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INTERVIEW WITH M. MANDEL

-- June 27, 1988 --

ANNETTE: There are two reasons for wanting to interview you. One reason is it would be a wonderful baseline for the other interviews, in order to understand where everybody stands in relationship to the goals of the person whose idea and initiative this is. The second reason is of course my desire to know, to have the pleasure of hearing you express in a systematic way, what your views are about this. Though I believe I have a fair idea, it is something that has never been explicitly discussed nor very often discussed in details. So I thought this might be a good time.

MANDEL: Sure. You know, I don't have the outcomes all clear.

ANNETTE: You don't.

MANDEL: No. One of the projects that we need to undertake between now and August 1st -- I guess I'm digressing a little bit, but I think it's important -- is to have a piece of paper on which we've written the outcomes, like there were no Commission. The steering group is to decide in advance of the whole process what some logical outcomes of the process might be. And start out with that destination in mind, as we convene our first meeting. And allow the meeting process to steer us wherever it steers us. But given zero impact of the Commission, we have our answers. That

there will be zero impact, is virtually impossible. There will be some impact. But, if we are directed even in the wrong way -- it will be a more effective process than if we are just wandering toward no direction whatsoever.

In other words, if I'm steering toward Haifa, and the group takes me to Nabius -- fine. But if there's no impact from the group, at least I know I'm going to Haifa.

ANNETTE: Would you like to begin with that? Is that something you'd like to continue to elaborate on, the outcomes?

MANDEL: I'll tell you the truth, as far as the outcomes are concerned, I really think I need to sit around a table, with a big blackboard, and half a dozen people, and do some very free rolling brainstorming. Because I don't have a clue, except in very macro terms, as to what the specific planks of the outcome -- of what the specific outcomes need to be. I've got some generalized thinking: we all do. And I think we need to sharpen it, we need to have some -- you know, I could dictate a set of outcomes. It is not the product of the process I feel I need to engage in -- namely, take our little 6, 5-6 person group and take a couple of hours and really brainstorm. Because it's very clarifying and instead of my list of 12 outcomes, and your list of 12, and Seymour's and Art's and anybody else's list of 12 -- of which may have 6 in common and all this -- we'll come up with a list

between us different than if we were simply to merge each of our individual lists. That's always the case.

ANNETTE: If we're not going to talk about the outcomes now, well maybe we should begin then with the process in the following way. You've been involved in a large number of commissions. The one I know most about is the JWB Maximizing Commission. Is this commission going to be different? And if yes, how is it going to be different?

MANDEL: I'm not sure it will be different. I think there is a standard method of operation that applies to virtually every such process, where certain basic elements need to be in place for the process to be effective. And as I think about this one, as I think about the JWB Commission on "Maximizing the Jewish Educational Effectiveness of the Jewish Community Centers," I think the process of JWB was very effective. It resembles in almost every respect, the process that -- another Commission I chaired most recently for the Council of Jewish Federations on "The Role of the Jewish Community Center in the 21st Century," and these I still chair at Premier, even though they're not called Commission -- have pretty much the same basic fundamental approach. Smart group, defining the problems, developing alternative solutions, with careful staff work, getting the facts, developing alternative solutions, shooting the solutions down, and if they don't get shot down -- they survive. And ending up with a group process in which there's been a lot of participation, ideally, by

good, clear minds. And producing the end product. Now that -- you know, that's not very startling by way of a definition, but it works. And I don't see anything different here.

What makes this Commission a bit different to me, maybe almost unusual to me, is the great care with which we've assembled the commissioners, and the amount of thinking we're doing about assembling staff. So what you have here maybe is the difference between a chef and a cook, a gourmet chef and a cook. They both make fish, but in one case it's a trip to the moon; and the other, it's simply refueling, you know. So that I think, I think maybe the only unique aspect of this as I think about it, is quality. There may be even a substantial qualitative difference. I don't see the methodology being much different.

ANNETTE: I'd like to take, to stay a moment with that qualitative difference. Is that qualitative difference likely to yield a difference in the scope of the outcome?

MANDEL: It will -- it will -- one of the fruits of that qualitative difference will be the confidence we have in our findings, the sureness with which we proceed. They will be less tentative -- it will be less tentative. It will be a bit bolder. Big visions are never achieved by people who have no self-confidence. Bold moves are never undertaken by people who have no self-confidence. It's that self-confidence that permits you to take a risk. And I think there may be enough self assurance

around that table -- maybe not -- you know, I'm just thinking out loud with you -- that there's every likelihood that we'll reach as far as we ought to reach; that we won't be too timid.

ANNETTE: O.K. Going on with that, we are -- we're talking about bold moves and taking risks at the end of the road?

MANDEL: It could be. It could be not. We may agree on very safe, yet exactly right ideas. The Israel Experience was a safe undertaking. Success and failure was a qualitative function only. Not whether this is a good idea -- that was not risky. Senior Personnel was not risky, as an idea. Vacation Village is a risky idea. And I don't think we need to titillate ourselves with risky ideas unnecessarily. If we come up with ideas as sound and as appropriate as the Israel Experience and Senior Personnel, the game then is a qualitative game. The game then is making a difference in those areas. But not -- it won't be a bold agenda in the sense that when people read these five subjects are the undertaking of this group -- they'll say: "hey, what's the big deal? The big deal is not, going to be to me, old lady, to do for as we go through this, ways of approaching senior personnel, or ways of approaching the infrastructure needed for senior personnel, training capability and so on. I mean -- do we want two more Melton Centers in America, one at Stanford and one at Harvard? Or one at Brandeis and one at Ohio State? And if we do, then what is the definition of a Melton Center? It is not merely a donor who is going to endow a chair in a program. It's a defined need, a defined opportunity. A person to run the Melton --

- the Smith Center -- a program, a set of goals, why we need it. And so when we tackle senior personnel in North America, it seems to me the special character of our group will permit us to get underneath that heading, in maybe very bold, creative ways and come up with a piece of work -- 2 Melton centers. For which we need Lester Crown and Mort Mandel, or Lester Crown and Charles Bronfman. And if they are participating with us and riding along with us, they should see this as a fine buy -- My God, you mean I can get that product! It's like buying a piece of jewelry, you know, the pleasure of wearing it (if you wear jewelry) is why you spend \$1,000 for something you can buy for a dime. Well the pleasure of having your name on something like the Melton Center is a great treat to a philanthropist who is seeking to put his money someplace.

So, I would think Annette, that our agenda when it's finally finished, the outcomes thereafter when they're finally finished, by themselves are going to be rather simple sentences.

ANNETTE: O.K. I think I'd like to come back to that -- and I'll tell you why.

From my point of view, what is tremendously impressive in this Commission besides the process that you have spoken about, is its civic scope and the breadth and the scope of the commissioners, and therefore of the commission. And I think that means, if I translate it, the potential for change.

MANDEL: The same thing. There is power there.

ANNETTE: Right.

MANDEL: There's not only brains; there's power.

ANNETTE: There's an enormous amount of power there.

MANDEL: There's power both human and financial.

ANNETTE: And institutional?

MANDEL: And institutional.

(Tape out for a few minutes)

[Annette: Invitation to talk about what is the problem...]

MANDEL: Diminishing sense of identity between this whole unit called the American Jewish community with Jewish tradition, Jewish thought, Jewish history and maybe even the sense of Jewish peoplehood, the sense that there is Klal Yisrael. And that's evidenced by things like inter-marriage, it's evidenced by volunteering -- sometimes in some voluntary organizations, it is harder to get volunteers -- you know, in the organized Jewish community, it is harder to get volunteers. The reasons for it ... I don't have to tell you the reasons. You know all the great success we've had in the American Jewish community and opening of

doors, getting the general community to look at Jews as people, and not as Jews. With that success are the seeds of all this drifting away on the part of young people from a narrow set of choices to a wide set of choices, and therefore -- because even a random distribution among this wide set of choices, looks like they are drifting away, because everybody always went only into Jewish life. Now one can be in the Symphony and you know, whatever one wants, just random saying yes to these things may have nothing to do with disaffection with Jewish life. What decreases is the number going into Jewish things. (Interruption)

restaurants in town and everybody goes to those 2 restaurants, and then 20 restaurants open up -- and now people still go to those 2 restaurants, but they also go to a Chinese restaurant one day, and because they go to this -- they never had that opportunity before -- the 2 restaurant owners could claim disaffection, could claim there's a loss of identity, could claim -- hey, what's going on here.

In fact, there are more choices and the normal distribution as between say 10 good restaurants and 2 good restaurants is one-tenth instead of one-half. So, to some extent, I think our figures are not as bad maybe in terms of how people really feel about the Jewish connection.

ANNETTE: Are you saying that essentially they have different Jewish connections?

MANDEL: No. I'm saying, that Americans growing up in America, who happen to be Jewish -Americans -- now in addition to choices that have a Jewish orientation -- good choices -- have good choices in a general society. They didn't have those choices when I was growing up. Have those choices now, and as they make a positive choice towards being on the Board of the Symphony, they are not making a negative statement about choosing that instead of a Jewish organization; it's in addition to a Jewish organization. But it does dilute the time they spend with Jewish organizations, because before they couldn't get on a symphony board, they could only choose the Jewish organizations. So that there would be more units of activity in Jewish organizations, with a given 100 people, than there would be with Jewish and general organizations. I'm saying that people who go on the board of general organizations, are not necessarily making a statement against the Jewish organizations. That's what I'm saying.

ANNETTE: That argument essentially says that the attitude of the Jews in America versus Jewishness is not negative?

MANDEL: No, I don't want to be that positive. I want to explore; I want a database.

ANNETTE: That says what?

MANDEL: That asks what in fact is happening? We think there's disaffiliation. We think that there's maybe even a lack of interest. (Interruption) ... I think we have to ask ourselves --

what is it we want to know about the American Jewish community? And what kind of hard data is there? There's a lot of hard data, we have to look at it. And then we have to be talking to each other with a common language. Because you get 20-30 commissioners around a table, one will say 72% of inter-marriage rate; one will say 42% inter-marriage rate; one will say that young people who have choices are choosing to go on non-Jewish forms of activities (as I have all my life by the way) and that says something, that it is a denial to the Jewish cause. And I'm saying to you -- I won't buy that. I'm saying that I think -- I'm very active in the United Way of America. I'm on the National Board and I was Chairman of the Cleveland group. I've been in that since 1954. It never occurred to me that I was denying my Jewish connection by being in a general connection, because I see myself as a Jew, but I see myself as an American. Do you understand what I'm saying?

ANNETTE: I think I do.

MANDEL: And there are those who translate that into a lack of interest of what have you. And we have to validate that. We have to find out what's happening. I'm guessing that the fact that people who are in their '30s are not affiliating as tightly, as completely as fully in their outside activities with Jewish causes, may in fact simply be saying to us -- there's such a wide array, that some kind of normal distribution, random distribution, is going to take them into non-Jewish causes. Which is not a deliberate slap, insult at the Jewish causes.

ANNETTE: But what is the implication of that for the Jewish side?

MANDEL: The implication of that -- I don't know. First of all we have to validate it. Is what I'm saying fact? What I'm saying is fact, but I don't know that there are any negative implications. It may be that we are growing a generation of Jews who because they will have roots and connections in the general society, will be better Jewish leaders, not worse. Because what we want is an ecumenical society, we want a society in which there are no ghettos, we want strong ethnic groups living in a pluralistic society where each respects each other for what they are. And I think in a country like America or Israel or any country where there are diverse groups -- Arabs and Jews, whatever that an ideal society has a lot of functions and institutions where people intermix, are simply there because they're interested in music or they're interested in art, or they're interested in whatever. Not because they're Jews interested in art, or Arabs interested in art. Because they're people interested in art. Just as for those societies to flourish, **there needs to be pride in one's background and roots and culture.** So there could be a stronger community, in a highly integrated Israeli (American?) society, and a strong Jewish community in a highly integrated Israeli society. And I think that's the best of both worlds. The same thing is true all over the world as far as Jews are concerned. Jews can be strong Jews and strong Frenchmen.

ANNETTE: Yes. But I think that we are essentially discussing the

notion of what is strong. There's a whole school of sociologists today, who I think are making your point, and are proving it. I believe the data is there and the books are being published now, that say that in fact your point is very well taken.

MANDEL: It's a point, I don't know if it's my point.

ANNETTE: O.K. that point.

MANDEL: Yes, that point.

ANNETTE: And there's one school that argues that point. The other school will say that those ties are so limited, that when the real issues come up, these people may largely not remain Jewish, will not make the choices.

MANDEL: I understand. Right, right. I don't want this to get out of balance. This point is not a major thrust with me. We just happened to get on it. I'd say it's a minor point. And I think there are negative trends, essentially negative trends. My assessment of America, if we glob everything together, is negative. And that's why to me this is war.

I'm trying to be as objective as I can, and say there are pieces of this we ought to look at. It's not a monolith. It's not a single piece. And whereas some Jews are growing up with a thinner connection to Jewish life, than maybe was true -- than I

would like to be true -- there's a host of reasons. Only one of those reasons being time problems -- where they are dividing their time. There are other reasons. And if I were to tell you precisely where I am at today, I see this as a war that we are in the process of losing. That's my bottom line.

So this brings us back to what I think is my position.

ANNETTE: O.K., now if that is the case -- then in that war, what are the elements that we want to battle with? What I would love to hear and to know is what kinds of Jewish outcomes you would be willing to go for.

MANDEL: Yes. Exactly. My definition of that is that we want to raise a person who is a Jewish mensch. What is a Jewish mensch?

I'm going to define that person as a mensch, then it can be my values. My values, truth, justice, love thy neighbor, walk humbly with thy God, do good works, honesty. It's what Pope Pious, let's say, Pope John has as his speech -- he's right. I want that person to understand respect for individuals, you know, the whole host of the framework of Western civilization, all the things that underly Western civilization -- that's what I want this person to do -- to be a mensch. I want this person to be more than a mensch. I want this person to be a Jewish mensch. And how do you define what is a Jewish mensch. The values of a Jewish mensch and the values of a gentile mensch -- if they're both menschen -- are pretty much the same values. The difference

between Jewish mensche is the understanding of the sense of Jewish peoplehood. There's something very different about, I think, about a Jewish mensch than say all the gentile. There is this wonderful sense of peoplehood that links one Jew to another. I've never encountered it any place else -- it may be true -- maybe Scotsmen feel like that to one another -- but, there's this sense of Jewish peoplehood, the notion that one Jew should be responsible for another, which I think has been a -- just an absolutely glorious aspect of Jewish life, as far back as I can remember. Then there is I think the connection with Judaism. I think there has to be a connection with Judaism. I just don't think you're going to have Jewish education unless you have Jewish education for more than part of the values.

So this is a very tricky thing and I haven't got that all thought out, I'll be honest with you. And it is not to say that secular Jews can't be a Jewish mensch. But you know, there are aspects in that.

And I want this person to express his identification with the Jewish people by linking himself to those Jewish people in the form of involvement in the Jewish enterprise. That's not just going to shul, that's taking a piece of the responsibility for the -- not just the human condition which makes him a mensch -- but the Jewish condition, which makes him a Jewish mensch. Now that's what I want to produce. And I want young people growing up to choose that, to see themselves exposed to that -- and say, "hey I like that. They're trying to stuff my head with all that

stuff, I like it, I buy it, I want it." Because it's no longer, as you've heard me say, living through the Holocaust and the nightmare that drives people into the Jewish camp. Because these kids have to learn it the way we learned about the Peloponnesian wars. You know, they can't feel it. And it's not growing up as I did, in a Jewish neighborhood, in a very strong, thick Jewish ambience. I mean I never consciously thought about it, I breathed it in, you know. They don't have either of those 2 exposures, except in certain narrow sides -- they may have it Meah Shearim -- or maybe they got it in Williamsburgh or New York -- but just a small group of people are exposed to that. Neighborhood, ghettoizing, in maybe the most positive sense. So they've got to choose to be Jewish, and I want them to choose to be Jewish because they buy it, because it makes sense to them, because it's very logical. So they've got to be in settings in the family, and at school, and at Jewish experiences, where they're willing to commit to something because of who else is involved, because of who the leaders are, because of who the teachers are.

ANNETTE: We're getting into content and I'd love to pursue this a bit, if that's O.K. with you --

MANDEL: Sure, it's your interview.

ANNETTE: Well, O.K. We're talking essentially about the content of the outcomes. The final product.

MANDEL: Right.

ANNETTE: Not even the content of the kind of recommendations we will come up with, which will be to develop American centers, but what will be done there. And then the question becomes -- the tools for producing this Jewish mensch. Can they be, for example, Jewish learning? Do you think -- what are the elements that will make one into a Jewish mensch, when what you have defined as the environment is not there anymore. And the family is more or less a myth, because it's not there.

What I'm asking you is how far and how willing is the kind of American Jewish person willing to be really Jewish?

MANDEL: I think there are shades Annette.

ANNETTE: I'd like then to know what it is for you.

MANDEL: I think it's a line from brilliant red to pale white, and it goes -- this whole rainbow, this whole spectrum -- and I think people should feel comfortable in maybe a variety of formulations, all of which meet the test of being a Jewish mensch.

ANNETTE: But there is a minimum, below which --

MANDEL: I don't know what the components of the minimum are. I

don't know for example, is understanding more about Purim -- is that -- I think, I sit here with all sorts of things in my head -- that are givens to me, that I haven't checked. I don't know how well they've been tested. You know, should know the holidays, they should know who Queen Esther was, and that's going to make a difference in my life. I believe it. And yet, a lot of that may be mythology. And what I want is a hardnosed search. I want like a search for the cure of cancer. I know what we want in the search for the cure of cancer; we want to eliminate cancer. We want to reduce the incidence of cancer. And we've been hacking away at it. There are now all sorts of cancers that we've learned how to cure. And the difference today over 50 years ago is startling. There's no cure for cancer that is, you know in the simplistic sense "hey, all cancers are the same; we have a single cure." All cancers are not the same; they are all different. The search for the cure for cancer -- has changed our world. I mean people are cured or there is retardation, or remission, or whatever you call it.

I think the search for how to produce the Jewish mensch will never end. And we will make gains, our inventory of small victories will be like building a beach, these little grains of sand will build a beach. We're not going to build a beach by suddenly today building a beach and having it tomorrow. We're not going to cure cancer. We know we're not going to cure cancer that way, we're not going to cure heart attacks that way. A few diseases we have had an instant cure for; I don't -- I think it's going to be very complex. And so I want the search to go on by

researchers, and practitioners, and clinicians. And I want these people who look like the Jerusalem Fellows. And I want them challenging each other, and debunking each other, and arguing with each other -- and saying, you got Purim in yours -- that's terrible. I cut out Purim and look at the kids I'm producing.

Now if we can get people mixing it up like that, of a high enough quality, in places like the Melton Center and schools and institutions and JWBs and Fond Social, then the net of that, added together over I don't know -- a hundred years -- can produce something very different than what we have now. If we have people of the quality that are seeking the cure for cancer, working in I don't know how many centers in the world -- my God, there's something at Hebrew University, there's something here, there's something at this hospital -- there must be 300 centers researching various tiny little fragmented pieces of the search for the cure for cancer. This could be the same thing. And here these crazy people at Bar Ilan -- they've got this notion about this, so they go at it, and they go to a conference, and somebody from the University of Arizona in a little center there that some Jewish family in Arizona endowed, which is searching for the best way to teach Hebrew to gifted children who are left-handed. ...

(END OF SIDE OF TAPE)

ANNETTE: Mr. Mandel, you have just defined in very broad terms what a great outcome would be. The next question then is, what

are the means to bring this about? And what is the Commission going to do for it?

You have mentioned institutions, and you have mentioned people. It's not surprising when one talks to the Orthodox, and I hear this through the interviews, and through talking to my colleagues -- they tell me well, the only thing that will really work is day-schools. Forget about everything else.

MANDEL: It's the single truth idea. You know that there is no single truth. Those of us who are smart, know there is no single truth.

ANNETTE: Is it not surprising that the Orthodox are going to sit at that Commission too, and how do we span the range of possibilities with a Commission that has such a wide variety within it? How is this process going to come along? Will it be because people will be encouraged to be in there, because they believe that in the end there is something in it for them?

MANDEL: My guess is that it's not that simple. I mean the answer to that is yes. And there are a dozen reasons. And everybody has a different mix of 3 or 4 or those reasons. Some people are there because they think maybe there's going to be money. Some people will be there because they want to be part of this, it's just attractive to them to be part of this. They're willing to spend some of their time. Some people will be there for the prestige of being on the Commission -- when they found out who else was on,

they said -- oh, I want to be on that list.

Yet, each of the players is a heavyweight. And I think there will be difficulties and if you ask me how are we going to run this Commission -- I would use three words -- "with great difficulty." That's how we're going to run this Commission. It's going to be one hell of a job. One challenging job. Because you've got 30 chairs around there, everybody is a chair, everybody could chair it. Everybody will think they can chair it better than the chair. That's wonderful. I mean that's great; I love that. We're going to have people summarizing for me -- I'm about ready to summarize, and somebody will stand up and summarize; I know it, I see it, I can hear it happening. People will be looking at their watch, how come you're spending so much time on this subject -- we've got so much more -- they will be traffic coping -- being the traffic cop -- they'll be chairing -- everybody around the table is going to be simultaneously chairing this committee; maybe not everybody. But of the 30, there will be at least 10 who are fidgety because they would chair it a little bit differently.

Well the only way to avoid that is to get a very bland group. You know and we don't have any bland -- there's nobody on this that's bland.

ANNETTE: Right.

MANDEL: So I think it's a real challenge , number one. Number two, there are also very sharp ideological differences, which is what you're bringing up, from an Esther Leah Ritz to -- I don't know who hardest right person is going to be.

ANNETTE: ... Lamm?

MANDEL: Maybe. Although Lamm is very reasonable. So I don't know -- I had a very good breakfast with him. We just had a wonderful talk. But, yes he's got a very different point of view than some other people will have and he wants different outcomes, and he'll be very impatient with certain recommendations that some people feel strongly about, as some people will be very impatient with his quote, "perceived narrowness," end quote. His perceived quote "narrowness," end quote.

ANNETTE: O.K.

MANDEL: Ah, you know, we know what we got there. We got a fabulous group. I mean this is going to be -- this is going to test us, unbelievably. And I know we're going to get hurt; I know we're going to get wounded. There is going to be blood. We're going to have some meetings where I'm going to want to jump out the window. I know it. And going in that way kind of forewarns us that this first meeting is going to be one huge learning experience. And after this first meeting, we're going to first know what we should have done for the first meeting. We're going to work to have interviews and everything, to really pre-plan the

first meeting, and there's one chance in ten that we'll hit it just right. There are I think 9 chances in 10 that we won't. And I don't know who is better than we are. I can't put a better team together. Excluding all of us, I wouldn't know how to put a better team together. And I know a lot of people. So, you know you take any one of the 10 people who think they could be a better chairman - let them pick staff, and there won't be a better staff. I'm just making a flat-out statement. So, I don't think you can do better. You know, we've got the world champion going into the ring with the other contender, and I'm satisfied that we are up to it, but we will get bloodied.

I don't know how we're going to handle all this.

ANNETTE: You made before a statement that probably was very close - we're going to have to somehow manage to get people to agree on elementary facts.

MANDEL: Yes, we need a common language. One of the first papers, one of the first pieces of work we're going to have to do is in creating the common language -- we're going to have to get some facts, like we did on the Israel experience. I mean that made the project possible in my judgment. And I don't want to weight the importance of this hard data, I do know we have to talk about it. Because we want to invest -- you know we could make a statistics project out of this -- it would take 4 years -- I don't want to make a statistics project out of it yet. Are there some hard facts

that we have to get our arms around? I don't know. And what are those hard facts? I don't even know that, but I can see a setting in which maybe a group talks about it.

What's the problem? What the hell is everybody talking about? What is the problem? How many versions? There will be 30 versions of the problem if you have 30 people in the room. Let's shrink that to 6 versions if we can. We can't get 1 version; but can we get 30 to 6? We won't get one single set of recommendations either, we may have 2 or 3 major recommendations -- 8 people agree on this one; 11 people agree on this one. I just don't want 30 recommendations; 3 or 4 O.K., but not 30.

I mean conflicting points of views. We reconcile them down to maybe as few differences as we can. We're not going to get unanimity, consensus even on every issue. That's O.K.

ANNETTE: As long as we get the process moving in the right direction.

MANDEL: Yes. All I want are guys with absolutely the narrowest Orthodox traditional, whatever you want to call it, focus researching their little project on cancer; and over here, I want all the Esther Leah Ritzs researching their project on cancer. Because they're both very high quality. And they'll each make their own little contribution to the larger group. Not just a smaller group.

ANNETTE: How much research do you see going into the process of the Commission?

MANDEL: I don't know how to answer.

ANNETTE: O.K. What I mean is, would the scope of research that was done for example in the Israel Experience be acceptable to you? Do you see research really being done? Surveys?

MANDEL: I think I do. I'd want to sit down with, again, the Art Naparstek, the Seymour Foxes, the Henry Zuckers -- maybe one or two others -- and really plan it out. I don't have it designed in my head.

ANNETTE: O.K. I think none of us does at this point.

MANDEL: Yes, and we have to get to that, maybe in July.

ANNETTE: Yes.

MANDEL: Maybe your agenda for July just ask the question -- what are we going to do about this? Maybe we don't do it then; but what are we going to do about this? We don't have to have it all done by the first meeting. What are we going to do? How are we going to manage ourselves? How do we run this Commission? It's not just appointing 30 commissioners, you know, that was our first chore. And I know you're working on the agenda, but it's

more than an agenda, it's a process. We've got to design the process. You're very good at that Annette. And I think we'll put our -- Art's good at that -- we'll put our heads together; we'll do it.

ANNETTE: We certainly have a very, very broad representation on the Commission. It's an extraordinary commission. I think in the breadth of the representation that is on there.

MANDEL: It might be a weakness.

ANNETTE: Why?

MANDEL: I'm only saying, we might be so diverse, we can't get anything -- we get hung up. If we had the Americans, the Russians, the Chinese and the Libyans and the PLO at one meeting, you got so much tension in so many different ways -- that you can't function. We're testing that theory. We've got a very broad range, that grid is some grid. I think it's going to work. It may blow-up on us. There could be a bitter argument the first meeting, ideological, and people could walk out. I don't predict anything. But, the wider the range of points of view, the more exposure there is of all Norman Lamb's closest colleagues at Yeshiva University were in a room, you'd have tension -- but tension of a different kind. That's what I'm saying to you. And the hardest thing to handle is the religious ideology, that's the hardest thing. Three demoninations -- four. Reconstructionists.

ANNETTE: That's right. Yes.

Maybe one of the ways that we redeem that is that with that, would one of the ways be to give each one a piece --

MANDEL: Maybe.

ANNETTE: -- to work on.

MANDEL: Maybe, maybe.

ANNETTE: You think we don't have to answer that in advance.

MANDEL: No. Not -- see my theory of the cure for cancer, permits every shade to take a little crack at it, and make its contribution. Forever. It's like knowledge, it's like the search for knowledge. I mean papers and books are published by the thousands all over the world. And they don't have to link with anybody else. But by contributing to the sum total of the knowledge base of the world, they are linked with everybody else.

ANNETTE: You are really asking for an extremely high level of sophistication and long-range thinking by everyone present there.

MANDEL: That's what we're asking.

ANNETTE: Because they're going to come with their immediate

concerns which are how do we fund next year's whatever?

MANDEL: What I want is to change the process from whatever it is today to one that's richer, smarter, more heavily endowed by brilliant people, more heavily endowed with funds, more involved with this partnership which I love, this volunteer-lay person-community leader-professional partnership. I want that to thicken and enrich the process in America. I want to turn the process on. I want all those water faucets wide open, lots of them, streaming. That's all I want -- that's the outcome I want. I don't want the answers -- there are no answers, answers change, answers are -- if you take a snapshot, of a point in time, you can have answers. There's a dynamic seeming changing world -- yesterday's answer is yesterday's answer, it's obsolete.

ANNETTE: O.K., let me ... O.K. let me take now an extreme response to that. When I go back to some of my staff or other people in the world, who are not Americans, they will say to me -- ah, this is the American non-content orientation. This is the American process-orientation, and what happens to content in the process?

MANDEL: The process produces content.

ANNETTE: O.K.

MANDEL: What is the process? There is no process with no content.

ANNETTE: Well what you are essentially --

MANDEL: The output of the -- there has to be an output. I want to build lots of factories. My head says -- get hi-tech factories, state-of-the-art factories, run by professional managers who have units that are constantly looking at that factory, to make it more hi-tech, more efficient, more effective -- one and two. To be sure what it's turning out. There's a demand for it and a need for it. And so they need marketing skills, they have to segment their market and decide where they want to be, they may have to try and be the best in that segment of the market. And be very high quality, low-cost producers. So they need to be constantly looking at the machine they ordered 2 years ago that they finally get set up today is already obsolete, and they've got to be immediately working on the replacement. They haven't got it to bug yet. But they've got to be looking ahead now, working on their replacement. Because the end product is not the machine. The end product is not the manufacturing process; the end product is a combination of the marketing skills, the manufacturing skills and the planning skills and the people skills, and all the things that go into managing, with managing and organization, which one could call process. But the process has to be a product-line that gets its test in the market place. People buy it. O.K.

We have to have outputs, the process is no process if it doesn't -- if it isn't measurable by the quality of its content.

It's output. I'm not a manager. I want to be a leader, not a manager.

ANNETTE: O.K., I'm continuing on the their line --

MANDEL: O.K. continue on it.

ANNETTE: O.K.? Even if it's -- O.K. Their line will go as follows: This is not building factories. This is dealing with ideas. And in our world, of ideas, this is what my philosophers will say -- look what happens when you let a JDC loose in France, it says we want to double -- and the Jewish Agency -- this year we want to double the number of kids going to schools in France. Then show the money there -- they have a profit -- whereby the guys who are really interested in Jewish education, that is the fanatics, total right-wing, unenlightened poor education, come in, say we'll do it. Since the JDC wants to double the numbers -- they are there, they get the funds, and what do you have of an outcome? You come back 10 days later, you judge ... 2, and suddenly you see 90% of your -- 70% of your schools in France are schools where no sound person would want to send their children. And there's no alternative choice.

Why? They will say to me -- that is because the JDC never sat down to think, to think, and to say -- what we want is enlightened Jewish education too and therefore we must make sure, because we know what content is about, that fanaticism doesn't

100% of the kids, but only the 5% of the cake at the edge that it deserves. That way we would have had today a network of community schools in France where people could send their children. How do we deal with that?

MANDEL: This is exactly how we deal with that.

ANNETTE: O.K.

MANDEL: You have a factory and you meet with your philosophers; you have a factory. My word factory is not ... a tangible machine. Nativ is a factory -- you can call it what you want. I'll call it a factory.

ANNETTE: Factory - O.K.

MANDEL: And you have machines called people. And you try and assemble the best machinery you can, and motivate it and keep it oiled and all these things. I can use the factory -- I can use the machine kind of as a figure of speech, but you have machines. Your machines have two legs and they walk. You're concerned about the care and the feeding of those machines. The proper functioning of those machines; getting them to be more hi-tech, uptraining them to be more effective. You may send them to take a course instead of putting on a robot, but it's just looking at the producing unit, which can take any form. And wanting to constantly upgrade the quality of the output of that producing unit. So that's one thing -- you're running a factory.

Number two, let's get to that argument. You know what's wrong with the JDC? A producing unit like yours, a factory like yours, hasn't looked at the JDC. And what's wrong - the problem is not that the fanatics are getting the money.

ANNETTE: What?

MANDEL: The problem is that the Joint is not operating the way it should operate. That's the problem. The JDC doesn't understand what you think you understand. And the problem there is not the fanatics at all. We can't deal with the fanatics. I wouldn't touch the fanatics. We have to deal -- we have to look at the chain, chain of events -- and say - where can we -- whether we -- let's say we as MI-G, or MI-NA in the United States -- no, no, MI-NA is going to be temporary. There's got to be, there's got to be something in the United States before we're finished here, like the right JESNA and the right JWB and maybe CJF and maybe seminaries. There has to be an equivalent of MI-G in the United States. Before we're finished, I know we're going to want that. And they sit around and -- MI-G now looks at the Joint and says - - look what they're doing, they're screwing us up here. This is horrendous -- these dumb decisions. And we're looking in the mirror, and we see our faces, and we say we're the problem because we have not come up with the solution, and we have not come up with the solution and implemented it. So one could say -- well, how do you do that? We don't need anybody's hechsher. Who

INTERVIEW WITH M. MANDEL

-- June 27, 1988 --

ANNETTE: There are two reasons for wanting to interview you. One reason is it would be a wonderful baseline for the other interviews, in order to understand where everybody stands in relationship to the goals of the person whose idea and initiative this is. The second reason is of course my desire to know, to have the pleasure of hearing you express in a systematic way, what your views are about this. Though I believe I have a fair idea, it is something that has never been explicitly discussed nor very often discussed in details. So I thought this might be a good time.

MANDEL: Sure. You know, I don't have the outcomes all clear.

ANNETTE: You don't.

MANDEL: No. One of the projects that we need to undertake between now and August 1st -- I guess I'm digressing a little bit, but I think it's important -- is to have a piece of paper on which we've written the outcomes, like there were no Commission. The steering group is to decide in advance of the whole process what some logical outcomes of the process might be. And start out with that destination in mind, as we convene our first meeting. And allow the meeting process to steer us wherever it steers us. But given zero impact of the Commission, we have our answers. That

there will be zero impact, is virtually impossible. There will be some impact. But, if we are directed even in the wrong way -- it will be a more effective process than if we are just wandering toward no direction whatsoever.

In other words, if I'm steering toward Haifa, and the group takes me to Nablus -- fine. But if there's no impact from the group, at least I know I'm going to Haifa.

ANNETTE: Would you like to begin with that? Is that something you'd like to continue to elaborate on, the outcomes?

MANDEL: I'll tell you the truth, as far as the outcomes are concerned, I really think I need to sit around a table, with a big blackboard, and half a dozen people, and do some very free rolling brainstorming. Because I don't have a clue, except in very macro terms, as to what the specific planks of the outcome -- of what the specific outcomes need to be. I've got some generalized thinking; we all do. And I think we need to sharpen it. I have some -- you know, I could dictate a set of outcomes. It is not the product of the process I feel I need to engage in -- namely, take our little 6, 5-6 person group and take a couple of hours and really brainstorm. Because it's very clarifying and instead of my list of 12 outcomes, and your list of 12, and Seymour's and Art's and anybody else's list of 12 -- of which may have 6 in common and all this -- we'll come up with a list

between us different than if we were simply to merge each of our individual lists. That's always the case.

ANNETTE: If we're not going to talk about the outcomes now, well maybe we should begin then with the process in the following way. You've been involved in a large number of commissions. The one I know most about is the JWB Maximizing Commission. Is this commission going to be different? And if yes, how is it going to be different?

MANDEL: I'm not sure it will be different. I think there is a standard method of operation that applies to virtually every such process, where certain basic elements need to be in place for the process to be effective. And as I think about this one, as I think about the JWB Commission on "Maximizing the Jewish Educational Effectiveness of the Jewish Community Centers," I think the process of JWB was very effective. It resembles in almost every respect, the process that -- another Commission I chaired most recently for the Council of Jewish Federations on "Jewish Education in the 21st Century," and then I still chair at Premier, even though they're not called Commission -- have pretty much the same basic fundamental approach. Smart group, defining the problems, developing alternative solutions, with careful staff work, getting the facts, developing alternative solutions, shooting the solutions down, and if they don't get shot down -- they survive. And ending up with a group process in which there's been a lot of participation, ideally, by

good, clear minds. And producing the end product. Now that -- you know, that's not very startling by way of a definition, but it works. And I don't see anything different here.

What makes this Commission a bit different to me, maybe almost unusual to me, is the great care with which we've assembled the commissioners, and the amount of thinking we're doing about assembling staff. So what you have here maybe is the difference between a chef and a cook, a gourmet chef and a cook. They both make fish, but in one case it's a trip to the moon; and the other, it's simply refueling, you know. So that I think, I think maybe the only unique aspect of this as I think about it, is quality. There may be even a substantial qualitative difference. I don't see the methodology being much different.

ANNETTE: I'd like to take, to stay a moment with that qualitative difference. Is that qualitative difference likely to yield a difference in the scope of the outcome?

MANDEL: It will -- it will -- one of the fruits of that qualitative difference will be the confidence we have in our findings, the sureness with which we proceed. They will be less tentative -- it will be less tentative. It will be a bit bolder. Big visions are never achieved by people who have no self-confidence. Bold moves are never undertaken by people who have no self-confidence. It's that self-confidence that permits you to take a risk. And I think there may be enough self assurance

around that table -- maybe not -- you know, I'm just thinking out loud with you -- that there's every likelihood that we'll reach as far as we ought to reach; that we won't be too timid.

ANNETTE: O.K. Going on with that, we are -- we're talking about bold moves and taking risks at the end of the road?

MANDEL: It could be. It could be not. We may agree on very safe, yet exactly right ideas. The Israel Experience was a safe undertaking. Success and failure was a qualitative function only. Not whether this is a good idea -- that was not risky. Senior Personnel was not risky, as an idea. Vacation Village is a risky idea. And I don't think we need to titillate ourselves with risky ideas unnecessarily. If we come up with ideas as sound and as appropriate as the Israel Experience and Senior Personnel, the game then is a qualitative game. The game then is making a difference in those areas. But not -- it won't be a bold agenda in the sense that when people read these five subjects are the undertaking of this group -- they'll say: "hey, what's the big deal -- the big deal is out, getting to be to our ability, to do as we go through this, ways of approaching senior personnel, or ways of approaching the infrastructure needed for senior personnel, training capability and so on. I mean -- do we want two more Melton Centers in America, one at Stanford and one at Harvard? Or one at Brandeis and one at Ohio State? And if we do, then what is the definition of a Melton Center? It is not merely a donor who is going to endow a chair in a program. It's a defined need, a defined opportunity. A person to run the Melton --

- the Smith Center -- a program, a set of goals, why we need it. And so when we tackle senior personnel in North America, it seems to me the special character of our group will permit us to get underneath that heading, in maybe very bold, creative ways and come up with a piece of work -- 2 Melton centers. For which we need Lester Crown and Mort Mandel, or Lester Crown and Charles Bronfman. And if they are participating with us and riding along with us, they should see this as a fine buy -- My God, you mean I can get that product! It's like buying a piece of jewelry, you know, the pleasure of wearing it (if you wear jewelry) is why you spend \$1,000 for something you can buy for a dime. Well the pleasure of having your name on something like the Melton Center is a great treat to a philanthropist who is seeking to put his money someplace.

So, I would think Annette, that our agenda when it's finally finished, the outcomes thereafter when they're finally finished, by themselves are going to be rather simple sentences.

ANNETTE: O.K. I think I'd like to come back to that -- and I'll tell you why.

From my point of view, what is tremendously impressive in this Commission besides the process that you have spoken about, is its civic scope and the breadth and the scope of the commissioners, and therefore of the commission. And I think that means, if I translate it, the potential for change.

MANDEL: The same thing. There is power there.

ANNETTE: Right.

MANDEL: There's not only brains; there's power.

ANNETTE: There's an enormous amount of power there.

MANDEL: There's power both human and financial.

ANNETTE: And institutional?

MANDEL: And institutional.

(Tape out for a few minutes)

[Annette: Invitation to talk about what is the problem...]

MANDEL: Diminishing sense of identity between this whole unit called the American Jewish community with Jewish tradition, Jewish thought, Jewish history and maybe even the sense of Jewish peoplehood, the sense that there is Klal Yisrael. And that's evidenced by things like inter-marriage, it's evidenced by volunteering -- sometimes in some voluntary organizations, it is harder to get volunteers -- you know, in the organized Jewish community, it is harder to get volunteers. The reasons for it ... I don't have to tell you the reasons. You know all the great success we've had in the American Jewish community and opening of

doors, getting the general community to look at Jews as people, and not as Jews. With that success are the seeds of all this drifting away on the part of young people from a narrow set of choices to a wide set of choices, and therefore -- because even a random distribution among this wide set of choices, looks like they are drifting away, because everybody always went only into Jewish life. Now one can be in the Symphony and you know, whatever one wants, just random saying yes to these things may have nothing to do with disaffection with Jewish life. What decreases is the number going into Jewish things. (Interruption)

restaurants in town and everybody goes to those 2 restaurants, and then 20 restaurants open up -- and now people still go to those 2 restaurants, but they also go to a Chinese restaurant one day, and because they go to this -- they never had that opportunity before -- the 2 restaurant owners could claim disaffection, could claim there's a loss of identity, could claim -- hey, what's going on here.

In fact, there are more choices and the normal distribution as between say 10 good restaurants and 2 good restaurants is one-tenth instead of one-half. So, to some extent, I think our figures are not as bad maybe in terms of how people really feel about the Jewish connection.

ANNETTE: Are you saying that essentially they have different Jewish connections?

MANDEL: No. I'm saying, that Americans growing up in America, who happen to be Jewish -Americans -- now in addition to choices that have a Jewish orientation -- good choices -- have good choices in a general society. They didn't have those choices when I was growing up. Have those choices now, and as they make a positive choice towards being on the Board of the Symphony, they are not making a negative statement about choosing that instead of a Jewish organization; it's in addition to a Jewish organization. But it does dilute the time they spend with Jewish organizations, because before they couldn't get on a symphony board, they could only choose the Jewish organizations. So that there would be more units of activity in Jewish organizations, with a given 100 people, than there would be with Jewish and general organizations. I'm saying that people who go on the board of general organizations, are not necessarily making a statement against the Jewish organizations. That's what I'm saying.

ANNETTE: That argument essentially says that the attitude of the Jews in America versus Jewishness is not negative?

MANDEL: No, I don't want to be that positive. I want to explore; I want a database.

ANNETTE: That says what?

MANDEL: That asks what in fact is happening? We think there's disaffiliation. We think that there's maybe even a lack of interest. (Interruption) ... I think we have to ask ourselves --

what is it we want to know about the American Jewish community? And what kind of hard data is there? There's a lot of hard data, we have to look at it. And then we have to be talking to each other with a common language. Because you get 20-30 commissioners around a table, one will say 72% of inter-marriage rate; one will say 42% inter-marriage rate; one will say that young people who have choices are choosing to go on non-Jewish forms of activities (as I have all my life by the way) and that says something, that it is a denial to the Jewish cause. And I'm saying to you -- I won't buy that. I'm saying that I think -- I'm very active in the United Way of America. I'm on the National Board and I was Chairman of the Cleveland group. I've been in that since 1954. It never occurred to me that I was denying my Jewish connection by being in a general connection, because I see myself as a Jew, but I see myself as an American. Do you understand what I'm saying?

ANNETTE: I think I do.

MANDEL: And there are those who translate that into a lack of interest of what have you. And we have to validate that. We have to find out what's happening. I'm guessing that the fact that people who are in their '30s are not affiliating as tightly, as completely as fully in their outside activities with Jewish causes, may in fact simply be saying to us -- there's such a wide array, that some kind of normal distribution, random distribution, is going to take them into non-Jewish causes. Which is not a deliberate slap, insult at the Jewish causes.

ANNETTE: But what is the implication of that for the Jewish side?

MANDEL: The implication of that -- I don't know. First of all we have to validate it. Is what I'm saying fact? What I'm saying is fact, but I don't know that there are any negative implications. It may be that we are growing a generation of Jews who because they will have roots and connections in the general society, will be better Jewish leaders, not worse. Because what we want is an ecumenical society, we want a society in which there are no ghettos, we want strong ethnic groups living in a pluralistic society where each respects each other for what they are. And I think in a country like America or Israel or any country where there are diverse groups -- Arabs and Jews, whatever that an ideal society has a lot of functions and institutions where people intermix, are simply there because they're interested in music or they're interested in art, or they're interested in whatever. Not because they're Jews interested in art, or Arabs interested in art. Because they're people interested in art. Just as for those societies to flourish, there needs to be pride in one's background and roots and culture. So there could be a stronger community, in a highly integrated Israeli (American?) society, and a strong Jewish community in a highly integrated Israeli society. And I think that's the best of both worlds. The same thing is true all over the world as far as Jews are concerned. Jews can be strong Jews and strong Frenchmen.

ANNETTE: Yes. But I think that we are essentially discussing the

notion of what is strong. There's a whole school of sociologists today, who I think are making your point, and are proving it. I believe the data is there and the books are being published now, that say that in fact your point is very well taken.

MANDEL: It's a point, I don't know if it's my point.

ANNETTE: O.K. that point.

MANDEL: Yes, that point.

ANNETTE: And there's one school that argues that point. The other school will say that those ties are so limited, that when the real issues come up, these people may largely not remain Jewish, will not make the choices.

MANDEL: I understand. Right, right. I don't want this to get out of balance. This point is not a major thrust with me. We just happened to get on it. I'd say it's a minor point. And I think there are negative trends, essentially negative trends. My assessment of America, if we glob everything together, is negative. And that's why to me this is war.

I'm trying to be as objective as I can, and say there are pieces of this we ought to look at. It's not a monolith. It's not a single piece. And whereas some Jews are growing up with a thinner connection to Jewish life, than maybe was true -- than I

would like to be true -- there's a host of reasons. Only one of those reasons being time problems -- where they are dividing their time. There are other reasons. And if I were to tell you precisely where I am at today, I see this as a war that we are in the process of losing. That's my bottom line.

So this brings us back to what I think is my position.

ANNETTE: O.K., now if that is the case -- then in that war, what are the elements that we want to battle with? What I would love to hear and to know is what kinds of Jewish outcomes you would be willing to go for.

MANDEL: Yes. Exactly. My definition of that is that we want to raise a person who is a Jewish mensch. What is a Jewish mensch?

I'm going to define that person as a mensch, then it can be my values. My values, truth, justice, love thy neighbor, walk humbly with thy God, do good works, honesty. It's what Pope Pious, let's say, Pope John has as his speech -- he's right. I want that person to understand respect for individuals, you know, the whole host of the framework of Western civilization, all the things that underly Western civilization -- that's what I want this person to do -- to be a mensch. I want this person to be more than a mensch. I want this person to be a Jewish mensch. And how do you define what is a Jewish mensch. The values of a Jewish mensch and the values of a gentile mensch -- if they're both menschen -- are pretty much the same values. The difference

between Jewish menschs is the understanding of the sense of Jewish peoplehood. There's something very different about, I think, about a Jewish mensch than say all the gentile. There is this wonderful sense of peoplehood that links one Jew to another. I've never encountered it any place else -- it may be true -- maybe Scotsmen feel like that to one another -- but, there's this sense of Jewish peoplehood, the notion that one Jew should be responsible for another, which I think has been a -- just an absolutely glorious aspect of Jewish life, as far back as I can remember. Then there is I think the connection with Judaism. I think there has to be a connection with Judaism. I just don't think you're going to have Jewish education unless you have Jewish education for more than part of the values.

So this is a very tricky thing and I haven't got that all thought out, I'll be honest with you. And it is not to say that secular Jews can't be a Jewish mensch. But you know, there are aspects in that.

And I want this person to express his identification with the Jewish people by linking himself to those Jewish people in the form of involvement in the Jewish enterprise. That's not just going to shul, that's taking a piece of the responsibility for the -- not just the human condition which makes him a mensch -- but the Jewish condition, which makes him a Jewish mensch. Now that's what I want to produce. And I want young people growing up to choose that, to see themselves exposed to that -- and say, "hey I like that. They're trying to stuff my head with all that

stuff, I like it, I buy it, I want it." Because it's no longer, as you've heard me say, living through the Holocaust and the nightmare that drives people into the Jewish camp. Because these kids have to learn it the way we learned about the Peloponnesian wars. You know, they can't feel it. And it's not growing up as I did, in a Jewish neighborhood, in a very strong, thick Jewish ambiance. I mean I never consciously thought about it, I breathed it in, you know. They don't have either of those 2 exposures, except in certain narrow sides -- they may have it Meah Shearim -- or maybe they got it in Williamsburgh or New York -- but just a small group of people are exposed to that. Neighborhood, ghettoizing, in maybe the most positive sense. So they've got to choose to be Jewish, and I want them to choose to be Jewish because they buy it, because it makes sense to them, because it's very logical. So they've got to be in settings in the family, and at school, and at Jewish experiences, where they're willing to commit to something because of who else is involved, because of who the leaders are, because of who the teachers are.

ANNETTE: We're getting into content and I'd love to pursue this a bit, if that's O.K. with you --

MANDEL: Sure, it's your interview.

ANNETTE: Well, O.K. We're talking essentially about the content of the outcomes. The final product.

MANDEL: Right.

ANNETTE: Not even the content of the kind of recommendations we will come up with, which will be to develop American centers, but what will be done there. And then the question becomes -- the tools for producing this Jewish mensch. Can they be, for example, Jewish learning? Do you think -- what are the elements that will make one into a Jewish mensch, when what you have defined as the environment is not there anymore. And the family is more or less a myth, because it's not there.

What I'm asking you is how far and how willing is the kind of American Jewish person willing to be really Jewish?

MANDEL: I think there are shades Annette.

ANNETTE: I'd like then to know what it is for you.

MANDEL: I think it's a line from brilliant red to pale white, and it goes -- this whole rainbow, this whole spectrum -- and I think people should feel comfortable in maybe a variety of formulations, all of which meet the test of being a Jewish mensch.

ANNETTE: But there is a minimum, below which --

MANDEL: I don't know what the components of the minimum are. I

don't know for example, is understanding more about Purim -- is that -- I think, I sit here with all sorts of things in my head -- that are givens to me, that I haven't checked. I don't know how well they've been tested. You know, should know the holidays, they should know who Queen Esther was, and that's going to make a difference in my life. I believe it. And yet, a lot of that may be mythology. And what I want is a hardnosed search. I want like a search for the cure of cancer. I know what we want in the search for the cure of cancer; we want to eliminate cancer. We want to reduce the incidence of cancer. And we've been hacking away at it. There are now all sorts of cancers that we've learned how to cure. And the difference today over 50 years ago is startling. There's no cure for cancer that is, you know in the simplistic sense "hey, all cancers are the same; we have a single cure." All cancers are not the same; they are all different. The search for the cure for cancer -- has changed our world. I mean people are cured or there is retardation, or remission, or whatever you call it.

I think the search for how to produce the Jewish mensch will never end. And we will make gains, our inventory of small victories will be like building a beach, these little grains of sand will build a beach. We're not going to build a beach by suddenly today building a beach and having it tomorrow. We're not going to cure cancer. We know we're not going to cure cancer that way, we're not going to cure heart attacks that way. A few diseases we have had an instant cure for; I don't -- I think it's going to be very complex. And so I want the search to go on by

researchers, and practitioners, and clinicians. And I want these people who look like the Jerusalem Fellows. And I want them challenging each other, and debunking each other, and arguing with each other -- and saying, you got Purim in yours -- that's terrible. I cut out Purim and look at the kids I'm producing.

Now if we can get people mixing it up like that, of a high enough quality, in places like the Melton Center and schools and institutions and JWBs and Fond Social, then the net of that, added together over I don't know -- a hundred years -- can produce something very different than what we have now. If we have people of the quality that are seeking the cure for cancer, working in I don't know how many centers in the world -- my God, there's something at Hebrew University, there's something here, there's something at this hospital -- there must be 300 centers researching various tiny little fragmented pieces of the search for the cure for cancer. This could be the same thing. And here these crazy people at Bar Ilan -- they've got this notion about this, so they go at it, and they go to a conference, and somebody from the University of Arizona in a little center there that some Jewish family in Arizona endowed, which is searching for the best way to teach Hebrew to gifted children who are left-handed. ...

(END OF SIDE OF TAPE)

ANNETTE: Mr. Mandel, you have just defined in very broad terms what a great outcome would be. The next question then is, what

are the means to bring this about? And what is the Commission going to do for it?

You have mentioned institutions, and you have mentioned people. It's not surprising when one talks to the Orthodox, and I hear this through the interviews, and through talking to my colleagues -- they tell me well, the only thing that will really work is day-schools. Forget about everything else.

MANDEL: It's the single truth idea. You know that there is no single truth. Those of us who are smart, know there is no single truth.

ANNETTE: Is it not surprising that the Orthodox are going to sit at that Commission too, and how do we span the range of possibilities with a Commission that has such a wide variety within it? How is this process going to come along? Will it be because people will be encouraged to be in there, because they believe that in the end there is something in it for them?

MANDEL: My guess is that it's not that simple. I mean the answer to that is yes. And there are a dozen reasons. And everybody has a different mix of 3 or 4 or those reasons. Some people are there because they think maybe there's going to be money. Some people will be there because they want to be part of this, it's just attractive to them to be part of this. They're willing to spend some of their time. Some people will be there for the prestige of being on the Commission -- when they found out who else was on,

they said -- oh, I want to be on that list.

Yet, each of the players is a heavyweight. And I think there will be difficulties and if you ask me how are we going to run this Commission -- I would use three words -- "with great difficulty." That's how we're going to run this Commission. It's going to be one hell of a job. One challenging job. Because you've got 30 chairs around there, everybody is a chair, everybody could chair it. Everybody will think they can chair it better than the chair. That's wonderful. I mean that's great; I love that. We're going to have people summarizing for me -- I'm about ready to summarize, and somebody will stand up and summarize; I know it, I see it. I can hear it happening. People will be looking at their watch, how come you're spending so much time on this subject -- we've got so much more -- they will be traffic coping -- being the traffic cop -- they'll be chairing -- everybody around the table is going to be simultaneously chairing this committee; maybe not everybody. But of the 30, there will be at least 10 who are fidgety because they would chair it a little bit differently.

Well the only way to avoid that is to get a very bland group. You know and we don't have any bland -- there's nobody on this that's bland.

ANNETTE: Right.

MANDEL: So I think it's a real challenge, number one. Number two, there are also very sharp ideological differences, which is what you're bringing up, from an Esther Leah Ritz to -- I don't know who hardest right person is going to be.

ANNETTE: ... Lamm?

MANDEL: Maybe. Although Lamm is very reasonable. So I don't know -- I had a very good breakfast with him. We just had a wonderful talk. But, yes he's got a very different point of view than some other people will have and he wants different outcomes, and he'll be very impatient with certain recommendations that some people feel strongly about, as some people will be very impatient with his quote, "perceived narrowness," end quote. His perceived quote "narrowness," end quote.

ANNETTE: O.K.

MANDEL: Ah, you know, we know what we got there. We got a fabulous group. I mean this is going to be -- this is going to test us, unbelievably. And I know we're going to get hurt; I know we're going to get wounded. There is going to be blood. We're going to have some meetings where I'm going to want to jump out the window. I know it. And going in that way kind of forewarns us that this first meeting is going to be one huge learning experience. And after this first meeting, we're going to first know what we should have done for the first meeting. We're going to work to have interviews and everything, to really pre-plan the

first meeting, and there's one chance in ten that we'll hit it just right. There are I think 9 chances in 10 that we won't. And I don't know who is better than we are. I can't put a better team together. Excluding all of us, I wouldn't know how to put a better team together. And I know a lot of people. So, you know you take any one of the 10 people who think they could be a better chairman - let them pick staff, and there won't be a better staff. I'm just making a flat-out statement. So, I don't think you can do better. You know, we've got the world champion going into the ring with the other contender, and I'm satisfied that we are up to it, but we will get bloodied.

I don't know how we're going to handle all this.

ANNETTE: You made before a statement that probably was very close - we're going to have to somehow manage to get people to agree on elementary facts.

MANDEL: Yes, we need a common language. One of the first papers, one of the first pieces of work we're going to have to do is in creating the common language -- we're going to have to get some facts, like we did on the Israel experience. I mean that made the project possible in my judgment. And I don't want to weight the importance of this hard data, I do know we have to talk about it. Because we want to invest -- you know we could make a statistics project out this -- it would take 4 years -- I don't want to make a statistics project out of it yet. Are there some hard facts

that we have to get our arms around? I don't know. And what are those hard facts? I don't even know that, but I can see a setting in which maybe a group talks about it.

What's the problem? What the hell is everybody talking about? What is the problem? How many versions? There will be 30 versions of the problem if you have 30 people in the room. Let's shrink that to 6 versions if we can. We can't get 1 version; but can we get 30 to 6? We won't get one single set of recommendations either, we may have 2 or 3 major recommendations -- 8 people agree on this one; 11 people agree on this one. I just don't want 30 recommendations; 3 or 4 O.K., but not 30.

I mean conflicting points of views. We reconcile them down to maybe as few differences as we can. We're not going to get unanimity, consensus even on every issue. That's O.K.

ANNETTE: As long as we get the process moving in the right direction.

MANDEL: Yes. All I want are guys with absolutely the narrowest Orthodox traditional, whatever you want to call it, focus researching their little project on cancer; and over here, I want all the Esther Leah Ritzs researching their project on cancer. Because they're both very high quality. And they'll each make their own little contribution to the larger group. Not just a smaller group.

ANNETTE: How much research do you see going into the process of the Commission?

MANDEL: I don't know how to answer.

ANNETTE: O.K. What I mean is, would the scope of research that was done for example in the Israel Experience be acceptable to you? Do you see research really being done? Surveys?

MANDEL: I think I do. I'd want to sit down with, again, the Art Naparstek, the Seymour Foxes, the Henry Zuckers -- maybe one or two others -- and really plan it out. I don't have it designed in my head.

ANNETTE: O.K. I think none of us does at this point.

MANDEL: Yes, and we have to get to that, maybe in July.

ANNETTE: Yes.

MANDEL: Maybe your agenda for July just ask the question -- what are we going to do about this? Maybe we don't do it then; but what are we going to do about this? We don't have to have it all done by the first meeting. What are we going to do? How are we going to manage ourselves? How do we run this Commission? It's not just appointing 30 commissioners, you know, that was our first chore. And I know you're working on the agenda, but it's

more than an agenda, it's a process. We've got to design the process. You're very good at that Annette. And I think we'll put our -- Art's good at that -- we'll put our heads together; we'll do it.

ANNETTE: We certainly have a very, very broad representation on the Commission. It's an extraordinary commission. I think in the breadth of the representation that is on there.

MANDEL: It might be a weakness.

ANNETTE: Why?

MANDEL: I'm only saying, we might be so diverse, we can't get anything -- we get hung up. If we had the Americans, the Russians, the Chinese and the Libyans and the PLO at one meeting, you got so much tension in so many different ways -- that you can't function. We're testing that theory. We've got a very broad range, that grid is some grid. I think it's going to work. It may blow-up on us. There could be a bitter argument the first meeting, ideological, and people could walk out. I don't predict anything. But, the wider the range of points of view, the more exposure there is of all Norman Lamb's closest colleagues at Yeshiva University were in a room, you'd have tension -- but tension of a different kind. That's what I'm saying to you. And the hardest thing to handle is the religious ideology. that's the hardest thing. Three demoninations -- four. Reconstructionists.

ANNETTE: That's right. Yes.

Maybe one of the ways that we redeem that is that with that, would one of the ways be to give each one a piece --

MANDEL: Maybe.

ANNETTE: -- to work on.

MANDEL: Maybe, maybe.

ANNETTE: You think we don't have to answer that in advance.

MANDEL: No. Not -- see my theory of the cure for cancer, permits every shade to take a little crack at it, and make its contribution. Forever. It's like knowledge, it's like the search for knowledge. I mean papers and books are published by the thousands all over the world. And they don't have to link with anybody else. But by contributing to the sum total of the knowledge base of the world, they are linked with everybody else.

ANNETTE: You are really asking for an extremely high level of sophistication and long-range thinking by everyone present there.

MANDEL: That's what we're asking.

ANNETTE: Because they're going to come with their immediate

concerns which are how do we fund next year's whatever?

MANDEL: What I want is to change the process from whatever it is today to one that's richer, smarter, more heavily endowed by brilliant people, more heavily endowed with funds, more involved with this partnership which I love, this volunteer-lay person-community leader-professional partnership. I want that to thicken and enrich the process in America. I want to turn the process on. I want all those water faucets wide open, lots of them, streaming. That's all I want -- that's the outcome I want. I don't want the answers -- there are no answers, answers change, answers are -- if you take a snapshot, of a point in time, you can have answers. There's a dynamic seeming changing world -- yesterday's answer is yesterday's answer, it's obsolete.

ANNETTE: O.K., let me ... O.K. let me take now an extreme response to that. When I go back to some of my staff or other people in the world, who are not Americans, they will say to me -- ah, this is the American non-content orientation. This is the American process-orientation, and what happens to content in the process?

MANDEL: The process produces content.

ANNETTE: O.K.

MANDEL: What is the process? There is no process with no content.

ANNETTE: Well what you are essentially --

MANDEL: The output of the -- there has to be an output. I want to build lots of factories. My head says -- get hi-tech factories, state-of-the-art factories, run by professional managers who have units that are constantly looking at that factory, to make it more hi-tech, more efficient, more effective -- one and two. To be sure what it's turning out. There's a demand for it and a need for it. And so they need marketing skills, they have to segment their market and decide where they want to be, they may have to try and be the best in that segment of the market. And be very high quality, low-cost producers. So they need to be constantly looking at the machine they ordered 2 years ago that they finally get set up today is already obsolete, and they've got to be immediately working on the replacement. They haven't got it to bug yet. But they've got to be looking ahead now, working on their replacement. Because the end product is not the machine. The end product is not the manufacturing process; the end product is a combination of the marketing skills, the manufacturing skills and the planning skills and the people skills, and all the things that go into managing, with managing and organization, which one could call process. But the process has to be a product-line that gets its test in the market place. People buy it. O.K.

We have to have outputs, the process is no process if it doesn't -- if it isn't measurable by the quality of its content.

It's output. I'm not a manager. I want to be a leader, not a manager.

ANNETTE: O.K., I'm continuing on the their line --

HANDEL: O.K. continue on it.

ANNETTE: O.K.? Even if it's -- O.K. Their line will go as follows: This is not building factories. This is dealing with ideas. And in our world, of ideas, this is what my philosophers will say -- look what happens when you let a JDC loose in France, it says we want to double -- and the Jewish Agency -- this year we want to double the number of kids going to schools in France. Then show the money there -- they have a profit -- whereby the guys who are really interested in Jewish education, that is the fanatics, total right-wing, unenlightened poor education, come in, say we'll do it. Since the JDC wants to double the numbers -- they are there, they get the funds, and what do you have of an outcome? You come back 10 days later, you judge ... 2, and suddenly you see 90% of your -- 70% of your schools in France are schools where no sound person would want to send their children. And there's no alternative choice.

Why? They will say to me -- that is because the JDC never sat down to think, to think, and to say -- what we want is enlightened Jewish education too and therefore we must make sure, because we know what content is about, that fanaticism doesn't

100% of the kids, but only the 5% of the cake at the edge that it deserves. That way we would have had today a network of community schools in France where people could send their children. How do we deal with that?

MANDEL: This is exactly how we deal with that.

ANNETTE: O.K.

MANDEL: You have a factory and you meet with your philosophers; you have a factory. My word factory is not ... a tangible machine. Nativ is a factory -- you can call it what you want. I'll call it a factory.

ANNETTE: Factory - O.K.

MANDEL: And you have machines called people. And you try and assemble the best machinery you can, and motivate it and keep it oiled and all these things. I can use the factory -- I can use the machine kind of as a figure of speech, but you have machines. Your machines have two legs and they walk. You're concerned about the care and the feeding of those machines. The proper functioning of those machines; getting them to be more hi-tech, uptraining them to be more effective. You may send them to take a course instead of putting on a robot, but it's just looking at the producing unit, which can take any form. And wanting to constantly upgrade the quality of the output of that producing unit. So that's one thing -- you're running a factory.

Number two, let's get to that argument. You know what's wrong with the JDC? A producing unit like yours, a factory like yours, hasn't looked at the JDC. And what's wrong -- the problem is not that the fanatics are getting the money.

ANNETTE: What?

MANDEL: The problem is that the Joint is not operating the way it should operate. That's the problem. The JDC doesn't understand what you think you understand. And the problem there is not the fanatics at all. We can't deal with the fanatics. I wouldn't touch the fanatics. We have to deal -- we have to look at the chain, chain of events -- and say -- where can we -- whether we -- let's say we as MI-G, or MI-NA in the United States -- no, no, MI-NA is going to be temporary. There's got to be, there's got to be something in the United States before we're finished here, like the right JESNA and the right JWB and maybe CJF and maybe seminaries. There has to be an equivalent of MI-G in the United States. Before we're finished, I know we're going to want that. And they sit around and -- MI-G now looks at the Joint and says -- look what they're doing, they're screwing us up here. This is horrendous -- these dumb decisions. And we're looking in the mirror, and we see our faces, and we say we're the problem because we have not come up with the solution, and we have not come up with the solution and implemented it. So one could say -- well, how do you do that? We don't need anybody's hechsher. Who

has to give us permission to decide at MI-G, we want to engage with the JDC in some kind of exercise. And run a quality improvement process for the JDC. Which we dare not ever say that way.

But we might want to do a number, as we say in the States, on JDC. We may want intervene wherever there are points of intervention. And I find nothing inconsistent with a process which identifies the problem, identifies the appropriateness of that problem for a given factory, decides it's appropriate, then figures out alternative ways of intervening and try and intervene. That's not demeaning process; that's using process. And I would say that about JDC and I would say that about Brandeis, and I would say that about JWB, and I would say that about Hebrew University -- hell, we went into Hebrew University with their Melton program -- it's not the same thing it was before; we intervened. That's process. And it's sort of an A to B, B to C, C to D, D to E. We have to know how to do that brilliantly. And it's the same process every place.

(Interruption)

I want to tell you something. The medium is the message. Don't under-rate the process. There is enormous power in process, it's merely a systematic form of thinking, that's all it is.

ANNETTE: Yes, I was going to say something --

MANDEL: Just systematic.

ANNETTE: I mean obviously I have been with this process and been part of this outcome, and I love it. So, what you have done as an answer to my guys in my office, is to say just a moment -- we have the content unit built into the process. And what you call process essentially, and maybe we should speak about that -- what are the elements of the process that make it a good one? Because, as you speak, I say to myself -- goodness, the Commission must make sure to have that MI-0 or MI-NA 2, or whatever it is look at it as a crux all the time. Or it must have something built within its process that does that kind of mirror thinking -- that says, just a moment Commission -- you are going to -- in a silly direction.

MANDEL: That's right. Right. Right.

ANNETTE: O.K.

MANDEL: That's the group of 7 maybe, that has to be constantly correcting. Constantly upgrading. We're going to learn alot about MI-NA. I mean I'd like to have the first meeting over with. I'm ... I know what's going to happen. I can't wait to sit around that table, pick ourselves up from the floor, I think we're the best there is. I don't think -- that's arrogant -- but I don't think there's a better group. No one can pull this off better than we can.

ANNETTE: I want to go back to the first part of the conversation,

which dealt with the scope. And in a way, you've answered it, but I'd like to make it more concrete,

When you tell in fact in a very concrete way of the outcomes 5 years from now, 10 years from now -- where you have this enormous search, that is what you call it, and I'm -- it's a very applications of them being from a ... findings --

MANDEL: Correct. The definition of ...

ANNETTE: O.K. you are in fact deciding to take on something of the magnitude of cancer, give it a very wide variety of answers. You are putting your players in the commission with the variety of tools so that indeed you have the beginnings of it.

I would like to know -- you have given the answer of scope, in fact you really want to ..., to impact the whole system. You want to impact the whole of American Jewish society.

MANDEL: No doubt.

ANNETTE: O.K. Isn't that wonderful.

MANDEL: No doubt.

ANNETTE: O.K. And it is probably feasible.

MANDEL: Double you mean?

ANNETTE: Doable.

MANDEL: I think it's doable. I'm willing to spend some time finding out.

ANNETTE: Yes, O.K. The question that is of interest to us when we speak about outcomes then -- is a more concrete one. What kind of machine do we have to have at the end of the process of the Commission that will make this happen?

MANDEL: You mean the Commission ends, what carries it forward -- what implementation body or --? Yes, that is the question for the Commission. For example -- what should JESNA be? What should JWB be? What should Hebrew Union College be? What units need to be existent that carry on the work of MI-NA? For MI-NA? MI-NA can't be born, create a scenario and die, because this is a dynamic -- we want to create an environment; we want to create a -- there I go with the word process again -- we want to create a chain of events that is self-perpetuating.

ANNETTE: Yes, I think there's nothing wrong with the process.

MANDEL: Process -- O.K.

ANNETTE: The way we've done it has been great.

MANDEL: Yes, yes, that's what we want to do. We want to create a very rich, ..., a highly competitive process.

ANNETTE: Can we stay a moment with this notion of environment for the competitive process?

MANDEL: Yes.

ANNETTE: What are its elements? You've named 2 elements, and I'd like to elaborate. You've said, you need top people to be doing the work and they will have to be produced. And then you have all these institutions, JESNA, JWB and others.

To create this competitive process or environment, what are the elements that we have to look at? That was --

MANDEL: Of course, you know, there's a long jump from here to there Annette. First of all to be very clear -- I'm way out there. Because to me, unless I know where I'm going, any road will get you there. If you don't know where you're going, you can take any road. You understand. You have to say here -- hey, where are you going? And you talk about a bold formulation compared to what we've got. Now we have elements of this. But it's not systematically attacked, there's no systematic effort, ongoing, that takes a larger view, a North American view. Let alone a global view.

And we have to -- if you want to start at the very beginning

of the process -- the very beginning of what kind of things we want to accomplish -- it's what do we want to be in place? To sustain and nourish this system. Well, maybe we can look at the medical fraternity. What's in place in medicine? What causes there to be cancer research? What's in place in other forms of endeavour. Can we learn in education? What causes there to be educational ... well as a matter of fact, there is not enough educational ... There's certainly a lot of cancer research.

ANNETTE: Yes, but there you have the human motivation factor.

MANDEL: Alright, well, yes, alright, O.K. And I haven't got it all figured out. I can't be that helpful. So what -- what forms of organization need to be in place to just sustain this idea, this set of ideas, just to keep the system going? And maybe it's a coordinating council called the North American Coordinating Council which has a small staff, and made up of JESNA, JWB, GJF, Hebrew Union College -- I don't know -- maybe a dozen institutions.

ANNETTE: Yes, I think we can stop where you say that we recognize that there probably will be needed some form of mechanism.

MANDEL: right -- mechanisms maybe. Mechanism, mechanisms.

ANNETTE: We will be faced soon with that problem.

MANDEL: Right.

ANNETTE: And right now, let's just call it -- mechanisms -- or

MANDEL: O.K., yes. Right. We know that we can't quit --

ANNETTE: Unless we have that.

MANDEL: Unless something is in place to -- you know, this is a fight for -- this is for eternity.

ANNETTE: Yes. ... big job. How do you view the whole public relations issue? I've often been puzzled, and today is a good day, at what seems to me to be maybe your reluctance to deal with the media, or non-belief in their impact.

MANDEL: I have the same problem, probably criticism, thoroughly leveled at me at Premier.

ANNETTE: You do?

MANDEL: Yes, I tend to be for some reason or other, more comfortable with a low profile not a high profile. And therefore I don't have big P.R. machinery getting my picture on the cover of magazines, which some of my colleague friends do. I do happen to get a lot of P.R. as it happens anyway, but I think we have to look at this as a tool and not worry about my own sensitivities. We have to do what's right. If we need P.R., we get P.R. If we

want articles written, we'll get articles written. If we want interviews, we'll get interviews.

I think we need a very smart P.R. process and I don't know how to define that, but I think we need a pro-active P.R. process. We have to manage the P.R., no doubt.

ANNETTE: O.K., because here it becomes a matter of educating communities.

MANDEL: No doubt. We need a pro-active thoughtful process capable, complete enough and good enough or high enough quality or whatever the words are, to match our needs. We have to define our needs. We have to say -- O.K., here's the P.R. publics -- we'll identify them. What do we want these people to feel about us? O.K., the organized Jewish community, maybe community center field. We want A, B, C, D, and E in their heads. What do we want about the rabbinate? A, B, C and D. That's the way we tackle that.

Once we've got that, then we know how to launch our P.R. Now you're right back in everything you talked to me about, to pretty much the same approach. We remain systematic -- where do we want to be? What's our vision? Let's concretize it, so we're talking a bunch of words. What specifically, what sentences do we want in the heads of this particular public? O.K. Now we're at point zero, how do we get there and let's just measure ourselves every

month, every day, every week -- how far along have we come? And I take that approach to everything.

ANNETTE: O.K., well just out of curiosity -- I would ask you the question of whether you think that your attitude to P.R. has ever harmed anything?

MANDEL: Nothing.

ANNETTE: O.K. Therefore, the question is -- why do we need it? If it hasn't harmed anything, then why do we need it?

MANDEL: Need what?

ANNETTE: P.R.

MANDEL: We need P.R. because I have engaged in P.R., it's just that I personally have -- I put alot of other people out front. That's all I mean --

END OF SIDE OF TAPE

MANDEL: Yes, there were slightly different, depending on the host and beautiful -- and I love to go from research to whatever and whatever, to whatever -- I love it, to me it's process. Beautiful process.

ANNETTE: Yes, that's what it was -- process.

MANDEL: We got it, we know how to do it. Do the same thing in the States. Your Jewish Education Committee is the Commission. We'll have sub-committees I'm sure, well they would share -- the problem is, it's very very real problem is -- the life of the Commission. You see, we took 4 years in the Jewish Education Committee, we've got forever really. If we were staying with the Jewish Education Committee in another world -- we just keep going. And as this thing drops off and becomes actual, you know activated -- and installed -- we monitor it and we fine-tune it forever and we're constantly giving it a physical exam, like a doctor with a patient. But we're off on to the next one. And we just keep multiplying. And pretty soon you've got 300 things going. You know, 20 years goes by and you've all this stuff happening. You've changed Jewish education.

The Jewish Education Committee could change Jewish education. It just wasn't meant to be the vehicle. So, we got the

methodology.

ANNETTE: Yes, one of the problems that you've alluded to and it's very real, is the fact that so many of the commissioners are heavyweights, or see themselves as being chair people in their own right.

MANDEL: And are.

ANNETTE: And are -- O.K. How are we going to deal with that -- how do you view --

MANDEL: That's when I used the 3 words before.

ANNETTE: Yes. You don't want to elaborate --

MANDEL: Yes, I'll elaborate on it.

ANNETTE: It's such a real problem.

MANDEL: It's a very -- it's a huge problem. Can you imagine getting a committee with 10 guys on it, like Seymour Fox. One of them is the chair. All feel very comfortable about their position and their knowledge. And they're all jacks. Now they -- that system has been made to work in medicine, it's been made to work in academia. We can make it work.

ANNETTE: O.K. can we elaborate --

MANDEL: But there's a lot of fighting and petty jealousies and a lot of -- you know, there's a lot of stuff that takes place. Ask Seymour -- you don't have to ask me. You know it produces tension.

ANNETTE: O.K. why are they going to stay with it?

MANDEL: Oh, I wish I had the answer to that. You'd better come up with answers to that.

ANNETTE: No, I'm sure they will.

MANDEL: I'm not sure. We're going to do our best to earn our wings every day, as they say, to constantly keep justifying that they should come to the next meeting. They're going to stay with it because if they do stay with it is because they have respect for each other. They have respect for the management of the Commission; they have respect for the agenda, the way we're approaching it. If they have respect for those 3 things, they already have respect for the notion, or they would have said no. So, we -- that's the one thing we have going for us -- respect for the notion. Now they've got to have respect for each other. I think we've got that. When each guy walks in the room and looks around, first thing they're going to do is count the house. And say -- who am I in here with? We're going to pass that test.

So I think there are two tests we've passed -- respect for the concept, notion; respect for the peer group. Then they've got to have respect for the management, me, the 7, the 5 of us, or whoever it is. Then they have got to have respect for what they're asked to do and how they're asked to do it -- the whole process. The approach -- is it serious or is it frivolous? You know -- I don't want them to say what am I doing here. My God, I flew to New York for this. If we pass that test, which I believe we will, O.K. then we'll hook them. Now to set the hook firmly, requires 2 or 3 meetings and their engagement. They have to be engaged. they have to be on a sub-committee; they have to be in a group of no more than, what, 6, 7 -- so they can have dialogue and they have to like the chair of that sub-committee and they have to like the staff of that sub-committee; and they have to feel comfortable that this is no waste of time, rather, it's in fact the way much of the work of the Commission is going go on.

Then, we have to have a ambiance that permits all of this to happen, without blowing up. Because the ambiance to me is very important in any of these endeavours - very important. It's important in anything; it's important in your shop, it's important in mine; it's important in the Jewish Agency; it's important in the Commission. We have to work on the ambiance. We have to have the right setting, our logistics have to be as comfortable and easy for people as they can be. We can't be clumsy, we can't look like we -- you know, it can't be amateur night, with the food not being there, and the hotel rooms not being there and the meeting room too small, and too hot -- dumb

little things. We have to be just very intense on these dumb little things. Because people don't so much notice the actions of those dumb little things consciously. They do unconsciously. And if they identify ... these dumb little things, something does not click on unconsciously. It kind of is yellow instead of green -- it's yellow, you know --

ANNETTE: I'd like to go one step further. Because you're talking of the life of the Commission, the process of the Commission and the things that we have to be careful for, while it goes on. At the end, what will engage them to invest themselves into it?

Is it true the assumption that I have toyed around with -- that they don't really know truly what they would like to do for the ... let's say -- you have invested yourself in Jewish education and are doing so -- you have invested yourself in the United Way -- in the university -- is it true that some of these foundations don't really have a direction, and therefore that this might be a direction for them?

MANDEL: I think the foundations that we have invited, as nearly as I can tell, all have Jewish, a major Jewish stress.

ANNETTE: Yes.

MANDEL: I would also guess none of them have a major Jewish thrust as they're exclusive direction. And if you're talking

about that group, the say philanthropists, what's going to cause them to want to pick up a module and finance it?

ANNETTE: Yes, yes.

MANDEL: The Bronfmann center at McGill University -- like the Melton Center --

ANNETTE: Yes, yes.

MANDEL: -- well, the involvement in the process and the working of the Commission will lead to understanding, and understanding leads to commitment. You get them committed, they'll take a piece. So we've got to involve them. Charles Bronfmann can't come to this meeting, or worse not come to this meeting, and send Manny Batshaw -- and then you spend time with Manny Batshaw -- and Manny Batshaw reports to Charles. We'll lose. That's possible. You know he's accepted, but I don't know what that means. So somehow we have to get around Manny; maybe we take the Commission to Bronfmann, wherever -- after every meeting, if he doesn't show up. Some way we have to involve him, we have to get him on a sub-committee. We have to figure out how to have him come to a sub-committee, or maybe he's chair of the sub-committee. If he's chair of the sub-committee, we'll get him.

I can't have 6 sub-committees all chaired by the Foundation, but I'm thinking out loud with you -- I haven't really thought this out. I can tell you one thing - I followed this rule of

thumb for years and it works. Involvement leads to understanding; understanding leads to commitment. The key is involvement. There cannot be a link made if there's a passive connection. They have to be working; they have to be involved; not just coming to a Commission meeting -- that's not work. No credit for coming to the Commission meeting. You only earn credit by being on a sub-committee meeting or somehow maybe you and a consultant have a particular piece of research and you're guiding that consultant. We can manufacture jobs.

And by the way, one of the challenges to us is to manufacture jobs. We have to get everybody on that Commission working. And it cannot be what is called "make work." They'll see through us. They'll kill us; they'll hang us, so it's got to be legitimate pieces of work and we have to have our grip -- 30 commissioners -- what are they working on? We have to know what their attendance has been at the main meetings; we have to know what their sub-committee assignments are; and what their attendance is. We have to know what they personally are producing, what outputs are we getting from them. We've got to monitor -- you've heard the word monitor -- we've got to monitor each commission person.

I mean -- and then you've got to make sure that I don't complex this thing to the point where we have such a huge apparatus that we drown in it, so maybe we don't do all these things. I'm kind of brainstorming with you.

ANNETTE: Yes. I don't know if you heard Manny yesterday, where he claims -- if it's really true or not -- that one of the motivations for Charles Bronfmann was the informal education piece. And what clicks immediately -- is well, maybe there is a piece there which he would like to go to, and which we can identify early on and then --

MANDEL: That will be the Bronfmann program?

ANNETTE: Yes.

MANDEL: For such and such. Sure.

ANNETTE: That could very well be. So you essentially see the Commissioners as being very active group. You see them -- no --

MANDEL: One of the negatives with asking this kind of person, is they're very busy.

ANNETTE: Yes.

MANDEL: One of the positives of asking this kind of person, is that they're very busy. Because very busy people tend to be the most productive. And if they're not busy; so that scares you away. So by definition, you're limited to busy people -- my thinking -- I only go after busy people; I don't go after anybody who has a lot time.

ANNETTE: Yes.

MANDEL: If they've got a lot of leisure time already, there's something there -- I wonder what it is, you know. That's number 1. So then, if that's the type of person you want, you've got to take his baggage with him, which is he hasn't got any time. And there's a normal, there's a normal drive within him not to go to the meeting. There's a normal drive within him to say no. It's a conditioned reflex -- Ted loves Dot. He's not doing it because he doesn't like us, he's doing it because every time somebody asks him something -- his mind quickly gets to how can I say no. He doesn't even say what is it. It's I suppose a ... Now you have 30 of these people -- my God -- O.K. If we can get 20 of them involved, I'd be thrilled. Some such number you know. Because we'll strike out, we'll fail, maybe with Twersky or maybe we'll fail with Schiff or maybe we'll fail with ... -- I don't know. We'll fail with some. But that's alright. We don't have to get them all. If we can get a critical mass. If we don't involve 20 or so, we're in trouble.

ANNETTE: Yes, we'd better get --

MANDEL: I'd like to get 30 you know.

ANNETTE: We'd better quickly then to the taskforces in the process.

MANDEL: I think the taskforces have to be either set up at the first meeting, or flow right out of the first meeting, and set up before the second meeting. So that at the second meeting, taskforce chairs report. In other words, we need some formulation which gets into taskforces fast. You know when we lay out these 24 months, you'll see, we don't have enough time. No way. That's a very real problem here.

But we said we're going to have our meeting this summer, instead of postponing it to fall. And it's panic and everything else. But unless we set some of those deadlines, hey, we're never going to make it. So we're going to hang on to that 24 months and stuff everything we want to do in those 24 months and stuff that -- and movements, processes, projects, things, pieces of work that we want to do -- that don't fit into the 24 months -- then have to throw them out.

ANNETTE: What?

MANDEL: It's a terrible discipline to --

ANNETTE: Well I think that -- we have had strong lessons -- so it works, that's what works.

I think that essentially you know who the other members of the Commission are, so we don't have to cover that item of the interview. I think essentially I have covered -- we have covered

quite a bit of ground.

It is very interesting that and I think correct, you are -- you've begun essentially by deflecting the interview and the discussion from dealing with the content element, by virtue of postulating that we don't know what -- we don't have the answers. And the best we can do, is to -- I think I'm summarizing -- the best we can do, and what we want to do, is to create the process of search.

MANDEL: High grade search. JWB has to be turned into a high grade power R & D operation. As one piece of what they do. They have to be engaged in the fray. I don't know what their piece is, but we have to maybe help define it. JWB, what's their piece? What's CJF's piece? We probably can list 15-16 institutions. What's their piece in energizing this search process? And what part of the search do they engage in? We have to look at the map of North America and my vision is not this Jewish mensch; my vision is this search process.

The map I see is this search units and search endeavours, and the map of North America -- and frankly the map of the Jewish world -- if we had 15 Melton Centers and 26 Jerusalem programs -- Paris Fellows, Cleveland Fellows -- you know, playing around with Cleveland Fellows now -- these are beautiful ideas, gorgeous ideas. We don't need many -- maybe 6, 6 powerful ideas. Just get them going everywhere. We don't need a whole bunch. They need to

be high grade and replicated. And it maybe is a book this thick -
- every it has a book this thick - best practices book. And then
we need a North American view, and over the North American view,
a world view -- nudging and catalyzing and kicking and gouging
and repairing, firemen fighting fires, you know -- we'll organize
the world. Between MI-G which is the ultimate, and MI-NA which is
one unit of the globe, it's one continent of the 5 continents,
it's 1 continent. And MI-NA may be a flop. If MI-NA is a flop,
we'll start all over again. We have to help the North American
Jewish community do this. And by the way, you will soon get to
the fact that North America is not an isolated, North America
does not operate in a vacuum. MI-NA can't be alone. MI-NA can
only function if MI-NA's linked to me. I mean the researchers in
Montreal are going to have to be just as close to the researchers
in Zaire as they are in Kansas City. I mean, the piece of work
they're really interested in might be in Zaire. What are we going
to cut off linkages? We going to have big walls? YOU know this
whole network is going to be electronically linked.

They'll just go right to their machine and they'll have
voice mail, and they'll have databanks, and they can - you know,
That's what we'll have in 25 years.

Now if we have -- if we can learn in North America what the
heck we're talking about, and have a demonstration, takkah, a
real demonstration project in North America -- we have something
from which some lessons are transferrable. If we can find another
group as crazy as us, in France or England or South Africa or

Israel. Israel -- boy are ready here for a MI-NA. And now all these MI-NAs are going to be linked together.

I have to believe, I want to believe that there's a computer program that links all the cancer researchers together. I want to believe that. If there isn't ... I'll die. But, I want to believe that. And that the work that Rabin does, if he's the guy here, he's a computer man -- or the work that they're doing at Hebrew University and the work that they're doing in Kansas City -- somehow these link, are linked somehow. O.K.

IN any event, we've got a lifetime, we've got a lifetime. We've got work for a series of lifetimes.

ANNETTE: Well it sounds very exciting and very wonderful. And doable by virtue of being a process, I'm using the word --

MANDEL: Because processes can live forever.

ANNETTE: And are not very -- they are not statically defined.

MANDEL: Exactly.

ANNETTE: They are changing all the time.

MANDEL: Look at the practice of medicine -- I mean what better example do you need. Medicine is an evolving part, it's not a

static part. We shouldn't have a commission to just do this. What we want in the medicine are centers of learning and centers of thought and centers of research constantly probing and extending man's frontiers. And multiple ones. Everywhere we want them. And we got them in medicine.

ANNNETTE: You know one of the very interesting things in this conversation -- I think every interview I will have and have had, has in it an element of a very threatening to those segments of American Jews who don't want that specific view applied to them. And yours by virtue of allowing the expression of any type of belief, ideologies, etc. takes totally out the threatening elements.

MANDEL: Not just allows -- I really want to change that word to encourages.

ANNETTE Yes. Encouragement is --

MANDEL: Look I want the hard right if I can impact them, just impact them by having them turn out a Jewish mensch -- that's all. What's a Jewish mensch? Well, O.K., I don't care about the pious, and I don't care about the tzitzis hanging out -- you know all these things -- well to me they're peripheral. I care about what the values that are being inculcated in these young boys and girls, that's all I care about. And you know who is to say -- why isn't that the best way? I mean, I don't have to judge it.

ANNETTE: And you don't mind if he comes out and says -- look, the only way to make a mensch, is if he studies Talmud from six in the morning to 12 at night.

MANDEL: No, I want him to do that, I want him to raise his children to be a Jewish mensch. My dream is that in, not the methodology, but the set of attitudes and values in these heads have a lot of common ... that's my dream. I don't care how he gets there. That's more fun if people get there different ways.

ANNETTE: O.K. well I thank you very much.



meltom1/

INTERVIEW WITH MRS. FLORENCE MELTON

MELTON: ... it starts with research, with the training centers that exist in North America for the training of personnel.

The research needs to tell us how many training centers we have; we need to have qualified people evaluate the training personnel and give us a sense of whether the institution has a significant focus on quality in teaching; whether the materials that they use is current; and the required quality -- depending on what the focus of that training center. We need to develop a plan which would indicate -- we have "x" number of training centers that have "this" number of faculty -- what is missing is the following. And what we need to decide is whether these existing training centers are a) qualified, b) doing the right kind of training job, c) whether we could coordinate or combine the efforts of these training centers, and d) whether we need a new, totally new establishment of a training center and do not put any effort and investment in the existing ones or those that are not doing what we consider to be a quality job.

Concurrently with this effort, I believe that it does not require any additional time for us to initiate a program of professionalism in recruitment of students. This to me is long overdue, and none of us would disagree on the need for this -- as far as immediacy is concerned, since the broad spectrum of need in the various areas for Jewish education have been identified, such as personnel in early childhood, in adult education, in camping, in Jewish centers, in supervisory capacity -- even in the arts and also in special needs in Jewish education at

different levels. There has been no attention whatever given to research that deals with what there is, what is working, what is not working, the lack of personnel, the lack of trained personnel, and what needs to be done in order to bring material, philosophy, attention and the cultural aspects of need in these various areas in Jewish education.

I believe this is of utmost importance.

Now once we have embarked on the research that deals with the training centers, and once we have activated a professional approach to recruitment -- these two components in Jewish education provide the base for credibility with which we can come to the North American Jewish community and say to them -- this is what the Commission has done as a preparatory step for improving the quality of Jewish education in North America. We cannot begin to do anything of consequence without the proper training centers, the proper material in those training centers, the proper personnel for the training. And we need to recruit students.

Now once we have supplied the funding for these 2 steps, I think that we will be accepted in the North American Jewish community as a commission that is poised for action, and that what we develop from that point in terms of how we decide to proceed to help communities -- I believe we'll be acceptable.

From the standpoint of the establishment of action sites, in my point of view, having been very active on local levels, on Jewish federations -- it is my experience -- and so therefore my educated judgment that we are assuming that communities are

ready, waiting and willing for us to come to them and say -- this is how it's done. This is really pie-in-the-sky -- I have to tell you this. In my community, where we have about 15,000 souls -- which is an intermediate size community -- this community is so sold on quality in Jewish education, and we're moving ahead. For example, I will tell you that the Florence Melton Adult Mini-School in this community which started only last year is so excitingly successful. For example, the ... Jewish Community Center, in addition to starting the first two classes last year, started a class of staff personnel, of agencies, which last year only had a handful of students. This year, in the professional class, which has release time from their work -- one hour, twice a week -- there are 23 students enrolled and they are so excited about the program. And the community also has in addition to that at the Jewish Center, an ongoing -- what they call an adult community college which attracts many many people to a series of lectures, scholars-in-residence. This kind of program. It's not a 2-year program as the adult mini-school is, but there is a need for this also. And the communities subsidize this -- for example, the Discovery Program to retain students in religious schools beyond bar- or bat-mitzvah -- which only 3 years ago had about 21 students from 2 schools; today, we have over 100 students in 5 out of 6 congregational schools. And some of the schools have established high school programs as a result of Discovery Program. And now are very excited about it. And the federation has assumed Discovery -- the Discovery 1 and Discovery 2 -- subsidizing it for quite a bit of money: one for the Discovery 1 trip in New York or a similar experience; and number 2, the

Discover Israel Program which requires quite a subsidizing from the federation. And we are moving ahead in Jewish education in a very very fine way.

However, were you to come to the Columbus Jewish federation and say now -- in Cleveland or in Kansas City we have invested this and that and we have discovered that this is what works. This is what works. And it requires an investment on the part of this community of an open-ended amount of money; we don't really know how much, because we don't really you know have any idea how much this is going to cost. In Cleveland they're ready to spend this kind of money and they have the foundations that are willing to invest in it, etc., etc. etc. In this community of Columbus Ohio which is as far as I can see pretty I think pretty well representative of a moderate sized community -- we have had to cut back on services in every agency; we have --

AH: Because the campaign is down?

MELTON: Yes. B) because we are suddenly confronted with an emergency type funding with which we will have to go to all kinds of individuals and peoples as well as try additional fundraising for Russian Jewish emigres. And there is no way in the world that this community would say -- sure come on in.

I believe that when we develop what we call an action site, we are imposing on the community our judgment that the action site is the way to go -- and we don't know whether we're going to solve anything; we don't know what's going to work; we don't know how much it's going to cost, etc., etc. etc. There is where I see the roadblock. Now if we turn our philosophy around and say that

the community will accept -- the credibility of our professionalism and come to -- and we tell them -- we are available to those communities who wish to solve their problems, who wish to work with us so that we can help them to fulfil their needs of their particular community -- that's the very key to success is to fulfil the needs of that community. Because every community has a different set of needs. And the excitement and the initiative must come from the community; we cannot come to a community and say -- we don't know the answers, but we're going to come to you and then we don't know how much it is going to cost, etc. -- but that you know, we'll do it. No, that's wrong.

We have to let the community come to us by saying -- we have developed this research as a base, now those communities who wish to work from this base that we have personnel who will be qualified and available, whom we know will be properly trained. If your community feels that you need our expertise, we have the professional people in many of areas in North America who will work with you as a team to fulfil your dreams of quality Jewish education in your community. Now that philosophical approach is acceptable.

AH: I think then that we are not very far ...

MELTON: Let me go further with this --

AH: Please, please, it's important.

MELTON: To tell you that when the community comes to the organization, whatever it happens to be, and makes inquiries with regard to how can you help us -- we tell them that we have access to a) programs that work, to begin with that may fit into your community and we can provide the professionals who have proven

that they know how to conduct these programs, that they can teach others. That's one thing. The other thing is that we also will be doing ongoing research with regard to how we can provide for your community these kinds of programs which you don't have in place, which we upon investigation with you will develop into a real focus. That we will put in place material, personnel, training personnel and everything that is needed to establish goals in your community which will spell from the goals a plan of action for your particular community.

Now it may be in this community, it may be a 3 year plan, because they can't afford it in a certain time. And maybe the plan will develop as the Syracuse plan did, a priorities by year action plan. And I think every member of the Commission should study the Syracuse plan, because Lois Zackary is the only one that I know of in this entire United States or North America who as a professional took the leadership of the community into a 3-year learning process, with which the leadership developed into action people, who do the actual work in the development of each phase of the plan. And the priorities that were developed by the Syracuse action plan are in place, with budget, with time frame. And that makes sense.

AH: How can I get information on that?

MELTON: Well, I just might have it here. Hold on.

In my view, I believe that the word "community action" as far as I see it from what I read in your report -- it connotes a feeling that we, the Commission, are going to initiate community action. In my view I like the term community option for quality

in Jewish education, because that says that the community is interested, will take the initiative, and in those terms -- whatever we do with the community is acceptable and we will have a much better response to our work.

Well this is something I, in reading the many reports, since the whole concept of community action was introduced -- it has bothered me, because from what I read, we're talking about coming to a community and infusing into the community our ideas and money and that's how it sounds when I read this, because that's what it says. It says: now we have a model community and that other communities can see that this is the way you do it. And that's what bothers me.

EH: ... to the needs of that community.

NELTON: Well I hear what you're saying Annette -- but we do not go into a community -- and thereby hangs the difference. We establish credibility in terms of how we care. We care enough about quality in Jewish education that we have already done the following. Now from this point on, we have the professionalism and the expertise to help those communities who come to us and ask us for our professionalism and help. That is the difference. We do not go into a community, because once you do that, you're going to experience roadblocks, because remember this -- that in most communities there is a feeling that we know what we're doing. We have our own programs. Now I must tell you that the quality of the adult mini-school cannot be questioned at this point. It is credible, it is quality, it is controlled quality, the investment has been tremendous in terms of money and human energy and we have planned it every step of the way. But in the

beginning, even those communities whom we decided would work well with us because we had leadership people who expressed excitement -- we had to go into the community to test the programming at the risk of totally losing out. Because we had people, we had rabbis who came together and said -- we don't need you; we have our own programs. And this is what you're going to run into in many communities. We know -- you know we have good people and we're doing a good job. Now the reason they say that is because they really believe it. They do not know really what quality can be in Jewish education. But we cannot impose it on them. We must have the initiative come from the community.

Now, when you're saying you want to do a model community and a test community -- there will be people whom you quietly are engaging in conversations, discussion, interaction behind the scenes who will say -- yes, I think my community is ready. Alright. Now what are we going to talk about to these people? ON the G-T? WE are going to talk about you know how you feel that we can be helpful in your community -- that's how we're going to talk. We're not going to say we've got this big thing planned and we --

AH: We don't have it. We don't have it.

MELTON: Yes, but you see what I'm trying to tell you is unless you have a budget -- if you come to the community with a budget and say -- well we don't know how much it's going to cost, and we don't have it yet -- but they will not go with openended investment. Even if you're going to help them they won't go. Because the community will not permit it.

But, if you come -- if the community comes to you when you do the proper public relations job and you make it known that the Commission has invested in this research, in the development of information that leads us to conclusions, that we have developed goals in terms of training centers, in terms of personnel for training centers, in terms of materials and we have engaged in professionalism in recruitment of students -- we have proper scholarship funding -- now, we are in a position to be helpful to you in all areas of Jewish education in terms of fulfillment of the needs of your community -- period.

I will say one more thing about community. One of the things that we can make clear after we establish our real credibility as I pointed out in my previous discussion here -- one of the things we need to make clear is that every community has to set goals for itself in Jewish education. And we, as a commission center, are available to help your community investigate research, develop, invest in teaching community leaders how you set goals for your particular community. This is important.

AH: May I make one more point.

MELTON: You have just asked me the question about we have finished with our February meeting and we are ready to publish a book or whatever you want to call it, a document, in which we put forth the steps that we have taken and the recommendations that the Commission will put in place in this book.

IN my view, I believe the whole concept of recommendations should only deal with what the research has revealed and how we understand that the needs in each community are highly specialized.

And from this base of understanding, the Commission will either have established already or will initiate a body of advisory people, with the proper professional leader, who would be the contact person for communities who wish to address the possibility of upgrading, updating and improving the quality of Jewish education in their community.

That's how I see the role of the Commission. And we would describe those aspects of professionalism which we have available to those communities who are ready to invite us to help them to set their goals, and to reach their goals.

The -- I think you have asked me about the kinds of people who would serve on such an advisory committee --

AH: Right.

RELTON: An ad hoc if you will, advisory committee -- because this is only phase 1 of what the Commission may be engaged in for the future. And so for phase 1, an ad hoc advisory committee in my opinion would need experienced and qualified people who deal with Jewish education on a variety of levels. People who have had broad exposure and involvement in Jewish education, but we have to be careful not to become an "ivory tower", a scholarly body. We need to interact with people who are scholars, but the scholars need to interact with those people who are grass-roots experienced. And classroom involved. I think this is very important. We are not trying to impress any one with names of people on this body, as we did with the Commission groupings. And I think from such a body of people that many new directions will develop in terms of how the communities use our services.

And I like to always come back to the fact that the community is the one will initiate.

AH: Let me ask you the following question. ... limited investment ...

HELTON: You have just asked me whether or not this --

AH: We called it a "mechanism."

HELTON: Mechanism of offering to communities services that are available to them. And you believe that there would be many many communities at one time who would request.

There needs to be a set of requirements, which is spelled out, in our offer as service providers. There needs to be a manuscript, a document, as we have done with the Florence Helton Adult Mini-School -- that there are certain requirements on the part of the community that the Commission body would expect, if they are to work together. This is not a service that is offered without requirement. It is a two-way street, just as profit is a two-way street in business, that fulfillment of goals needs to be an investment of many kinds on the part of both sides of the groupings.

AH: May I ask you -- how do you do it with ...

HELTON: ... director. To get back to the programmatic options -- as I tried to explain before, in my view, I think that step 1 should be established clearly -- the advisory body should be in place with the right kind of professional leader. And the research team could by this time have developed the established programs in certain communities which have shown tremendous results and promise, so that when the communities who approach us tell us that they wish to work with us, and they have gone

through all of the required steps, and we've signed an agreement with them, or a contract if you will -- then we have in place to begin with certain programs which the research has revealed is already working, and detailing on each program as to how it was developed, who did the development, when did it start, and how is it working, and how long has it been in place. That we have this to begin with from our research. And the programmatic options should stem from those existing programs, of which there may be hundreds in the various levels identified categories in Jewish education.

I believe we would have enough material which could be in published form. So that the communities who work with us can have a piece of published material which they can study in the community and decide which of these fit into their goals, and from that point establish the budgetary needs, and the professional requirements that they can work out with the Commission group, and they would be then part of the plan, and the community would assign to the leadership those roles which they need to play in terms of involvement and funding, etc., etc., etc.

So I -- when you talk about programmatic options, I see this as the step after we establish our initial credibility that I spoke of before.

AH: .. and you seem to right now say the same thing -- that there will be a need for some initial funding. Initial funding for research, probably also for training programs, unless you say that the training and recruitment issues, local communities are

going to pay for -- but I don't think that was the thing you were saying.

HELTON: No, no. I just said that in my view that the research that deals with the training centers and the establishment of a professional for recruitment -- now that is not to say that the communities or the federations cannot make a contribution toward the developmental process and the scholarship funding that will be needed for the students. I did not say -- rule that out. I'm saying that there's a possibility of doing a partnership in this deal.

And I think the federations would go for that.

AH: So the thinking is as follows -- that federations and local communities eventually will have to finance this themselves is clear.

HELTON: The foundations ... or the

AH: So the question was whether initially what it needed in order to carry out those steps that are preliminary, set up this mechanism that will be the catalyst for things to happen -- fund the research, fund the training programs or any other national endeavor such as the recruitment of professionals etc., one thought was that foundations might come forth, the way you have done in all your very many endeavors -- and that there might be two or three or four who would -- to fund these initial steps, while at the same time beginning the discussions with federations and beginning the process where local institutions, national institutions, federations would slowly come in and take over that role.

And what Mort Mandel seems to be poised to do is to commit

his own family foundation for an initial set-aside. He -- a significant amount that would help to fund those first steps. He's talking to some -- he's begun talking to some other principals at other foundations to see if they would come forth and also want to participate in that initial funding until -- first of all, in order to launch the whole process, to fund the first elements -- and then hopefully once you get into communities, federations would take over.

That is the kind of thinking, because clearly this is going to demand a fair significant amount of financing.

HELTON: Well, I personally think that there are two possibilities; I think the research and the training centers could be the focus for the Commission, for people who wish to invest in a foundation fund for research and toward improving the training centers for Jewish education. I think that is a separate kind of funding.

I think for the hiring of a professional, I think that too is something that the Commission could undertake as a separate -- in other words, what we're doing is identifying two separate funds that the Commission may want to come up with. Then, I believe that from that point, that through the federations --
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Melton2/

MELTON: ... through the Council of Jewish Federations an appeal to the federations to work in their individual communities, either through existing funds which they may have or through foundations their communities, to contribute to the fund for the scholarship money that would be necessary for the training of the students. They should be a partner in this; it should not be totally an investment of the Commission.

So, when they feel that they are part of it and they all know that this is something that is very needed, and they will know through their involvement what we are doing as a Commission.

AH: But what about the mechanism, or the unit that will -- or is that the professional you mean? Did you mean the professional for the recruitment effort?

MELTON: Yes.

AH: What about the unit we were talking about, that would make --

MELTON: Well, for the first ad hoc year, or maybe 2 years, I believe that the Commission should undertake responsibility, because then they do not have to answer to anyone for how we do it -- because we know better than the communities how this should be done. But I think that ultimately there will be a body which may be a new organizational body, which would be responsible for -- if we decide that this is how it's going to go -- that would be responsible as a central agency for the work of ongoing recruitment and training.

And with ongoing budgeting process which would expect of the federation an ongoing investment in the scholarship.

AH: But Florence, at the beginning of our meeting, you mentioned

the current situation where federations are cutting back, are gearing up to special funding for Russian Jews, ...

MELTON: Yes, but nonetheless --

AH: What you're saying is that the federation, the endowment funds at the federations are becoming a new source that is the natural source for this.

MELTON: Well I think that as far as the recruitment and scholarship is concerned, that I see the recruitment as a separate issue on an overall national base. And I don't see the individual communities as having any kind of feel for this.

But they do have a very strong feeling and motivation for the recruitment and training of teachers, because every community is suffering from the lack of qualified teachers. So this is very -- it's an imperative with them. And so if they become a partner in the funding of scholarship for the training of students, that will be a very well accepted responsibility and they will find money from their endowment funds and from their private foundations in their community. And they must make a yearly allocation to such a national fund.

When we're dealing with community, I think we must repeat and make it so clear that every federation has changing of the guard every year or two. There are different leadership people who come into the federation and come in with very little knowledge about Jewish education. And so that there must be an ongoing effort by the -- whether the Commission gets together with some other bodies, central bodies of Jewish education, other agencies -- the denominational groups, the Bnai Brith groups etc.

-- and establishes a national effort for educating the new leadership in Jewish educational needs. This is something I have really suffered with in my experience with federation leadership. But people are good people; they come into the system without any knowledge of what the needs are in Jewish education. They always think somebody is taking ... and I don't have to worry about it. That's what we have to get over. So there must be a systematic national effort on a plan for leadership training and goal-setting in the entire Jewish educational effort in communities.

There is nothing like that. There are spasmodic efforts by speakers who come in and some people use the word leadership in different contexts; they use it in terms of how you fundraise. And how you learn to -- you learn different methodologies in fundraising and in organization. But nobody ever thinks it's necessary to learn how to set goals and to make a plan for leadership who are inexperienced in this. And it's not part of the normal federation training programs. Because they're in the business of raising funds.

Now there are efforts that are at the present time being made by the Bnai Brith and other organizations that deal with Jewish education and what we should do, and how we should proceed. And it bothers me that we have not come together as a -- you know, as one group to determine how these other organizations are proceeding or whether they have plans that would interfere with what we're trying to do. And do they know what our purpose is, and how we will function, and how can we work together to improve the quality of Jewish education. I don't think that we're going to get anyplace if we're going to interfere with each

other. And I think this is something that needs to be addressed.

Now I also think it's important to consider the need for a commercial placement company in community Jewish services, not just the Jewish educators, but the whole community service jobs.

AH: Why do you want -- you want a search bureau?

MELTON: I want not a bureau; I want a commercial company --

AH: Which will do what?

MELTON: That knows what they're doing.

AH: They will do what?

MELTON: Who will paid a commission by the community, just like other employment, executive employment agencies. If they spell out the needs for a certain type of -- for example, in my community here we're looking for two years for a coordinator for Jewish education to be on the federation staff. The salary would be a good one; the community would be willing to pay a very nice commission to find this person.

Now whether or not we can tie in with an existing executive employment agency -- and get them to set up a department for searching for executive and for teacher personnel -- whether we could get them to do that, because it may be that there's not enough profit for a company to do this on an individualized basis -- just for Jewish educational or Jewish community service -- it is not going to work in a volunteer, on a volunteer basis. Because you get people involved who are not experienced. BEing a searcher for executive head -- executive head-hunter as they call them -- is a highly specialized kind of business. And the people who do it, will need to be trained in how they need to think and

where they need to fill in their lack of knowledge, that deals with this area.

AH: Are you saying that you assume that -- I mean agree with professionalizing always -- I think that your point is very well taken there. But, don't you think that the reason that you're not finding that planner is primarily because there are very few people around who have that training?

MELTON: That's right.

AH: There are very few people. The community hasn't trained them. I'm assuming -- you mentioned before when we were talking -- and I immediately went through my head with all the names I know. And I was looking at the new Jerusalem Fellows; and I was looking at the people graduating ... There are very few people around so one of your predicaments is also because they're not being trained.

MELTON: That's true. Now if such a headhunter -- ... better word -- if that headhunter for example would say to the community -- I know somebody who has all the qualities you want, except they need to be trained and so on and so forth. Then we would pay for that.

The placement company could find people who may have -- for example some of the qualities that requested from a community, but perhaps this person does not have all of those qualities -- and could be additionally trained, and the community would be willing to pay for such people, of the executive qualities. And since there are so few people who are fully trained to fulfill the requirements of the American Jewish community -- it seems to me we need an intensive effort to find people who will -- who can be either re-trained or additionally trained to fulfill those

needs.

One of the things that I want to address is to talk about the teachers. We talk about retention -- which is to me a total abstraction. Because we've got to talk about people and not retention. You've got to talk about how you deal with the needs of teachers. I believe we have to develop some kind of scale of identity with which we consider an individual, a person, who has had a certain amount of extended education. For example with a Master's Degree in education and an extended degree that maybe deals with Bible or with History or with -- this kind of person should be on an identity scale, which establishes immediately the level of pay that such a teacher would require. And this also would establish in the lower levels, a scale identity which may encourage teachers to extend their education to reach up toward a better pay.

Now, many of the communities are in a position where they cannot employ those teachers on a full-time basis unless there is within the community, in the goal setting and budgetary planning, a plan whereby these teachers with their skills can be used in new areas to do additional kinds of teaching.

AM: You mean create full-time jobs.

MELTON: Create full-time jobs for these teachers. And this is something that needs to be a responsibility on the part of the Jewish education commission or committee within the community, which allocates funding and budgeting, for Jewish education. So that the Jewish education committee or the Bureau of Jewish education in its job as planners need to find new ways to use the

skills of these qualified people, and additionally give this expertise and learning opportunities to a broader spectrum in the community.

AN: If I may add one point. When Mort came to CAJE, after his address, the --

NELTON: I wasn't there; I had to leave.

AN: I know you left that morning; Seymour told me that. After his address, the participants divided into about 15 groups to discuss what their message to the Commission would be. And then they reconvened; it was late, at 11:00 at night -- with a report from each one -- somebody reporting from each one of the 15 groups.

The groups were by topics -- there were the early childhood teachers, and the early childhood principals, and the -- they had decided; CAJE had decided how to do that.

But -- it was -- they made two points that were very very strongly ... pay really seems to be dramatic. IN other words, one after the other -- and it's very hard to know since there is no research -- but one group after the other, began by saying -- that the pay is such that no person can live on the pay of a Jewish teacher. And therefore, ... there was an embarrassing situation where one woman after another came forth and said: I can remain in the profession because my husband can afford it; or younger people saying -- this is fine as long as I don't have a family. As soon as I have a family, I must move out of teaching. The complexity and the ...

NELTON: Well, the word retention is as far as I'm concerned, an abstraction. Because it doesn't deal with the tremendous number of complexities that exist within the American Jewish community

as a whole vis-a-vis the teacher situation; whether or not the individual teacher has particular family needs that cannot be met; whether or not the financial needs should be based on the fact that the teacher needs it, or whether the teacher is qualified for more; whether or not availability of teachers is dependent upon some people who work part-time. There are so many complexities that are involved in the word "retention" that there is no way that we can address this fully except to offer those options to teachers in terms of identifying in those communities which can afford to pay more money, the qualities of the advanced education of particular teachers. That should demand a different pay school from the other teacher. And the opportunity to expand on the services of the skilled teachers so that they can be fully employed. There are so many individual complexities in each community that you cannot deal with this in general terms.

Such as you can deal with recruitment and training. These things are general and are acceptable in its simplest terms across the board. But retention is something that needs to be dealt with on a totally different basis. And I'm not sure that the commission as willing as it is, and as skilled as many of us happen to be, can deal with it on a national and generalized basis.

We are not going to publish a document which says that this is what the Commission said should happen. We are going to publish a large spectrum of programmatic options, which the community can use to determine how they can best use our services.

Regarding adult Jewish education which is just really coming to the fore in terms of awareness and focus, I think it's very important that we do add research in programmatic materials that can be developed in our book, published book, with regard to how the existing media materials can be incorporated into the programmatic options. I believe that in New York in they have the largest library of media materials and Deedee DeMille has used them so successfully in first of all, goal-setting for her school, in terms of the ideology and philosophy of her goals; together with the parents. And utilizing with each age level programming that befits that particular category in Jewish education and fitting the existing media materials into those levels of category education -- very very successfully to develop a year-long program with which the goals are set, and the plans are made with each category that fit into the general goal, which makes a tremendous amount of sense. The parents are involved; they understand the goals; they're involved in the different age levels. And it's a total piece.

I believe with regard to the research, that we need to establish short-term and long-term research goals. The short-term research is the research which will provide us with the base, which has been discussed previously. The long-term research will be the system of evaluation with the communities who decide that they will go with the programmatic options that they decide on, and the goals which they set and the system needs to establish how we will work with those communities for long-term and ongoing research.

I want to address myself to the part that says --

federations will be invited to play a central role and the denominations will have to be fully involved. My personal feeling is that once you state it like that -- the federations are going to say -- who do you think you are? You can't do it that way; you have to --

AH: Right.

MELTON: -- the federations and the leadership have to come to us -- and we have to discontinue stating these kinds of things, and this terminology because it implies that we are the bigshots and we're going to tell them how they can -- you know we can help them -- and they have to do certain things. Yee, that we will require of them, only if they come to us and we -- and you know they want our services, and now we have to then require of them.

But we do not require anything of them initially, in the beginning. Because it's to me, it's far from reality that a JWR, JESNA and the Council of Jewish Federations will continue to be full partners in the work. The mechanism will carry out it's assignments in a way that will encourage and assist local initiative in planning -- that's a generalization. I do not like generalizations in those terms. Because it says - it takes too much for granted. It assumes too much. You cannot assume anything at all. You can only do what you successfully can establish as a goal, as a plan, as a grouping of ideas, and then you can say -- this is what we have done. And we are available. We have to keep remembering that. Because we have to be invited.

Now I want to address myself to the statement about: facilitation of an implementation of strategies on the

continental level and in Israel. This may mean encouraging institutions that will plan and carry out the development efforts. What do you mean by encouraging institutions? What do you mean by that? I mean for example, if an existing training institution undertakes expansion and development of a training program, the mechanism will help secure funding and lend planning -- I don't see it at all; I don't see it; it's too abstract; it's too philosophical.

There first has to be the research segment. Then there has to be a goal setting segment. Then there has to be a plan for this ... institution before money should be invested at all. And it's too openended. Communities do not go for anything that is openended. Unless they implement the research themselves. And they don't know where they are going and they need you and they come to you and they say -- we don't know where to go. We need your help. Where do you spend the money. That's different.

AH: I would like to -- I hear you well. I'd like to make one point.

MELTON: What I'm saying about implementation of strategies on the continental level and in Israel is that I don't think it's up to the body representing the Commission to make a determination about any institution as to whether or not it is doing the right kind of job in its expansion, or in its development, or in its training program. I think that they themselves have to make their determinations about whether or not they're doing the right thing and if they think they are not doing the right thing, it's up to them to come to us and tell us they need our help. So we're not implementing.

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

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.



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INTER-OFFICE RESPONSE

TO: Seymour Fox
Annette Hochstein
FROM: Virginia F. Levi
DATE: 6/27/88
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

Page 2

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. Iemar 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.

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
straight
first
10%
provide
10%
what is
the
truth?*

42+

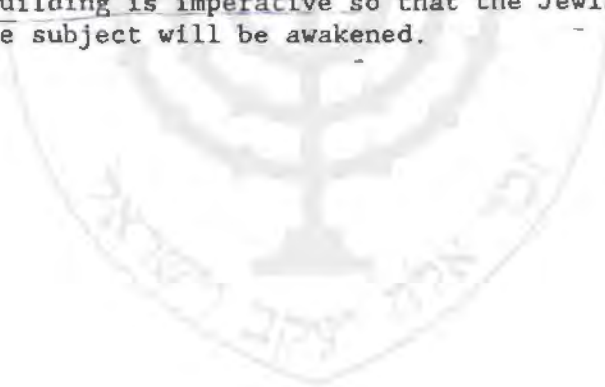
IV. REPRESENTATIVENESS OF COMMISSION

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 true

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.



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 44 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. There is a need to build the profession of Jewish education and to develop a greater sense of professionalism in the field.
- 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.

- 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 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 our young people participating in formal Jewish education, it is not a successful educational enterprise and may not be salvageable.
 - 2. The supplementary school is where the clients are. Therefore, we must engage in serious efforts to improve it.
- E. The ideas, views, suggestions expressed span the age continuum 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

The family environment and the education of adults is of considerable 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 and creative 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.

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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; MARYLES

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

HIGH CONSENSUS ITEMS
SURPRISES

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.

- 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.
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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.

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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.

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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.

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- 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.
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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.

[End July '88]

INTERVIEWS OF COMMISSIONERS - POINTS TO QUOTE

① COMMUNITY

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

Need to create a yiddishkeit 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 tricky issue. (Ratner)

② LAY LEADERS

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

Lay leaders have poor relations with the professionals. (Lanier, *many*)

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

③ PLURALISM

Deep commitment to pluralism. (Bronf., Gott., Loup, Greenberg, Tishman, Maryles, Bieler, 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. (Gott.)

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

301

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.)

Israeli 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)

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 Ph.D. 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 deterrent. (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)

ENTIRE 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)

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 institution

Outreach or not

~~Diff. lecture~~

~~Committee~~

Israel

- * Community approach Josh + Debbie
- * On or supplementary school - 1983

Key on rabbis as educators

Adult Education

Training

Supplementary Schools

Key on rabbis as educators

Salaries

Status < participation
plus
current

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.

411

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.



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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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.

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 are seen 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.

INTERVIEW WITH
SARA LEE

SEYMOUR FOX
JULY 8, 1988, LOS ANGELES

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

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

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

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

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

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

Then she moved on into what she called "meta issues" of Jewish education. She really asked, and I'm quoting her, "What is the ^{Pi} ~~Pi~~ ^{jet} ~~adeai~~ 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.

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.

35 I

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.

INTERVIEW WITH
PROFESSOR ALFRED GOTTSCHALK

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

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

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

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

something about that. Essentially, as I may have said already, this is a system which believes in moving from the top down. We spoke about the examples of John Dewey, of Martin 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.

J. Reimer's Conversations with Commissioners

Post - 8/1

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

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

II. Carol Ingall

1. Would prefer that the Commission develop a specific focus and suggestions ~~on~~ ^{ions} 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 seminars.

VI. & VII. H. Schulweiss & I. Zeldin

Very difficult to contact. Numerous calls, but have not talked with Zeldin. Had meaningful conversation with Schulweiss. 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.

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.

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 Raman, moving to Hebrew Academy of Silver Springs, Maryland where he will be teaching and will be responsible for the curriculum development. Orthodox. Jerusalem Fellow.

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

Summary

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

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

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

Training

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

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

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

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

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

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

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

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

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

greenberg/2MN-W

MI-NA: TOWARD THE FIRST COMMISSION MEETING

INTERVIEW OF COMMISSIONER

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

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

Not attending first meeting

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

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

Summary

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

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

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

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

These facts have to be effectively communicated to parents.

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

Perhaps one should set up a benefits system with a central, sophisticated management system to deal with this.

7. Rabbi Greenberg does not believe that teacher training is the key to an improved situation. He believes that adequate remuneration and improvement in the status would bring to the field of Jewish education young people with the necessary skills, talents, and competences.

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

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

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

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

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

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

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

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

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

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

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

MEETING WITH
CHARLES RATNER

SEYMOUR FOX
JULY 6, 1988

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

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

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

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

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

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

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

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

TOWARDS THE FIRST COMMISSION MEETING:

INTERVIEW OF COMMISSIONERS SUGGESTED SCHEDULE

I. Topics

The following topics are suggested for your interview:

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

II. Background

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

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

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

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

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

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

D. We should decide what materials it may be useful to leave with the 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 M.L.M., 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 interview:

- 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.

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-Israeli 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.

Q: Don't forget
out of school

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."

clarify

Marked

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.

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

As long as Sunday school is something you have to live through rather than can enjoy it cannot be valuable.
3. The curriculum for Jewish education must be changed and worked on. The current curriculum is not suitable for today's children.

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

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

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

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

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

To summarize. The main points raised were:

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

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

INTERVIEW WITH
PROFESSOR ISIDORE TWERSKY

SEYMOUR FOX
JULY 5, 1988 AT HARVARD

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

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

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

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

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

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

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

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

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

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

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

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

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.

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.



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.

1520



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.

153C

AJW

AUG 25 1988



15 EAST 26th STREET • NEW YORK, NY 10010

TO: File
FROM: ARTHUR ROTMAN

DATE: August 15, 1988

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.

151C

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
List of Commissioners as of
June 28, 1988

Mona Ackerman
New York, New York

Irving Greenberg
New York, New York

Florence Melton
Columbus, Ohio

Mandell Berman
Southfield, Michigan

Robert Hiller
Baltimore, Maryland

Donald Mintz
New Orleans, Louisiana

Jack Bieler
New York, New York

David Hirschorn
Baltimore, Maryland

Lester Pollack
New York, New York

Charles Bronfman
Montreal, Quebec

Carol Ingall
Providence, Rhode Island

Charles Ratner
Cleveland, Ohio

John Colman
Glencoe, Illinois

Henry Koschitzky
Ontario, Canada

Esther Leah Ritz
Milwaukee, Wisconsin

Lester Crown
Chicago, Illinois

Mark Lainer
Encino, California

Harriet Rosenthal
South Orange, New Jersey

David Dubin
Tenafly, New Jersey

Norman Lamm
New York, New York

Alvin Schiff
New York, New York

Stuart Eizenstat
Chevy Chase, Maryland

Sara Lee
Los Angeles, California

Ismar Schorsh
New York, New York

Joshua Elkin
Jerusalem, Israel

Seymour Martin Lipset
Stanford, California

Daniel Shapiro
New York, New York

Eli Evans
New York, New York

Robert Loup
Denver, Colorado

Isidore Twersky
Cambridge, Massachusetts

Max Fisher
Detroit, Michigan

Morton Mandel
Cleveland, Ohio

Bennett Yanowitz
Cleveland, Ohio

Alfred Gottschalk
Cincinnati, Ohio

Matthew Maryles
New York, New York

2004

SEYMOUR FOX

CHARLES BRONFMAN/MONTREAL
LESTER CROWN/CHICAGO
MARK LAINER/LOS ANGELS
CHARLES RATNER/CLEVELAND
ROBERT SMITH/WASHINGTON
THOMAS HECHT/MONTREAL
SEYMOUR MARTIN LIPSET/PALO ALTO
YITZCHAK TWERSKY/BOSTON
JACK BIELER/NEW YORK
SARA LEE/LOS ANGELES

ANNETTE HOCHSTEIN

SHELDON BEREN/DENVER
LUDWIG JESSELSON/NEW YORK
ROBERT LOUP/DENVER
MORTON L. MANDEL/ CLEVELAND
FLORENCE METLTON/COLUMBUS
ESTHER LEAH RITZ/MILWAUKEE
ALFRED GOTTSCHALK/CINCINNATI
NORMAN LAMM/NEW YORK
ISMAR SCHORSH/NEW YORK
JOSHUA ELKIN/NEWTON, MA.
IRVING GREENBERT/NEW YORK
CAROL INGALL/PROVIDENCE



PREMIER INDUSTRIAL CORPORATION

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TO:

NAME SEYMOUR FOX
COMPANY NATIV CONSULTANTS
STREET ADDRESS _____
CITY, STATE, ZIP JERUSALEM
PHONE NUMBER _____

FROM:

NAME GINNY LEVI
COMPANY PREMIER
DEPARTMENT _____
COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: (216) 391-8327

TIME SENT:

MESSAGE: TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

To Seymour:

MLM says to go ahead and invite Robert Smith to serve as Commission member. If he says yes, please get right on his calendar, & you can provide me with his address. Please H, that would be great. Thanks Ginny

15 com

**Mandel
Associated
Foundations**

1750 Euclid Avenue • Cleveland, Ohio 44115 • (216) 566-9200

Jack N. and Lilyan Mandel Fund

Joseph C. and Florence Mandel Fund

Morton L. and Barbara Mandel Fund

June 10, 1988

Dear sal :

I am delighted that you will join the North American Commission on Jewish Education. The Commission will suggest practical steps and concrete recommendations for the improvement of Jewish education in North America in all its forms and settings.

We anticipate that the Commission will meet three or four times over a period of 18 months. Our first meeting will be held on August 1, 10:30 a.m. to 4:00 p.m., at the offices of JWB, 15 East 26th Street, New York, New York. Please mark your calendar.

The Commission will oversee the activities of Commission Director Arthur Napaister and appropriate supporting staff, whose responsibilities will include gathering and organizing data, preparing background papers and reports, consulting with scholars, educators and policy makers, and coordinating the ongoing participation of important Jewish publics.

The Commission will start its work with some already established benefits. It has begun its planning stage in cooperation with JWB and the Jewish Education Service of North America (JESNA), and has held discussions with the Council of Jewish Federations (CJF). A number of national educational organizations and foundation leaders have also been consulted.

Enclosed is a paper describing our concept of the work of the Commission. It reflects the thinking of a small group that has worked to describe the idea behind the Commission. I am also enclosing a list of those who have agreed to serve on the Commission, thus far.

34C

Page 2

Prior to our first meeting, a member of the Commission staff will contact you to schedule a meeting to discuss your views with respect to the Commission and Jewish education in North America.

I hope to see you at our first Commission meeting. An agenda, background material and particulars will be sent well in advance.

I look forward, with pleasure, to working with you.

Cordially,

MORTON L. MANDEL

prefix first last
title OB
company OB
street
address

Enclosures

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
List of Commissioners
as of
June 9, 1988

Mandell Berman
Southfield, Michigan

Irving Greenberg
New York, New York

Donald Mintz
New Orleans, Louisiana

Jack Bieler
New York, New York

Robert Hiller
Baltimore, Maryland

Lester Pollack
New York, New York

Charles Bronfman
Montreal, Quebec

Carol Ingall
Providence, Rhode Island

Charles Ratner
Cleveland, Ohio

John Colman
Glencoe, Illinois

Mark Lainer
Encino, California

Esther Leah Ritz
Milwaukee, Wisconsin

Lester Crown
Chicago, Illinois

Norman Lamm
New York, New York

Harriet Rosenthal
South Orange, New Jersey

David Dubin
Tenafly, New Jersey

Sara Lee
Los Angeles, California

Alvin Schiff
New York, New York

Stuart Eizenstat
Chevy Chase, Maryland

Seymour Martin Lipset
Stanford, California

Ismar Schorsh
New York, New York

Joshua Elkin
Jerusalem, Israel

Robert Loup
Denver, Colorado

Daniel Shapiro
New York, New York

Eli Evans
New York, New York

Morton Mandel
Cleveland, Ohio

Isidore Twersky
Cambridge, Massachusetts

Max Fisher
Detroit, Michigan

Matthew Maryles
New York, New York

Bennett Yanowitz
Cleveland, Ohio

Alfred Gottschalk
Cincinnati, Ohio

Florence Melton
Columbus, Ohio

4 com

DRAFT 6/15/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
I. LAY LEADERS						
Mandell Berman	yes	6/10/88	AJN		OK	
✓ Charles Bronfman	yes - 6/3	6/10/88	AN/SF		OK	
✓ Lester Crown	yes - 6/3	6/10/88	SF		OK	
✓ Stuart Eizenstat	yes - 6/6	6/10/88	AJN		OK	
✓ Max Fisher	yes - 4/26	6/10/88	AJN		OK	
* Ludwig Jesselson			AH			MLM will invite
Mark Leiner	yes - 5/11	6/10/88	SF		probably OK	
Robert Loup	yes - 5/8	6/10/88	AH		OK	
Morton L. Mandel	yes	6/10/88	AH		OK	
Matthew Maryles	yes - 5/5	6/10/88	AJN		NO - out 7/25-8/9	
Florence Melton	yes	6/10/88	AH		OK	
Donald Mintz	yes	6/10/88	AJN		OK	
Lester Pollack	yes - 4/29	6/10/88	AJN		OK	
Charles Ratner	yes - 5/5	6/10/88	SF		OK	
Harriet Rosenthal	yes - 4/29	6/10/88	AJN		OK	
Esther Leah Ritz	yes - 4/29	6/10/88	AH		OK	
Dan Shapiro	yes - 6/3	6/10/88	AJN		OK	
Robert Smith			SF			SF will invite
* Leslie Wexner			AJN			MLM will invite
Bennett Yanowitz	yes	6/10/88	AJN		OK	
John Colman	yes - 5/5	6/10/88	HLZ		NO - free before and after	
Aaron Ziegelman			AJN			HLZ wrote - 6/15/88
* Peggy Tishman			AH			MLM will invite
Henry Kochitsky			HLZ			MLM wrote 6/10; HLZ to follow up
Mona Ackerman - Fdn			AJN/HLZ			HLZ wrote 5/17/88
Robert Arnow - Fdn			AJN/HLZ			MLM wrote 6/9; HLZ to follow up
Eli Evans - Fdn	yes - 6/6	6/10/88	AJN/HLZ			
Robert Hiller - Fdn	yes - 6/6	6/10/88	AJN/HLZ			

DRAFT 6/15/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
II. PRES, HIGHER JEWISH ED						
Alfred Gottschalk	yes - 6/9	6/10/88	SF			
Norman Lamm	yes - 5/31	6/10/88	AH> MLM prepare		OK	
Ismar Schorsh	yes - 6/3	6/10/88	AH> MLM prepare		OK	
* Arthur Green						MLM to call
III. SCHOLARS/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25	6/10/88	SF		OK	
IV. JUDAIC SCHOLARS (1)						
Isidore Twersky	yes - 5/4	6/10/88	SF		OK	
V. JEWISH EDUCATORS (7)						
David Dubin	yes - 5/5	6/10/88	AJN		OK - out 8/15-20	
Jack Bieler	yes - 4/29	6/10/88	AH		SF	
Joshua Elkin	yes - 5/4	6/10/88	AH - done 6/13		OK	
Sara Lee	yes - 4/29	6/10/88	SF		NO	
Alvin Schiff	yes - 4/28	6/10/88	AJN		OK	
Irving Greenberg	yes - 5/18	6/10/88	AH		NO	
Carol Ingall	yes - 4/29	6/10/88	AH		NO	
VI. SR. POLICY ADVISORS						
David Ariel	yes	6/10/88			OK	
Seymour Fox	yes	6/10/88			OK	
Annette Hochstein	yes	6/10/88			OK	

DRAFT 6/15/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
Stephen Hoffman	yes	6/10/88			NO	
Arthur Naparstek	yes				OK	
Arthur Rotman	yes	6/10/88			OK	
Carmi Schwartz	yes	6/10/88			OK	
Herman Stein	yes	6/10/88			NO	
Jonathan Woocher	yes	6/10/88			NO	
Henry Zucker	yes				OK	



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TO:

NAME ANNETTE HOCHSTEIN
COMPANY NATIV CONSULTANTS
STREET ADDRESS _____
CITY, STATE, ZIP JERUSALEM
PHONE NUMBER _____

FROM:

NAME VIRGINIA LEVI
COMPANY PREMIER
DEPARTMENT _____
COST CENTER 090

TELEX NO.: 6873015 PREMI UWFAX NO.: (216) 391-8327

TIME SENT:

MESSAGE: TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

Annette - This is an update for you and Seymour. Please let me know if any of the assignments are incorrect or you can fill in any blanks.

Benny

DRAFT 5/31/88

Model Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
I. LAY LEADERS					
x-Sheldon Beren +	Denver	Torah Umesorah	Orthodox		MLZ will check status with CS
X-Mandell Berner	Detroit	CJF - Pres.	Conservative	60-ish	done
X-Charles Bronfman	Montreal	Foundation	x	50-60	MLM will see
X-Lester Crown (or C.G.)	Chicago	Foundation	Conservative		MLM - phone call <i>Done</i>
x-Stuart Elzenstadt +	Baltimore				AJM will see
X-Max Fisher	Detroit	CJF/Foundation	x	70's	done
X-"Corky" Goodman + (or LC)	Chicago				on hold until Crown is contacted
x-Ludwig Jesselson	New York	Foundation	Orthodox	70's	MLM will see
x-Mark Lainer	Los Angeles	JESNA	Conservative	45-50	done
x-Robert Loup	Denver	JJA/Federation	x	60-ish	done
X-Morton L. Mandel	Cleveland				DONE
X-Matthew Marylas	New York	CLAL/Federatn	Orthodox	40's	done
X-Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	done
X-Donald Mintz	New Orleans	JMB - Pres.			done
x-Lester Pollock	New York	NYCRC/JMB		50's	done
X-Charles Ratner	Cleveland	Federation	Conservative	50	done
x-Harriet Rosenthal	New Jersey	JMB			done
X-Esther Leah Ritz	Milwaukee	CJF/JMB/JDC	x	60-ish	done
x-Dan Shapiro	New York	Federation	Conservative	50	MLM will see in NY <i>Done</i>
X-Robert Smith	Washington	JMB/Heb. U/JCC	Conservative	55	SF will advise MLM how to approach
X-Leslie Waxner	Columbus	Foundation	x	50	MLM will see after Bronfman & Fisher accept
X-Bennett Yanowitz	Cleveland	JESNA	Conservative	50-60	done
x-John Colman	Chicago	JDC/Federation	Reform	60-ish	done
x-Philip Granovsky	Toronto				MLZ or SF will see after Bronfman accepts
x-Aaron Ziegelman +	New York	CLAL			MLZ will ask I. Greenberg to contact
x-(1) Billie Tisch or (2) Peggy Tisch (3) Mary Zorensky					AJM will discuss with MLM
Henry Kochitsky	Toronto	BJE	Orthodox	50	MLZ to call following MLM talk with Bronfman
Thomas Hecht	Montreal				MLZ to call following MLM talk with Bronfman
Rona Ackerman - Fdn					MLZ has written

x = first group x = strong second = led by NY group ? = discuss further

JUN 1 '88 9:28 PREMIER CORP

PAGE. 02

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
R/D/Mrs. Arrow - Fdn					HLZ will discuss which to invite with MLM
Mel Mogoluf - Fdn					HLZ has written
Eli Evans - Fdn					HLZ has written
Robert Keller - Fdn					HLZ has written
I. PRES, HIGHER JEWISH ED					
Alfred Gottschalk	Cincinnati	MUC	Reform	55-60	MLM will see - Done
Norman Lamb	New York	Yeshiva Univ.	Orthodox	55-60	done
Isaac Schorah	New York	JTS	Conservative	50	MLM will see
Green ?	Philadelphia	Reconstruct.			AMJ will discuss with MLM
II. SCHOLARS/EDUCATORS (1)					
Seymour Martin Lipset	Palo Alto	Stanford	x	65	done
V. JUDAIIC SCHOLARS (1)					
Isidore Twersky +	Boston	Harvard			done
V. JEWISH EDUCATORS (7)					
David Dubin	New Jersey	JWB	Orthodox	50-ish	done
Jack Bieler	New York	Ramaz School	Orthodox	30's	done
Joshua Elkin +	Newton, MA	Schechter Sch.	Conservative		done
Sara Lee	Los Angeles	MUC	Reform	55	done
Alvin Schiff	New York	Educ/Fnd	Orthodox	60	done
Irving Greenberg	New York	CLAL	Orthodox	50-ish	done
Carol Ingall	Providence	BJE	Conservative	45-50	done

K = first group x = strong second + = added by M group ? = discuss further

RAF 5/31/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
J. E. POLICY ADVISORS					
Eld Ariel	Cleveland	CCJS			letter to go from MLM
Samour Fox	Jerusalem	Hebrew LL			letter to go from MLM
Nettie Hochstein	Jerusalem	Netiv Consltnt			letter to go from MLM
Spheh Hoffman	Cleveland	JCF			letter to go from MLM
Abur Naparstek	Cleveland	NAF			letter to go from MLM
Abur Rotman	New York	JWB			letter to go from MLM
Emi Schwartz	New York	CJF			letter to go from MLM
Iman Stein	Cleveland	CMRU			letter to go from MLM
Nathan Woocher	New York	JESNA			letter to go from MLM
Stry Zucker	Cleveland	NAF			letter to go from MLM

JUN 1 '88 9:30 PREMIER CORP

PAGE.04

IAFF 5/31/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
LAY LEADERS						
-Sheldon Beran			AN			
-Mandell Bernan	yes		AJM		OK	
-Charles Bronfman			AN/SF			
-Lester Crown (or C.G.)			MLZ		OK	
-Stuart Eizenstadt			AJM			
-Max Fisher	yes - 4/26		AJM		OK	
-"Corky" Goodman (or LC)						
-Ludwig Jesselson			AN			
-Mark Lainer	yes - 5/11		SF		VFL	
-Robert Loup	yes - 5/8		AN		OK	
-Morton L. Mandel	yes		AN		OK	
-Matthew Maryles	yes - 5/5		AJM		NO - out 7/25-8/9	
-Florence Melton	yes		AN		OK	
-Donald Mintz	yes		AJM		OK	
-Lester Pollack	yes - 4/29		AJM		OK	
-Charles Ratner	yes - 5/5		SF		OK	
-Harriet Rosenthal	yes - 4/29		AJM		OK	
-Escher Leah Ritz	yes - 4/29		AN		OK	
-Dan Shapiro			AJM			
-Robert Smith			SF			
-Leslie Wexner			AJM			Max Fisher will encourage him (per SF)
-Bennett Yanowitz	yes		AJM		OK	
x-John Colman	yes - 5/5		MLZ		NO - free before and after	
x-Philip Granovsky			MLZ			
x-Aaron Ziegelman			AJM			
x-(1) Billie Tisch or (2) Peggy Tishman or (3) Mary Zarensky						
x-Henry Kochitsky			MLZ			Suggested by Ain & Fishel - Toronto
x-Thomas Hecht			SF			Suggested by Ain & Fishel - Montreal

JUN 1 '88 9:30 PREMIER CORP

PAGE. 05

= first group x = strong second

DRAFT 5/28

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up Visit	Material sent	Confirm first meeting date - 8/1	Comments
Mona Adman - Fdn			AJM/HLZ			HLZ wrote 5/17/88
R/D/Mrs. Snow - Fdn			AJM/HLZ			HLZ to discuss with MN
Mel Moskoff - Fdn			AJM/HLZ			HLZ wrote 5/17/88
Eli Evix - Fdn			AJM/HLZ			HLZ wrote 5/17/88
Robertiler - Fdn			AJM/HLZ			HLZ wrote 5/17/88
II. PRES. HER JEWISH ED						
Alfreditschalk			AHJ MN prepare			
Norman	yes - 5/31		AHJ MN prepare		X OK	
Ismar Birch			AHJ MN prepare			
Green?						
III. SCHOLAR/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25		SF		X OK	
IV. JUDICIAL SCHOLARS (1)						
Isidor Wersky	yes - 5/6		SF		X OK	
V. JEWISH EDUCATORS (7)						
Davidkin	yes - 5/5		AJM		X - out 8/15-20 OK	
Jack Her	yes - 4/29		SF		H	
Joshua Kin	yes - 5/6		AH		X OK	
Sara K	yes - 4/29		SF		X OK	
Alvin Cliff	yes - 4/28		AJM		X OK	
Irving Greenberg	yes - 5/18		AH		X OK	
Carol Hall	yes - 4/29		AH		X OK	

X = first; up X = strong second

FT 5/31/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
SR. POLICY ADVISORS						
David Ariel					OK	
Seymour Fox					OK	
Monette Hochstein					OK	
Stephen Koffman					NO	
Arthur Naperstek					OK	
Arthur Rotman					OK	
Samuel Schwartz					OK	
Norman Stein					NO	
Jonathan Woocher					NO	
Henry Zucker					OK	



JUN 1 '88 9:32 PREMIER CORP

PAGE.07

DRAFT 6/4/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
LAY LEADERS						
Mandel, Simon	yes	6/10/88	AJM		OK	
Charles Bronfman	yes - 6/3	6/10/88	AM/SF		OK	
Lester Crown	yes - 6/3	6/10/88	NLZ		OK	
Stuart Ekenstat	yes - 6/6	6/10/88	AJM		OK	
Max Fisher	yes - 4/26	6/10/88	AJM		OK	
Ludwig Jesselson			AR			
Mark Lainer	yes - 5/11	6/10/88	SF		YFL	
Robert Lipp	yes - 5/8	6/10/88	AM		OK	
Morton L. Mandel	yes	6/10/88	AM		OK	
Matthew Mayles	yes - 5/5	6/10/88	AJM		NO - out 7/25-8/9	
Florence Melton	yes	6/10/88	AM		OK	
Donald Mintz	yes	6/10/88	AJM		OK	
Lester Poldak	yes - 4/29	6/10/88	AJM		OK	
Charles Rabin	yes - 5/5	6/10/88	SF		OK	
Barriest Rosenthal	yes - 4/29	6/10/88	AJM		OK	
Esther Leff Hitz	yes - 4/29	6/10/88	AR		OK	
Dan Shapiro	yes - 6/3	6/10/88	AJM		OK	
Robert Smith			SF			
Leslie Warner			AJM			Max Fisher will encourage him (per SF)
Bennett Warowitz	yes	6/10/88	AJM		OK	
John Tolson	yes - 5/5	6/10/88	NLZ		NO - free before and after	
Aaron Zigelman			AJM			
(1) Bill Fisch or (2) Peggy Tishman or (3) Mary Zorensky						
Henry Kohitsky			NLZ			NLM wrote 6/10; NLZ to follow up
Mona Jackson - Fdn						
Robert Anon - Fdn			AJM/NLZ			NLZ wrote 5/17/88
Eli Evans - Fdn	yes - 6/6	6/10/88	AJM/NLZ			NLM wrote 6/9; NLZ to follow up
Robert Miller - Fdn	yes - 6/6	6/10/88	AJM/NLZ			done
						done

DRAFT 6/14/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
I. PRES, HIGHER JEWISH ED						
Alfred Gottschalk	yes - 6/9	6/10/88	SF			
Norman Lamm	yes - 5/31	6/10/88	AM; MLM prepare		OK	
Iamer Schorsch	yes - 6/3	6/10/88	AM; MLM prepare		OK	
Arthur Green						MLM to call
II. SCHOLARS/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25	6/10/88	SF		OK	
III. JUDAIC SCHOLARS (1)						
Isidore Iversky	yes - 5/4	6/10/88	SF		OK	
IV. JEWISH EDUCATORS (7)						
David Dubin	yes - 5/5	6/10/88	AJM		OK - out 8/15-20	
Jack Bieler	yes - 4/29	6/10/88	AM		SF	
Joshua Elkin	yes - 5/4	6/10/88	AM - done 6/13		OK	
Sara Lee	yes - 4/29	6/10/88	SF		NO	
Alvin Schiff	yes - 4/28	6/10/88	AJM		OK	
Irvyng Greenberg	yes - 5/18	6/10/88	AM		NO	
Carol Ingall	yes - 4/29	6/10/88	AM		NO	
V. SR. POLICY ADVISORS						
David Ariel	yes	6/10/88			OK	
Seymour Fox	yes	6/10/88			OK	
Annette Hochstein	yes	6/10/88			OK	

DRAFT 6/14/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit letter sent	Confirm first meeting date - 8/1	Comments
Stephen Hoffman	yes	6/10/88		NO	
Arthur Naparstek	yes			OK	
Arthur Rotman	yes	6/10/88		OK	
Carmi Schwartz	yes	6/10/88		OK	
Herman Stein	yes	6/10/88		NO	
Jonathan Woocher	yes	6/10/88		NO	
Henry Zucker	yes			OK	

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
LAY LEADERS					
-Mandell Berman	Detroit	CJF - Pres.	Conservative	60-ish	done
-Charles Bronfman	Montreal	Foundation	x	50-60	done
-Lester Crown	Chicago	Foundation	Conservative		done
-Stuart Eizenstat	Baltimore				done
-Max Fisher	Detroit	CJF/Foundation	x	70's	done
-Ludwig Jesselson	New York	Foundation	Orthodox	70's	MLM will see
-Mark Lainer	Los Angeles	JESNA	Conservative	45-50	done
-Robert Loup	Denver	UJA/Federation	x	60-ish	done
-Morton L. Mandel	Cleveland				DONE
-Matthew Maryles	New York	CLAL/Federatn	Orthodox	40's	done
-Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	done
-Donald Mintz	New Orleans	JMB - Pres.			done
-Lester Pollack	New York	NYCRC/JMB		50's	done
-Charles Ratner	Cleveland	Federation	Conservative	50	done
-Marriet Rosenthal	New Jersey	JMB			done
-Esther Leah Ritz	Milwaukee	CJF/JMB/JDC	x	60-ish	done
-Dan Shapiro	New York	Federation	Conservative	50	done
-Robert Smith	Washington	JMB/Heb. U/JCC	Conservative	55	SF will advise MLM how to approach
-Leslie Wexner	Columbus	Foundation	x	50	MLM will see after Bronfman & Fisher accept
-Bennett Yanowitz	Cleveland	JESNA	Conservative	50-60	done
-John Colman	Chicago	JDC/Federation	Reform	60-ish	done
-Aaron Ziegelman	New York	CLAL			HLZ will ask I. Greenberg to contact
(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky					AJN will discuss with MLM
-Henry Kochitsky	Toronto	BJE	Orthodox	50	MLZ to call following MLM talk with Bronfman
-Hona Ackerman - Fdn					MLZ has written
-Robert Arnow - Fdn					MLM has written; MLZ to follow up
-Eli Evans - Fdn					done
-Robert Hiller - Fdn					done

12 copy

DRAFT 6/13/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
II. PRES, HIGHER JEWISH ED					
Alfred Gottschalk	Cincinnati	HUC	Reform	55-60	done
Norman Lamm	New York	Yeshiva Univ.	Orthodox	55-60	done
Isaac Schorsh	New York	JTS	Conservative	50	done
Arthur Green	Philadelphia	Reconstruct.			ALM to call
III. SCHOLARS/EDUCATORS (1)					
Seymour Martin Lipset	Berkeley	Stanford	x	65	done
IV. JUDAIC SCHOLARS (1)					
Isidore Twersky	Boston	Harvard			done
V. JEWISH EDUCATORS (7)					
David Dubin	New Jersey	JUB	Orthodox	50-ish	done
Jack Bieler	New York	Rensselaer School	Orthodox	30's	done
Joshua Elkin	Newton, MA	Schechter Sch.	Conservative		done
Sara Lee	Los Angeles	HUC	Reform	55	done
Alvin Schiff	New York	Educ/Fed	Orthodox	60	done
Irving Greenberg	New York	CLAL	Orthodox	50-ish	done
Carol Ingall	Providence	BJE	Conservative	45-50	done
VI. SR. POLICY ADVISORS					
David Ariel	Cleveland	CCJS			letter to go from ALM
Seymour Fox	Jerusalem	Hebrew U.			letter to go from ALM
Annette Hochstein	Jerusalem	Nativ Consilnt			letter to go from ALM
Stephen Hoffman	Cleveland	JCF			letter to go from ALM

JUN 14 '88 12:19 PREMIER CORP

PAGE.02

DRAFT 6/13/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
Arthur Naperstek	Cleveland	MAF			letter to go from
Arthur Rotman	New York	JWB			letter to go from
Carmi Schwartz	New York	CJF			letter to go from
Herman Stein	Cleveland	CWRU			letter to go from
Jonathan Wocher	New York	JESNA			letter to go from
Benry Zucker	Cleveland	MAF			letter to go from

JUN 14 '88 12:20 PREMIER CORP

PAGE.03

DRAFT 4/22/88

Mandel Initiative - North America
 Characteristics of Potential Commission Members
 List for Review 4/21-22/88

Name	Location	Affiliation	Denomination	Age Range	Assignment
I. LAY LEADERS					
x-Sheldon Beren +	Denver	Torah Umesorah	Orthodox		CS & PD will ask
1--Mandell Berman	Detroit	CJF - Pres.	Conservative	60-ish	MLM will reconfirm
1--Charles Bronfman	Montreal	Foundation	x	50-60	MLM will see
1--Lester Crown (or C.G.)	Chicago	Foundation	Conservative		MLM - phone call
x-Stuart Eizenstadt +	Baltimore				AJM will see
1--Max Fisher	Detroit	CJF/Foundation	x	70's	MLM will see Sun. 4/23
1--"Corky" Goodman +(orLC)					
x-Ludwig Jesselson	New York	Foundation	Orthodox	70's	PD will check how best to reach
x-Robert Loup	Denver	UJA/Federation	x	60-ish	SF will prepare for MLM phone call
1--Morton L. Mandel	Cleveland				
1--Matthew Maryles	New York	CLAL/Federatn	Orthodox	40's	PD will see
1--Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	Accepted - SF will write
1--Donald Mintz	New Orleans	JWB - Pres.			MLM will reconfirm 4/28
x-Lester Pollack	New York	NYCRC/JWB		50's	MLM will see 4/28
1--Charles Ratner	Cleveland	Federation	Conservative	50	MLM will call
x-Harriet Rosenthal	New Jersey	JWB			MLM will see 4/28
1--Esther Leah Ritz	Milwaukee	CJF/JWB/JDC	x	60-ish	MLM will see 4/28
x-Dan Shapiro	New York	Federation	Conservative	50	MLM will see in NY
1--Robert Smith	Washington	JWB/Heb. U/JCC	Conservative	55	SF & AR will see & advise MLM on next step
1--Leslie Wexner	Columbus	Foundation	x	50	MLM will see in NY after Bronfman & Fisher
1--Bennett Yanowitz	Cleveland	JESNA	Conservative	50-60	Accepted accept
x-John Colman	Chicago	JDC/Federation	Reform	60-ish	MLM will see in Cleve. 5/4
x-Philip Granovsky	Canada				HLZ or SF will see after Bronfman accepts
x-Heinz Eppler		JDC			HLZ will see
x-Aaron Ziegelman +	New York	CLAL			I. Greenberg to contact later
x-(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky					PD will do some checking
Sylvia Massenfeld -Fdn					HLZ will handle
Mona Ackerman -Fdn					HLZ will handle
Robert Arnow - Fdn					HLZ will handle

(= first group x = strong second + = added by NY group ? = discuss further

6009

DRAFT 4/22/88

Handel Initiative - North America
 Characteristics of Potential Commission Members
 List for Review 4/21-22/88

Name	Location	Affiliation	Denomination	Age Range	Assignment
"Koret Rep." - Fdn					HLZ will handle
Eli Evans - Fdn					HLZ will handle
Robert Miller - Fdn					HLZ will handle
II. PRES. HIGHER JEWISH ED					
Alfred Gottschalk	Cincinnati	RUC	Reform	55-60	MLM will see
Norman Lamm	New York	Yeshiva Univ.	Orthodox	55-60	MLM will see
Ismar Schorsch	New York	JTS	Conservative	50	MLM will see
III. SCHOLARS/EDUCATORS (1)					
Seymour Martin Lipset	Palo Alto	Stanford	x	65	SF will see 4/23
IV. JUDAIC SCHOLARS (1)					
Aaron Twersky +	Boston	Harvard			SF will see
V. JEWISH EDUCATORS (7)					
David Dubin	New Jersey	JUB	Orthodox	50-ish	MLM will ask A Rotman to see
Jack Bieler	New York	Ramaz School	Orthodox	30's	SF will call
Joshua Elkin +	Newton, MA	Schechter Sch.	Conservative		SF will call
Sara Lee	Los Angeles	MJC	Reform	55	SF will call
Alvin Schiff	New York	Educ/Fed	Orthodox	60	SF will call
Irving Greenberg	New York	CLAL	Orthodox	50-ish	HLZ will contact
Carol Ingsall	Providence	BJE	Conservative	45-50	SF will call
VI. COMMUNAL PROFESSIONAL					
1. Barry Shrage	Boston	Federation	Orthodox	40's	HLZ will call
? Darrell Friedman ?	Baltimore	Federation			HLZ will check with Federation pres

x = first group x = strong second + = added by NY group ? = discuss further

DRAFT 4/22/88

Mandel Initiative - North America
 Characteristics of Potential Commission Members
 List for Review 4/21-22/88

Name	Location	Affiliation	Denomination	Age Range	Assignment

VII. SR. POLICY ADVISORS					
David Ariel	Cleveland	CCJS	Conservative	30's	PD will drift letter o go from MLM
Seymour Fox	Jerusalem	Hebrew U.			PD will drift letter o go from MLM
Stephen Hoffman	Cleveland	JCF			PD will drift letter o go from MLM
Arthur Naperstek	Cleveland	MAF			PD will drift letter o go from MLM
Arthur Rotman	New York	JWB			PD will drift letter o go from MLM
Carmi Schwartz	New York	CJF			PD will drift letter o go from MLM
Herman Stein	Cleveland	CWRU	x	70	PD will drift letter o go from MLM
Jonathan Woocher	New York	JESNA			PD will drift letter o go from MLM
Henry Zucker	Cleveland	MAF			PD will drift letter o go from MLM

DRAFT 5/3/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
I. LAY LEADERS						
x-Sheldon Beren						
X--Mandell Berman	yes					
X--Charles Bronfman						
X--Lester Crown (or C.G.)						
x-Stuart Eizenstadt						
X--Max Fisher	yes - 4/26				holding 7/21	
X--"Corky" Goodman (or LC)						
x-Ludwig Jesselson						
x-Mark Lanier - ??						Added per MLZ. No assignment for inviting.
x-Robert Loup						SF has prepared for MLM call - 4/29
X--Morton L. Mandel	yes					
X--Matthew Maryles						
X--Florence Melton	yes				holding 7/21	
X--Donald Mintz	yes				7/21 no good	
x-Lester Pollack	yes - 4/29					
X--Charles Ratner						
x-Harriet Rosenthal						
X--Esther Leah Ritz	yes - 4/29					
x-Dan Shapiro						
X--Robert Smith						
X--Leslie Wexner						Max Fisher will encourage him (per SF;
X--Bennett Yanowitz	yes					
x-John Colman						
x-Philip Granovsky						
x-Heinz Eppler						
x-Aaron Ziegelman						
x-(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky						
Sylvia Kassenfeld -Fdn						On hold
Mona Ackerman -Fdn						On hold

X = first group x = strong second

DRAFT 5/3/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
Robert Arnow - Fdn						On hold
"Koret Rep." - Fdn						On hold
Eli Evans - Fdn						On hold
Robert Miller - Fdn						On hold
II. PRES, HIGHER JEWISH ED						
Alfred Gottschalk						
Norman Lamm						
Ismar Schorsch						
III. SCHOLARS/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25				SF will call re date	
IV. JUDAIC SCHOLARS (1)						
Aaron Twersky	yes					SF will see 5/4
V. JEWISH EDUCATORS (7)						
David Dubin						AR to talk with him on 5/3, PD seeing on 5/4
Jack Bieler	yes - 4/29				holding 7/21	
Joshua Elkin	yes					SF will see in Israel
Sara Lee	yes - 4/29				holding 7/21	
Alvin Schiff	yes - 4/28				holding 7/21	
Irving Greenberg	yes					
Carol Ingall	yes - 4/29				holding 7/21	
VI. COMMUNAL PROFESSIONAL						
1. Barry Shrage						
? Darrell Friedman ?						

X = first group x = strong second

DRAFT 5/3/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
VII. SR. POLICY ADVISORS						
David Ariet						
Seymour Fox						
Stephen Hoffman						
Arthur Neparstek						
Arthur Rotman						
Carmi Schwartz					not 7/14; checking 20 & 21	
Herman Stein						
Jonathan Woocher					not 7/14; checking 20 & 21	
Henry Zucker						

PROPOSED COMPOSITION OF COMMISSION

We need representation from key organizations, but invitations are ad personam. This is a preliminary list; these are simply possibilities.

<u>Organizations</u>	<u>Number of Representatives</u>
Council of Jewish Federations	4
Jewish Education Service of North America	
Jewish Welfare Board	
Joint Distribution Committee	
(current President? future President? someone else?)	
<u>Educational Institutions</u>	3-5
Hebrew Union College - Alfred Gottschalk	
Jewish Theological Seminary - Ismar Schorsch	
Yeshiva University - Norman Lamm	
Brandeis ?	
Reconstructionist ?	
<u>Teacher Training Institution</u>	1
(e.g., Baltimore or Boston Hebrew Teachers College)	
<u>Practicing Educators</u>	2
- formal	
- informal	
<u>Outstanding Scholars</u>	3 - 5
(The number will be reduced if we can locate persons who are both outstanding scholars <u>and</u> experts in Judaica.)	
<u>Professionals</u>	
Lawrence Kremer	
Israel Scheffler	
Lee Shulman	
Eli Evans	
<u>Lay Leaders</u> - (consult Carmi Schwartz and Art Rotman for this list)	
Charles Bronfman	
Max Fisher	
Distinguished figures and charismatic personalities	
(e.g., Elie Wiesel)	
Esther Leah Ritz	
Senator Frank Lautenberg	
Senator Rudy Boschwitz	
Cynthia Ozick	

Corresponding members
23 com

Lay Leaders (Cont'd)

Stuart Eisenstadt
Nobel Prize Winners
Bob Loup
Henry Taub
Heinz Eppler
Bennett Yanowitz
Bill Berman
Billie Tisch

Include Non Jews ? - (e.g., James Coleman)

Include any Israelis ? - (e.g., Abba Eban)

DRAFT 5/31/88

Model Initiative - North America
Characteristics of Potential Commission Members

Partial list of commissioners already confirmed

Name	Location	Affiliation	Denomination	Age Range	Assignment
I. LAY LEADERS					
X-Sheldon Beren +	Denver	Torah Umesorah	Orthodox		HLZ will check status with CS
X-Mandell Berner	Detroit	CJF - Pres.	Conservative	60-ish	done
X-Charles Bronfman	Montreal	Foundation	x	50-60	MLM will see
X-Lester Crown (or C.G.)	Chicago	Foundation	Conservative		MLM - phone call
X-Stuart Eizenstadt +	Baltimore				AJN will see
X-Max Fisher	Detroit	CJF/Foundation	x	70's	done
X-"Corky" Goodman +(or LC)	Chicago				on hold until Crown is contacted
X-Ludwig Jesselson	New York	Foundation	Orthodox	70's	MLM will see
X-Mark Lainer	Los Angeles	JESNA	Conservative	45-50	done
X-Robert Loup	Denver	UJA/Federation	x	60-ish	done
X-Morton L. Mankel	Cleveland				DONE
X-Matthew Marylis	New York	CLAL/Federatn	Orthodox	40's	done
X-Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	done
X-Donald Mintz	New Orleans	JWB - Pres.			done
X-Lester Pollack	New York	NYCRC/JWB		50's	done
X-Charles Ratne	Cleveland	Federation	Conservative	50	done
X-Harriet Rosenthal	New Jersey	JWB			done
X-Esther Leah Ritz	Milwaukee	CJF/JWB/JDC	x	60-ish	done
X-Dan Shapiro	New York	Federation	Conservative	50	MLM will see in NY
X-Robert Smith	Washington	JWB/Web. U/JCC	Conservative	55	SF will advise MLM how to approach
X-Leslie Wexner	Columbus	Foundation	x	50	MLM will see after Bronfman & Fisher accept
X-Bennett Yanovitz	Cleveland	JESNA	Conservative	50-60	done
X-John Colman	Chicago	JDC/Federation	Reform	60-ish	done
X-Philip Granesky	Toronto				HLZ or SF will see after Bronfman accepts
X-Aaron Ziegelson +	New York	CLAL			HLZ will ask I. Greenberg to contact
X-(1)Billie Fisch or (2) Peggy Tishai	(3) Mary Zorensky				AJN will discuss with MLM
Henry Kochitsky	Toronto	BJE	Orthodox	50	HLZ to call following MLM talk with Bronfman
Thomas Rechi	Montreal				HLZ to call following MLM talk with Bronfman
Yona Ackerman - fdn					HLZ has written

X = first group x = strong second = led by NY group ? = discuss further

Long

DRAFT 5/31/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
R/D/Mrs. Arrow - Fdn					MLZ will discuss which to invite with MLM
Nel Mogoluf - Fdn					MLZ has written
Eli Evans - Fdn					MLZ has written
Robert Hiller - Fdn					MLZ has written
II. PRES, HIGHER JEWISH ED					
Alfred Gottschalk	Cincinnati	HUC	Reform	55-60	MLM will see
Norman Lamm	New York	Yeshiva Univ.	Orthodox	55-60	done
Ismar Schorsch	New York	JTS	Conservative	50	MLM will see
Green ?	Philadelphia	Reconstruct.			AJM will discuss with MLM
III. SCHOLARS/EDUCATORS (1)					
Seymour Martin Lipset	Palo Alto	Stanford	x	65	done
IV. JUDAIC SCHOLARS (1)					
Isidore Twersky +	Boston	Harvard			done
V. JEWISH EDUCATORS (7)					
David Dubin	New Jersey	JWB	Orthodox	50-ish	done
Jack Bieler	New York	Ramaz School	Orthodox	30's	done
Joshua Elkin *	Newton, MA	Schechter Sch.	Conservative		done
Sara Lee	Los Angeles	HUC	Reform	55	done
Alvin Schiff	New York	Educ/Fed	Orthodox	60	done
Irving Greenberg	New York	CLAL	Orthodox	50-ish	done
Carol Ingall	Providence	BJE	Conservative	45-50	done

x = first group x = strong second + = added by NJ group ? = discuss further

DRAF 5/31/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
VI. E. POLICY ADVISORS					
<u>Isid Ariel</u>	Cleveland	CCJS			letter to go from MLM
<u>Samour Fox</u>	Jerusalem	Hebrew U.			letter to go from MLM
<u>Mette Hochstein</u>	Jerusalem	Nativ Cons'tnt			letter to go from MLM
<u>Stephen Hoffman</u>	Cleveland	JCF			letter to go from MLM
<u>Isidur Naparstek</u>	Cleveland	MAF			letter to go from MLM
<u>Isidur Rotman</u>	New York	JWB			letter to go from MLM
<u>Chai Schwartz</u>	New York	CJF			letter to go from MLM
<u>Iman Stein</u>	Cleveland	CMRU			letter to go from MLM
<u>Nathan Woocher</u>	New York	JESNA			letter to go from MLM
<u>Iry Zucker</u>	Cleveland	MAF			letter to go from MLM

DRAFT 5/31/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
I. LAY LEADERS						
x-Sheldon Beren			AN			
1--Mardell Berman	yes		AJM		OK	
1--Charles Bronfman			AM/SF			
1--Lester Crown (or C.G.)			MLZ			
x-Stuart Eizenstadt			AJM			
1--Max Fisher	yes - 4/26		AJM		OK	
1--"Corky" Goodman (or LC)						
x-Ludwig Jesselson			AN			
x-Mark Lainer	yes - 5/11		SF		VFL	
x-Robert Loup	yes - 5/8		AN		OK	
1--Morton L. Mandel	yes		AN		OK	
1--Matthew Maryles	yes - 5/5		AJM		NO - out 7/25-8/9	
1--Florence Melton	yes		AN		OK	
1--Donald Mintz	yes		AJM		OK	
x-Lester Pollack	yes - 4/29		AJM		OK	
1--Charles Ratner	yes - 5/5		SF		OK	
x-Harriet Rosenthal	yes - 4/29		AJM		OK	
x-Esther Leah Ritz	yes - 4/29		AN		OK	
x-Dan Shapiro			AJM			
x--Robert Smith			SF			
x--Leslie Wexner			AJM			Max Fisher will encourage him (per SF)
x--Bennett Yanowitz	yes		AJM		OK	
x-John Colman	yes - 5/5		MLZ		NO - free before and after	
x-Philip Grenovsky			HLZ			
x-Aaron Ziegefsman			AJM			
x-(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky						
x-Henry Kochitsky			MLZ			Suggested by Ain & Fishel - Toronto
x-Thomas Hecht			SF			Suggested by Ain & Fishel - Montreal

(= first group x = strong second

DRAFT 5/3/8

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up Visit	Material sent	Confirm first meeting date - 8/1	Comments
Mona Asman - Fdn			AJM/HLZ			HLZ wrote 5/17/88
R/D/Mr/Mov - Fdn			AJM/HLZ			HLZ to discuss with MLM
Mel Mogil - Fdn			AJM/HLZ			HLZ wrote 5/17/88
Eli Evi - Fdn			AJM/HLZ			HLZ wrote 5/17/88
Robert Miller - Fdn			AJM/HLZ			HLZ wrote 5/17/88
<u>Robert Miller</u>						
II. PRES, AMER JEWISH ED						
<u>Alfred Schalk</u>			AH) MLM prepare			
<u>Norman AM</u> <i>ham</i>	yes - 5/31		AH) MLM prepare		X	
<u>Ismar Birsh</u> <i>Shosh</i>			AH) MLM prepare			
Green?						
III. SCHOOL/EDUCATORS (1)						
<u>Seymour Martin Lipset</u>	yes - 4/25		SF		X	
IV. JUDAIC SCHOLARS (1)						
<u>Isidor Wersky</u>	yes - 5/6		SF		X	
V. JEWISH EDUCATORS (7)						
David Kin	yes - 5/5		AJM		X - out 8/15-20	
Jack Iser	yes - 4/29		SF		X	
Joshua Kin	yes - 5/4		AH		X	
Sara Le	yes - 4/29		SF		X	
Alvin Ciff	yes - 4/28		AJM		X	
Irving Greenberg	yes - 5/18		AH		X	
Carol Gall	yes - 4/29		AH		X	

X = first step X = strong second

DRAFT 5/31/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date - 8/1	Comments
VI. SR. POLICY ADVISORS						
David Ariel					OK	
Seymour Fox					OK	
Annette Hochstein					OK	
Stephen Hoffman					NO	
Arthur Naparstek					OK	
Arthur Rotman					OK	
Carmi Schwartz					OK	
Herman Stein					NO	
Jonathan Woocher					NO	
Henry Zucker					OK	

DRAFT 5/23/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

SF 2LA
1 SF
1 Cleveland
1 Washington
2 Montreal
1 Boston

Name	Location	Affiliation	Denomination	Age Range	Assignment
I. LAY LEADERS					
x-Sheldon Beren +	Denver	Torah Umesorah	Orthodox		CS & PD will ask
X--Mandell Berman	Detroit	CJF - Pres.	Conservative	60-ish	done
X--Charles Bronfman	Montreal	Foundation	x	50-60	MLM will see
X--Lester Crown (or C.G.)	Chicago	Foundation	Conservative		MLM - phone call
x-Stuart Eizenstadt +	Baltimore				AJN will see
X--Max Fisher	Detroit	CJF/Foundation	x	70's	done
X--"Corky" Goodman +(orLC)					
x-Ludwig Jesselson	New York	Foundation	Orthodox	70's	PD will check how best to reach
x-Mark Lainer	Los Angeles	JESNA	Conservative	45-50	done
x-Robert Loup	Denver	UJA/Federation	x	60-ish	done
X--Morton L. Mandel	Cleveland				DONE
X--Matthew Maryles	New York	CLAL/Federatn	Orthodox	40's	done
X--Florence Melton	Columbus	Foundtn/J. Ed	Conservative	65-70	done
X--Donald Mintz	New Orleans	JWB - Pres.			done
x-Lester Pollack	New York	NYCRC/JWB		50's	done
X--Charles Ratner	Cleveland	Federation	Conservative	50	done
x-Harriet Rosenthal	New Jersey	JWB			done
X--Esther Leah Ritz	Milwaukee	CJF/JWB/JDC	x	60-ish	done
x-Dan Shapiro	New York	Federation	Conservative	50	MLM will see in NY
X--Robert Smith	Washington	JWB/Heb. U/JCC	Conservative	55	SF & AR will see & advise MLM on next step
X--Leslie Wexner	Columbus	Foundation	x	50	MLM will see after Bronfman & Fisher accept
X--Bennett Yanowitz	Cleveland	JESNA	Conservative	50-60	done
x-John Colman	Chicago	JDC/Federation	Reform	60-ish	done
x-Philip Granovsky	Toronto				HLZ or SF will see after Bronfman accepts
x-Aaron Ziegelman +	New York	CLAL			I. Greenberg to contact later
x-(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky					PD will do some checking
Henry Kochitsky	Toronto	BJE	Orthodox	50	HLZ to call following MLM talk with Bronfman
Thomas Hecht	Montreal				HLZ to call following MLM talk with Bronfman

NY 4 NY
Denver
1 Cleveland
1 Milwaukee
1 Cincinnati
1 Providence

x = first group x = strong second + = added by NY group ? = discuss further

19com

DRAFT 5/23/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
Mona Ackerman - Fdn					HLZ has written
Robert Arnow - Fdn ??					on hold
Mel Mogoluf - Fdn					HLZ has written
Eli Evans - Fdn					HLZ has written
Robert Hiller - Fdn					HLZ has written
II. PRES, HIGHER JEWISH ED					
Alfred Gottschalk	Cincinnati	HUC	Reform	55-60	MLM will see
Norman Lamm	New York	Yeshiva Univ.	Orthodox	55-60	MLM will see
Ismar Schorsh	New York	JTS	Conservative	50	MLM will see
III. SCHOLARS/EDUCATORS (1)					
✓ Seymour Martin Lipset	Palo Alto	Stanford	x	65	done
IV. JUDAIC SCHOLARS (1)					
✓ Yitzchak Twersky +	Boston	Harvard			done
V. JEWISH EDUCATORS (7)					
David Dubin	New Jersey	JWB	Orthodox	50-ish	done
✓ Jack Bieler	New York	Ramaz School	Orthodox	30's	done
✓ Joshua Elkin +	Newton, MA	Schechter Sch.	Conservative		done
✓ Sara Lee	Los Angeles	HUC	Reform	55	done
Alvin Schiff	New York	Educ/Fed	Orthodox	60	done
Irving Greenberg	New York	CLAL	Orthodox	50-ish	done
Carol Ingall	Providence	BJE	Conservative	45-50	done

NY

NY

x = first group x = strong second + = added by NY group ? = discuss further

DRAFT 5/23/88

Mandel Initiative - North America
Characteristics of Potential Commission Members

Name	Location	Affiliation	Denomination	Age Range	Assignment
VI. SR. POLICY ADVISORS					
David Ariel	Cleveland	CCJS	Conservative	30's	letter to go from MLM
Seymour Fox	Jerusalem	Hebrew U.			letter to go from MLM
Annette Hochstein	Jerusalem	<i>Makles Center</i>	<i>ad 30</i>		letter to go from MLM
Stephen Hoffman	Cleveland	JCF			letter to go from MLM
Arthur Naparstek	Cleveland	MAF			letter to go from MLM
Arthur Rotman	New York	JWB			letter to go from MLM
Carmi Schwartz	New York	CJF			letter to go from MLM
Herman Stein	Cleveland	CWRU	x	70	letter to go from MLM
Jonathan Woocher	New York	JESNA			letter to go from MLM
Henry Zucker	Cleveland	MAF			letter to go from MLM



DRAFT 5/23/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
I. LAY LEADERS						
x-Sheldon Beren			Loop 1211			
X--Mandell Berman	yes					
X--Charles Bronfman						
X--Lester Crown (or C.G.)						
x-Stuart Eizenstadt						
X--Max Fisher	yes - 4/26					
X--"Corky" Goodman (or LC)						
x-Ludwig Jesselson						
x-Mark Lainer	yes - 5/11					
x-Robert Loup	yes - 5/8					
X--Morton L. Mandel	yes					
X--Matthew Maryles	yes - 5/5					
X--Florence Melton	yes					
X--Donald Mintz	yes					
x-Lester Pollack	yes - 4/29					
X--Charles Ratner	yes - 5/5					
x-Harriet Rosenthal	yes - 4/29					
X--Esther Leah Ritz	yes - 4/29					
x-Dan Shapiro						
X--Robert Smith						
X--Leslie Wexner						Max Fisher will encourage him (per SF)
X--Bennett Yanowitz	yes					
x-John Colman	yes - 5/5					
x-Philip Granovsky			HC 2			
x-Aaron Ziegelman						
x-(1)Billie Tisch or (2) Peggy Tishman or (3) Mary Zorensky						
x-Henry Kochitsky			HC 2			Suggested by Ain & Fishel - Toronto
x-Thomas Hecht			51			Suggested by Ain & Fishel - Montreal

X = first group x = strong second

DRAFT 5/23/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
Mona Ackerman - Fdn						HLZ wrote 5/17/88
Robert Arnow - Fdn ?						On hold
Mel Mogoluf - Fdn						HLZ wrote 5/17/88
Eli Evans - Fdn						HLZ wrote 5/17/88
Robert Hiller - Fdn						HLZ wrote 5/17/88
II. PRES, HIGHER JEWISH ED						
Alfred Gottschalk						
Norman Lamm						
Ismar Schorsch						
III. SCHOLARS/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25					
IV. JUDAIC SCHOLARS (1)						
Yitzchak Twersky	yes - 5/4					
V. JEWISH EDUCATORS (7)						
David Dubin	yes - 5/5					
Jack Bieler	yes - 4/29					
Joshua Elkin	yes - 5/4					
Sara Lee	yes - 4/29					
Alvin Schiff	yes - 4/28					
Irving Greenberg	yes - 5/18					
Carol Ingall	yes - 4/29					

X = first group x = strong second

DRAFT 5/23/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
VI. SR. POLICY ADVISORS						
David Ariel						
Seymour Fox						
Annette Hochstein						
Stephen Hoffman						
Arthur Naparstek						
Arthur Rotman						
Carmi Schwartz						
Herman Stein						
Jonathan Woocher						
Henry Zucker						



PREMIER INDUSTRIAL CORPORATION
4500 EUCLID AVENUE • CLEVELAND, OHIO 44103 • (216) 391-8300

TELECOPIER COVER SHEET

TO:
NAME: SEYMOUR FOX

FROM:
NAME: VIRGINIA LEVI

COMPANY: NATIV CONSULTANTS

COMPANY: PREMIER

LOCATION: JERUSALEM

FACSIMILE NO: (216) 391 8327

FACSIMILE NO: 011-972-2-699951

TOTAL NUMBER OF PAGES (INCLUDING THIS COVER SHEET): 4

DATE SENT: 5/6/88 TIME SENT: _____

PLEASE CALL US AT (216) 391 8300 EXT. 2400 IF ALL PAGES ARE NOT RECEIVED.

MESSAGE:

Seymour + Annette:

Attached is the newest update on our
checklist. More later.

Ginny

5com

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
LAY LEADERS						
-Sheldon Beren						
-Mandell Berman	yes					
-Charles Bronfman						
-Lester Crown (or C.G.)						
-Stuart Eizenstadt						
-Max Fisher	yes - 4/26				holding 7/21	
-"Corky" Goodman (or LC)						
-Ludwig Jesselson						
-Mark Lanier - ??						Added per MLZ. Woocher/Yanowitz may invite
-Robert Loup						SF has prepared for MLM call - 4/29
Morton L. Mandel	yes					
-Matthew Maryles	yes - 5/5					
-Florence Melton	yes				holding 7/21	
-Donald Mintz	yes				7/21 no good	
-Lester Pollack	yes - 4/29					
-Charles Ratner	yes - 5/5					
-Harriet Rosenthal	yes - 4/29					
-Esther Leah Ritz	yes - 4/29					
-Dan Shapiro						
-Robert Smith						
-Leslie Waxner						
-Bennett Yanowitz	yes					Max Fisher will encourage him (per SF)
-John Colman	yes - 5/5					
-Philip Granovsky						
-Aaron Ziegelman						
(1) Billie Tisch or (2) Peggy Fishman or (3) Mary Zorensky						
-Sam Belzberg ??						Suggested by Irwin Gold - Toronto
-Wilfred Poslun ??						Suggested by Irwin Gold - Toronto
-Sam Pascal ??						Suggested by Irwin Gold - Montreal

first group x = strong second

DRAFT 5/6/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
Mona Ackerman - Fdn						On hold
Robert Arnow - Fdn						On hold
"Koret Rep." - Fdn						On hold
Eli Evans - Fdn						On hold
Robert Hiller - Fdn						On hold
II. PRES, HIGHER JEWISH ED						
Alfred Gottschalk						
Norman Lamm						
Ismar Schorsch						
III. SCHOLARS/EDUCATORS (1)						
Seymour Martin Lipset	yes - 4/25				SF will call re date	
IV. JUDAIC SCHOLARS (1)						
Aaron Twersky	yes - 5/4					
V. JEWISH EDUCATORS (7)						
David Dubin	yes - 5/5					
Jack Bieler	yes - 4/29				holding 7/21	AR to talk with him on 5/3, PD seeing on 5/4
Joshua Elkin	yes - 5/4					
Sara Lee	yes - 4/29				holding 7/21	
Alvin Schiff	yes - 4/28				holding 7/21	
Irving Greenberg						
Carol Ingall	yes - 4/29				holding 7/21	
VI. COMMUNAL PROFESSIONAL						
1. Barry Shrage						

x = first group x = strong second

DRAFT 5/6/88

Mandel Initiative - North America
Potential Commission Members
Status Checklist

Name	Response	Letter Sent	Follow-up visit	Material sent	Confirm first meeting date	Comments
VII. SR. POLICY ADVISORS						
David Ariel						
Seymour Fox						
Annette Hochstein						
Stephen Hoffman						
Arthur Kaperstek						
Arthur Rotman						
Carmi Schwartz					not 7/14; checking 20 & 21	
Herman Stein						
Jonathan Woocher					not 7/14; checking 20 & 21	
Henry Zucker						

COMMISSIONER CHECK LIST

Name:
MONA RIKLIS ACKERMAN

yes

Assigned to:
AJN

Group:
1

*Special Interest
Early Childhood*

Contact log:

	<u>Date</u>	<u>Type</u>	<u>Purpose</u>
?	7/19/88	Visit	Pre 8/1
	9/8/88	Letter	Follow-up of 8/1 meeting
?	11/28/88	Visit	Pre 12/13 meeting



~~Plans for future contact:~~

2 ~~IR will contact re early childhood~~

current status / action needed

COMMISSIONER CHECK LIST

Name:
RONALD APPELBY

Assigned to:
AJN

Group:
*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
11/15/12	Phone	for A. contact

Plans for future contact:

AJN will see if RA accepts

COMMISSIONER CHECK LIST

Name:
DAVID ARNOW

Funding
Potential
Yes

Assigned to:
JR

Group:
2*

Special Interest
Community
Israel
Hebrew

Contact log:

Date

Type

Purpose

7/88

Phone call (AH)

Pre-8/1 meeting interview

12/6/88

JK call

Review 5/1 (Arnold didn't attend)
Pre 12/13

1/2/89

AH meeting

Re 3rd meeting + general

Plans for future contact:

~~2/2/89~~ AH visit



COMMISSIONER CHECK LIST

Name:
MANDELL L. BERMAN

Assigned to:
AJN

Group:
1

Special Interest
Community

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/19/88	AJN visit	Pre 8/1 mtg.
11/1	AJN visit	Pre 12/13 mtg.

Plans for future contact:

Will see in Detroit 11/1/88



COMMISSIONER CHECK LIST

Name:
JACK BIELER

Assigned to:
JR

Group:
2

Special Interest
Personnel

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview
8/8/88	SF phone call	Follow-up of 8/1 meeting
8/15/88	JR phone call	Further 8/1 follow-up
10/14/88	Educators Mtg CJP Boston	
10/25/88	DH call	Input on Options Papers.
10/16/88	Letter to SF	Re: Personnel Issues
12/7/88	JR call	Follow up on Educators Meeting
12/28/88	SF visit	Pre 12/13 mtg. (During J'lem Fellows Colloquium)

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
CHARLES R. BRONFMAN

Pot Founder
yes

Assigned to:
MLM/SF

Group:
I

Special Interest
Israel
Informal Ec

Contact log:

Date

Type

Purpose

7/4/88

SF visit

Pre-8/1 meeting interview

10/6/88

SF visit

Follow-up 8/1 meeting

2/18/89

SF visit

Follow-up 2/18 - prepare next

12/2/88

SF call

Plans for future contact:

~~SF will see in December before 12/13 meeting~~



COMMISSIONER CHECK LIST

Name:
JOHN C. COLMAN

Assigned to:
HLZ

Group:
2

Special Interest
Personnel
Community

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/12/88	AJN Visit	Pre 8/1 interview
11/9/88	Visit	Follow up on 8/1

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
MAURICE S. CORSON

warner

Assigned to:
HLZ

Group:
1

Contact log:

Yes

Date

Type

Purpose

8/15/88

Phonecall

Re: 8/1 interview
Follow-up of 8/1 meeting

10/1/88

Letter

Plans for future contact:

JR will contact: Expert on Options

COMMISSIONER CHECK LIST

Name:
LESTER CROWN

yes

Assigned to:
MLM/SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
12/12/13	see list	11 wtr crn

Plans for future contact:

SF will see before 12/13 meeting.

COMMISSIONER CHECK LIST

Name:
DAVID DUBIN

Assigned to:
AR

Group:
2

Specific Interest
College
Adm. of
Informal

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/1/88	AJN visit	Pre-8/1 meeting interview
8/10/88	Phonecall	Follow-up of 8/1 meeting
11/22/88	AR visit	Re 12/13 meeting
10/8/88	JR call	Input on options paper

Plans for future contact:

7. ~~JR will call re informal education~~



COMMISSIONER CHECK LIST

Name:
STUART E. EIZENSTAT

Assigned to:
AJN

Group:
2

Contact log:

	<u>Date</u>	<u>Type</u>	<u>Purpose</u>
2.	7/5/88	ATN visit	see 1st meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
JOSHUA ELKIN

Assigned to:
JR

Group:
2

Special Interest
Community

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
6/13/88	AH visit	Pre-8/1 meeting interview
8/15/88	Phonecall	Follow-up of 8/1 meeting
10/14/88	Educators Htg. CJP Boston	
12/5/88	JR Visit	Pre 12/13
12/28/88	SF/AH Visit	(During J'ken fellows colloquium) gave written comments on "Best Practice/Vision" papers

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
ELI N. EVANS

yes

Assigned to:
HLZ

Group:
1

Special Interest
Media

Contact log:

Date

Type

Purpose

8/15/88

Phonecall

Pre s/i mtg. interview
Follow-up of 8/1 meeting

8/16/88

Letters from E.E.
to MLM/AJN

9/1/88

Letters from
AJN/MLM to E.E.

10/19/88

HLZ visit in NY

11/7/88

TR Call

Input on Options Paper

AMERICAN JEWISH
ARCHIVES

Plans for future contact:

~~JR will see re media~~



COMMISSIONER CHECK LIST

Name :
IRWIN S. FIELD

Assigned to:
AR

Group:
2*

Contact log:

DateType

Purpose

[Faint handwritten notes at the bottom of the page]

Plans for future contact:

Should be seen by AR en route to Israel w/in 5 days. If not possible, AH should see in Israel. AJR to arrange.

COMMISSIONER CHECK LIST

Name:
MAX M. FISHER

Yes

Assigned to:
MLM

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/20/88	ATTN: V. H. H.	For 8/11 meeting
8/15/88	HLZ reported MLM letter	Follow-up of 8/1 meeting

Plans for future contact

MLM will see before 12/13

COMMISSIONER CHECK LIST

Name:
ALFRED GOTTSCHALK

hgf

Assigned to:
MLM/SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	SF visit	Pre-8/1 meeting interview
8/15/88	SF phone call	Follow-up of 8/1 meeting
11/15/88	Letter from SF to MLM	
12/15/88	Letter from SF to MLM	

Plans for future contact:

SF will see in December before 12/13 meeting

COMMISSIONER CHECK LIST

Name :
ARTHUR GREEN

48

Assigned to:
MLM?/JR

Group:
2*

Contact log:

Date

Type

Purpose

3

8/15/88

JR phonecall

~~Pre 8/1 interview~~

Follow-up of 8/1 meeting (warn. at meeting)

1

12/88

3rd meeting

Plans for future contact:

JR will see before 12/13

COMMISSIONER CHECK LIST

Name:
IRVING GREENBERG

WJB

Assigned to:
JR

Group:
2

Special Interests
Programmatic, not enabling

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview
11/28/88	AH visit	Follow up on 8/1 mtg.

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
ROBERT I. HILLER

Assigned to:
HLZ

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	ATN Visit	Pre-8/1 mtg interview
8/15/88	Phonecall	Follow-up of 8/1 meeting
11/17/88	ADN. mtg (New Orleans?)	

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
DAVID HIRSCHHORN

yes

Assigned to:
HLZ

Group:
1

Contact log:

Date

Type

Purpose

9/7/88

AJN Letter

Pre slt mty. interview
Follow-up of 8/1 meeting

8/3/88

letter from DH to AJN

8/11/88

letter from DH to MLM

10/19/88

Visit
(in N.Y.)

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
CAROL K. INGALL

Assigned to:
JR

Group: Spec. Interest
2 Personnel

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/4/88	AH visit	Pre-8/1 meeting interview
8/15/88	Phonecall	Follow-up of 8/1 meeting
10/24/88	DM call	Input on Options papers
12/10/88	JR call	Pre 12/13

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
LUDWIG JESSELSON

Yes

Assigned to:
AH

Group:
I

Contact log:

Date

Type

Purpose

See 12/9 or 12/11

Plans for future contact:

AH will try to see 12/9 or 12/11

COMMISSIONER CHECK LIST

Name:
HENRY KOSCHITSKY

Assigned to:
JR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MARK LAINER

Assigned to:
AJN/JR

Group:
2

Pre-8/1 meeting
Follow-up of 8/1 meeting
Pre-12/13 meeting interview

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/8/88	SF visit	Pre-8/1 meeting interview
8/15/88	SF phone call	Follow-up of 8/1 meeting
11/1/88	SF visit	Pre-12/13 meeting interview

Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
NORMAN LAMM

Yes

Assigned to:
MLM/AH

Group:
1

Special Interest
Personnel
Funding

Contact log:

Date

Type

Purpose

7/12/88

AH Visit

Pre 8/1 Interview

8/8/88

Phone call

Follow-up of 8/1 meeting

10/17/88

AH Phone call

Pre-12/13 meeting interview

12/9/88

AH meeting

Pre 12/13 meeting

Plans for future contact:

All will see on December 9 for 12/13 meeting



COMMISSIONER CHECK LIST

Name:
SARA S. LEE

Yem

Assigned to:
SF

Group:
1

Contact log:

Date

Type

Purpose

7/8/88

Visit

Pre-8/1 meeting interview

8/15/88

Phone call

Follow-up of 8/1 meeting

10/14/88

Educators mtg
CJP Boston

10/25/88

DM call

Input on options paper

10/?/88

AJN Call

12/?/88

SF Call

Pre 12/13 mtg

12/?/88

SF Call

Follow up on 12/13

Plans for future contact:

~~SF will see 10/14/88~~

~~JR will contact re education~~

COMMISSIONER CHECK LIST

Name:
SEYMOUR MARTIN LIPSET

Assigned to:
SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/?/88	SF/AH mtg	Consultation on Methodology
? 7/8/88	SF Call	Preparation for S/I
8/?/88	SF Call	Pre-8/1 interview
? 10/88	JR Call	Follow up on S/I
12/88	SF Call	Input on Options Papers.
12/88	SF Visit	Pre-12/13 mtg.
		Follow up on 12/13

Plans for future contact:

JR will call

COMMISSIONER CHECK LIST

Name:
HASKELL LOOKSTEIN

Assigned to:
AJN (Schiff)

Group:
1

*Special Interest
Personnel for
Day Schools*

Contact log:

?

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
8/3/88	AT call	Pre 8/1 interview
8/8/88	SF phonecall	Follow-up on 8/1
9/8/88	AJN letter	Follow-up of 8/1 meeting
8/8/88	letter from HL to AJN	Further 8/1 follow-up
10/25/88	DM call	Input on Options Papers
11/2/88	AJN visit	Pre 12/13/88 mtg.
27/12/88	Att me visit	Follow up on 12/18



Plans for future contact:

~~JR will call~~

COMMISSIONER CHECK LIST

Name:
ROBERT E. LOUP

Assigned to:
AH

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/6/88	AH call	Pre-5/11 interview
8/8/88	SF phonecall	Follow-up of 8/1 meeting
10/19/88	AH Personal interview	Pre-12/13 meeting discussion

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
MATTHEW J. MARYLES

Assigned to:
AJN

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/1/88	Visit	Pre-8/1 meeting interview
1/2/89	AJN visit	Pre 1.2/83 mtg

Plans for future contact:

~~AJN will see~~

COMMISSIONER CHECK LIST

Name:
FLORENCE MELTON

yes

Assigned to:
All

Group:
1

Special Interest
Adult Ed.
College

Contact log:

Date	Type	Purpose
6/21/88	AH visit	Pre 8/1 interview
8/8/88	SF phone call	Follow-up of 8/1 meeting
10/19/88	SF phone call	Preliminary discussion for 12/13
10/27/88	DM call	Input on options papers
12/12/88	AH visit	Pre 12/13
12/14/88	SF call	Follow up on 12/13

Plans for future contact:

~~All will see~~
~~JR will call~~



COMMISSIONER CHECK LIST

Name:
DONALD R. MINTZ

Yes

Assigned to:
AR

Group:
1

Contact log:

Date

Type

Purpose

7/5/85 AIN Visit For SH review

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
LESTER POLLACK

Yes

Assigned to:
AR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/18/88	ATN Visit	Re site inspection
8/15/88	Phonecall	Follow-up of 8/1 meeting

Plans for future contact:

JR will call re innovation

COMMISSIONER CHECK LIST

Name:
CHARLES RATNER

high

Assigned to:
SF

Group
1

*Special Interest
Research
Community*

Contact log:

Date

Type

Purpose

7/6/88

Visit

Pre-8/1 meeting interview

10/17/88

~~Interview~~ Visit

Pre-12/13 meeting discussion

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ESTHER LEAH RITZ

Assigned to: Group
AH/AR (after 12/13) 2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/7/88	AH Visit	Pre-8/1 interview
8/3/88	AH phonecall	Follow-up of 8/1 meeting
10/19/88	AH Personal interview	Pre-12/13 meeting discussion
11/10/88	AR call	Pre 12/13
2/6/88	AH Visit	Follow-up on 12/13

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
HARRIET L. ROSENTHAL

Assigned to:
AR

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/18/88	AJW Visit	Rec. of interview
8/10/88	Phonecall	Follow-up of 8/1 meeting
10/22/88	AK Visit	Rec. of interview

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ALVIN I. SCHIFF

myl

Assigned to:
AJN

Group: Spec Interest
1 Personnel

Contact log:

Date	Type	Purpose
7/19/88	ATN visit	Pre 8/1 interview
8/5/88	letters to ATN/MLM	Follow up on 8/1
8/8/88	SF phonecall	Follow-up of 8/1 meeting
9/8/88	Letter	Further 8/1 follow-up
10/18/88	SF personal interview	Pre-12/13 meeting discussion
10/?/88	JR call	input on options papers
11/3/88	ATN visit	Pre 12/13

Plans for future contact:

~~JR will call re Options papers~~



COMMISSIONER CHECK LIST

Name:
LIONEL SCHIPPER

Assigned to:
AJN

Group:
*

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
11/15/85	AJN, Visit	

Plans for future contact:

AJN will see

COMMISSIONER CHECK LIST

Name:
ISMAR SCHORSCH

hgl

Assigned to:
MLM/AH

Group:
1

*Special Interest
Personnel*

Contact log:

Date	Type	Purpose
7/20/88	AH Visit	Pre - 8/1 interview
8/8/88	All phone call	Follow-up of 8/1 meeting
10/18/88	All phone call	Pre-12/13 meeting discussion
12/9/88	AH Visit	Pre 12/13

Plans for future contact:

~~AH will see on 12/9 for 12/13 meeting~~



COMMISSIONER CHECK LIST

Name:
HAROLD M. SCHULWEIS

Assigned to:
JR

Group:
2*

Contact log:

Date

Type

Purpose

11/66	ASN call SR call	Re S/I interview input on estimate paper
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Plans for future contact:

~~JR will call~~

COMMISSIONER CHECK LIST

Name:
DANIEL S. SHAPIRO

Assigned to:
AJN

Group:
2

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/18	AJN visit	Pre S/I interview

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
PEGGY TISHMAN

Assigned to:
AJN (Solender)

Group:
1

Special Interests
Family ed.
Supplementary
schs.

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	AH visit	Pre-8/1 meeting interview
8/3/88	AH phonecall	Follow-up of 8/1 meeting
11/0/88	AJN visit	Pre 12/13

Plans for future contact:

~~AH has appointment for 12/9/88; must cancel after AJN visit~~



COMMISSIONER CHECK LIST

Name:
ISADORE TWERSKY

WFL

Assigned to:
SF

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
7/5/88	Visit	Pre-8/1 meeting interview
10/13/88	Visit	Pre-12/13 meeting interview
8/8/88	letter to MLM	
9/1/88	letter from MLM	
12/88	SF Call	Pre 12/13
1/89	SF Call	Follow up on 12/13

Plans for future contact:



COMMISSIONER CHECK LIST

Name:
BENNETT YANOWITZ

Influencer

Assigned to:
AJN

Group:
1

Contact log:

<u>Date</u>	<u>Type</u>	<u>Purpose</u>
6/28/88	Visit	Pre-8/1 meeting interview
9/9/88	Letter	Follow-up of 8/1 meeting
11/10/88	Visit	Visit

Plans for future contact:

COMMISSIONER CHECK LIST

Name:
ISAIAH ZELDIN

Assigned to:
JR

Group:
2*

Contact log:

Date

Type

Purpose

Plans for future contact.

JR will contact before 12/13