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THE JERUSALEM EXPERIMENTAL HIGH SCHOOL
P.O.B. 3697 JERUSALEM, ISRAEL

Rabbi Herbert Friedman
Executive Vice President of the United Jewish Appeal
Jewish Agency Building
Jerusalem

June 21, 1972

Dear Rabbi Friedman,

Dr. Israel Goldstein has suggested that I write to you concerning an experimental high school which we have founded this year in Jerusalem. The school was created because of difficulties that immigrant children meet in the regular Israeli high school. Once we began, the more flexible nature of the educational form of the school has attracted other Israeli children for whom there were special educational needs.

The school is licensed by the Office of Education and we receive the fees provided for immigrants. However, we have a deficit due to our smaller classes and the attempt to give greater individual attention. We feel this greater cost has proven its worth.

I have included literature which I hope will fill in some of the details about the school. If there is a possibility that you might assist us in the development of this project, we would like to discuss it with you.

Sincerely yours,

Charles L. Greenblatt

Professor Charles L. Greenblatt

P.S. If you should want to call me directly my number is 532079 in Motza Illit.

THE JERUSALEM EXPERIMENTAL HIGH SCHOOL

First Report

September 1 — March 1, 1972

*This was
a progress
report to
Elad Peled.*

A. GENERAL PLAN OF ORGANIZATION

The school, a democratic organization, was founded as a non-profit organization in which the parents have voting privileges. A board of five members and standing committees on professional matters and educational policy are the governing bodies. This executive board is interwoven with the students' council and faculty through a general council consisting of two members of each group. Table I describes the functions of the three bodies and their interrelationships.

The basis of student government is the bi-weekly general meeting. Attendance is mandatory. The meeting is conducted by the chairman of the student council or by one of the principals. Any and all subjects are open to discussion - and there usually takes place a free range of subjects such as : the question of the free hours in the schedule, authority in the school, absence and lateness, and drug use.

Working alongside the general meeting is the student council composed of the two elected representatives of each class. The council meets weekly with one teacher and one principal in attendance. Issues to be presented to the general meeting are raised and discussed. The council appoints and guides the various school committees, reviews school policy and deals with problem students. It has the authority to call a student before it and to clarify his problem : In this function the council works closely with the advisor to students, who is usually the first to attempt to deal with the problems.

In addition, the home room hour has been reinstated at the student's request. At this bi-weekly meeting the various classes sit separately with a faculty member to discuss problems relating specifically to their class. Problems discussed include chronic lateness, disruptive or overly passive students, difficulties with teachers, etc.

Three members of the staff presently divide the office and administrative functions. One is concerned with administration, one acts as advisor to the students and supervises the field day, while the third works with the teachers and their programs. Almost daily staff meetings allow for close coordination of these activities.

At this time almost all issues have been dealt with by consensus. An exception was afforded by two "meditation days" of the students in which parents and teachers participated. The final recommendations of these meetings were submitted to vote. At almost all meetings of the three basic bodies representatives of the other two have been present.

One problem which has arisen in dealing with official governmental offices is the requirement to provide "one address" to which they may turn. At present we are considering how this can be remedied.

B. STUDENTS

A total of 60 students are presently enrolled in the school. Acceptance for the year was officially halted on January 15 to allow for a crystallization of the program and student relationships. The students are approximately 46% Sabra and 54% Olim. Figure I is a distribution plot of their years in Israel.

Almost all students had experience in Israeli schools before enrolling in our school. Some formally failed more than two subjects, while others were successful in their studies but unhappy. Two children at the 9th grade level failed to pass the high school qualifying exam.

A serious problem has been the constant pressure to accept immigrant children, especially those of the Anglo-Saxon countries. Requests to accept these students have been placed with the school by official offices, psychologists, and parents.

C. TEACHERS

Our first group of teachers were self-selected. The initial news of the new school brought a rush of applications. A measure of the teachers' involvement in the school is that three of them have either left the university or reduced their hours of study. Teachers' meetings have welded a sense of being a "faculty" which is also unusual for a high school.

However, this process of self-selection was not always successful, so that we are already searching for our next year's staff. We hope to find teachers who are competent to teach in more than one area. This new group of teachers will be gathered for a period of training during the summer. Dr. Caspi and Dr. Alexenberg are presently discussing means of training them for "open" classroom work.

D. PLACE

We are presently housed in the Y.M.H.A. and use the laboratories of the Pedagogic Center in the Sciences. This arrangement has advantages and disadvantages. The community center has superb sports facilities. The children teach in the Katamons under the guidance of a member of the Social Service staff. While they have participated in several functions of the center, their immersion in a community center with truly disadvantaged children, ulpan adults, and members of the entire society is in itself an education. The laboratories of the Pedagogic Center are probably without equal in the country.

However, there are serious problems at the Y.M.H.A. Rooms cannot be locked, so no projects can be left out. Truly open class room techniques are impossible. No quiet space exists for consultation. There are constant scheduling problems due to the pressure of the needs of the staff of the Y.M.H.A. Communications problems exist between our essentially middle class children and their poorer counterparts.

The need for a new center is now a major concern. The community center-school concept can only be a reality if the school becomes a major interest of the center rather than just another activity. On the other hand, a building of our own may present its own problems and in part turn us into just "another school".

E. PROGRAM OF STUDIES

Table II is a list of courses given this year. It will be noted that the curriculum consists of courses in levels and electives. Essentially the school is ungraded. Courses are scheduled whenever possible in parallel so that a student may be in a high level in one area and a low level in another. We feel that this system has contributed immensely to the absorption of immigrant children. It allows a "soft approach" to Hebrew, but preserves the childrens' "intellectual self respect" in areas such as science and mathematics where he is expected to perform at his level or to excel where he can.

Chugim are also listed and the arrows indicate how certain chugim have been absorbed into the regular curriculum. A special feature of the study program is the workshop to which Sunday is devoted. This program arose as a mixed concept. Art was given as a serious discipline at Neve Ilan while the Social Sciences and Science were far less crystallized. Students were encouraged to dabble in the latter two areas. Table II lists the activities.

The mixed nature of this program led to our own serious misgivings. Many students did not easily find their place. For example, the art program began with 15 students and only 7 are presently participating. Science rapidly fragmented into splinter groups dealing with biology and computers.

Our present thinking is beginning to change on this matter. Art will probably be brought into the curriculum where only a student seriously interested in his matriculation in this area will participate. On the other hand, science may continue to allow "grouping" so that any student, even one lacking discipline, may try his hand. In these proposed changes we may well return Sunday to the regular curriculum and move the work-shop to one afternoon a week.

Presently about two-thirds of the students are creatively involved in a workshop activity. Some of them are not only learning, but perhaps developing serious career motivation. For example, one group of five students has participated as teachers' aids at the Alliance Elementary School in the city. They have been teaching science, language and math. The children themselves are learning more in each subject matter as they prepare to teach it.

F. FINANCES

As yet we do not have final figures on the cost per student, but at present it seems that our costs will be approximately IL. 1,700 per child which is less than the IL. 2,000 projected. This should fall somewhat as the school increases to about 100 students in the coming year, since the cost of administration should stay constant and the cost of each teaching hour will fall somewhat as we take better advantage of the teachers' time.

We feel that our present facilities force us to use traditional classroom approaches more than we should. If and when we can have group and team teaching we feel that economies can be made. Table III is our present breakdown in cost per child, which does not include capital investment.

We recognize that new facilities will require additional capital investment which our rent now covers. This will include office equipment, laboratory equipment, language laboratories, and library.

G. SPECIAL AREAS OF CONCERN AND EXPERIMENTATION

1. Klita of Olim - If eagerness to go off to school each day is a measure of success, the school has done well in this area. The children who were passive are now active in the learning process. Nearly all have made great advances in the use of Hebrew. The ungraded system allows one to be at various levels depending on ability. At the same time there is no demand on a child to use Hebrew in mathematics or science.

Originally we worried about becoming an "Anglo-Saxon Ghetto". This has not happened. At present the children are preparing to produce a rock opera. Within two weeks of the beginning of the program, the spoken text and several of the songs were translated into Hebrew by the children. Not only at the language level, but also at the social level advances have been made. One Israeli child who earlier expressed concern that the Americans were snobs, recently said that no need existed in the coming year to maintain a balance in the admission of Olim as there was no longer a difference in his eyes.

2. Social Integration - Although the Israeli-Olim integration has gone well, four older boys taken from poorer neighborhoods dropped out at Hannukah. They left on good terms with the school, but we did not successfully deal with their educational needs. It is of interest that when one of the boys left for the army, the going away party was held by children from the school. In the coming year we will need special help in working with disadvantaged youth.

3. Problem Children - A number of children, who had psychological problems, were admitted to the school. Nearly all have become more confident. Some have made remarkable strides but at a possible cost. Their presence has

not always been easy and has fomented a great deal of internal debate on our future admission policy. There is both the charge and denial that they deprive the normal children of their share of attention. We are attempting to keep a balance and to admit only those children we are competent to help.

4. Student Evaluation - The present "grades" are written evaluations on a trimester basis. Our first aim is to deepen this method by educating the teachers to its use. Dr. Binyamini of the School of Education has been working with us on this matter. At the same time we are eager to develop certain objective tests which can measure competence and ability. One possible series of tests is the STEPS program of the Educational Testing Service. Dr. Caspi of the School of Education and Professor Maury Hillson of Rutgers University have both been helpful in the selection and adaptation of such tests.

5. Curriculum Development - As noted, a wide variety of courses have been afforded, and flexibility of approach has allowed these to enter or depart from the curriculum. The chugim and workshops have been a source for course development. Yet all of these offerings have not yet crystallized into an approach which can now be integrated into an appropriate system of steps of competence and specialization.

H. SUMMARY

We have attempted here to report on some of the successes and problems of a high school, which for Israel is new in concept. Although the school still faces many problems, it has succeeded in developing a sense of participation among the majority of its students, aroused an interest in learning in many who had failed in more traditional schools, and accomplished a great deal in the area of integration of Anglo-Saxon immigrants. A proper facility has not yet found, and help is needed in the integration of children of oriental backgrounds, curriculum development, student evaluation and teacher training.

TABLE I - DIVISION OF FUNCTIONS

| Executive Committee | Student Council | Teachers |
|---|---|--|
| <p>Finances</p> <p>Building</p> <p>Teachers contracts</p> <p>Students admissions</p> <p>Relations with the Office of Education</p> <p>Development of educational philosophy in early stages of school</p> | <p>Aid in choice building</p> <p>Spokesmen for the school</p> <p>School newspaper</p> <p>Interviews with prospective students</p> <p>Criticism of curriculum student behavior</p> | <p>Aid in choice of building</p> <p>Arrangement of study program</p> <p>Student evaluation</p> <p>Advisors to Student Council</p> <p>Development of conditions of employment</p> |

TABLE II - CURRICULUM

Formal Class Study

| | | | |
|---------------------------------|---|--|--|
| English - taught on four levels | - | { | grammar, syntax, reading, composition, literature |
| Hebrew - taught on four levels | | | |
| Social Science | - | Ancient and Modern History, Psychology, Sociology (Social institutions) . | |
| Mathematics taught on 4 levels | - | Algebra, Geometry, Matrices, Calculus. | |
| Natural Sciences | - | a combined course in physics of electro-magnetism and molecular chemistry - team taught; | |
| | | a combined course in biology and earth science - team taught; | |
| | | a basic course in chemistry. | |
| Bible and Jewish Studies | - | courses in Bible, biblical history and the wisdom literature (Job and Kohelet), Jewish Philosophy . | |
| Humanities | - | elementary French and Arabic. | |

In accordance with the decision of the student body English, Hebrew, and mathematics are required for all students. The other courses are optional but all students are required to carry six subjects. In special cases a student may substitute an independent project for a course.

Chugim

- | | |
|-------------------------------------|--|
| 1. Chinese language and culture. | 7. Arts and Crafts . |
| 2. Psychology (now in curriculum) . | 8. Yiddish . |
| 3. Arabic (now in curriculum) . | 9. Photography. |
| 4. French (now in curriculum) . | 10. Cooking (discontinued). |
| 5. Music (discontinued) . | 11. T-Group (Sensitivity training). |
| 6. Modern dance and movement . | 12. Drama (35 students). |

The chugim are optional and need in late afternoon or evening usually in the home of the group leader. Most chugim involve 10-15 students. Some chugim have become part of the curriculum. Proposed chugim for the future are dialogue, and educational philosophy.

WORKSHOP DAY

Purpose - to give the student practical experience in the area of his choice.

1. Plastic Arts - Program at Neve Ilan art school : ceramics, painting, sculpture, printing.
2. Natural Science :
 - (a) work in laboratories with sciences at Hadassah, Shaari Zedek;
 - (b) computer science - introduction to computer theory and use;
 - (c) work at Har Giloh nature preserve school - trips, identification of terrain, flora and fauna.
3. Archeology - lectures, films and trips to sites in Jerusalem area - possibility of work at a dig,
4. Social and Community Work - in institutions (Hadassah hospital, Mesillah); with poor families; Kiach school (teachers aids and curriculum planning) .

Both the chugim and the workshop day are seen as integral components of the overall program and not as secondary or extra-curricular. The chugim and workshops complement and complete the regular courses. A student can use the workshop day for an independent study project (eg. study of Holocaust archives at Yad Vachem; project in nuclear physics). A successful chug can at the students request become a course as was done with psychology, Arabic, and French.

TABLE III - YEARLY COST PER STUDENT

| | <u>IL.</u> |
|--|------------------|
| Teachers' salaries | 920 |
| Rental - including laboratories, teaching materials, library, sports | 380 |
| Administrative and counselling | 250 |
| Trips | 120 |
| Extras | 80 |
| Total | <u>IL. 1,750</u> |

FIGURE I



American Universities Field Staff
Institute of World Affairs
Salisbury, Connecticut 06068

Director
Arthur Glover

Telephone: (203) 824-5651
Cable Address: INSTITUTE, Salisbury

24 October 1977

Miss Linda Goldware
United Jewish Appeal
1290 Avenue of the Americas
New York, New York 10019

Dear Miss Goldware:

In response to your telephone call of this afternoon I have compiled a list of conference centers we have on file that may be able to accomodate the numbers you are thinking of. We regret that we can not handle 90 to 100 individuals, as I stated the Institute is only equipped to handle from 60 to 70 at maximum. Perhaps in the future we can be of service to you.

Brandeis University
Conference Center Facilities
Waltham, Mass. 02154
617-894-6000 ext. 517

Arden House
Harriman, N.Y.
212-584-6464
914-351-2171

Monmouth College
West Long Branch, New Jersey
Community Relations Dept.
201-222-6600, ext. 257

Tarrytown Conference Center
East Sunnyside Lane
Tarrytown, N.Y. 10591
212-933-1032
914-591-8200

The Conference Center
120 Center Road
Concord, N.H. 03301
603-485-3831

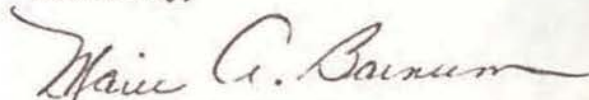
The Episcopal Camp & Conference
Center
Ivoryton, Conn.
203-767-0848

-or-

209 Madison Avenue NYC
212-689-3355

We hope that somehow one of these might be of service to you or perhaps they can lead you in the right direction.

Sincerely,


Marie A. Barnum

INSTITUTIONAL MEMBERS: University of Alabama • The Asia Society • Aspen Institute for Humanistic Studies • Brown University • Dartmouth College • Indiana University • Institute for the Study of World Politics • University of Kansas • Michigan State University • University of Pittsburgh • Ramapo College of New Jersey • University of Wisconsin

O. Robert Simha

Director of Planning

Planning Office

**Massachusetts
Institute
of Technology**



**Room E49-451
Cambridge
Massachusetts 02139**



**Telephone
Area Code 617
253-5831**

Howard P. Turchin

Director of Planning
Mr. Robert Simcha
AMERICAN JEWISH
ARCHIVES
77 Mass Bldg 7
Ave Virginia Room 106
Brooklyn

DRIVING INSTRUCTIONS - From Howard Johnsons, Cambridge to MIT

Go out of hotel and turn left. Go straight down Memorial Drive
for about 6-10 blocks. MIT is directly on left.



December 15, 1977

Ms. Virginia Lyons
Massachusetts Institute of Technology
Building 7-121
Cambridge, Massachusetts 02139


Dear Ms. Lyons:

As per our conversation of December 13, this letter is confirming an appointment for Mr. Herbert Friedman, founder and Chairman of the Board of the Jerusalem Academy -- Jerusalem, Israel and Mr. Zvi Toren, architect for the Academy. I will arrange for Mr. Friedman and Mr. Toren to be at your office at 9:45 in the morning on the ~~13th~~ ^{14th} of January at 77 Massachusetts Avenue, Building 7, Room 106. (11th of Jan)

At 10:00 o'clock the above gentlemen will be joined by Mr. Robert Simcha, Director of Planning for M.I.T. who has arranged to have them shown the requested facilities and given explanation as to architecture and construction. If there are any written, descriptive materials and/or visual aids that are available, they would be much appreciated.

Thanking you for your help, I remain

Very truly yours,


Howard P. Turchin

HPT:dsn

Business telephone: (212) PL 7-2675

120 East 90th Street
Apartment 9 A
New York, New York 10028

November 15, 1977

Ms. Virginia Lyons
Massachusetts Institute of Technology
Building 7 - 121
Cambridge, Massachusetts 02139

Dear Ms. Lyons:

As per our conversation of November 14, 1977, I am requesting an appointment for Mr. Herbert Friedman, founder and Chairman of the Board of "The Jerusalem Academy - Jerusalem, Israel". Mr. Friedman will be accompanied by Mr. Zvi Toren the architect for the Academy.

A visit to the senior dormitory or senior house as you describe it was recommended to them as part of their architectural study in preparation for the planning and construction of the Jerusalem Academy.

I would appreciate your confirming to me an appointment with suggested time and place of meeting for January 11, 1978 as we discussed. Should another date be necessary from your end, please advise soonest. Mr. Friedman and Mr. Toren will be staying overnight in the Boston area January 10 and therefore could be available early in the day on the 11th.

Thanking you in advance for your help and cooperation I remain,

Very truly yours,

Howard P. Turchin

HPT/rw

Business Telephone - 212 - PL 7-2675

bcc: Mr. Herbert Friedman

Ms. Lyons is in charge of the office for "International Visitors".

TO: Herbert Friedman
FROM: Howard P. Turchin
SUBJECT: Visit to SUNY-Amherst Campus

DATE: December 14, 1977

22nd
call on Sunday at home
716-839-2396

An appointment is arranged under the direction of Dean Irving Spitzberg. Spitzberg is the Dean for all colleges on the Amherst campus. He has also been kind enough to both offer and suggest that you and Mr. Toren be guests of his the evening before, and would like to provide you with two guest rooms on campus. He believes it to be a worthwhile and interesting experience.

Dean Spitzberg recommended against a separate trip to the Brockport campus, but suggested that it would be best if he arranged for the people at Brockport to visit you at Amherst which would save you time and a trip. In his view, seeing the facilities in Brockport is unnecessary.

He further added that would like to speak with you before your visit because he has particular interest in the purpose of your visit and went so far as to recommend to me certain specific facilities, one being the Ste. Catherine's School - Oxford, designed by Aron Jacobson. I indicated to him that I would put you in touch, when we were together on Friday.

HPT:rm

HPT

TO: Herbert Friedman
FROM: Howard P. Turchin
SUBJECT: Visit to SUNY-Amherst Campus

DATE: December 14, 1977

220 L
call on Sunday 1/1/78
716-839-2371

An appointment is arranged under the direction of Dean Irving Spitzberg. Spitzberg is the Dean for all colleges on the Amherst campus. He has also been kind enough to both offer and suggest that you and Mr. Toren be guests of his the evening before, and would like to provide you with two guest rooms on campus. He believes it to be a worthwhile and interesting experience.

Dean Spitzberg recommended against a separate trip to the Brockport campus, but suggested that it would be best if he arranged for the people at Brockport to visit you at Amherst which would save you time and a trip. In his view, seeing the facilities in Brockport is unnecessary.

He further added that would like to speak with you before your visit because he has particular interest in the purpose of your visit and went so far as to recommend to me certain specific facilities, one being the Ste. Catherine's School - Oxford, designed by Aron Jacobson. I indicated to him that I would put you in touch, when we were together on Friday.

HPT:rm

HPT

December 14, 1977

Dean Irving Spitzberg
State University of New York - Amherst Campus
Amherst, New York (Room 350 Ellicott Complex)

Dear Dean Spitzberg:

I want to thank you very much for your cooperation and hospitality accorded to Mssrs. Friedman and Toren. Mr. Herbert Friedman, founder and chairman of the board of the Jerusalem Academy and Mr. Zvi Toren, architect for the academy, will meet you January 24 in the morning at your office at the Amherst campus.

Any written materials, and/or visual aids that might be made available to Mssrs. Friedman and Toren would be very much appreciated.

Very truly yours,

Howard P. Turchin

HPT:dsn

120 East 90th Street
Apartment 9A
New York, New York 10028

December 27, 1977

Mr. Chris Herbert
Director of Sales
Woodlands Country Club
2301 Millbank Drive
Woodlands, Texas 75436

Dear Mr. Herbert:

This letter is to confirm the appointment of Mr. Herbert Friedman, Founder and Chairman of the Board of Jerusalem Academy and Conference Center, and Mr. Zvi Toren, architect for the facility. They will be meeting with you or with Mr. Jerry Gerard, General Manager, at 2:00 p.m. Friday, January 27th.

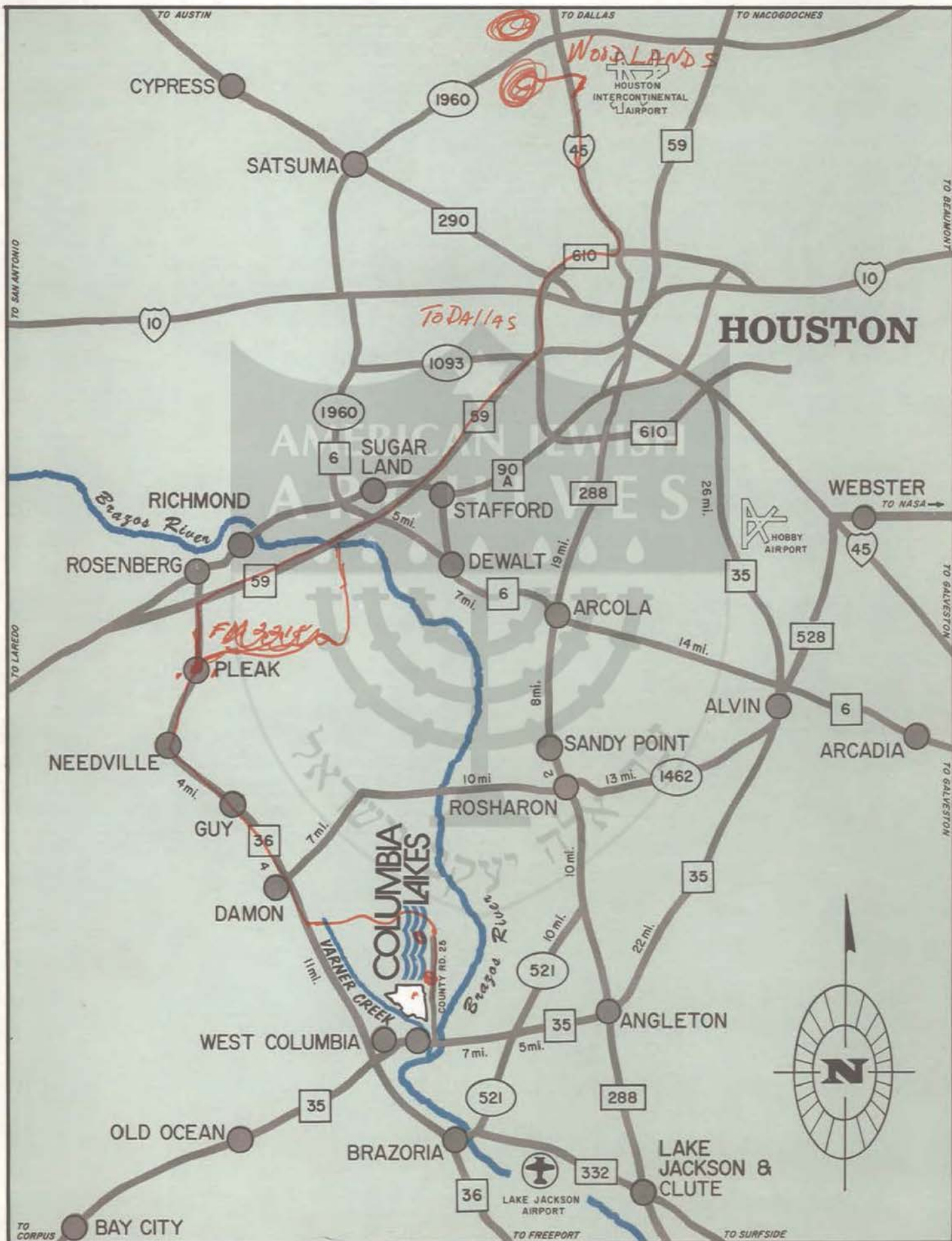
I want to thank you for your assistance in setting up this meeting. Any written materials and/or visual aids that might be available for their visit would be very much appreciated.

I remain,

Very truly yours,

Howard P. Turchin

HPT:sa



TO: Herbert Friedman

DATE: December 30, 1977

FROM: Howard P. Turchin

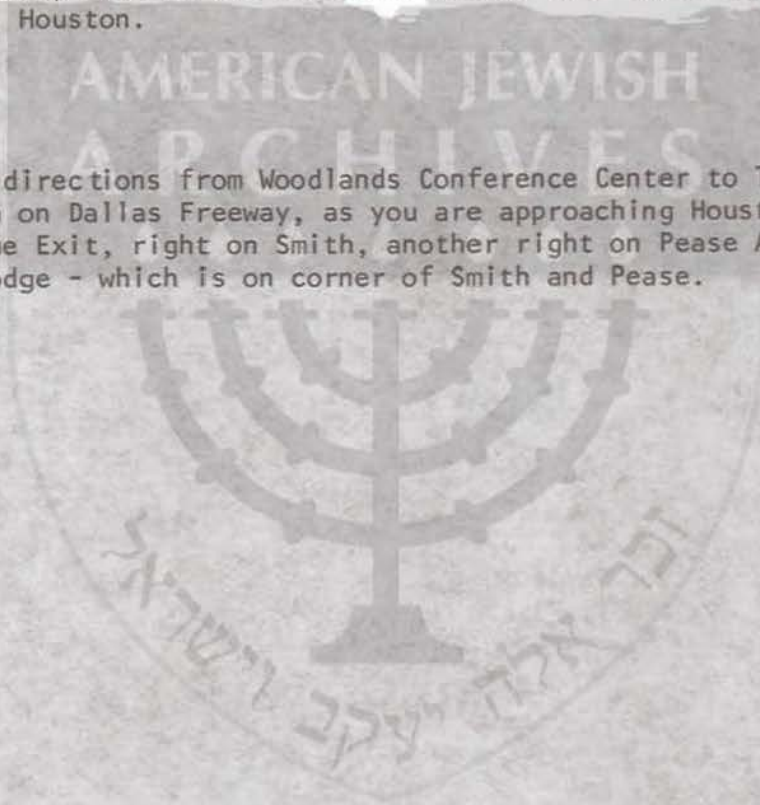
SUBJECT: Woodlands - Columbia - Houston, Texas

The driving directions as per Alan Rudy from the Columbia Lakes Center to the Woodlands Center are: US 59 North to 149 North, continue to Woodlands exit. Proceed to Woodlands Conference Center. Alan advises that the Woodlands Center is approximately 30 miles north of the center of town.

Guaranteed reservations have been made for you and Mr. Toren for the evening of January 27th at The Whitehall Hotel, 1700 Smith Street, Cullen Center, Houston.

HPT:rm

P.S. Driving directions from Woodlands Conference Center to The Whitehall are: 45 South on Dallas Freeway, as you are approaching Houston, take McKinney Avenue Exit, right on Smith, another right on Pease Avenue directly to lodge - which is on corner of Smith and Pease.



December 14, 1977

Mr. Robert Kany
Visitors Bureau
Colby College
Waterville, Maine 04901

Dear Mr. Kany:

I want to thank you very much for your assistance and cooperation in helping me arrange an appointment for Mr. Herbert Friedman, founder and Chairman of the Board of Jerusalem Academy. Mr. Friedman, accompanied by the architect for the Academy, Mr. Zvi Toren, will be meeting as per our conversation with Mr. Hugh Gorley, Director of the Museum, for Colby College. The appointment is for January 18 at 10:45 a.m. If there are any written or descriptive materials and/or visual aids that may be available, Messrs. Friedman and Toren would appreciate same.

I remain,

Very truly yours,

Howard P. Turchin

HPT:er

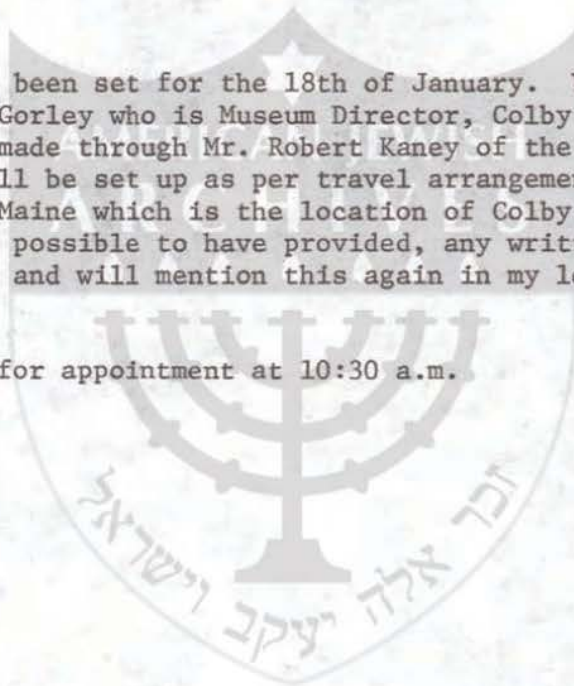
TO: Herbert Friedman
FROM: Howard P. Turchin
SUBJECT: Visit to Colby College

DATE: December 14, 1977

An appointment has been set for the 18th of January. Your guide for the tour will be Hugh Gorley who is Museum Director, Colby College. The arrangements were made through Mr. Robert Kaney of the Visitors Bureau. A definite time will be set up as per travel arrangements necessary to reach Waterville, Maine which is the location of Colby College. I have asked Mr. Kaney if possible to have provided, any written materials and/or visual aids and will mention this again in my letter of confirmation to him.

P.S. Time has been set for appointment at 10:30 a.m.

HPT:rm



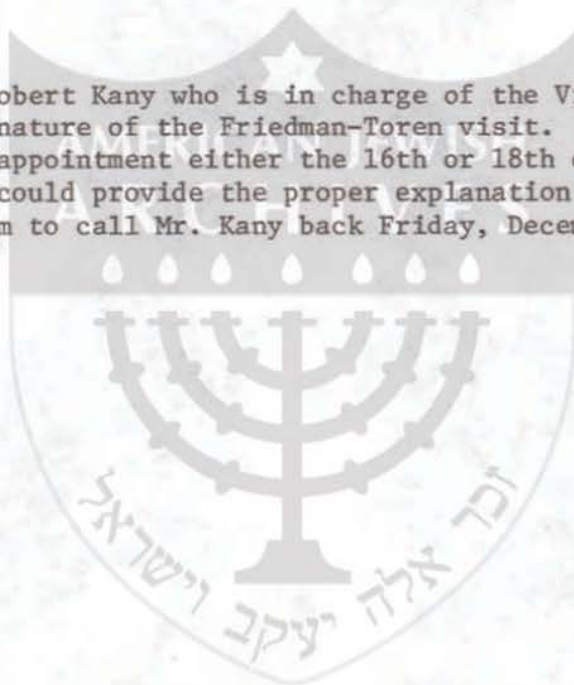
TO: Records
FROM: Howard P. Turchin
SUBJECT: COLBY COLLEGE

DATE: December 7, 1977

I spoke with Mr. Robert Kany who is in charge of the Visitor's Bureau and discussed the nature of the Friedman-Toren visit. Mr. Kany will try to arrange an appointment either the 16th or 18th of January with an individual who could provide the proper explanation vis-a-vis architecture. I am to call Mr. Kany back Friday, December 9, to reconfirm.

HPT:md

HPT



TO: Herbert Friedman
FROM: Howard P. Turchin
SUBJECT: Amherst

DATE: January 3, 1978

I called Amherst and cancelled your appointment to visit the Music Center. Professor Spratt^{on} was out. I extended our apologies through his secretary for any inconvenience that may have been caused. She indicated to me that a brochure is available and she is sending me some.

HPT:sa



December 14, 1977


Professor Lewis Spratlan
Department of Music
Amherst College
Amherst, Massachusetts 01002

Dear Professor Spratlan:

I want to thank you very much for your help and cooperation. Mr. Herbert Friedman, founder and Chairman of the Board - Jerusalem Academy and Conference Center and Mr. Zvi Toren, architect for the Academy, will be meeting with you at 11:15 a.m. January 19th.

If there are any materials of a written or descriptive nature and/or visual aids available dealing with the architectural aspects of the Music Building, Mr. Friedman would appreciate same. I thank you for all of your help. I remain,

Very truly yours,


Howard P. Turchin

HPT:er

TO: Herbert Friedman

DATE: December 14, 1977

FROM: Howard P. Turchin

SUBJECT: VISIT MUSIC BUILDING AMHERST COLLEGE

I have confirmed an appointment for you and Mr. Toren with Professor Lewis Spratlan, Department of Music, Amherst College. The appointment is for the 19th of January and the time is 11:15. Mr. Spratlan will continue the appointment over a working lunch with you.

HPT:er

HPT



TO: Herbert A. Friedman

FROM: Howard P. Turchin

SUBJECT: VISIT -- MUSIC BUILDING, AMHERST COLLEGE

DATE: December 6, 1977

Lewis

I spoke with Professor ~~Lewis~~ Spratlan, Department of Music, Amherst College, who is arranging an appointment for you and Mr. Toren on the 19th of January. I am to call back December 12th to confirm whether he can make it morning or afternoon. The day, however, is set and firm.

HPT/cn

P.S. He has advised me that the building has received an achievement award from the "American Institute of Architects."

HPT

Phillips Academy
Andover

475-3400

Feb. 7 Jan 31

262-3700

Sizer - George Nielsen

93 N to 125 - East on 125 to 28 - N on 28
runs directly to shore.

blue tie - red stripes

Q. Robert Simcha - Director of planning

77 Mass - Bldg 7 - ¹²¹~~15~~ Bldg

1 Virginia - Room 106 - 10 Am

Lyons 617-253-2851

Office of International visitors

Senior Dormitory

done lobby - room 7-106

Brenda

Faculty club - 6th floor

~~H~~ Sloane

Bldg. (E-52)

Wadsworth St. - off main drive

Herbert A. Friedman
January 10th Visit - Andover/Philips Academy
Andover, Massachusetts

Address: Andover/Philips Academy
Andover, Mass. 01810

Telephone: 617-475-3400

As per conversation with Headmaster Theodore R.Sizer, you are expected at noon. Mr. Sizer will expect you and Mr. Toren in his office and will then take you to lunch. Following lunch, he will then arrange that Mr. George Neilson to brief you in additional detail. I advised him specifically that your interests are in the areas of administrative and architecture. He remembered having received your letter.

Driving instructions as per Mr. Sizer: From Logan Airport, interstate 93N to 125. East on 125 to 28. North on 28 runs directly to the school. See enclosed Massachusetts map. The drive to the airport should take just under an hour.

NOTE: Call to be made a week before to reconfirm.

120 East 90th Street
Apartment 9A
New York, New York 10028

November 14, 1977

Mr. Theodore Sizer
Headmaster
Andover/Phillips Academy
Andover, Massachusetts 01810

Dear Mr. Sizer:

As per our conversation of November 14th, I am confirming the visit on January 10th of Mr. Herbert A. Friedman and Mr. Zvi Toren of the Jerusalem Academy.

Mr. Friedman and Mr. Toren will be arranging their schedule so as to join you at your office for a 12:00 PM luncheon. They will then be meeting with Mr. George Neilson as per your arrangements following the luncheon.

Sincerely yours,

Howard P. Turchin

HPT:sa

cc: Herbert A. Friedman

June 28, 1977

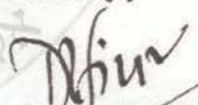
Mr. Herbert Friedman
The Jerusalem Academy and Conference Center
17 Abarbanel St.
Jerusalem, Israel

Dear Mr. Friedman,

Lee Javitch has written me about your request for information about Andover. Enclosed you will find a full complement of catalogues and various other catalogues. Do let us know if we can be of further help.

Good luck on your exciting venture in Israel.

Sincerely,


Theodore B. Sizer
Headmaster

TRS/dad

enc.

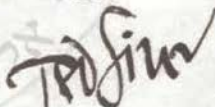
September 1, 1977

Mr. Herbert A. Friedman
15 IBN Gabirol Street
Jerusalem, Israel 92430

Dear Mr. Friedman,

Thanks for your note. Do let us know when you're back in the states for a visit; we'd very much like to welcome you here. My brother-in-law, John Ecklund, was also Yale 1938, and through him I have met over the years a good many of your classmates. It is a small world!

Sincerely,



Theodore R. Sizer
Headmaster

TRS/dad

THE PHILLIPS EXETER ACADEMY
EXETER, NEW HAMPSHIRE
03833

Stephen G. Kurtz, Principal

January 27, 1978

Dear Mr. Friedman:

You were very gracious to write to me. I have taken the liberty of quoting the appropriate paragraph from your letter to the people you specifically mention. I am so glad if Exeter could be of service to you in your marvelous endeavor. My interest in what you are doing is very keen. I hope that you will take time to send along to us progress reports as you move through the various stages of development. I am sure that your endeavor will be successful and a blessing to many generations of young people.

Please accept my very best wishes and my invitation to visit again.

Sincerely yours,



Mr. Herbert Friedman
American Friends of the
Jerusalem Academy and
Conference Center
Suite 2808
220 East 42nd Street
New York, New York 10017

SGK:bc

December 22, 1977

Mrs. Pineo
Philips ~~Philips~~ Academy
Exeter, New Hampshire 03833

Dear Mrs. Pineo:

As per our conversation of late November, I am confirming with you the appointment for Mr. Herbert A. Friedman, Founder and Chairman of the Board of Jerusalem Academy and Conference Center, and Mr. Zvi Toren, architect of the academy, with headmaster Steven Kurtz on January 17 at 11:15 a.m. Any written, descriptive materials and/or visual aids that may be available for the visit would be appreciated.

Once again, many thanks for your assistance and cooperation.

Very truly yours,

Howard P. Turchin

HPT:rm

TO: Herbert A. Friedman

FROM: Howard P. Turchin

SUBJECT: Philips Exeter Academy

DATE: November 28, 1977

An appointment has been arranged for you and Mr. Toren to meet with Headmaster Steven Kurtz on January 17th at 11:15 A.M.

Driving Instructions from Boston Area: Route 95 N to Hampton exit - follow sign for Hampton and Exeter to center of Exeter, through Main Street to top of hill. To the left is Jeremiah Smith Hall where you will be meeting Mr. Kurtz.

HPT:sa

[Handwritten signature]



120 East 90th Street
Apartment 9 A
New York, New York 10028

November 15, 1977

Mrs. Pineo
Philips Exeter Academy
Exeter, New Hampshire 03833

Dear Mrs. Pineo:

As per our conversation of November 15, 1977, I am requesting an appointment for Mr. Herbert Friedman, founder and Chairman of the Board of the "Jerusalem Academy", Jerusalem, Israel. Mr. Friedman will be accompanied by Mr. Toren, the architect for the Academy. They wish a meeting with Mr. Steven Kurtz, Headmaster, to discuss administrative and architectural aspects in preparation for the planning and construction of the Jerusalem Academy.

I am requesting an appointment either Monday, January 16 or Tuesday, January 17, 1978.

Thanking you in advance for your help and cooperation I remain,

Very truly yours,

Howard P. Turchin

HPT/rw

Business Telephone - 212 - PL 7-2675

bcc: Mr. H. Friedman

P. S. Mrs. Pineo will advise me of an appointment as Mr. Kurtz was out of town when I called. I had initially requested either the 12 or the 13. Mrs. Pineo advises that the 12th is the first day of the new term and things should be much more organized by the 16th or the 17th. You would also have an opportunity to see classes in action as well, on the 16th or 17th.

Phillips Exeter ✓

Lawrenceville

St Paul

Groton

Andover

Deerfield

St. Marks

Taft -

May 31 (?)

May 27

May 28 graduate

June 8 students leave

June 2 classes end

June 5 commencement

June 2 end of semester

- 1.) Decide dates with Francine 24 May?
25-26?
- 2.) tickets 22-45 - what stops are permitted
- 3.) write Hugo Gryn - ask name of school
- 4.) write Leonard Wolfson - propose date
- 5.) write Harold Gores - re list of schools

6.) Phillips - Andover, Mass.

7.) Phillips Exeter Academy - Exeter, New Hampshire

8.) Groton School - Groton, Mass.

9.) SAR Academy - N.Y.

10.) Cranbrook Schools - Detroit

Call
Dart

- Canada Hall
- 1.) Cambridge - Harvard Graduate School of Design
 - 2.) Buffalo ^{in Amherst} - State University of New York (six colleges)
Brockport campus
 - 3.) Waterville, Maine - Colby College dormitories
 - 4.) Southeastern Mass. Technological Institute, No. Dartmouth, Mass.
 - 5.) Chicago - Northwestern University Library

New York - 9
Boston + ~~1, 3, 4, 6, 7, 8~~
Chicago - 5
Detroit - 10
Buffalo - 2

Then will call tomorrow 2 P.M.
told him about tickets
he will tell me about Super

SUNY - Buffalo - Communications Center

SUNY - Six Colleges, at Buffalo, Amherst, N.Y. (2)

S.U.N.Y. - Brockport, N.Y.

Scarborough College, Toronto University (1)

Simon Fraser University, British Columbia (near Vancouver)

South Dearborn Community High School, Aurora, Ind.

M.I.T. Senior Dormitory, Cambridge, Mass.

Amherst College, Music Building

(5)

Colby College, Waterville, Maine (dormitories + fraternity ^{house})

* Southeastern Mass. Technological Institute

Arts & Humanities (Group 1) Building

North Dartmouth Mass.

(3) (5)

Cranbrook Schools - Detroit Admin

Admin - Anderson - Headmaster - 513 ER, Theodore (617-475-3400)
if possible - weekend

Conference Center - Houston, Texas

Philip ~~Exter~~ ⁶ - Stephen Kuntz - Admin

Early to middle

Tell Tom to arrive Sunday 8 Jan.

Mon - 9 - rest + program

Tues - 10 - start on road

English letterhead

20.10.77

Subject: The Jerusalem Academy & Conference Center

Dear Mr. Toren -

Pursuant to our discussions,
I ^{hereby} request that you make preparations to travel
to the United States, to meet with me there, on
January 5, 1978.

I am arranging an itinerary of secondary
schools universities, and conference centers which we must
visit ^{together} in order for you to analyze the latest
designs in construction, aesthetics, environment, and
efficiency.

The itinerary may very well change
between now and January, but at this moment
I am planning that we should visit the following:

Phillips Academy, Andover, Massachusetts
Groton School, Groton, Mass.
Cranbrook Schools, Bloomfield Hills, Michigan
State University of New York, Buffalo, N.Y.

~~Southeast~~

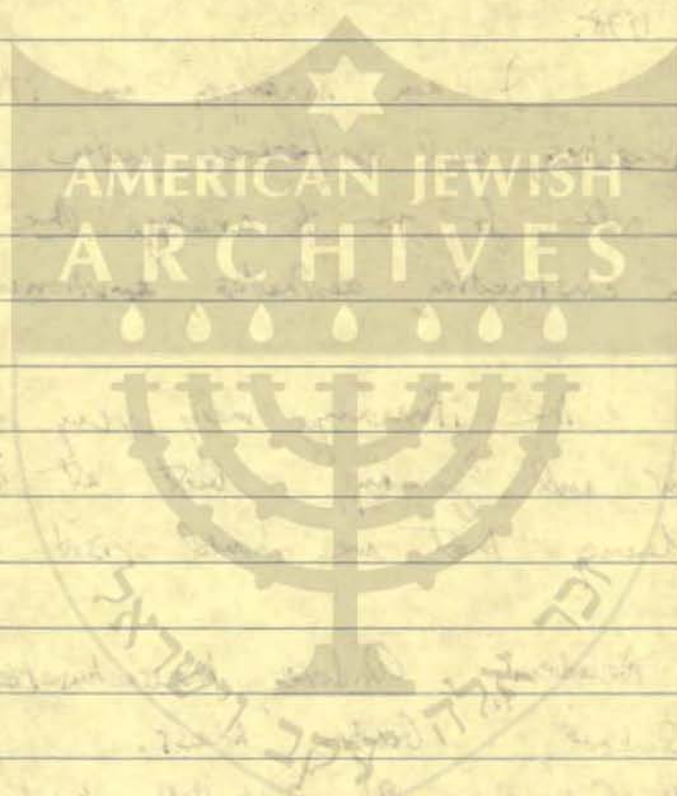
Technological Institute, North Dartmouth, Mass.
Colby College, Waterville, Maine
Scarborough College, Toronto, Canada
National Conference Center, East Windsor, New Jersey
Woodlands Conference Center, Houston, Texas

Please take into consideration that
it will require three to four weeks in order to
cover the above itinerary.

Very truly yours,

for January

711,234-



THE JERUSALEM SOCIETY FOR THE ADVANCEMENT OF EDUCATION AND CULTURE

17 Abarbanel Street, Jerusalem

March 5, 1979

Mr. Mordecai Limon,
Caesarea Development Corporation,
P.O.B. 29660,
TEL-AVIV.

Dear Moka,

I am pleased to inform you that at its meeting on March 2, 1979, the Board of Trustees of the Jerusalem Society for the Advancement of Education and Culture authorized me to apply formally to the Caesarea Development Corporation for 500 dunams of land at Caesarea on which to construct a residential Academy for gifted secondary school youngsters from Israel and abroad, and a Conference Center for adults.

As you know, in May 1978, Baron Edmond de Rothschild in a conversation with me in his office in Paris, offered the Jerusalem Society 500 dunams of land in Caesarea free on which to construct its educational complex. In addition, he stated that the Caesarea Foundation would contribute an annual sum of \$50,000-\$100,000 to assist in the upkeep and maintenance of this project. We are most indebted to the Baron for his generosity, which indeed, is in keeping with the historic tradition of his distinguished family in supporting the development of the Land of Israel and the strengthening of the Jewish people.

We feel that the projected school expresses the finest Zionist tradition of stressing the centrality of Israel and the unity of the Jewish people. The future of Judaism and its people rests largely on the calibre of its leadership. Jewish communities the world over, including the State of Israel, require leaders steeped in general and Jewish culture, and dedicated to the meaningful perpetuation and continuous renewal of our people. Far too many talented young Jews are lost to Jewry because no appropriate Jewish educational facility exists anywhere in the world reflecting intellectual and moral excellence, and Jewish public service. Other peoples -- British, French, American -- have had such institutions for many generations, and it behooves us now more than ever before, to provide such an educational framework and atmosphere for shaping the characters of future leaders of the Jewish people.

The planned Academy with residential facilities for gifted youth from Israel and the Diaspora is crucial to Jewish survival. Such an educational institution will train and educate outstanding Jewish youngsters for leadership roles in Jewish life as well as in the life of the general community wherever they will establish their homes.

It is only fitting and natural that such an educational project be established in the Jewish State. One half of the secondary school pupils, both boys and girls, will come from Israel, the other half from the Diaspora. Israeli students will share dormitory quarters with overseas students, thereby strengthening in both groups the concept of "one Jewish people". The curriculum will incorporate strong liberal arts and science components along with a distinctive Judaic element. It will be implemented in small classes and

Mr. Mordecai Limon (contd.)

March 5, 1979

directed by exceptional teachers from Israel and abroad who will reside on the premises. The scholastic program will also emphasize the fine and performing arts, as well as individual sports and group athletics.

The building dimension of the project calls for an estimated outlay of approximately 7 million dollars for the first stage of construction of the Academy. In addition an endowment fund of approximately 3 million dollars must be accumulated in the first stage, in order to provide scholarships to all deserving students. There is no sense in building the institution, unless we insure its viable operation. Thus, about \$10 million must be raised for the first stage. I am pleased to advise you that the "Friends of the Jerusalem Society" in the United States is optimistic with respect to obtaining the necessary building and endowment funds for the project's first stage within the next two years.

Barring any unforeseen circumstances, we expect to begin building the first stage of the project by the spring of the 1980 in order to insure that the first classes will begin to function in September 1982. It is anticipated that the entire project will be completed within six to seven years from the date of the beginning of construction.

The Academy has already received the enthusiastic endorsement of leading educators the world over, and its International Academic Council includes: Raymond Aaron (Paris), Saul Bellow (University of Chicago), Abba Eban (Israel), Henry Rosovsky (Harvard), Eugene Rostow (Yale), Theodore Sizer (Headmaster, Phillips Andover Academy, U.S.A.) and John Thorn (Headmaster, Winchester College, England). The Standing Committee on Education in Israel is headed by Seymour Fox, Dean, School of Education, Hebrew University. Hertzal Fishman, Director of the International Relations Division at the Israel Ministry of Education and Culture, is the project's co-founder and serves as the Jerusalem Society's co-chairman.

On the same campus of the Academy, a Conference Center for adults will serve as a common meeting ground for both Israelis and visitors from abroad. The Center will feature cognitive and creative programs, as well as sports and social activities. Throughout the year, Israeli groups and study missions from abroad will use the Center's facilities for seminars and workshops, and for leadership renewal conferences and programs designed to strengthen the Jewish people and the State of Israel.

Looking forward to hearing from you as soon as possible, I am,

Sincerely yours,

Herb

Herbert Friedman
Chairman, Board of Trustees

cc. Haim Goldenberg

פרוטוקול

ישיבת ועד הנאמנים של האגודה מיום 2.3.79

1. ישיבת ועד הנאמנים של האגודה הירושלמית לקידום חינוך ותרבות התקיימה ביום ו' 2.3.79 במשרד האגודה. הישיבה התחילה בשעה 13.00 והסתיימה בשעה 14.30.
2. נוכחו: הגב' אילה זקס אברמוב, אברהם אגמון, וולטר איתן, הרצל מישמן, הרבט פרידמן (יו"ר), ואריון טרנקל. כמו-כן נוכח הארכיטקט צבי חורן, ואורח מארח"ב מ. הורנשטיין (מפלורידה).
3. היו"ר דיווח לנוכחים כי השמאות ממעם מינהל מקרקעי ישראל מיימה את עבודת ההערכה שלה אודות השטח ליד מבוא ביתר - צור הדטה שהוקצה לאגודה על-ידי המינהל. עבור 125 דונט בלבד, שהם מחוויים את הקרקע רק לשלב הראשון של המפעל, ההערכה מגיעה לשנים-עשר וחצי מיליון לירות, שהן 100,000 ל"ל לרונט. נותרו עוד שלשה שלבי בבנין, והיו"ר מעריך כי בטופו של הקמת המפעל, עלולה האדמה לעלות לאגודה ~~100,000~~ ^{100,000} ש"ח. סכום בלתי מתקבל על הדעת. הוא הביע ספקות אם תורמים בחו"ל יסכימו לחרוט כסף למפעלנו אם מחיר הקרקע הוא כה גבוה.
- לפיכך, מר פרידמן יעץ לנוכחים לוותר על רצוננו לבנות את המפעל ליד ירושלים, ולקבל את הצעת הברון רוטשילד מהודש מאי 1978 להקים אותו בקיסריה - - חינם. היו"ר הודיע לחברי האגודה כי גם מדי קולק ואהרון יריב תומכים בהצעתו זו.
- הנוכחים הסכימו כי המחיר הנדרש הוא גבוה מדי למוסד צבאי, אך הגב' אברמוב, מר אגמון ומר טרנקל הציעו לעשות מאמץ נוסף להשיג את הארמה ליד ירושלים חינם או במחיר סמלי בלבד. מר אגמון קיבל על עצמו להוועד בזמן הקרוב עם מר האוצר ועם שרים אחרים בנדרון. אולם, בינתיים ועד הנאמנים הסמיך את היו"ר לבקש מהחברה למיתוח קיסריה, לקראת ישיבת ועד המועל שלה ב-11.3.79, להעניק לאגודה 500 דונט חינם או בסכום סמלי, כהצעתו של הברון רוטשילד.
4. החלטת ועד הנאמנים קובעת:
 - א. האגודה לא תבקש ממינהל מקרקעי ישראל לבטל את בקשתה בדבר השטח ליד ירושלים כל זמן שהנושא הוא בדיון.
 - ב. היו"ר יבקש מהחברה למיתוח קיסריה להעניק לאגודה את השטח בקיסריה שהוצע על-ידי הברון רוטשילד ללא תשלום או בתשלום סמלי בלבד.
 - ג. יש לנסות שוב פעם ובמהירות האפשרית לקבל את הקרקע שהוקצה לאגודה ליד ירושלים חינם או בתשלום סמלי.
 - ד. יש להעריך את כל הנושא מחדש לאחר השובת הועד המועל של החברה למיתוח קיסריה לבקשתנו.

בברכה,

הרבט פרידמן, יו"ר