. General Institutions
 1. Schools of Social Work
 2. Schools of Education
 3. Departments of Judaica,
 Social Sciences and
 Humanities

d. On-the-job Training
 1. Jewish
 2. General

2. NEW INSTITUTIONS
 a. Jewish - USA
 1. Teacher Training Colleg
 2. Institutions of higher
 Jewish learning
 3. Yeshivot
 4. Special Programs

CRITERIA

A. FEASIBILITY

I. CAN IT ACHIEVE TARGET?

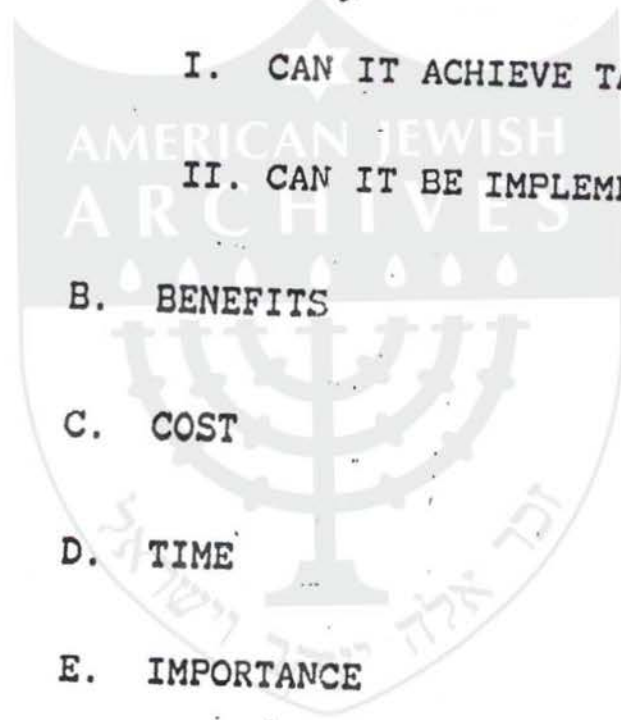
II. CAN IT BE IMPLEMENTED?

B. BENEFITS

C. COST

D. TIME

E. IMPORTANCE



MEANS OPTIONS V. PROGRAMMATIC OPTIONS
 (MEANS OPTIONS = UNDERLINED)

OPTIONS (

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

MINA -- TOWARDS THE FIRST COMMISSION MEETING

INTERVIEWS OF COMMISSIONERS

Surprising findings

Adult education -- deemed central and potentially successful

Family education -- a recognised need - unclear about how to

Early childhood given much importance because of the general increase in demand in American society at large and in the Jewish Community.

Greater significance given to on the job education

Universal concern about the weakness or non-existence of training institutions

Supplementary school -- many consider it hopeless, doomed.

Gottschalk -- from the top down.

Agreement on personnel being the key issue

Agreement on profession building as a major area in need of development.

New thoughts on the shaping of Mr Mandel's opening statement

Commissioners want to participate in the meeting -- e.g. Bronfman, Twersky, Gotshalk, Bieler

Importance of follow-up with commissioners before the first meeting -- e.g. responding to the interview in the light of our meeting in Cleveland

The teacher & the institutions

Outreach or not

Diff between

career

Israel

** Community approach Josh + Dublin*

** Don on supplementary school - 12/83*

Reg. on rabbis as educators

Adult Education

Training

Supplementary Schools

Reg on rabbis as educators

Salaries

Status *participation*
files
inherent

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INTERVIEWS: POINTS FOR QUOTE

1. THE PROBLEM: NO LONGER TOTAL JEWISH ENVIRONMENT (GREENBERG)

2. THE ANSWER : LIMITED TOTAL ENVIRONMENT -- DAY SCHOOLS (GREENBERG; INGALL;

3. PERSONNEL IS A KEY FOCUS (GREENBERG; ELKIN; MARYLES; BRONFMAN; TWERSKY

WIDE RANGE OF VIEWS -- FROM THINK-TANK DOWN TO KINDERGARTEN

NOT ONLY SENIOR; THE TEACHERS' SITUATION IS HORRENDOUS (ELKIN)

4. TEACHER TRAINING NEEDS (RANGES FROM TWERSKY TO GOTTSALK -- TWO VIEWS:

-- FORMAL TRAINING PROGRAMS ARE NOT THE ANSWER (GREENBERG; BIELER)

SHOULD BE ON THE JOB, PERHAPS BY LEAD TEACHERS (; TWERSKY, BIELER.

-- FORMAL TRAINING PROGRAMS MUST URGENTLY BE DEVELOPED (IMPROVED) (INGALL; ELKIN)

-- THE A-VOCATIONSL TEACHER (INGALL

5. BUILDING THE PROFESSION (GREENBERG; INGALL

-- SALARIES MUST BE IMPROVED - THE SITUATION IS TERRIBLE (GREENBERG; ELKIN;

-- STATUS : GREENBERG, INGALL, BIELER, MARYLES (MORE IMPORTANT THAN SALARY)

-- PROFESSIONAL ENRICHMENT OPTIONS (GREENBERG; BIELER, ELKIN

-- FRING BENEFITS (FREE ED. FOR KIDS (BIELER

-- IN-SERVICE ON THE JOB TRAINING (ELKIN

-- ENRICHMEN TO HELP ISOLATION (BIELER, ELKIN

-- ARGUES FOR LEAD TEACHER (BIELER

-- LADDER OF ADVANCEMENT AND PROMOTION (GREENBERG)

-- TEACHER PARTICIPATION IN POWER-- DECISIONMAKEING (, SARA LEE, BIELER

5. ADULT EDUCATION - TERRIBLY IMPORTANT PER-SE AND IN ORDER TO SUCCEED WITH CHILDREN (GREENBERG, INGALL; BIELER

QUOTE INGALL: "UNTIL SUCH TIME AS THE JEWISH COMMUNITY IS CONVINCED THAT JEWISH EDUCATION IS FOR EVERYONE; UNTIL SUCH TIME AS IT IS A TRENDY THING FOR ADULTS TO DO TO LEARN, THE CHILDREN'S EDUCATION IS DOOMED."

QUOTE BIELER: "THIS IS THE ONLY WAY TO HOPE TO REACH OUT TO MORE OF OUR CHILDREN IN MORE EFFECTIVE WAY

"ADULT CULTURE MUST BE SUPPORTIVE OF WHAT THEIR CHILDREN LEARN, OR ELSE THE CHILDREN'S EDUCATION WILL FAIL"

3. NOT ENOUGH VARIETY IN OPTIONS (ORTHODOX HEGEMONY) (GREENBERG; TISHMAN)

4. THE COST OF TUITION AS DETERRENT (GREENBERG) -- NEED SCHOLARSHIPS (MARYLES

5. USE STATE OF THE ART KNOWLEDGE (TECHNOLOGY; MEDIA; CURRICULUM; MARKETING) (GREENBERG) MARYLIS
-- MARKETING: LIPSETT; MARYLIS; BRONFMAN;

6. INFORM PARENTS OF WHAT DAY-SCHOOLS CAN DO FOR THE EDUCATION OF THEIR CHILDREN (GREENBERG)

8. PERSONNEL MANAGEMENT SYSTEM MUST BE DEVELOPED FOR IDENTIFYING QUALIFIED CANDIDATES WHEN SEARCHING (GREENBERG)

11. VENTURE CAPITAL -- OPENING POSSIBILITIES FOR CREATIVE INDIVIDUALS -- EXPERIMENTING; DEMONSTRATION CENTERS (GREENBERG; BIELER; ELKIN)

13. THE ISRAEL EXPERIENCE IS EXTREMELY IMPORTANT (GREENBERG; INGALL; BRONFMAN)

14. JOB DEVELOPMENT -- THE NEED TO CREATE VIABLE FULL-TIME JOBS: THE PROBLEM OF THE PART-TIME PRINCIPAL (INGALL)

15. THE NEED FOR FAMILY EDUCATION (INGALL; MARYLIS)

16. LOOK AT EXPERIMENTS AND SUCCESSFUL PROGRAMS (EX: PROVIDENCE LICENSING, SALARIES, TEACHER TRAINING) INGALL; BIELER

17. INGALL POINTS TO A CHANGE IN SPIRIT AMONG THE YOUNG TOWARDS MORE IDEALISM. SHE BELIEVES MORE WILL BE ABLE TO BE RECRUITED)

18. SUPPLEMENTARY SCHOOLS: TWO VIEWS:

-- MUST BE IMPROVED (INGALL'S; RATNER; MARYLIS)

ONLY HOPE IF BUILD FULL-TIME JOB (ELKIN; INGALL; EL RITZ;

-- SO BAD THAT HOLDS LITTLE HOPE (GREENBERG, TISHMAN, BIELER

[ORTHODOX BIAS TOWARDS DAY SCHOOL

-- POOR SALARIES (ELKIN)

19. SYNAGOGUES: NECESSARY BECAUSE THAT'S WHERE THE PEOPLE ARE (BIELER) BUT IN FACT THEY ARE NOT EDUCATIONAL CENTERS. RABBIS ACT AS SOCIAL WORKERS.

20. INREACH INSTEAD OF OUTREACH -- (ELKIN, GREENBERG, LIPSETT)

"OUTREACH WILL SOLVE ITSELF WHEN THE QUALITY OF EDUCATIONAL SERVICES GOES UP." (ELKIN)

-- IF DATA IS CORRECT AND 70%+ HAVE ATTENDED AT SOME POINT, THIS POINT MAKES LOTS OF SENSE

OUTREACH (BRONFMAN -- THE IMPORTANCE OF ISRAEL FOR THIS; REACHING OUT T

21. IMPORTANCE OF THE SURGE OF INTEREST IN EARLY CHILDHOOD AND DAY-CARE PROGRAMS -- NEED: MORE PROGRAMS; IMPROVED PERSONNEL; TERRIBLE SALARIES (SARA LEE, ELKIN, TWERSKY, BRONFMAN -- ATTRACTING PARENTS -- BRONFMAN)

22. RECRUITMENT: ACTIVE RECRUITMENT FOR TRAINING PROGRAMS -- PARTICULAR EFFORT FOR INTAKE OF YOUNG AND ENTHUSIASTIC PEOPLE (LIPSETT, INGALL, ELKIN)

23. THE COMMUNAL VIEW: LINK BETWEEN INSTITUTIONS AND FORMS OF LEARNING -- CREATE YIDDISHKEIT-COMMUNITY (ELKIN; MARYLIS)

- QUOTE MARYLES "THE PROBLEM OF JEWISH EDUCATION IS TOO LARGE FOR ANY ONE GROUP. ONLY THROUGH A PARTNERSHIP CAN WE hope to leGITIMISE THE PLURALISM WITHIN AND BETWEEN JEWISH COMMUNITIES
24. LAY PEOPLE -- EDUCATOR RELATIONSHIP (SARA LEE, ELKIN, BIELER
 25. NEED HISTORICAL PERSPECTIVE (ELKIN; STEIN
 26. IMPORTANCE OF HEARING AND PR FOR POLITICAL PURPOSES
 27. PHYSICAL PLANT (MARYLES
 28. SPECIAL EDUCATION (MARYLES
 29. IMPORTANCE OF HISTORY AND CONTEMPORARY CIVILISATION (BRONFMAN
 30. INFORMAL EDUCATION -- INCLUDING ARTS (BRONFMAN
 31. COMMITMENT TO PLURALISM (GREENBERG; MARYLIS; ELKIN; BIELER; BRONFMAN; TISHMAN; LIPSETT
 32. ALTERNATIVE FORMS OF EDUCATION (BRONFMAN

QUOTES:

"LARGER NUMER OF PARENTS THAN BEFORE WOULD CHOOSE MORE JEWISHNESS FOR THEIR CHILDREN, GIVEN RIGHT OPTIONS AND ADEQUATE INFORMATION (GREENBERG)

HIGH CONSENSUS ITEMS
SURPRISES



elkin/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: JOSHUA ELKIN
Interviewer: Annette Hochstein
Date: June 13, 1988
Place: Jerusalem, Nativ Offices
Duration: 3 hours
Focus: Content

Anticipated Participation : active. All Commission meetings and active role in taskforce. Will help spread the word of the commission amongst educators.

First Meeting Arrangements: Arriving from Seattle by nightflight (family wedding there the night before). Will need pickup arrangements.

Category: Educator. Principal Solomon Shechter School, Newton Mass.; leading principal amongst conservative day schools. Jerusalem Fellow.

Atmosphere: eager, interested, hopeful, anticipating both the process and the outcome of the work of the commission.

Summary

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

1. Mr Elkin immediately turned the conversation to the question of **Who should our client population be?** Should we give priority and reach out to people who do not avail themselves of Jewish Education today? Or should our efforts go towards improving the quality of existing endeavours. Today Mr Elkin **believes outreach will solve itself when the quality of educational services quality goes up. He hypothesises that demand for good education will follow initial quality supply.** We have many children in our institutions - both part-and full time. The problems within current programs and institutions, for current consumers of Jewish education should get priority.

2. The Conversation then turned to **early childhood**, because it appears that demand there far outweighs supply (thus outreach is not the problem): Mr Elkin suggests that the pre-school element of Jewish education warrants enormous attention. By investing in pre-schools -- early childhood programs -- we will reach out naturally.

There is a dearth of places in pre-school programs under Jewish

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auspices, in the face of growing demand. There are waiting lists and people are being turned away from day-care centres, nursery schools, kindergartens in JCC's, in synagogues, independent institutions.

At the same time the quality of what is being offered is often unsatisfactory with enormous opportunities being missed. There are some outstanding programs, but too often the programs are staffed by teachers with no early childhood training, Jewishly ignorant directors, warm people with no training. Thus pre-school staff are often unable to begin teaching Hebrew, answer children's questions, use music and art effectively for Jewish content, etc... While there is a dearth of pre-school places the lack of quality staff and good programs is enormous. Moreover the salary picture is abysmal, probably worse than in the supplementary schools system. [Note: this data about the quality of pre-school teachers and the salary levels should be checked].

Mr Elkin went on to suggest three possible areas of response:

- Upgrade the quality of personnel
- Create more places to answer current demand
- Set up demonstration centres -- in existing or new institutions.

3. The discussion of personnel for pre-schools led to the general issue of personnel. Mr Elkin thinks that **personnel should be a key focus of the work of the commission.** The teaching picture is - in his word - horrendous. The dearth of talented and qualified teachers plagues every principal in every institution. While the problem of Senior Personnel also warrants attention, this attention must not be exclusive.

Mr Elkin says that in the teaching profession the people are simply not there. (The problem is critical in the area of teaching texts. There are just no people to teach bible etc.).

In order to deal with the problem the following elements should be dealt with:

*Develop Quality Institutions and programs to train teachers

*Vigorous Recruitment Campaigns to encourage talented young people to choose to be educators. Recruitment must be put on everyone's agenda. The climate is essential to this. Recruitment should also take place amongst the young people in day-camps, high-schools, youth movements. Young people have time. They can go to programs in Israel, take courses, do practicum, etc. We should recruit candidates for training the way colleges recruit law-students into pre-law programs. Perhaps devise pre-training practicum to inspire, etc. The reform movement has devised interesting methods for feeding people through the system. Look at HUC's recruitment. [Note: we should look at this]. Maybe pilot some of these ideas to show that there is real potential

out there.

* Unlike in general education, salaries are a real stumbling block and the issue will have to be addressed.

*In-service training should be strengthened for both formal and informal educators. It is critical - and insufficient at present - for both teachers and senior personnel. M Elkin suggest that amongst other benefits, good in-service training programs will help deal with the feeling of isolation that educators often have. He believe this feeling increases burnout phenomena. In general education peer-observation, principals centres, summer institutes, are all effective in-service activities.

Mr Elkin views in-service training as part of the broader issue of the climate of the educational institution, the quality of the professional's life at work, the status of the educator. He believes these elements need careful attention.

4. From the general issue of personnel, the conversation led to the **Supplemental Schools**. Issues of both personnel and content were raised. About the need to upgrade the personnel, Mr Elkin asks:

"How can you build a profession with a job that starts at 3 p.m. and has at most 15 hours of work per week?" He suggests we look at various experiments and success stories [note : he mentioned one Supplemental school in Lexington, Ma that he thought worth looking at]

To deal with personnel Mr Elkin believes will require taking a multiple-cut approach: build jobs from a variety of assignments ("Community educator"). Take part-time people. Look again at the idea of para-professionals for some tasks.

It was suggested that the lack of administrative support for senior personnel in supplemental schools is a real problem.

Salaries in supplemental schools are very low: "Even with patchwork combinations of informal and formal job-parts, salaries only reach \$15,000 - \$20,000 per year." [Note:check this data]

From personnel-relate issues the discussion moved to the question of content. Mr Elkin says: **" A program of 8 hours a week alone, cannot accomplish the job of Jewish education.**

"One of the goals of Jewish Education in the USA should be to re-create a sense of Community that has Jewish content at its centre ("Yidishkeit-Community"). One should simulate a sense of community through the creation of linkages amongst various institutions of Jewish learning and experience, that offer various learning experiences: thus supplemental school would become much more effective if it were combined with summer camp, with home support, with Friday-night meals at the JCC, with synagogue experiences, etc. "People feel themselves very isolated Jewishly. Linking the various opportunities in a planned

process could be very beneficial." Part of the opportunity offered by the Mandel Initiative resides in its conception of bringing together the major players, thus creating possibilities for linkages towards increased planned exposure to Yidishkeit.

Mr Elkin remarked that for all the issues raised, the situation might be very different in each denominational network.

5. At the end of the conversation Mr Elkin raised a number of points and issues that we did not elaborate upon for lack of time. The issue of the relationship between lay-leaders and educators is often difficult and would benefit from a systematic approach. It has been identified as a major factor of job-dissatisfaction amongst educators and has been documented as being a major problem. [Note: see the S.M.Cohen and S.Wall study for the Jewish Education Committee.]. The quality of the communal ownership of Jewish education should be dealt with. Both sides -- educators and grass-roots lay-people would benefit from being trained about working together.

6. Mr Elkin believes the historical perspective on Jewish Education in America is critical for our understanding of today, and for avoiding repeating past mistakes.

7. Mr Elkin pointed to the importance of hearings as political vehicles for the work of the commission, and to the general need of p.r. throughout the work - in order to prepare communities and educators for the implementation ahead.

INTERVIEW WITH
BENNETT YANOWITZ

ARTHUR NAPARSTEK
JUNE 28, 1988

I. Personal Profile

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

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

II. Views on Jewish Education Today - Problems

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

III. Opportunities That Make The Commission Timely

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

*We must
get the
figures
still
found
10%
10%
10%
What is
the
truth?*

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IV. REPRESENTATIVENESS OF COMMISSION

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

not table

V. Outcomes

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



INTERVIEW WITH
DAVID DUBIN

ARTHUR NAPARSTEK
JULY 1, 1988

I. Personal

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

II. Problems of Jewish Education

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

Synagogue -

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

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

III. Why the Commission is Timely

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

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IV. Outcomes

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



ingall/2MN-W

MI-NA: TOWARDS THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

Commissioner: CAROL INGALL
Interviewer: Annette Hochstein
Date: July 4, 1988
Place: Providence, Ms Ingall's home
Duration: 2 1/4 hours
Focus: Content

Anticipated Participation : active. All Commission meetings except the first (because of CAJE) and active role in taskforce.

Category: Educator. Executive Director, BJE of Rhode Island. JTS MA in teaching.

Atmosphere: interested, examples and cases of excellence (of which some interesting in R.I.), practice oriented.

Summary

The meeting begun with an overview of Jewish Education in Rhode Island - and some of the work of the BJE there.

This was followed by a discussion of some major issues in Jewish Education in North America today:

- 1.The need to build the profession
- 2.The problem of the part-time principal.
- 3.The absence of teacher training programs
- 4.The need for adult education
- 5.The need for family education
- 6.The need to promote high-school education
- 7.The importance of an Israel Experience.

Amongst the major opportunities Ms Ingall points to a change in spirit among the young towards more idealism. She believes this will allow to recruit suitable candidates for the field of Jewish Education.

We also discussed the composition of the commission, the way it plans to work, taskforces, anticipated outcomes and Ms Ingall's preferences for taskforce involvement.

A.Jewish Education in Rhode Island - and some of the work of the BJE there. [A recently completed study offers up-to-date data. We should get it when published].

The following points were raised:

- a.Rhode Island, with 17,000 Jews, is a small community and differs in many points from large metropolitan areas.
- b.It also differs from many communities by virtue of being probably more conservative and more affiliated. 80% of the community is affiliated with a synagogue. 85% of the children are enrolled in schools. 23-27% are in dayschools.

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The BJE is actively involved in professional development. It has developed its own certification program **linked to a salary scale**. a code of practice sets standards for teacher-school relations. Certification leads to a doubling of the teacher's salary. [We should look at this]. The bulk of teachers are a-vocational teachers. Incentives to schools and to teachers for training. Teacher training and teacher support are major activity areas. [Look at some of the programs -- mentors for a-vocational starters, etc..]

B. From the discussion of local conditions the conversation moved to the question of major problems and opportunities in Jewish Education in North America today. Ms Ingall views personnel issues as central and dominant (though she didn't frame it this way.. The following elements were discussed:

1. The need to build the profession

- need to develop opportunities for professional growth and enrichment

- the issue of status (this is not mainly a question of salary - the a-vocational teacher doesn't care so much - but of all the other elements involved in status, including independence)

2. The problem of the part-time principal.

- In small communities principalships are part-time positions. Thus there is often "no one there" to run programs, develop staff, etc...

- The part-time principal is often a rabbi trained in Jewish knowledge but lacking pedagogic and administrative skills. The principals are often less good than the teachers. They know nothing about supervision, guidance, in-service training.

- Suggestion: develop composite jobs that add into full-time profession. Add family education etc...

3. The absence of teacher training programs

- Nobody trains teachers. The denominational colleges train senior educators (only Y.U. trains teachers too). The Hebrew Colleges graduate single participants, often Israelis in search of an easy degree.

- Idea: create combination degrees in general universities between the Judaics department and the education department.

* There are different categories of teachers:

- "Natives" with inadequate training (e.g. judaics and no pedagogy)

- Israelis - able to teach Hebrew and often texts, but uncomfortable with the ideological message of the institution in which they teach (idea: perhaps the denominational colleges could deal with this issue)

- Teachers trained and experienced in secular teaching but with little Jewish knowledge. Often work as avocational teachers in Jewish schools. Add to this the non-trained a-vocational teacher - probably the largest category of teacher. (A warm and committed person teaching the full-time load of 5h/week in a supplementary schools).

4.The need for adult education

Until such time as the Jewish Community is convinced that Jewish Education is for everyone, until such time as it is a trendy thing to do for adults to learn, the children's education is doomed

5.The need for family education

The vast majority of American Jewish parents send their children to some form of Jewish school. When they do this they are saying something positive about their being Jewish. They must be taught to do their share -- the family's share -- of Jewish education, so that the schools can be freed for the teaching tasks.

[Look at Harlene Applebaum's family education program in Detroit. {ask M.Berman?} -- She is excellent. Consider for taskforce. C.I. dixit].

6.The need to promote high-school education Deal with the 13-18 year olds

7.The importance of an Israel Experience.

Very important. Believes the experience re-inforces and supplements what the school does. R.I. offers scholarships for good programs. Encourages kids to go. (Ex.HSI; Ramah).

8.Miscellaneous.

** Amongst the major opportunities Ms Ingall points to a change in spirit among americans today young towards more idealism. She believes this will allow to recruit suitable candidates for training. Look particularly at youth movment graduates, camp graduates, etc...

C.I. does not believe informal education is making a significant contribution at this time. The Jewish content level of camps has gone down and they are less fashionable.

JCC's have little to offer in the way of content. Example of their pre-school program in R.I. 50% non-Jewish kids; 25% non-Jewish personnel.

We also discussed the composition of the commission, the way it plans to work, taskforces, anticipated outcomes and Ms Ingall's preferences for taskforce involvement. Her preferences would be:

Building the profession
Training
Family Education

She sees herself as a taskforce member - but not as chair or professional because of time constraints.

We discussed possible staff for taskforce. Few new names.

CAJE as a possible partner to the commission.



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TO: Seymour Fox
Annette Hochstein FROM: Virginia F. Levi DATE: 6/27/88
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
 REPLYING TO
 YOUR MEMO OF _____

SUBJECT: INTERVIEW SCHEDULE

As of today, I have the following to report on the interviews you asked me to schedule for you. I have made no airline reservations, but have noted possible flights where connections might be a problem. I have included addresses and phone numbers so that you can confirm appointments and indicate details, when necessary, of arrival times and where you'll be staying. THIS IS AN UPDATE TO MY MEMO OF 6/24/88.

SEYMOUR

Monday, July 4

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

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

Tuesday, July 5

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

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

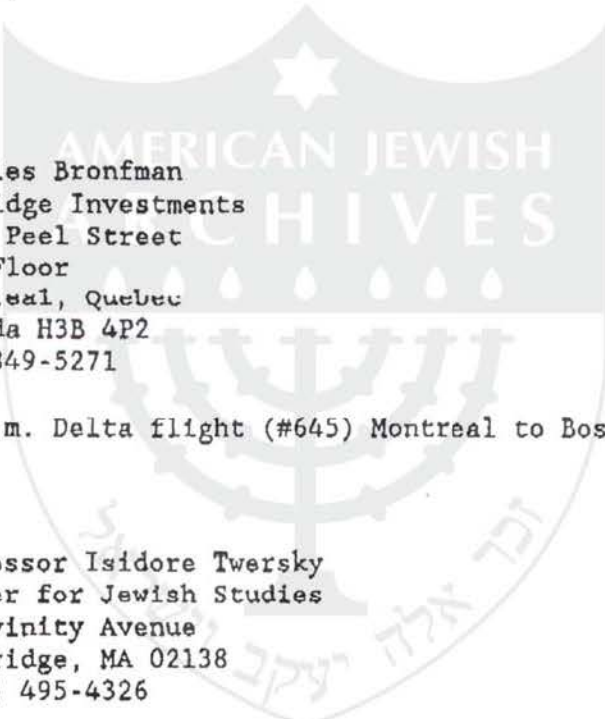
4:30 p.m. Dr. Alfred Gottschalk
 President
 Hebrew Union College
 3101 Clifton Ave.
 Cincinnati, OH 45220-2488
 (Administration Building, 2nd floor)
 (513) 221-1875

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

Wednesday, July 6

7:30 a.m. Charles Ratner
 President
 Forest City Enterprises, Inc.
 Tower City Center
 100 Public Square
 Cleveland, Ohio 44113

INFORMATION FOR CORRESPONDENCE



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

ANNETTE

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

Tuesday, July 5

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

1:00 p.m. Rabbi Jack Bieler
1641 3rd Ave.
New York, NY 10128
212-831-8536
He would like to meet you at your hotel, since he has moved out of
his office and will be packing up his home. I said you or I would
get back to him, since I don't know where you'll be staying.

late afternoon, exact time to be determined:

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

I didn't call and try to reschedule for Israel because I think
this will work, and you'll be in the general vicinity. Let me
know if you want me to change this. I suggest that you be in
touch with her about a specific time when your plans are more
definite,