



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-763: Rabbi Herbert A. Friedman Collection, 1930-2004.
Series F: Life in Israel, 1956-1983.

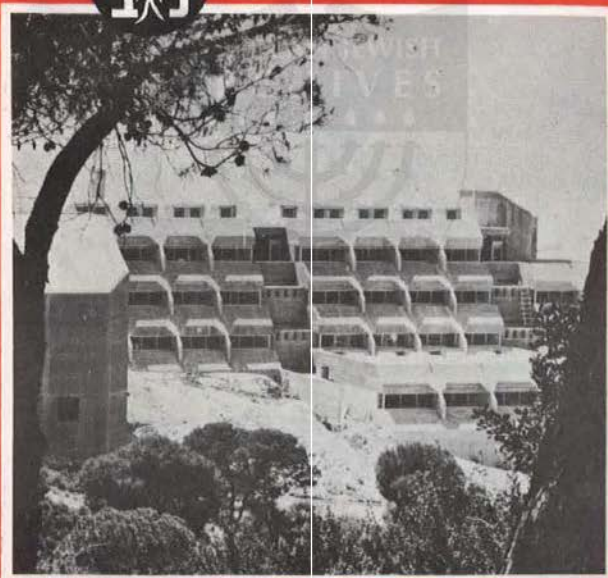
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Leo Baeck High Education Center [Haifa, Israel]. 1969-1975.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

What's new in The LEO BAECK CENTER Haifa



**The World Union
for Progressive Judaism**

True to our goal of gathering and integrating the exiles from all lands, the Leo Baeck School has established a unique pilot program for new immigrants in the senior grades.

Learning Hebrew, they are integrated into Israeli life, while at the same time studying many subjects in their own language. In addition to Hebrew, studies are taught in Russian, Roumanian, English, French, Spanish, and even Persian and Azerbaydzani. No such program exists in any other high school in Israel.



IN RUSSIA, UNDER WATCHFUL EYE OF RUSSIAN GRANDMASTER BOTVINNIK, PARTICIPATING IN TOURNAMENT FOR 14 YEAR OLDS

▲
ALEXANDER STEIN, CHESS CHAMPION

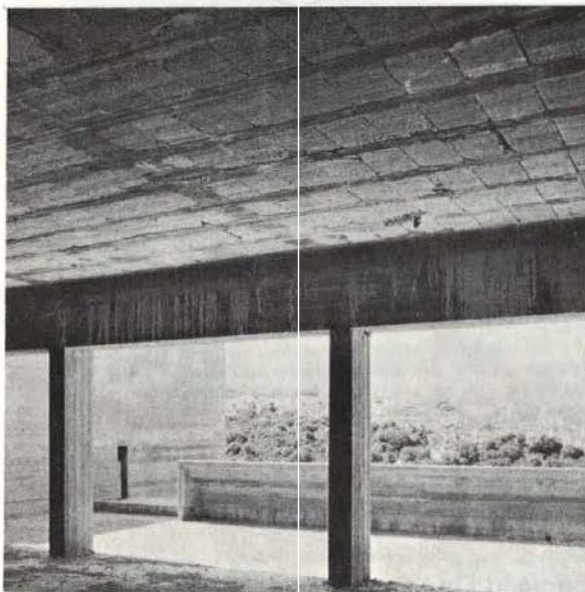
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IN ISRAEL, AS LEO BAECK SCHOOL STUDENT, WINNING JUNIOR NATIONAL COMPETITION IN JERUSALEM



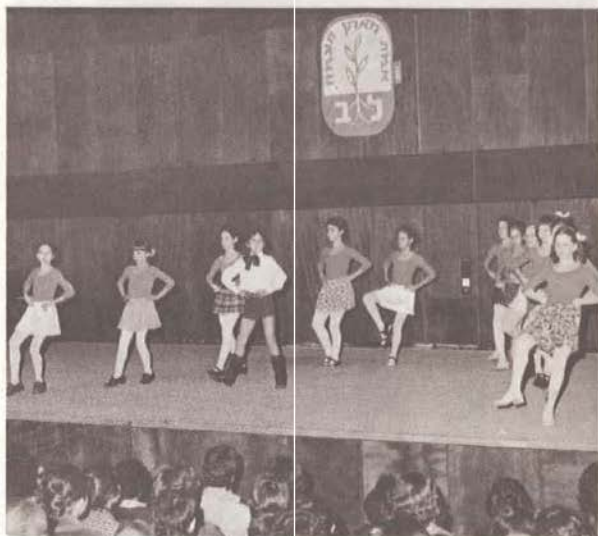


AMERICAN JEWISH ARCHIVES

The student in the modern world is no longer taught dry facts, but how to search for knowledge on his own. Therefore, the Leo Baeck School urgently requires a large library and study area to replace the small and overcrowded present facilities. We look to our friends abroad to help us complete part of the library and synagogue building and the Jane Evans study terrace.



The new Rose and Jerome Klorfein Auditorium enables the School to present concerts, lectures and plays as an integral part of the educational and cultural programs of both the School and the wider community. The theme of the "Annual Rose Klorfein Concert" is "Youth performs for Youth".



The renewal of the values of Judaism is as crucial for new immigrant children of Eastern European origin as it is for our Israeli born youngsters. The School stresses the relevance of Jewish tradition for both our religious and national heritage.

TREE PLANTING CEREMONY ON THE SCHOOL GROUNDS ON TU B'SHVAT



The Leo Baeck School hosts many groups and delegates of the Reform Movement from all over the world. We were proud to welcome the Board of Trustees Mission of the Union of American Hebrew Congregations in October 1974. In December 1975, we will again be hosts to the annual convention of the National Association of Temple Educators.

RABBI ALEXANDER SCHINDLER, PRESIDENT U.A.H.C., ADDRESSING MISSION TO ISRAEL AT THE SCHOOL



Hundreds of youngsters from the Reform Movement stay at the Leo Baeck School each summer on tours through Israel of the National Federation of Temple Youth. Together with the Eisendrath-International Exchange students they strengthen our bonds with the Diaspora.

We shall be happy to welcome you and your friends at the Leo Baeck Educational Center and hope that you will be a partner in this remarkable educational venture.

THE LEO BAECK SCHOOL
P.O.B. 6283 · Haifa, Israel

Our campus is located on the French Carmel:
Edmond Fleg Street · Telephone: (04) 514254

Spurred by our liberal religious philosophy, we continue to search for new ways to integrate socially deprived children into the higher levels of education. We strive for maximum integration of the sephardic and ashkenazic communities.

Art, Music, Drama and Handicraft play an important part in the Leo Baeck School's curriculum and help to integrate youngsters of different intellectual and social levels.

STUDENTS LEARN CREATIVE DRAMA



ISAAC STERN, THE WORLD-FAMOUS VIOLINIST, VISITS THE LEO BAECK SCHOOL AND SPEAKS TO STUDENTS MAJORING IN MUSIC



ערב ראש השנה תשל"ו

5735 has been a year of growth at the Leo Baeck School. Sabras from all backgrounds, immigrants from 15 countries, American exchange students, Jews, Druze and Bahais have studied together. Our friends abroad have helped make this possible with direct scholarships for the needy and by supporting trends in Judaism, Science, Arabic, Music and the Arts. We are grateful for this partnership in creative Jewish education.

As 5736 approaches, we send warmest greetings of Shalom to all our friends.



שלום על עם ישראל ועל כל העולם.

THE LEO BAECK SCHOOL FAMILY



מרכז חינוך "ליאו באק" בע"מ

בית ספר תיכון "ליאו באק"

חיפה · רח' אדמונד פלג · ת.ד. 6283 · טל. 53 52 11

מוסד של האיגוד העולמי ליהדות מתקדמת

Haifa, December 6, 1975

*Spoke to him
by phone
15.12.75*

Rabbi Herbert Friedman
15 Ibn Gabirol Street
Jerusalem

Dear Herb,

(#25,000)

In July, 1970, the American Jewish Joint Distribution Committee approved a one time grant of IL 87,500 to the Leo Baeck School for the purchase of furniture and equipment. Mr. Louis Broido and Rabbi Leonard Schoolman were instrumental in helping us to obtain that grant.

I am enclosing a photostatic copy of a report made in 1969 by Mr. Murray Kass on "JDC Aid to Jewish Life". Could you advise us on the best way to get another grant through the Joint Distribution Committee under its budget "Aid to Jewish Religious Life"?

Rabbi Dr. A. Greenbaum, the Joint representative in Jerusalem, visited the School at the time, and we had a long talk about the goals of the Leo Baeck School and its educational programs. In spite of our different philosophies, he was very favorably impressed by the work we are doing.

Looking forward to hearing from you and thanking you in advance.

Sincerely yours,

Rabbi Robert L. Samuels,
Headmaster

Enc.

cc: Mr. Theodore Broido
Rabbi Leonard Schoolman

The Leo Baeck School
P.O.B. 6283 · Haifa, Israel

campus located : Edmond Fleg St., French Carmel · tel. 53 52 11

An educational center of the World Union for Progressive Judaism



From: Joint Distribution Committee
60 East 42 Street
New York, N.Y. 10017
Tel: 687-6200

Murray Kass
Public Relations Director

For Immediate Release

JDC Aid to Jewish Religious Life
Longest Single Continuous Program

Rabbi Greenbaum, JDC Consultant in Israel
Calls It "Emulated Expression of Tzedakah"

By Murray Kass
JDC, New York

"Aid to rabbis, schools and religious institutions is the longest single continuous program in the 55-year history of the Joint Distribution Committee," said Rabbi Aaron Greenbaum, JDC Consultant on Yeshivoth in Israel. Dr. Greenbaum, who has been in Jerusalem since 1955, was interviewed recently while on home leave in the United States.

The first call for help in 1914, the one which led to the creation of the Joint Distribution Committee, he said, was for aid to aged people in Palestine who had been cut off from financial remittances from abroad. Many of them were rabbis and scholars who had come to the Holy Land to study and were supported by these contributions.

"And from the earliest days of JDC, Jews in Palestine, and also in Eastern Europe, put preservation of their spiritual life even before their physical needs," he added.

When World War I broke out and the remittances were halted by the Turkish authorities who then ruled Palestine, Henry Morgenthau, Sr., United States Ambassador to Turkey, cabled Louis Marshall for \$50,000 for relief of the needy Jewish aged, Dr. Greenbaum continued. The money was quickly raised and forwarded. In all, close to \$2,300,000 was sent into Palestine during the war years through various channels, he observed. JDC also sent 900 tons of food and medical supplies to Palestine in 1915 on the U.S. collier Vulcan and sent along two representatives to handle the distribution, much of it to Yeshivoth, rabbis and scholars.

"In Europe, as World War I progressed, the Jews were caught between the contending armies and were punished equally by both sides," Dr. Greenbaum said.

"They were despoiled in turn by the Germans as they advanced and then retreated and by the Russian armies as they retreated and then advanced."

"The amount of hunger, misery and destruction in Poland

the war

was unbelievable," Dr. Greenbaum said. "Yet strangely enough many of the Jews preferred not to be rescued unless their schools could be rescued with them."

During the period between World War I and World War II more than 250 Yeshivoth received funds from the JDC for repairs and new buildings, for teachers' salaries and for feeding and housing the students, Dr. Greenbaum added.

"So important was this program that in 1921 the JDC set up a special cultural committee," Dr. Greenbaum said. "It was the first permanent committee to be established by the JDC. The following year it was reorganized into the Committee on Cultural and Religious Affairs with Dr. Cyrus Adler, a noted educator and leader of Conservative Judaism in America, as its first chairman. He served until his death in 1942 and was succeeded by Rabbi Leo Jung who presides over the Committee to this day."

After World War II the JDC tried to fill the spiritual void created in Europe by the holocaust, he said. It aided surviving rabbis and schools and Yeshivoth and helped to open new schools. In addition, JDC rushed in religious articles and books and in cooperation with the American Military Government in Germany published the complete set of the Talmud. The sets, consisting of 19 huge volumes, were sent to all the DP camps, to the surviving rabbis, to all functioning Yeshivoth and to communities around the world, Dr. Greenbaum continued. "Whenever a new school was opened a full set of the Talmud was sent there," he said. "During this period also, JDC helped to transplant 33 Yeshivoth from Europe to Israel, some of them complete with teachers and students."

"It is almost impossible to estimate how much of the \$900,000,000 spent by the JDC in the last 55 years went to support religious and cultural institutions and programs," Dr. Greenbaum said. "At the present time around one-third of JDC's budget of over \$23,000,000 is spent on Jewish education and cultural and religious programs throughout the world."

JDC receives the bulk of its funds from the campaigns of the United Jewish Appeal.

For 1967 JDC will spend close to \$1,000,000 to aid 132 Yeshivoth in Israel with an enrollment of over 18,000 students, Dr. Greenbaum reported. Adding to this figure some 7,500 dependents of married students, the total number assisted will be over 25,000, he continued. JDC also provides aid to another 1,000 refugee rabbis and scholars and their dependents. In addition to aid to the Yeshivoth, JDC subsidizes various research and publication projects on Biblical and Talmudic subjects.

Dr. Greenbaum was especially enthusiastic about the vocational training

program which JDC introduced into the Yeshivoth some 20 years ago. Thus, Yeshiva students, who, for one reason or another, chose not to become religious functionaries, were still able to get well-paying jobs and support themselves. The program, which involves some 3,000 of the students annually, includes training in electronics, mechanics, carpentry, printing and metal work. It is conducted by OMT.

The program was first proposed in 1947 by Dr. Jung, Dr. Greenbaum said. Dr. Jung, who is the spiritual leader of The Jewish Center in New York City, was instrumental in obtaining a special appropriation of \$100,000 from JDC to inaugurate the program. Dr. Jung is also a member of the JDC Board of Directors, he added. "I don't think it is widely known but Dr. Jung also raises a substantial sum personally each year which he adds to JDC's allocation for the vocational training program," he said.

Dr. Greenbaum, who comes from a family of rabbis and scholars, was ordained at Yeshiva University in 1937. He served as rabbi and chaplain in Portland, Maine, during World War II. He earned his doctorate in Semitic studies at Yeshiva University in 1945 and joined the Yeshiva faculty the following year. He served as spiritual leader of Congregation Sons of Israel in Yonkers, New York until 1955 when he joined the JDC staff.

"When one thinks of JDC, he envisages a gigantic welfare organization feeding the hungry, caring for the sick, clothing the naked, and sheltering refugees as they make their way to new homes," Dr. Greenbaum said. "Because these services are so immediate and so vital one tends to lose sight of or minimize JDC's truly great contribution to Jewish religious life. Many leaders have openly stated that without JDC aid and, in some instances, active intervention, Jewish religious life in a number of communities would have disappeared without a trace.

"It is a glorious chapter in the history of the JDC, combining as it does both spiritual and physical aid. It is truly an exalted expression of the spirit of Tzedakah," he concluded.

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Leo Baeck School

Haifa, March 25, 1973.

Rabbi Richard G. Hirsch
Executive Director
The World Union for Progressive Judaism
838 Fifth Ave.
New York, N.Y. 10021

Dear Dick,

This is to confirm our telephone conversation of March 22 and to inform you of the subsequent meeting which I had with Eliezer Shavit, the Director of the Israel Education Fund.

After discussing the problems regarding the completion of the interior of the Rose and Jerome Klorfein Auditorium I suggested to Mr. Shavit that we delay the dedication ceremony from May 19 to July 11. I also related to him that we would be having a conference of our rabbis together with leaders of the Kibbutz Movements and it would be fitting to have the dedication ceremony in their presence. This could also help us with our work in the future. Mr. Shavit's reaction was reticence as was mine to you, because of the possibility of offending Mr. Klorfein's sensibilities. Mr. Shavit took the position that if we wanted to change the date we would have to take responsibility for informing Mr. Klorfein. He would not do so on behalf of the IEF. I told him that I would bring this matter up to you. Frankly I am ambivalent. I realize that I must make a trip to the States in order to deal with both the current budget and future construction needs. Therefore, for all of the above reasons I assume that we must change the date. On the other hand Mr. Klorfein must not be made to feel in any way that we are delaying the dedication because the building will not be ready. In my opinion he has not believed in the past two years that we are working at a responsible pace. I suggest that you and Dr. Elk meet with Mr. Klorfein in order to explain to him what we would like to do. In the event that he violently opposes changing the date as he has invited members of his family to accompany him and cannot change, I would suggest not to press the point and would go ahead with the dedication as planned. Please plan, therefore, a meeting between Dr. Elk and Mr. Klorfein on one of the first days that Dr. Elk is in New York.

A second matter which I discussed with Mr. Shavit was the completion of the Synagogue-Library. I met prior to the meeting with Mr. Shavit with his chief engineer who gave me the information which I enclose with this letter. You will see that we are IL.168,745 short on completing the shell for this building. Therefore, the loan which the Baeck School must take under the signature of members of the board must be \$40,000 at this first stage. The engineer told me that in the event that we could not obtain this money he would have to inform the contractors to cease construction this week. Mr. Shavit agreed to our formula whereby the money would be borrowed from an American Bank and

2/...

entered into the account of the IEF in New York City. When an additional pledge has been received from a donor to the IEF the \$40,000 will be returned to the Baack School for repayment to the American Bank. Therefore, I would ask you to implement this as the first stage of implementation of our Board's decision of March 4, to take a loan of \$160,000 in order to continue construction. It is understood that the responsibility for repaying this loan rests solely with the Leo Baack School and not with the Union, after these monies have been guaranteed by friends of the Baack School in the States. It is also understood that the Baack School will pay the interest on the loan as necessary. Regarding the remainder of the sum we have time for me to deal with this when I come to the States in April.

The last subject that I discussed with Mr. Shavit was the building of our Gymnasium. Mr. Shavit suggested one of two possibilities. The first possibility is that the Haifa Municipality will take responsibility for taking a contractor and will pay the contractor the first IL.500,000 as work progresses. In this event the IEF will pay to the Municipality the sum necessary to complete the Gymnasium over and above the IL.500,000. It will deliver this sum to the Municipality after receiving it from a donor or through a loan which is taken out in the United States in the name of the School. The second possibility is for the Jewish Agency to let the bid to a contractor and have a three-way contract whereby the contractor would receive the money from the Municipality. I will negotiate with the City officials at the beginning of next week.

I am pleased to report that the meeting with Mr. Shavit was most positive. I believe that he will take a leadership role with us in the successful completion of our project.

With kindest regards,

In Friendship,

Rabbi Robert L. Samuels

cc. Mr. Eliezer Shavit
Rabbi Herbert Friedman
Rabbi Dr. M.N. Eisenrath
Mr. Nataniel Hess

P.S. It would not be advisable to anger Mr. Klorfein because I believe that we can get him to make an additional contribution in order to furnish and equip the auditorium, and this is a sizable amount of money.

*Hub, The meeting with Shavit was productive. After stating that he was independent & could build whatever he wanted, he was very positive. Now I need your help in dealing with the N.Y. I.E.F. I'll call you next week.
Thanks for a fun evening at Parim!*

Bob

TOTAL MONIES NEEDED FOR SYNAGOGUE - LIBRARY

SHELL (see attached sheet)

IL.168,745

INTERIOR

Contracted	IL.240,000
G.O.L. 5%	12,000
Building Cost Increase	<u>36,000</u>

IL.288,000

Agency Planning and Supervision

15,000

IL.315,000

Allowance for delay in building

31,500

IL.346,500

TOTAL NEEDED TO COMPLETE SYNAGOGUE - LIBRARY

IL.515,245

-
\$ 122,678

[Handwritten signature]

EXPENSES - STAGE TWO

AUDITORIUM

Contractor	IL. 395,000	
C.O.L. 5%	20,000	
Expenses not contracted	<u>100,000</u>	IL. 515,000

SHELL OF SYNAGOGUE-LIBRARY

Foundations	IL. 35,000	
Concrete	330,000	
Insulation	20,000	
Installation	35,000	
C.O.L. 5%	<u>20,000</u>	IL. 440,000

TOTAL	IL. 955,000	
Building Cost increases	135,000	
Planning and Supervision	<u>55,000</u>	

TOTAL EXPENSES STAGE TWO	IL. 1,145.00
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INCOME

TOTAL CONTRIBUTIONS	IL. 4,092.830
COSTS STAGE ONE	<u>3,117,575</u>

TOTAL INCOME STAGE TWO	976.25
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DEFICIT FOR SHELL OF SYNAGOGUE-LIBRARY	IL. 168.74
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-	<u>\$ 40.17</u>
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Prepared February, 1973

PROPOSED BUDGET - LEO BAECK SCHOOL

(All Figures in Israel Pounds)

I N C O M E

	BUDGET		ACTUAL SEPT.		ANTICIPATED TOTAL		ANTICIPATED BUDGET	
	1972/73		72 - JAN. 73		INCOME UNTIL 31.8.73		1973/74	
TUITIONS								
Tuitions and Service fees	315,065	315,065	139,690	139,690	390,000	390,000	500,000	500,000
REPAYMENT OF SALARIES								
Municipality - Ironi Daled	75,000		31,250		85,000		55,000	
Government - Junior High	86,000	161,000	37,322	68,572	100,000	185,000	120,000	175,000
MUNICIPAL PARTICIPATION IN ADMINISTRATION AND SERVICES								
Ironi Daled	45,000		13,750		45,000		20,000	
Junior High	100,000	145,000	45,000	58,750	80,000	125,000	60,000	80,000
OTHER INCOME								
Govt. Grant for Oriental Trend	8,000		--		7,000		7,000	
Govt. Subsidy - tutorials and Hugin	3,000		--		3,000		3,000	
Movement - Scouts	--		--		--		1,500	
Library	6,000		--		6,000		6,000	
Rentals	15,000		3,000		15,000		15,000	
Art Sales	2,000		1,000		2,000		2,000	
Interest	5,000		1,000		5,000		5,000	
Miscellaneous	1,000	40,000	2,000	7,000	3,000	41,000	3,000	42,500
TOTAL INCOME	661,065		274,012		741,000		797,500	
CONTRIBUTIONS	256,835	(\$61,150)	105,562	(\$25,120)	278,000	(\$66,000)	298,000	(\$7,500)
	917,900		379,574		1,019,000		1,095,500	
PERCENTAGE OF TOTAL INCOME FROM CONTRIBUTIONS		28%				27.3%		27.2%

Prepared February, 1973

(All Figures In Israel Pounds)

E X P E N S E S

SALARIES AND SOCIAL RIGHTS

Principals and Teachers
Administration and Services
Social Rights

EDUCATIONAL EXPENSES

Junior High
Gadna
Scouts
Busing
Teaching Supplies and duplicating
Library
Tutorials and grants to needy students
Enrichment programs
Medical supervision

MAINTENANCE EXPENSES

Building, furniture, equipment mainten.
Cleaning
Heating
Electricity and Water

ADMINISTRATIVE EXPENSES

Postage and telephone
Rental
Insurance
Office supplies and stenciling
Transportation
Banks
Audit and Internal Control
Legal fees
Foreign relations
Receptions
Gifts
Teacher training and courses
Severance pay
Miscellaneous

	1972 - 73					1973/74	
	BUDGET 1972/73	ACTUAL SEPT. 72 - JAN. 73	ANTICIPATED TOTAL INCOME UNTIL 31.8.73	EXP.		ANTICIPATED BUDGET 1973/74	
SALARIES AND SOCIAL RIGHTS							
Principals and Teachers	449,000	196,868	525,000			580,000	
Administration and Services	138,500	47,385	140,000			140,000	
Social Rights	145,500	54,560	166,000	831,000		180,000	900,000
EDUCATIONAL EXPENSES							
Junior High	2,500	1,250	2,500			2,500	
Gadna	6,000	4,815	6,000			6,000	
Scouts	--	--	--			3,000	
Busing	2,600	1,587	2,500			2,500	
Teaching Supplies and duplicating	8,000	6,994	11,000			11,000	
Library	6,000	1,898	4,200			6,000	
Tutorials and grants to needy students	7,000	3,857	7,000			7,000	
Enrichment programs	5,000	1,331	5,000			5,000	
Medical supervision	3,500	21	2,500	40,700		3,000	46,000
MAINTENANCE EXPENSES							
Building, furniture, equipment mainten.	10,000	6,023	12,000			12,000	
Cleaning	45,000	23,980	45,000			45,000	
Heating	5,000	2,337	5,000			5,000	
Electricity and Water	5,000	2,244	5,500	67,500		6,000	68,000
ADMINISTRATIVE EXPENSES							
Postage and telephone	12,000	4,409	12,000			13,000	
Rental	7,300	3,170	6,800			7,000	
Insurance	10,000	4,200	10,000			10,000	
Office supplies and stenciling	4,000	2,283	4,500			5,000	
Transportation	8,000	3,261	8,000			8,000	
Banks	1,500	695	1,500			1,500	
Audit and Internal Control	7,000	2,813	7,500			7,500	
Legal fees	8,000	3,800	8,000			8,000	
Foreign relations	5,000	4,634	5,000			5,000	
Receptions	2,500	910	2,500			2,000	
Gifts	2,000	510	1,500			1,500	
Teacher training and courses	2,000	304	2,000			2,000	
Severance pay	7,000	5,618	7,000			7,000	
Miscellaneous	3,000	2,388	3,500	79,800		4,000	81,500
TOTAL SALARIES AND SOCIAL RIGHTS AND							
TOTAL OTHER EXPENSES	917,900	394,145	1,019,000			1,095,500	
TOTAL SALARIES AND SOCIAL RIGHTS	733,000	298,813	831,000			900,000	
TOTAL OTHER EXPENSES	184,900	95,332	188,000			195,500	

INCOME FROM TUITIONS AND SERVICES 1973 - 74

3 10th grade classes	@ 35 pupils per class	105 pupils
2 11th grade classes	@ 35 pupils per class	70 pupils
2 12th grade classes	@ 25 pupils per class	50 pupils
5 5 Exchange students		<u>5 pupils</u>
	<u>Total</u>	230 pupils

230 students @ IL.2,200 per student per year

Total Income from Tuitions

Non-collectible Tuitions

IL.506,000

IL. 6,000

IL.500,000

מקורות: משרד החינוך, משרד החינוך



JOB DESCRIPTION ACCORDING TO DIVISION OF HOURS

In the academic year 1973/74 there will be 8 classes in the Senior High School (grades 10-12), the same number as in 1972/73. Therefore it is assumed that the total teaching hours will not change. The total number of hours for administration will decrease by 8 hours weekly.

(All figures in IL.)

Name	Grade	Seniority	Total week hrs.	Admini- Paed.	stration	Teach- Ing	Prep. for Labor- Matricul.atory	L.B. Ed.Cter	Total Salarie
Dr. Elk	Dr.	Maximum	20					20	2184.-
Dr. Daniel	Dr.	Maximum	30	3	15	10	2		3120.-
Rabbi Samuels	MA	16	12		2	2		8	1392.-
Rabbi Hoffman	MA	16	5					5	855.-
Zeira Trifon	BA	12	10	3	1	6			1587.-
Noemi Elat	BA	13	16			14	2		1242.-
Nechama Alpert	BA	Maximum	19			16	3		1507.-
Amira Ibzan	MA	11	12			9		3	1418.-
Ada Brodny	BA	15	13			12	1		1545.-
Dina Barkan	BA	2	22			19	2	1	1108.-
Erela Glueck	BA	11	24	3		20	1		1534.-
Lydia Mago	MA	Maximum	11			10	1		1170.-
Aharon Sveda	BA	7	16			16			1729.-
Shulamit Ziv	MA	13	22	3		15	1	3	1625.-
Victoria Yehya	BA	Maximum	13	3		10			1483.-
Michal Cohn	BA	5	14			10	2	2	1357.-
Ruth Meyuchas	BA	6	21	3		16	2		1257.-
Shulamit Natan	BA	16	27	3		22	2		2201.-
Emanuel Sela	MM	14	2			2			121.-
Gitta Fischman	BA	8	19			16	3		1578.-
Nurit Felixbrot	MM	10	16			16			900.-
Yael Zirling	BA	10	9			9			541.-
Yerachmiel Kalmanson	BA	13	18			16	2		1147.-
Yzhak Kalai	BA	Maximum	6			6			436.-
Rina Rotitch	BA	19	6			6			843.-
Sareli Ran	BA	6	5			5			1088.-
Dr. Raphael	DR.	Maximum	14			12	2		1400.-
Aryeh Steinberg	BA	14	36	3	8	24	1		2334.-
Esther Shleyer	BA	5	5			5			265.-
Ben-Zion Tubal	MA	Maximum	20			16		4	1897.-
Shoshana Cohn	MM	4	4			4			203.-
Feder, Art	MM	Maximum	2			2			137.-
TOTAL			469	24	26	346	27	13	33 41,204.-

PRINCIPALS AND TEACHERS SALARIES

Total Payroll per month as from 1.1.73	IL. 41,204 x 12 =	IL. 494,400
Increase in Basic Salary as from 1.4.73 at 7%	IL. 2,000 x 12 =	IL. 24,000
Anticipated Cost of Living Increase as from 1.8.73 at 7%	IL. 2,000 x 12 =	IL. 24,000
Anticipated Cost of Living Increase as from 1.1.74 at 7%	IL. 2,000 x 8 =	IL. 16,000
<u>TOTAL PAYROLL 1973/74</u>		<u>IL. 558,000</u>

Social Rights - 25% of IL. 550,000

IL. 137,000

Additional Payments:

Temporary Teacher Replacements	IL. 3,000	
Preparation and Administration - School Timetable	IL. 3,500	
Fares	IL. 4,500	
Vacation Pay	IL. 6,000	
Professional Literature	IL. 4,000	
Participation in telephone expenses	IL. 1,000	IL. 22,000
		<u>IL. 717,000</u>

Social Rights

National Insurance	11.8%
Pension Fund	11.4%
Equity Tax	2.7%
	<u>25.9%</u>

LIST OF ADMINISTRATIVE STAFF, THEIR WORKING HOURS AND SALARIES

N A M E	D U T I E S	Grade	Seniority	No. of weekly hours	Salary IL.
Herbert Bettelheim	Assistant for Administration	18	3	42	1568.-
Emanuel Yagol	Treasurer - Accountant	17	4	42	1358.-
Sara Newton	Secretary, Accounts. Dept.	11	16	24	639.-
Miriam Bettelheim	Secretary, Foreign Relations and Administration	12	17	36	1011.-
Haya Barzilai	Secretary, PPaedagogics	12	10	36	909.-
Lea Sasson	Secretary, School Timetable	11	12	27	675.-
Ruth Lavie	Librarian	9	1	36	599.-
Nirit Linetzky	Telephone Operator, duplicating	1	-	36	549.-
Hayim Weiss	Messenger	10	4	15	300.-
Paul Shmuel	Janitor	10	4	42	950.-
Dr. Mansbacher	Physician				372.-
Carmela Holdengraber	Laboratory Assistant	4	2	45	848.-
Miriam Wittenberg	Laboratory Assistant	4	-	30	554.-
Total Monthly Payroll					10,332.-
Total Yearly Payroll					124,000.-
Social Rights - 25% of IL.120,000					30,000.-
<u>Additional Payments</u>					
Transportation to work					6,000.-
Vacation Pay					2,500.-
Professional Literature					500.-
Car Expenses					6,000.-
					<u>15,000.-</u>
Total Salaries and Social Rights of Administrative Staff					<u>169,000.-</u>

COST OF ADMINISTRATION OF LEO BAECK EDUCATIONAL CENTER

(Figures in IL.)

N A M E	Grade	Seniority	No. of weekly Hours	Monthly Salary 1972/73	Monthly Salary 1973
Dr. Meir Elk	Dr	maximum	20	2420.-	2740.-
Rabbi Robert Samuels	MA	16	8	800.-	920.-
Rabbi Morton Hoffman	MA	16	5	440.-	500.-
Total per month			33	3660.-	4160.-
				x 12	x 12
Total per annum				43,920.-	49,920.-
Administration of School Timetable				3,350.-	3,350.-
TOTAL OF ADMINISTRATION FOR LEO BAECK EDUCATIONAL CENTER				47,270.-	53,270.-

ADDITIONAL PEDAGOGIC COSTS RESULTING FROM SUB-DIVISION OF CLASSES INTO TWO MAJORS

The 11th and 12th grade are subdivided for part of their lessons into 4 fields of concentration: Oriental, Humanistic, Realistic and Biology. If we would have only 2 fields of concentration i.e. Humanities and Physical Sciences, we could save 12 weekly hours per class, as detailed below:

Teaching	7 hours weekly
Preparation for Matriculation	4 hours weekly
Laboratory	0.5 hours weekly
Pedagogic administration	0.5 hours weekly
Total per class	12 hours weekly x 4 classes = 48 hours weekly
i.e. 2 full teaching positions	
@ IL.2,600 per month per teacher (including social rights) = IL.5,200 per month	
= IL.62,000 per year	

TOTAL COST PER ANNUM FOR ADMINISTRATION OF LEO BAECK EDUCATIONAL CENTER AND SUB-DIVISION OF FIELDS OF CONCENTRATION

IL.115,000 = \$27,380 per annum

BUDGET ESTIMATE - KLORFEIN AUDITORIUM

1973 - 1974

E X P E N S E S

I N C O M E

Cleaning @ IL.500 per month	IL. 6,000	Rental for use of Auditorium	
Electricity @ IL.100 per month	1,200	IL.1,600 per month for 10 months	IL.16,000
Heating and Water	200		
Watchman - 10 weekly hours		High Holydays	IL. 1,000
IL.250 per month incl.social rights	3,000		
Maintenance	600		
Administration	2,400		
Telephone,Postage,Office Supplies, Printing,etc.	2,400		
Transportation	1,200		
	<u>IL.17,000</u>		<u>IL.17,000</u>



file

BOARD MEETING, LEO BAECK SCHOOL, HAIFA

March 4, 1973

Present: Schreuer
Bruen
David

1. Hillel 47, used as an Ulpan for 150 new immigrants ages 12 - 18.
2. Junior High - 7, 8, 9 - 3 year public - Municipality and Ministry of Education.
Senior High - 10, 11, 12 - 3 years private

Social integration between A and S in the classroom works
Academic integration is a different story. Doesn't work.

Homogenous academic groupings required.

If 250 kids currently in 9th grade, less than 100 will go into 10th grade next year. Others will switch over to vocational schools.

Next year Baeck Junior High School will be smaller - only four classes entering - so the size of senior high will be smaller three years from now.

3. EIE program has put our school on the map. Ministry of Education has awakened to the fact that young people will come here to study not to settle. Rafi Ruppin in charge. Last year 40 kids came for seven weeks - area studies - fabulous success. Divide country - study history, Bible, etc, through Geography - then visit.
4. Study of Arabic language compulsory.
5. Bedouin schools
6. Progressive Judaism comes through:
 - a. teaching of Judaic studies as a developing tradition.
What kind of training did your teachers have? How are they trained? Rabbi Hoffman teaches the teachers.
 - b. Group of 80 kids who are a selected elite, performing ^{חילול} YOUTH GROUP- who became the Young leadership of the congregation
7. Scout Movement might be a future idea. Zionism-Socialism as youth movements don't hold the kids. Judaism through scout movement might.
8. See Shavit re:
 1. Government loan s Haifa Municipality IL500,000.
 2. Haifa grants this amount to school
 3. Sochnut wants money in advance
 4. Haifa will put up IL100,000 as soon as construction starts
 5. What is Sochnut worried about?
Letter from Haifa should be good enough.

LEO BAECK SCHOOL LTD.

BALANCE SHEET AS AT 31st AUGUST 1972

(To the nearest Israel Pound)

31.8.1971FIXED ASSETS

51,766	Real Estate (2 flats in cooperative building) at cost	51,766
70,000	Furniture, & Equipment, at cost less depreciation	110,285
900	Library, at cost after depreciation	900
<u>122,666</u>		<u>162,951</u>

CURRENT ASSETS

453	Stock of Art Objects for sale	1,944
5,000	Loan to Mr. Bettelheim	5,000
1,532	Sundry debtors	17,521
26,700	Bills receivable	-
1,500	Prepaid expenses	98
	Cash at banks -	
	in foreign currency, at the official rate at date of balance sheet	200,407
167,751	in Israel currency	5,875
<u>22,024</u>		<u>206,282</u>
<u>224,960</u>		<u>230,845</u>
<u>347,626</u>		<u>393,796</u>

CAPITAL AND FUNDS

Share Capital	Authorised	Issued & Paid-up
Founder shares of IL.1.-each	15	9
Ordinary shares of IL.5.- each	26,985	19,765
	27,000	19,774
Less: Debtors for shares		153
		19,621
Payments on account of shares to be allotted		4,115
		23,736
Funds -		
Building & Property Fund	386,308	
Special Activities Fund	15,363	
Sayle Fund	944	
Lazar Aronson Fund	21,000	423,615
		447,351
Less: Accumulated surplus of expenses		174,675
		272,676

CURRENT LIABILITIES

96,209	Leo Baeck Educational Centre Ltd.	69,663
42,000	Loan (linked to the Dollar)	42,000
7,947	Sundry creditors	9,457
187	Bank - overdrafts	-
<u>146,343</u>		<u>121,120</u>
<u>347,626</u>		<u>393,796</u>

LEO BAECK SCHOOL LIMITED

INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED ON 31st AUGUST 1972

(To the nearest Israel Pound)

Previous
Year

INCOME

167,593	Donations	295,198
14,953	Interest & differences in exchange	8,924
-	Rent of building	1,282
-	Surplus from Summer Activities	14,866
-	Profit from Art Sales	2,128
-	Rent of Cafeteria	2,950
2,996	Sundry	1,281
185,542		326,629

EXPENDITURE

219,334	Excess of expenditure of Leo Baeck Educational Center Ltd.	271,808
16,489	Public Relations	6,244
4,649	Social assistance to needy students	9,550
4,347	Acquisition of books	6,124
6,905	Legal expenses	4,000
300	Audit	2,603
7,628	Bank charges	972
507	Sundry	348
19,539	Depreciation of Furniture & Equipment	24,920
279,696		326,569

(94,156)	<u>SURPLUS</u> for the year (Previous year: Deficiency)	60
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80,579	Accumulated surplus of expenses as at 1.9.1971	174,735
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174,735	<u>ACCUMULATED SURPLUS OF EXPENSES</u> as at 31.8.1972	174,675
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BUILDING AND PROPERTY FUND

INCOME

128,597	Donations: Joint & Jewish Agency	31,090
-	World Union	5,220
-	Haifa Municipality	1,200
54,181	Sundry	23,545
20,766	Interest	4,845
203,544		65,900

EXPENDITURE

16,757	Investments in New Building	15,567
186,787		50,333
149,188	Balance 1.4.1971	335,975
335,975	Balance 31.8.1972	386,308

LEO BAECK EDUCATIONAL CENTER LTD.

BALANCE SHEET
as at 31st August 1972

(To the nearest Israel Pound)

31.8.1971

CURRENT ASSETS

3,792	Cash in hand and at banks		11,757
	Debtors:		
96,209	Leo Baeck School Ltd.	69,663	
41,312	Sundry	<u>19,212</u>	
		88,875	
-	Less: Provision for doubtful debts	<u>4,000</u>	84,875
<u>2,021</u>	Prepaid expenses		<u>2,003</u>
<u>143,334</u>			<u>98,635</u>

CURRENT LIABILITIES

-	Bank Overdraft	12,686	
93,960	Sundry creditors	28,876	
19,274	Income in advance	<u>16,973</u>	58,535

30,000	<u>SEVERANCE PAY RESERVE</u>		40,000
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100	<u>SHARE CAPITAL</u> , authorised, issued & paid-up Ordinary shares of IL.1.- each		100
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<u>143,334</u>			<u>98,635</u>
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LEO BAECK EDUCATIONAL CENTER LTD.

INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED 31st AUGUST, 1972

(To the nearest Israel Pound)

Previous
Year

INCOME

348,249	Tuition and service fees	397,182	
7,542	Government subsidies	12,651	
667	Sundry	-	
356,458			409,833

EXPENDITURE

1. Staff

336,405	Salaries of Principal & Teachers	367,058	
60,326	Salaries of Administration Staff	81,718	
8,131	Salaries for courses	-	
5,000	Provision for severance pay	10,857	
82,160	Social expenses	99,447	559,080

2. Other Tuition Expenses

2,366	Instruction aids	9,882	
5,385	Gadna (less receipts)	1,167	
-	Extra curricular activities	3,244	
16,727	Participation in expenses of Junior High School	14,152	
-	Travel expenses for students (less receipts)	5,636	34,081

3. Rent and Maintenance

24,269	Maintenance, Electricity, Water, Cleaning, Heating	35,070	
4,705	Rent	244	
444	Materials	1,183	36,497

4. Administration & General Expenses

9,235	P.T.T.	13,513	
3,724	Office supplies	8,324	
5,326	Travel and fares	5,481	
-	Audit	4,500	
5,048	Insurance	8,991	
801	Bank charges	658	
2,455	Gifts and donations	1,814	
3,286	Sundry	4,702	
-	Provision for doubtful debts	4,000	51,983

575,792			681,641
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EXCESS of Expenditure over Income,
borne by the Leo Baeck School Ltd.

219,334			271,808
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מרכז חינוך "לוי באק" בע"מ

בית ספר תיכון "לוי באק"

ח'יפה 777 אדמונת פלג - ת.ד. 6283 - ס"ל 53 5211

מוסד של האיגוד העולמי ליהדות מתקדמת

International Board Meeting of the Leo Baeck School July 9, 1972

Attending (from Israel): Dr. M. Elk, Rabbi R. Samuels, Dr. W. Schreuer,
Mr. M. David, Dr. C. Bruen;
(from abroad): Judge E. Baar, Mr. V. Brasch, Mr. M. Enkin,
Mr. N. Hess, Mrs. D. Levitt, Miss J. Evans, Rabbi H.
Saperstein, Rabbi R. Hirsch.

Apologies (from Israel): Rabbi E. Spicshandler;
(from abroad): Rabbi S. Cook, Dr. M. Eisendrath, Dr. M.
Kargman, Mr. L. Kosberg, Rabbi A. Shindler, Mr. R. Silverman,
Mr. H. Warschauer.

MORNING SESSION

After a tour of the building, the morning session began. Rabbi Samuels and Dr. Elk made introductions and welcomed the members from abroad at this first meeting of the International Board of the Leo Baeck School.

Staff members in attendance were: Dr. P. Daniel, Associate Headmaster of the Senior High School; Mrs. Tzira Trifon, Assistant Headmaster responsible for the 11th and 12th grade pedagogic classes and for the social life in the Junior High School; Mr. Aryeh Steinberg, veteran history teacher and responsible for the student council and student activities; Mrs. Meira Fisher, guidance counselor for 9th grade classes; Mr. Aaron Zveda, graduate and teacher of Arabic.

DR. ELK, HEADMASTER

Dr. Elk explained that next year the School will have a large staff of 80 teachers with 31 classes and a varied program. We are in an impressive building which we expected to be large enough to be able to use for art, music and other creative education. However, because of the School Reform which gives us a very large Jr. High School, we find that the building is already too small. The Jr. High School makes it possible for us to give education to all of the communities of Israel, both Ashkenazic and Sephardic. Therefore, we now have nine 7th grades and seven 8th grades. Next year we will have 23 classes in the Junior High alone. Dr. Elk began the School with one teacher and 14 children in 1939. We now have 80 teachers and 1050 children. The School has a very good name, not only in Haifa, but in the whole country.

Dr. Elk: "I am a Rabbi and a humanist, a pupil of Leo Baeck. I am

The Leo Baeck School
P.O.B. 6283 - Haifa, Israel

campus located: Edmond Fleg St., French Carmel - tel. 53 5211

An educational center of the World Union for Progressive Judaism





happy that we can educate our pupils in a synthesis of technology and human values, a synthesis of human and Jewish values. Therefore, we give a liberal religious education. I know the problems of educating Jewish children in America - the large question of identification with Jewishness, the difficulties of mixed marriages, the question of assimilation. In Israel we do not have to speak about assimilation, but we do have a large problem of secularization. We must combat this secularization so that our pupils know that they are Jewish. They must know that they have a common denominator with the young American Jews who come to study with them. We want our pupils to know that we have a religious heritage and our own traditions. We have to supply them with religious values by teaching our law - our Mishneh, Talmud, Hagedah, prayerbook, Jewish philosophers of the Middle Ages and of our modern times.

I know that there are many institutions named for Leo Baeck in North and South America, and in England, but we feel that here is the future for the values for which Leo Baeck stood. The future is with the children who will become our leaders here, the leaders of a strong Progressive Movement, a Movement which will have a connection with Jewry all over the world.

You should know that we have a special relationship with the Haifa Municipality. The first mayor of Haifa, Abba Khoushi, told us that he was glad to have a religious school that was not clerical. We work closely with the Municipality. They have built a building for our elementary school. Now they have given us another building for our Jr. High School. The Government gives us teachers for the Jr. High School. We have built for the city and the city is building for us.

I regret that Rabbi Eisendrath, who is now head of the World Union, could not be here today. I send my best greetings to Sam Cook, our truest friend, and to another friend of the School, Rabbi Abram Goodman who has helped us to gain a large donation from his aunt, Mrs. Caroline Greenfield. The School is not only a school; it will be a community center in the years to come. This will be the work of Rabbi Samuels who will be the headmaster of the School and the head of the Community Center when I resign. I hope that we will be able to have other rabbis come to join our staff and to give the School the Progressive orientation which we desire."

DR. P. DANIEL, ASSOC. HEADMASTER

Dr. Daniel explained the pedagogic structure of the School. Until two years ago the Leo Baeck School was a four year private high school, 9th-12th grades. The students were admitted on a selective basis. They came to us because they were good academic students. Under that system the 9th and 10th grades were general studies and in the 11th and 12th grades the students began to major in fields of concentration. The Leo Baeck School had four such fields: Hebrew Literature; Arabic and Islamic Studies; the physical sciences; and the biological sciences. Recently, we added a fifth field of concentration - pedagogy. Because



of the new six year high school structure, the Ministry of Education has just published a new curriculum for senior high schools. This new curriculum will abolish fields of concentration and make it possible for students to choose many of the subjects which they will take each year. It will open the possibilities for students to choose subjects according to their interests. For next year we have decided to continue with the system of fields of concentration. How we will handle this in 1973-74 together with vocational education in order to make room for graduates of our Junior High is still an open question.

MRS. MEIRA FISHER, GUIDANCE COUNSELOR

Mrs. Fisher explained how guidance counselling is done in the Jr. High School. One-third of the student body of the Jr. High School comes from underprivileged background. It is important to test these children and to measure the direction they are taking. They must compete with the entire class in some subjects. We have seen that this is an insurmountable problem for many of them who feel that they are hopelessly behind. We are trying several experiments to give these underprivileged children a feeling of achievement. The most important of these experiments is to divide the heterogeneous homeroom into three levels of learning in the subjects of Hebrew, mathematics, and English. This is a tracking system. In the 9th grade we add biology and either geography or history to this homogeneous grouping. Another way of helping our socially deprived pupils is through tutorial lessons. Pupils who are in need of help return to School in the afternoon to work with special teachers. We also give remedial reading classes in the afternoons. These and other programs are designed to encourage the children not to give up but to continue to learn.

Social integration is also a problem in the Jr. High School. We try to place these underprivileged children together with the other children so that they will visit each others homes and will play together in the afternoons.

A further problem is the upgrading of the teachers on the junior high level. All the teachers must have an academic degree, as one of the aims of the School Reform is to raise the standard of learning and close the gap between elementary and secondary school education.

A further necessity is the channeling of physical energy into constructive ways through vocational studies, gymnastics and extra-curricular activities. These are most important in order that the weak scholastic students can prove themselves as good as the others and often even better. We also try to help them in their inadequacy. We have great difficulty in achieving this today as we are cramped for space for all of our vocational subjects. We have no room to divide the children into small groups and there is in neither of our buildings a place to play nor even a recess area to occupy themselves during breaks. They play sports in the streets and there is no gymnasium. We have no metal or electronics shop here. We must use a school building which is so far away that the children must be bussed. We



are hopeful that within one or two years these and other physical problems which we have will be overcome, and we will be better able to give the enrichment programs which we envision.

I can already say after two years of working with these pupils, who will become the first class of compulsory 9th grade education next year, that they and their parents are much more sympathetic to the aims of education than they were. This is a short summary of our work with the underprivileged children who come to the Leo Baeck School.

MRS. TZIRA TRIFON, ASST. HEADMASTER

As you have just heard there is a sense of achievement in the reforms of the Jr. High School because of the social integration. I don't believe that there is the same degree of satisfaction amongst teachers and principals of the Senior High School. This worries me. I am very deeply concerned over the fact that high school students are not very happy to go to school at 6:30 or 7:00 in the morning, and they seem very happy to be able to leave early. I am not criticizing the Leo Baeck School specifically for there are many things which are better here because of the very good atmosphere which we have created between teachers and students, but this is a general Israeli problem. School is not the center of the teenagers' life at all. They would be very happy to rid themselves of it altogether if possible although many students do return after graduation and with nostalgia say they liked the place and remember everyone. Nonetheless while still students in high school, they don't seem to be happy with what they are doing. This is something we must struggle with. Perhaps it is the material that they are learning which should be revised. Perhaps we should change the methods of teaching which are still old. We haven't done much in this field. We have audio-visual aids available in the School but use them very little. There should be drastic changes made in the relationships between teachers and students. I think there is a feeling amongst the students that they generally don't like to bring their personal problems to their teachers. There is a remoteness. I believe that we can affect change by having teachers more interested not only in what they're doing in their own little cells but they should take more interest in the educational problems, in the every day problems of the youngsters.

We should develop a committee of teachers who would be a part of the decision-making process of the School and who would feel that they are part of the School, part of the family, that what they have to say, that what they want to do will be worked on. Otherwise, the teachers feel that just the principal or the principals of the School make all the decisions. I believe that we should have more extra-curricular activities in School which would help to give the students and the teachers a sense of identification with the institution.

Mrs. Trifon then briefly described the education in the pedagogic



trend which she directs. Here we are not only trying to turn out teachers but rather to help help young people in the course of preparation for family life. This is done by creating a positive attitude toward education and a willingness and ability of our students to create contacts with young children. This is done through work with children in orphanages, in youth clubs, in the poor sections of town and with the old, deaf, the blind, the retarded and the unhappy child.

MEETING WITH STUDENTS AND GRADUATES

Rabbi Samuels asked the students and graduates who had been waiting in the hall to enter in order to have a discussion with them about the goals and achievements of the School. Rabbi Samuels asked everyone to be as frank as possible and to relate himself to the specific goals of the School: to teach Judaism in a liberal religious way; to integrate people of all backgrounds - Jews and non-Jews, Jews of European and North African background, sabras and immigrants, and those who live in the Homeland and those who live in the Diaspora.

Aran felt that the Leo Baeck School has been successful because of the high academic level of the studies. The School can be improved, but after the student leaves he realizes that he received a good education. He believes that the main aim of the School must be to fight against the influence of the street in the 1970s in order to give a new approach to Jewish values.

Menachem spoke about the values of Judaism. He studied at the School for 10 years, and he believes that the Leo Baeck School is not a school like any other school. He learned more about the values of Judaism. A great change was made when the youth movement of Or Hadash, the Progressive Synagogue, was opened. That made a big change in his life and in understanding Judaism. His parents are not religious at all, and he had no background of Judaism from his home. Everything that he knows and feels about Judaism, he received from the School and the Youth Group of the Haifa Congregation. This youth movement must develop and increase in order to effect more lives through Judaism in the Reform way, not as in America, but in a new way that will be discovered here. Menachem believes that there is a serious problem in the integration of immigrants at the School. Neither the teachers nor the students are concerned enough and pay enough attention to those students who come as immigrants from abroad or on an exchange program. This is a general problem in Israel but the Leo Baeck School must be more concerned about it than others.

Marganit said that she came to the Leo Baeck School even though she lives a long way away because she and her parents wanted her to learn more about Judaism. She feels that most of the students in her class don't have a strong feeling for Judaism. They participate in the lessons and do their homework but are not affected by it. Perhaps it is the teachers' fault, perhaps it is the methods that are wrong. She has been at the School for four years. During the last year she also entered the youth group of the School and Congregation. "Now I feel Judaism in my heart. I feel that I'm a Jew and that I know



something. Shabbat is meaningful to me."

A second matter which Marganit raised is the integration of non-Jews into the School. There is a Druze student in her class who is "like one of us". "He has succeeded more than the Americans do in integrating. He speaks Hebrew, he talks our slang, teachers help him, and I think we should continue with this program."

Dorit spoke about the above matters and then said she would like to talk about the teachers. Many of the teachers are very good friends and excellent teachers, but some are not concerned about the students and they just have a place of working here. The School should put more emphasis on getting the best teachers especially if it is

concerned to educate toward concern for Judaism.

Aharon says that we must change the structure of language instruction. We are the only school in Haifa which is teaching Arabic as a second foreign language already in the 7th grade, that means that our pupils learn a great deal of written Arabic. We must begin to teach spoken Arabic as well. This is a different language altogether, and if we want our young Jews to have contact with their Arab neighbors, we should teach half spoken Arabic and half written Arabic.

Aharon then spoke about his work in Sinai where he is an educational officer for the Army and has set up 14 elementary schools for Beduin children since the Six Day War. The Leo Baeck School is making a great contribution to the two cultures understanding each other by helping to establish these schools in southern Sinai where there were no schools prior to the Six Day War but where the Beduins were taught to hate Israel.

QUESTIONS AND COMMENTS BY THE AMERICAN BOARD MEMBERS:

Is there a parent-teachers association?

Yes, but not very active. Each class has a committee of parents for that class who meet from time to time to discuss issues concerning that class alone. We should develop a full Parent-Teacher Association with parents and teachers who meet regularly to discuss all issues of the School and to work together to further our goals.

Miss Jane Evans commented on the problems of integration she has experienced in New Rochelle, New York where only one secondary school has been built in order to ensure integration of blacks and whites. New Rochelle has developed schools within schools. They allow the students to participate in a choice of subjects, although they must meet the requirements of the Board of Education to get a certificate of graduation accepted by the State and the City. This is done through what is called "track" education. This is a real comprehensive school. Perhaps this is the direction of Mrs. Trifon's thinking.

Mr. Nathaniel Hess: The integration of all different groups into the School is most interesting and tells something of the real interests of the Leo Baeck School. Mr. Hess went on to say that he feels that



the School should do more to get all of its students to feel Jewish religious values as do those few who have joined the youth group. He also asked how is it possible to give the students Progressive Jewish values.

Judge Emil Baar asked how many hours the students study. It was explained that there were 42 hours of study a week which means that the young people are studying six days a week either six or seven hours a day. Judge Baar then asked if there were faculty advisors for the children, and when a positive answer was given, he said that perhaps we were teaching too many hours as the young people needed to have time for non-academic activities if we were to affect their lives in a real way.

Mrs. David Levitt continued with this thought in which she wondered if there might not be some technique by which the influence and impact of the Reform Movement might not be widened, by which a greater percentage of students could be brought into the youth movement. Obviously, the work load of study in the School is very great. Mrs. Levitt feels more emphasis should be put on affectual learning rather than cognitive learning.

Mrs. Levitt congratulated the School on bringing together staff, teachers, graduates, and students, in order to discuss these issues so frankly. She felt this is quite a unique achievement.

Dr. Ehanen Bruen, Board Member and Head of Education Department, Haifa U.

Dr. Bruen asked to make several observations.

1. We heard today about the major question of social integration in Israeli schools. This question is of the greatest importance. However, the other aspect of schooling, achievement, is not only an important objective for Israel, but is a matter of life or death. Achievement has always been for the founders of this School from the very first day one of its major concerns. The Leo Baeck School should be among the very best schools in Israel. Now the School is on the horns of a dilemma. It is undergoing a process of social integration, yet if you integrate you must bring into the School students of the lowest level of achievement. This is a great danger for Israeli education in general and certainly for the Leo Baeck School.

2. Dr. Bruen spoke about Miss Evans and Mrs. Levitt's comments on educational experiments which have been made in America such as the open school, the comprehensive school, and tracking. Such things are being tried and will be experimented with more in this country but these experiments must be seen in the light of the main educational objectives which are integration and achievement. If this School, which is one of the excellent schools of this city and this country, lowers its achievement, it endangers Israel.

3. The question of the student's identification with his school is a crucial one. This American and Anglo-Saxon tradition of "the pride I have in my school" is one of its great achievements. We must learn



from this success. In spite of the students criticisms, this School has achieved more in this area than most other schools in Israel.

4. Similarly, more has been done in this School with regard to developing a Progressive Liberal Religious Spirit within the School than in all other schools in Israel.

5. The question of parent-teacher association is also a matter of Israeli education in general. We in this country have inherited the Central European tradition of the Board of Parents which is very different from the spirit of the parent-teachers organization. In Israel we have not yet created this feeling of cooperation in a general way, this feeling of togetherness. This is something which is again one of the great achievements of American and Anglo-Saxon education. We must learn from it.

6. Recently there has been a stir in the Israeli press regarding problems of education in Israel. Amnon Rubenstein wrote recently that there is a dangerous spirit of materialism among the Israeli youth, materialism which is a copy of Western European and American materialistic values. This School is very strongly fighting against this spirit of materialism in the general society. I believe the ways which this School succeeds to swim against this stream is the ideas of religion and belief in Progressive Judaism.

Mr. Victor Brasch, South Africa asked about our exchange program. When it was explained to him that we have students from the United States coming for six months to study in Israel, he suggested that Rotary in South Africa has exchange students and perhaps we can develop an exchange program with South Africa.

The meeting was adjourned for lunch.



AFTERNOON SESSION

A financial report including current budget, building capital, and anticipated budget '72-73 was presented by Rabbi Samuels. A legal report on the World Union contract and the expansion of the Board was presented by Dr. Schreuer. A discussion ensued as to the responsibilities of the new board members according to the new contract between the Leo Baeck School and the World Union.

Dr. Schreuer explained that we are in contract with the Jewish Agency. Therefore, friends from abroad cannot manage the School. He believes, therefore, that there should be a smaller board and those members from abroad must agree to come here four times a year. This is the reason he has not drafted the changes in the articles of association until the question of the number of members of the Board is decided upon. Dr. Schreuer also said that we must find a way of getting necessary money to cover the deficit. Directors must have a personal responsibility, shareholders do not.

Judge Baer explained that Directors cannot vote by proxy but Shareholders can. This is to enable the Shareholders to have final control. Therefore, in our contract we said that only Shareholders can be Directors. Judge Baer felt that now we can make plans to raise the funds necessary more effectively. However, we must realize that Rabbi Samuels will still have to make periodic trips to the United States. Judge Baer felt that the Board should meet in the Spring in order to confirm the budget. Perhaps it should meet also once again during the year. Judge Baer explained that the Executive Committee of seven can run the daily affairs of the School.

Miss Evans related herself to Dr. Schreuer's concern about finances. She noted that the World Union is undergoing change. The finance question has always been a problematic one for two reasons: 1. the World Union has not always received materials 2. the money has not been available. Therefore, she asked Dr. Schreuer to hold his reservations until we see if we can't realize the conditions.

Mr. Hess noted that the laymen on the Board must be more involved in both the academic aspects of the School and in the fund raising. Mr. David also felt that the Board should be small in order to make its work more effective.

Mrs. Levitt said that she spoke as an individual. She would like to be a member of the Board but she feels she must have a specific responsibility. She announced that she and her husband were giving a personal gift of \$1400 to the School for the next academic year to provide two scholarships.

Mr. Max Enkin, Toronto said that he was most impressed with the spirit and work of the School and was ready to help as possible.

Dr. Schreuer felt that in light of what had been heard from other Board members perhaps he was too pessimistic and agrees to change the articles of association to include more members.

Mr. David moved: To coopt as Board members those who received formal



letters from the President of the World Union and who have consented to act. He further moved that all necessary action be taken to change the articles of association and notify the Israeli authorities. The motion was unanimously accepted.

Dr. Schreuer then asked that each of the Board members provide him with the following information: name, occupation, address, nationality, and number of passport. He promised to finish the changes in the articles of association and send them out to Judge Beer no later than August 15, 1972.

Dr. Bruen suggested that Rabbi Samuels, because of his pedagogic duties at the School, be asked to make trips to the United States only as absolutely necessary.

Rabbi Hirsch summarized the meeting for both the morning and the afternoon sessions by congratulating the Directors of the School on reaching this milestone in its history. He made a series of suggestions which should be taken up by the Board. These suggestions are appended.

Respectfully submitted, Rabbi Robert L. Samuels





מרכז חינוך "ליאו באק" בע"מ

בית ספר תיכון "ליאו באק"

חיפה - רח' אדמונד פלג - ת.ד. 6283 סל. 53 52 11

מוסד של האיגוד העולמי ליהדות מתקדמת

Meeting of the Board of Directors
16th First Adar, 5733 - February 18, 1973

Present: Dr. Elk
Rabbi Samuels
Dr. Schreuer
Dr. Bruen
Mr. David
Invited: Mr. Katz

1. War-Risk Insurance: Dr. Schreuer has written to the government authorities informing them that we will pay the tax funds for indemnity payments in order to cover our building at 47 Hillel against war damage. Mr. Katz will ascertain whether the furnishings and equipment in our new building on Edmund Fleg Street can be included under the same property tax exemption. Dr. Schreuer will also ascertain whether the building on Edmund Fleg Street is so insured. He will discuss this with Mrs. Miller, the Israel Education Fund lawyer.
2. Professor Spicehandler and Rabbi Hirsch coopted to the Jewish Agency Company which controls the Edmund Fleg Building: Dr. Elk related his recent conversation with Professor Spicehandler and Rabbi Hirsch in which he explained to them that a second company, the Leo Baeck Educational Center, has been formed in order to run the building built by the Israel Education Fund. Since both Rabbis Hirsch and Spicehandler are on the Executive of the Jewish Agency, Dr. Elk suggested that they become members of this company as well in order to represent us in the forum of the Jewish Agency. Dr. Schreuer will discuss this with Mrs. Miller when he meets with her towards the end of February.
3. Financial Concerns: At his meeting with Rabbi Hirsch, Professor Spicehandler, and Mr. Heinz Warschauer, Dr. Elk raised the question of continuing financial support for the School. These three Board members assured Dr. Elk that the World Union would honour its commitment to insure that the School will remain financially independent through the years.
4. Pedagogical Structure of the School: Dr. Elk explained that he has had several discussions with members of the Board regarding his retirement and the succession to the principalship of the School. Following a lengthy discussion it was decided:
 1. Dr. Elk will retire in August 1974.

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2. Rabbi Samuels will succeed him as principal of the School and begin his responsibilities in September 1974.
3. Dr. Elk and Dr. Bruen will inform Dr. Daniel of this decision. They will ask Dr. Daniel to help Rabbi Samuels become involved in every aspect of the School during the next year and a half.
4. An official announcement will be made after a discussion at the meeting of the International Board on March 4.
5. A proper public announcement to the teachers of the School will be made during the month of March prior to Dr. Elk's trip abroad.

5. Visit of Mr. Heinz Warschauer to the School: Mr. Warschauer, a member of the Board who is Chairman of the Israel Committee for the National Association of Temple Educators, and has been the Chairman of the Leo Baeck School Fund for NATE for six years, is making a two week ~~work~~ visit to the Leo Baeck School at the time of his 60th birthday. He visited classes, interviewed teachers and students and held several meetings to make policy regarding fund raising and public relations at the School. Mr. Warschauer spoke at a teachers meeting called in honour of his 60th birthday. On this occasion the School presented him with a ceramic art piece and informed him that a contribution of \$525 has been received from friends, teachers, and parents of the Holy Blossom Temple School of Toronto where Mr. Warschauer is principal. This contribution constitutes the Heinz Warschauer Scholarship at the Leo Baeck School in honour of their colleague and friend. Mr. Warschauer spoke on changes in general and Jewish education in Canada. In a lively discussion, the teachers asked questions on new examination techniques, on the open school and on the search for Jewish identity. Among the interesting and useful comments on education in Canada which Mr. Warschauer made which might have application for the Leo Baeck School were 1) systems of student-helping-student; 2) parents helping at the school in order to build a community; 3) and the building of small 150 student inner schools within a large school structure.

6. Developing Elementary Education in Southern Sinai: Mr. Aharon Zveda, our Arabic teacher who is in charge of this program, has reported to us on his recent visits to the Sinai. A new school has been added to the 13 which we have already opened. The new school is in Neuwayba on the eastern coast of Sinai. Last month report cards were issued in each school. Certified teachers from the Druze community in the North are now going down both to teach in the schools and to give teacher training to young Bedouins in order to upgrade the quality of instruction in the schools.

7. Preparation for Our Students Going Abroad: The Leo Baeck School has again assumed responsibility for organizing and coordinating a master plan for preparing our 80 young people who will go abroad this summer on four different programs for the challenge of their foreign-



country experience. A conclave will be held at the School on the weekend of February 23-24 for all students who are candidates for any of the programs to the United States, England, or the continent of Europe. Following this conclave three centers will be set up in Jerusalem, Tel-Aviv and Haifa, where all candidates will be required to attend weekly sessions. At Purim the candidates will be chosen for each program. Then every youngster who will definitely be going on one of the programs will continue his preparation studies for ten successive weeks. These orientation sessions will be held in each of the three areas. Regional conclaves will take place under the auspices of the School and of the Israel Movement for Progressive Judaism. At the end of the school year each group will meet several times in order to integrate as a group prior to their departure. Rabbi Samuels and Mr. Bettelheim will coordinate the program.

8. International Board Meeting: The International Board meeting has been called for March 4 and several of our members from abroad have already responded positively as to their attendance. The sessions will begin at 2:30 p.m. and will carry through until dinner which will be served at the School.

Respectfully submitted, Rabbi Robert L. Samuels





Minutes of the Meeting of the Leo Baeck School Board

October 15, 1972

Present: Dr. M. Elk
Professor E. Spicehandler
Dr. C. Bruen
Rabbi R. Samuels

As a result of the July meeting of the full Board, at which the goals and special spirit of the School were discussed, it was decided to hold the October meeting of the Board on pedagogic rather than administrative questions. The agenda was as follows:

1. Celebration of the 100th birthday of the Dr. Leo Baeck in conjunction with the dedication of the new auditorium in the Leo Baeck School Center. A special committee has been set up to suggest, in outline form, the celebrations that will take place honoring these two events. The following has been decided:
 1. The Klorfein Auditorium will be dedicated during the month of May.
 2. The School will have a special cantata or play put on by the students commemorating the 25th Anniversary of Israel.
 3. The School will organize a conference on education and society in conjunction with the 100th birthday celebration of Leo Baeck.

The celebrations should take the following into account:

1. the conference should take place over a two day period.
2. educators from Israel and abroad should be invited.
3. the social teachings of Leo Baeck should be discussed.
4. the revolution that is taking place in the life of youth, together with the special problems of integration in Israeli society, should be the content around which the theme of the celebrations should take place.

It was decided to ask Dr. Joseph Goldstein, the supervisor of education for the north of Israel, to participate with the committee in the initial planning. Rabbi Samuels will ask Dr. Goldstein to participate.

2. The program of instruction of Judaic studies at the Leo Baeck School: This followed a morning meeting at which the seven rabbis connected with the School discussed in detail the program of Judaics. These rabbis are: Rabbis Elk, Daniel, Samuels, Raphael, Porat, Hoffman, Spicehandler. It was decided to look into the possibility of expanding and broadening the teaching of Judaic studies at the School. The administration of the School is to look into the possibilities of instituting a field of concentration in Judaics.

3. Parent Teachers Association at the Leo Baeck School:

Dr. Braunn raised the question of establishing an organization of parents and teachers in the School. Dr. Braunn emphasized that this was not to be a Vaad Horim as it is known in Israel but rather a broad based parents support and participation in the planning and implementation of the school programs as it is known in the United States, (like the PTA). Rabbi Samuels is to look into ways and means of implementing this among the present parents of the students of the Leo Baeck School.

4. Leo Baeck School as a Comprehensive School: Dr. Elk explained the need today of changing the educational program from purely academic to a comprehensive high school which will include vocational studies as well. The School is moving in that direction already in that there are seven parallel classes in each of the seventh, eighth, and ninth grades. Discussions are going on now as to what will be the studies for these students next year when they enter the tenth grade. We are in contact with a number of institutions and agencies, particularly in Germany, to help us financially to develop vocational subjects and trends so as to be able to give a broad-based education to all of the students of the Leo Baeck Center.

Respectfully submitted, Rabbi Robert L. Samuels





מדרש חינוך "ליאו באק" בנ"י

בית ספר תיכון "ליאו באק"

חיפה · רח' אדמונד פלג · ת.ד. 6283 · טל. 53 52 11

מוסד של האיגוד העולמי ליהדות מתקדמת

Leo Baeck Secondary School

Haifa, Israel

Meeting of the Board of Directors - November 19, 1972

Present: Dr. M. Elk

Rabbi R. Samuels

Dr. W. Schreuer

Mr. M. David

Invited: Mr. C. Katz, auditor

Absent: Drs. Bruenn and Spicehandler (both abroad)

1. New Immigrants: This year there are 48 immigrant students at the Leo Baeck School - 21 in the senior high school, 10 of whom are from Russia; 27 in the junior high school, 17 of whom are from Russia. Because of the large number of students we have established together with the Department of Education of the Municipality of Haifa, an Immigrant Study Center in our old building at 47 Hillel Street. Every day over 150 students study there. Those who have arrived in the country since June study all day, 8A.M.-5:30 P.M. Those who arrived before June study there only in the afternoon after their regular school hours, (2:30-5:30). Lunch is served for those who are there during the whole day. The morning program is an intensive Hebrew ulpan of five hours a day, five days a week. On Friday, the students return to the Baeck School in order to be integrated into their homeroom class. The afternoon studies include a period for supervised homework and another period of tutorials in the major subjects which the students would be taking if they were in the School. Our sabra students go to the ulpan in the afternoons to tutor and to help with homework preparation. They further help with integration by inviting the new immigrants to their homes. This is proving to be a successful program and we feel that their academic integration will be faster than in the past.

2. The Foreign Exchange Program: This year there are 15 students at the School under the Eisendrath International Exchange Program and two students who have come from the United States to study for the entire academic year. It is a fine group and in addition to the regular program which this group has, as in the previous years, we have instituted this year a special 18 hour ulpan for them during the morning hours. This being subsidized by the Ministry of Education in cooperation with the Haifa Department of Education. Each student has 12 hours of ulpan during the week in addition to his regular studies. He also participates in two English seminars, one on Major Trends in Modern Jewish Literature taught by Rabbi Morton Hoffman, the new rabbi of congregation Or Hadash Progressive Synagogue in Haifa, the other seminar is in The Ideology and Back-

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ground of Zionism, a seminar taught by Rabbi Samuels. Each student is preparing a seminar paper in the subject of his choice. The students will be spending a week on kibbutz Rosh Hanikra with the nucleus of Reform youngsters who are on the Habonim workshop there. They will also spend a week at the Field School at Ein Gedi together with their 11th grade classes. They will return to the United States the first week of January.

3. Construction: The building pace continues in both the junior high school and senior high school wings. The junior high building is being built by Contractor "Aronsen" under the supervision of the Haifa Municipality through funds provided by the Ministry of Education. It includes eight new classrooms, refurbishing of the twelve present classrooms, six workshops, a library, small gymnasium, and kitchen for teaching home economics. The target date for completion is September, 1973. The contractor feels he will be one month to six weeks late.

In the senior high building which is being constructed by Contractor "Sayad and Grossman", the Klorfein Auditorium is now being finished. The interior decorating is in full process, and we feel that it will be ready for occupancy in April. The synagogue library is in construction. The skeleton of the two buildings should be finished by the Fall, 1973. We are still in need of the funds to furnish and equip these two buildings. Rabbi Samuels has been in contact with the National Federation of Temple Sisterhoods and with Rabbis Cook and Maurice Davis to help with these furnishings. The gymnasium will be constructed by Contractor "Aronsen" in a new contract which the Jewish Agency will let within the month. We have succeeded in receiving a IL500,000 loan from the Ministry of Education which the city of Haifa is taking upon itself in order to construct the gymnasium. We should receive a letter to this regard from the Municipality on the 22nd of November, (the letter has been received). This will allow us to prepare the land around the gymnasium (IL50,000) and erect the skeleton of the building and part of the interior with the other IL450,000. We are in contact with the city of Frankfurt to receive an additional contribution for finishing the gymnasium and putting in the sports facilities. Mr. Magen will deal with this on his impending trip to Europe.

Mr. Magen will also be in contact with the Volkswagen Foundation while in Germany in order to continue with our negotiations for a new building for vocational subjects and a dormitory center for exchange students. Our architects, Nadler, Nadler, Bixon, have prepared a first draft of this new building for presentation to the Volkswagen Foundation.

We have signed a contract with the artist Yochanan Ben-Yaacov, Kibbutz Hazorea, to execute two pieces of art in the new building. One will be in the concrete wall facing the entrance to our Center. In each letter of "Na'aseh V'nishmah" the artist has placed symbols of the history, traditions and challenges of Judaism. This concrete

wall will be poured within three months time and the artist is presently at work on the wooden frames for the letters. The second piece of art will go into the Greenfield building. It will read in Hebrew "Truth will spring forth from the Land". These two pieces of art will cost IL. 12,500 (\$3,000). We are in need of a donor for these art pieces.

We are greatly in need of putting green plants around the school, both outside and in. This was discussed with Mr. Nathaniel Hess on his recent visit to the School. In order to accomplish this under the plan of our landscape architect, Miller-Blum, we need to

secure a contribution of IL10,500 (\$2,500).

4. Inner Pedagogic Structure of the School: This year we have seven parallel ninth grade classes. This ninth grade is the first year that we have had a full junior high school under State compulsory free education. The major question of this year is what will be the structure of our tenth grade next year. How many of the 250 students in the ninth grade will we accept next year? The Ministry of Education has explained to us that we must become a comprehensive high school in order that the donations which we receive through the Israel Education Fund will be deductible under the American tax law. We are also interested in having a comprehensive high school as this would make it possible for youngsters from our entire community to continue their studies at the School through the 12th grade. We will thereby retain our cultural and religious contact with those families in the area of the School. Since our students are on three different academic levels in the ninth grade, we feel that we should be able to absorb into the senior high the top level who will go into our existing fields of concentration in the academic trends; and the middle level, some of whom will go into academic work and others will take a vocational trend. We have had meetings with the Ministry of Education inspectors of vocational studies. They have suggested that we open a department of cartography and geodesia (survey drawing). This field is taught only in one other school in Israel, and we are told that we would receive students not only from our junior high but from other schools as well who would be interested in these fields which are much in demand in Israel. We are now in the process of deciding whether this is the kind of vocational major we desire. Dr. Elk has written to Dr. Avigad, the Director of Vocational Training for the entire country. We will meet him at a later date.

5. National Association of Temple Educators: The convention of NATE will take place at the end of December in Toronto, Canada. We have been in contact with the NATE leadership and are sending Mr. Magen to represent the School with our friends and colleagues. Mr. Magen will meet with the leadership of our Movement while on his trip to Canada and the United States. We wish him success and God Speed.

6. Internal Controller: A thorough discussion took place on the need for a person to fill the role of internal controller (l'vaker pineme). This person is not to be an employee of the School but someone from the outside. He is to consult on a regular basis. Mr. Chanan Katz, our auditor, was chosen for this task. He will make bi-weekly visits to the School and will report in writing to the Board at least once every three months.

7. The Budget: The budget for 1972-73 was presented in detail, discussed and approved. It is hereby attached.

8. The Youth Groups and Scouts: Seventy-four of our students are active members of the youth programs of the Or Hadash Congregation. This is a quality youth program whereby the young people take upon themselves mitzvot in the fields of Torah (study for its own sake), Avodah (religious worship), and G'melut Chasedem (social action projects). This has had decided affect both on the youngsters involved and the entire spirit of the student body. The administration of the School is now in close contact with the National Executive of the Israel Scouting Movement in order to explore together the establishment of a progressive scout troop at the new building of the Leo Baeck School. It is proposed that a troop consisting of groups from 5th - 12th grades be established. This would include

some 1000 young people. The troop will be established in the ideals and spirit of Progressive Judaism.

9. Seminars: An overnight, two-day seminar-retreat for our senior students was held at Kfar Zamir, near Haifa. It was a huge success. Many of our seniors came away from the seminar with a new feeling of their Jewish and national responsibilities. They have asked for a continuation of the theme within the School setting. A copy of the program is attached.

A second seminar was held for 30 of the first year Hebrew Union Colleges Students who are presently studying in Jerusalem. The home contact with Israeli families and the lectures add to the Students integration into our Movement. A copy of the program is attached.

10. Contact with the Haifa University: The Leo Baeck School is presently experimenting a program with the Haifa University Department of Teacher Training. Ten students of the Dept. are attached to the School and visit regularly once a week. During the year they will have experiences in every aspect of the school life: academic, social, extra-curricular, and administrative. Mrs. Tzira Trefon, assistant principal of the School, is responsible for this program.

11. Meeting of the full Board in March: A letter has been received from Rabbi Hirsch who suggests that we convene our annual meeting of the entire Board on Sunday March 4, in Haifa. Many of the members of our Board from outside Israel will be in Israel at that time because of a meeting of the Hebrew Union College Board at the end of February. Also the World Union Governing Body meeting in London, has been scheduled for March 11. Therefore, we should be able to have an excellent attendance of our Board. This plan was approved. A recommended agenda for this meeting together with the first draft of the budget for the year 1973-74 will be prepared.

Respectfully submitted, Rabbi Robert L. Samuels



מרכז חינוך "ליאו באק" בג"מ

בית ספר תיכון "ליאו באק"

חיפה - רח' אדמונד פלג - ת.ד. 6283 - 535211

מוסד של האגודה העולמית ליהדות מתקדמת

Meeting of the Board of Directors
19 th Sh'vat, 5733 - January 22, 1973

Present: Dr. Bruen
Mr. David
Dr. Elk
Rabbi Samuels
Dr. Scheuer
Dr. Spicehandler

Invited: Mr. Katz, auditor and internal controller

1. Pedagogy: Dr. Elk and Rabbi Samuels explained possible changes in the academic structure of the senior high school through the institution of elective subjects rather than having all students take the same classes within a certain trend. We are studying the implications of this in order to decide whether to institute it for the next academic year.

Another important pedagogic question is the impending change in zoning for the junior high schools in Haifa. We have been informed by the zoning committee which is composed of representatives of the Ministry of Education and the Municipal Department of Education, that all junior high schools in Haifa will be smaller in the future. We have been invited to a meeting with the zoning committee at which time they will inform us of the decisions made regarding our junior high school. At the same time the Municipality is vehemently opposed to our opening a vocational major in our senior high school. Therefore, we will be able to open only academic trends in the 10th grade next year. We will report further on this at our March Board meeting when these matters will have been decided.

2. Budget: The budget was discussed. Rabbi Samuels reported that our income and expenses are being implemented as planned in the budget. A major problem is the Government's agreement to a major pay raise for teachers. We do not know as yet the exact conditions of this raise. However, we do know that the cost of living has risen 14% effective January 1, 1973 and the pay raise will be partially retroactive as of April 1, 1972. We decided to put into our budget, therefore, an expected 40% rise in teachers salaries including social rights. We have a IL15,000 salary raise reserve fund written into the budget. Therefore, we can expect a further deficit of approximately IL30,000 this year.

We will prepare a projected budget for 1973-74 which will be ready for our March Board meeting. It was decided to include an additional 20% salary increase projection for the next academic year.

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3. Exemption from Income Tax: Dr. Scheuer has been in contact with the Income Tax Authorities with the view of getting a full exemption for our company. The authorities have asked that we change our articles of association so that in the event that the company must be disbanded, the holdings will accrue to an institution in Israel. It was decided to change the articles and to make the benefactor the Jerusalem School of the Hebrew Union College-Jewish Institute of Religion. Dr. Spiceland will send us the details of the Jerusalem company, and Dr. Scheuer will make the proper arrangements.

4. Property Tax and War-Risk Insurance Fund: Dr. Scheuer has informed us that the School has received a total tax exemption on our property at 47 Hillel Street. We also can receive an exemption from the indemnity fund payments if we so desire. However, he recommends that we pay the IL700 annual payment for this fund in order to be covered in the event of damage to the building as a result of war damage. It was decided:

1. to pay into the war-risk insurance fund
2. to ask Mr. Katz to ascertain whether our furnishings and equipment in the new building on Edmund Fleg Street should not be included under the same property tax exemption and insurance fund.

Mr. Katz will write to Dr. Scheuer on this.

5. The Leo Baeck School Educational Center Ltd.: A letter has been received from the attorney of this company who asks us to be in contact with her regarding working out of the proper procedures between our company and the above mentioned one. Dr. Scheuer will deal with this.

6. Dr. Elk to be a Fellow at Hebrew Union College-Jewish Institute of Religion: Dr. Elk has received an invitation from Dr. Gottschalk, the President, and Mr. Koppolt, the Chairman of the Board of the Hebrew Union College honoring him as a fellow of the Hebrew Union College. Dr. Elk will receive this award at the convocation held in Jerusalem by the Hebrew Union College Board of Governors on February 27.

7. Israel Education Fund: Rabbi Samuels reported that the Ministry of Education has agreed that the Israel Education Fund in New York raise an additional \$160,000 through one or more pledges in order to continue construction on our building and to begin the landscaping and sports fields.

8. Exchange Program: Rabbi Samuels reported that he attended a conference of principals of schools that have programs for American students at Givat Washington near Ashdod. The Ministry of Education and the Jewish Agency have now asked Rabbi Samuels to go to the United States in order to help them set up local committees to attract talented high school age students to study programs in Israel. The Board recommended that Rabbi Samuels act affirmatively on this request. While in the United States he should deal with a number of matters pending for our School.

9. Rabbi Herbert Friedman to Board: Rabbi Samuels reported on the discussions between Rabbi Herbert Friedman and the rabbis of the Progressive Movement in Israel regarding the possibilities of developing



the Progressive Movement in Israel in new and exciting ways. He reported on the discussions concerning the Leo Baeck School. It was decided to write to Dr. Eisendrath asking him to appoint Rabbi Friedman as a member of the Board of Directors of the Leo Baeck School. Rabbi Samuels will deal with this.

10. The Rose and Jerome Klorfein Auditorium: Mr. Jerome Klorfein and Mrs. Rose Klorfein, the donors of the auditorium of our School, have written to us that they accept our invitation to be in Haifa on the weekend of May 19-20, 1973 to participate in the dedication ceremonies of the auditorium at the School. Rabbi Samuels is dealing with the arrangements.

11. The next Board meeting will take place on February 18, 1973

Respectfully submitted, Rabbi Robert L. Samuels

AMERICAN JEWISH
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Heb: This discussion is the answer to the question you posed at our brain-storming session.

מרכז חינוך "לויא באק" בע"מ

בית ספר תיכון "לויא באק"

ח.י.כ.ה. 6283 ת.ד. 535211 - סל.

מסד של האגודה העולמית ליהדות מתקדמת

International Board Meeting of the Leo Baeck School
July 9, 1972

Attending (from Israel): Dr. M. Elk, Rabbi R. Samuels, Dr. W. Schreuer, Mr. M. David, Dr. C. Bruen;
(from abroad): Judge E. Baar, Mr. V. Brasch, Mr. M. Enkin, Mr. N. Hess, Mrs. D. Levitt, Miss J. Evans, Rabbi H. Saperstein, Rabbi R. Hirsch.

Apologies (from Israel): Rabbi E. Spicehandler;
(from abroad): Rabbi S. Cook, Dr. M. Eisendrath, Dr. M. Kargman, Mr. L. Kosberg, Rabbi A. Shindler, Mr. R. Silverman, Mr. H. Warschauer.

MORNING SESSION

After a tour of the building, the morning session began. Rabbi Samuels and Dr. Elk made introductions and welcomed the members from abroad at this first meeting of the International Board of the Leo Baeck School.

Staff members in attendance were: Dr. P. Deniel, Associate Headmaster of the Senior High School; Mrs. Tzira Trifon, Assistant Headmaster responsible for the 11th and 12th grade pedagogic classes and for the social life in the Junior High School; Mr. Aryeh Steinberg, veteran history teacher and responsible for the student council and student activities; Mrs. Meira Fisher, guidance counselor for 9th grade classes; Mr. Aaron Zveda, graduate and teacher of Arabic.

DR. ELK, HEADMASTER

Dr. Elk explained that next year the School will have a large staff of 80 teachers with 31 classes and a varied program. We are in an impressive building which we expected to be large enough to be able to use for art, music and other creative education. However, because of the School Reform which gives us a very large Jr. High School, we find that the building is already too small. The Jr. High School makes it possible for us to give education to all of the communities of Israel, both Ashkenazic and Sephardic. Therefore, we now have nine 7th grades and seven 8th grades. Next year we will have 23 classes in the Junior High alone. Dr. Elk began the School with one teacher and 14 children in 1939. We now have 80 teachers and 1050 children. The School has a very good name, not only in Haifa, but in the whole country.

Dr. Elk: "I am a Rabbi and a humanist, a pupil of Leo Baeck. I am

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P.O.B. 6283 · Haifa, Israel

campus located: Edmond Fleg St., French Carmel - tel. 535211

An educational center of the World Union for Progressive Judaism





happy that we can educate our pupils in a synthesis of technology and human values, a synthesis of human and Jewish values. Therefore, we give a liberal religious education. I know the problems of educating Jewish children in America - the large question of identification with Jewishness, the difficulties of mixed marriages, the question of assimilation. In Israel we do not have to speak about assimilation, but we do have a large problem of secularization. We must combat this secularization so that our pupils know that they are Jewish. They must know that they have a common denominator with the young American Jews who come to study with them. We want our pupils to know that we have a religious heritage and our own traditions. We have to supply them with religious values by teaching our law - our Mishneh, Talmud, Hagadah, prayerbook, Jewish philosophers of the Middle Ages and of our modern times.

I know that there are many institutions named for Leo Baeck in North and South America, and in England, but we feel that here is the future for the values for which Leo Baeck stood. The future is with the children who will become our leaders here, the leaders of a strong Progressive Movement, a Movement which will have a connection with Jewry all over the world.

You should know that we have a special relationship with the Haifa Municipality. The first mayor of Haifa, Abba Khoushi, told us that he was glad to have a religious school that was not clerical. We work closely with the Municipality. They have built a building for our elementary school. Now they have given us another building for our Jr. High School. The Government gives us teachers for the Jr. High School. We have built for the city and the city is building for us.

I regret that Rabbi Eisendrath, who is now head of the World Union, could not be here today. I send my best greetings to Sam Cook, our truest friend, and to another friend of the School, Rabbi Abram Goodman who has helped us to gain a large donation from his aunt, Mrs. Caroline Greenfield. The School is not only a school; it will be a community center in the years to come. This will be the work of Rabbi Samuels who will be the headmaster of the School and the head of the Community Center when I resign. I hope that we will be able to have other rabbis come to join our staff and to give the School the Progressive orientation which we desire."

DR. P. DANIEL, ASSOC. HEADMASTER

Dr. Daniel explained the pedagogic structure of the School. Until two years ago the Leo Baeck School was a four year private high school, 9th-12th grades. The students were admitted on a selective basis. They came to us because they were good academic students. Under that system the 9th and 10th grades were general studies and in the 11th and 12th grades the students began to major in fields of concentration. The Leo Baeck School had four such fields: Hebrew Literature; Arabic and Islamic Studies; the physical sciences; and the biological sciences. Recently, we added a fifth field of concentration - pedagogy. Because



of the new six year high school structure, the Ministry of Education has just published a new curriculum for senior high schools. This new curriculum will abolish fields of concentration and make it possible for students to choose many of the subjects which they will take each year. It will open the possibilities for students to choose subjects according to their interests. For next year we have decided to continue with the system of fields of concentration. How we will handle this in 1973-74 together with vocational education in order to make room for graduates of our Junior High is still an open question.

MRS. MEIRA FISHER, GUIDANCE COUNSELOR

Mrs. Fisher explained how guidance counselling is done in the Jr. High School. One-third of the student body of the Jr. High School comes from underprivileged background. It is important to test these children and to measure the direction they are taking. They must compete with the entire class in some subjects. We have seen that this is an insurmountable problem for many of them who feel that they are hopelessly behind. We are trying several experiments to give these underprivileged children a feeling of achievement. The most important of these experiments is to divide the heterogeneous homeroom into three levels of learning in the subjects of Hebrew, mathematics, and English. This is a tracking system. In the 9th grade we add biology and either geography or history to this homogeneous grouping. Another way of helping our socially deprived pupils is through tutorial lessons. Pupils who are in need of help return to School in the afternoon to work with special teachers. We also give remedial reading classes in the afternoons. These and other programs are designed to encourage the children not to give up but to continue to learn.

Social integration is also a problem in the Jr. High School. We try to place these underprivileged children together with the other children so that they will visit each others homes and will play together in the afternoons.

A further problem is the upgrading of the teachers on the junior high level. All the teachers must have an academic degree, as one of the aims of the School Reform is to raise the standard of learning and close the gap between elementary and secondary school education.

A further necessity is the channeling of physical energy into constructive ways through vocational studies, gymnastics and extra-curricular activities. These are most important in order that the weak scholastic students can prove themselves as good as the others and often even better. We also try to help them in their inadequacy. We have great difficulty in achieving this today as we are cramped for space for all of our vocational subjects. We have no room to divide the children into small groups and there is in neither of our buildings a place to play nor even a recess area to occupy themselves during breaks. They play sports in the streets and there is no gymnasium. We have no metal or electronics shop here. We must use a school building which is so far away that the children must be bussed. We



are hopeful that within one or two years these and other physical problems which we have will be overcome, and we will be better able to give the enrichment programs which we envision.

I can already say after two years of working with these pupils, who will become the first class of compulsory 9th grade education next year, that they and their parents are much more sympathetic to the aims of education than they were. This is a short summary of our work with the underprivileged children who come to the Leo Baeck School.

MRS. TZIRA TRIFON, ASST. HEADMASTER

As you have just heard there is a sense of achievement in the reforms of the Jr. High School because of the social integration. I don't believe that there is the same degree of satisfaction amongst teachers and principals of the Senior High School. This worries me. I am very deeply concerned over the fact that high school students are not very happy to go to school at 6:30 or 7:00 in the morning, and they seem very happy to be able to leave early. I am not criticizing the Leo Baeck School specifically for there are many things which are better here because of the very good atmosphere which we have created between teachers and students, but this is a general Israeli problem. School is not the center of the teenagers' life at all. They would be very happy to rid themselves of it altogether if possible although many students do return after graduation and with nostalgia say they liked the place and remember everyone. Nonetheless while still students in high school, they don't seem to be happy with what they are doing. This is something we must struggle with. Perhaps it is the material that they are learning which should be revised. Perhaps we should change the methods of teaching which are still old. We haven't done much in this field. We have audio-visual aids available in the School but use them very little. There should be drastic changes made in the relationships between teachers and students. I think there is a feeling amongst the students that they generally don't like to bring their personal problems to their teachers. There is a remoteness. I believe that we can effect change by having teachers more interested not only in what they're doing in their own little cells but they should take more interest in the educational problems, in the every day problems of the youngsters.

We should develop a committee of teachers who would be a part of the decision-making process of the School and who would feel that they are part of the School, part of the family, that what they have to say, that what they want to do will be worked on. Otherwise, the teachers feel that just the principal or the principals of the School make all the decisions. I believe that we should have more extra-curricular activities in School which would help to give the students and the teachers a sense of identification with the institution.

Mrs. Trifon then briefly described the education in the pedagogic



trend which she directs. Here we are not only trying to turn out teachers but rather to help ~~help~~ young people in the course of preparation for family life. This is done by creating a positive attitude toward education and a willingness and ability of our students to create contacts with young children. This is done through work with children in orphanages, in youth clubs, in the poor sections of town and with the old, deaf, the blind, the retarded and the unhappy child.

MEETING WITH STUDENTS AND GRADUATES

Rabbi Samuels asked the students and graduates who had been waiting in the hall to enter in order to have a discussion with them about the goals and achievements of the School. Rabbi Samuels asked everyone to be as frank as possible and to relate himself to the specific goals of the School: to teach Judaism in a liberal religious way; to integrate people of all backgrounds - Jews and non-Jews, Jews of European and North African background, sabras and immigrants, and those who live in the Homeland and those who live in the Diaspora.

Aran felt that the Leo Baeck School has been successful because of the high academic level of the studies. The School can be improved, but after the student leaves he realizes that he received a good education. He believes that the main aim of the School must be to fight against the influence of the street in the 1970s in order to give a new approach to Jewish values.

Menachem spoke about the values of Judaism. He studied at the School for 10 years, and he believes that the Leo Baeck School is not a school like any other school. He learned more about the values of Judaism. A great change was made when the youth movement of Or Hadash, the Progressive Synagogue, was opened. That made a big change in his life and in understanding Judaism. His parents are not religious at all, and he had no background of Judaism from his home. Everything that he knows and feels about Judaism, he received from the School and the Youth Group of the Haifa Congregation. This youth movement must develop and increase in order to effect more lives through Judaism in the Reform way, not as in America, but in a new way that will be discovered here. Menachem believes that there is a serious problem in the integration of immigrants at the School. Neither the teachers nor the students are concerned enough and pay enough attention to those students who come as immigrants from abroad or on an exchange program. This is a general problem in Israel but the Leo Baeck School must be more concerned about it than others.

Marganit said that she came to the Leo Baeck School even though she lives a long way away because she and her parents wanted her to learn more about Judaism. She feels that most of the students in her class don't have a strong feeling for Judaism. They participate in the lessons and do their homework but are not affected by it. Perhaps it is the teachers' fault, perhaps it is the methods that are wrong. She has been at the School for four years. During the last year she also entered the youth group of the School and Congregation. "Now I feel Judaism in my heart. I feel that I'm a Jew and that I know



something. Shabbat is meaningful to me."

A second matter which Marganit raised is the integration of non-Jews into the School. There is a Druze student in her class who is "like one of us". "He has succeeded more than the Americans do in integrating. He speaks Hebrew, he talks our slang, teachers help him, and I think we should continue with this program."

Dorit spoke about the above matters and then said she would like to talk about the teachers. Many of the teachers are very good friends and excellent teachers, but some are not concerned about the students and they just have a place of working here. The School should put more emphasis on getting the best teachers especially if it is

concerned to educate toward concern for Judaism.

Aharon says that we must change the structure of language instruction. We are the only school in Haifa which is teaching Arabic as a second foreign language already in the 7th grade, that means that our pupils learn a great deal of written Arabic. We must begin to teach spoken Arabic as well. This is a different language altogether, and if we want our young Jews to have contact with their Arab neighbors, we should teach half spoken Arabic and half written Arabic.

Aharon then spoke about his work in Sinai where he is an educational officer for the Army and has set up 14 elementary schools for Beduin children since the Six Day War. The Leo Baeck School is making a great contribution to the two cultures understanding each other by helping to establish these schools in southern Sinai where there were no schools prior to the Six Day War but where the Beduins were taught to hate Israel.

QUESTIONS AND COMMENTS BY THE AMERICAN BOARD MEMBERS:

Is there a parent-teachers association?

Yes, but not very active. Each class has a committee of parents for that class who meet from time to time to discuss issues concerning that class alone. We should develop a full Parent-Teacher Association with parents and teachers who meet regularly to discuss all issues of the School and to work together to further our goals.

Miss Jane Evans commented on the problems of integration she has experienced in New Rochelle, New York where only one secondary school has been built in order to ensure integration of blacks and whites. New Rochelle has developed schools within schools. They allow the students to participate in a choice of subjects, although they must meet the requirements of the Board of Education to get a certificate of graduation accepted by the State and the City. This is done through what is called "track" education. This is a real comprehensive school. Perhaps this is the direction of Mrs. Trifon's thinking.

Mr. Nathaniel Hess: The integration of all different groups into the School is most interesting and tells something of the real interests of the Leo Baeck School. Mr. Hess went on to say that he feels that



the School should do more to get all of its students to feel Jewish religious values as do those few who have joined the youth group. He also asked how is it possible to give the students Progressive Jewish values.

Judge Emil Baar asked how many hours the students study. It was explained that there were 42 hours of study a week which means that the young people are studying six days a week either six or seven hours a day. Judge Baar then asked if there were faculty advisors for the children, and when a positive answer was given, he said that perhaps we were teaching too many hours as the young people needed to have time for non-academic activities if we were to affect their lives in a real way.

Mrs. David Levitt continued with this thought in which she wondered if there might not be some technique by which the influence and impact of the Reform Movement might not be widened, by which a greater percentage of students could be brought into the youth movement. Obviously, the work load of study in the School is very great. Mrs. Levitt feels more emphasis should be put on affectual learning rather than cognitive learning.

Mrs. Levitt congratulated the School on bringing together staff, teachers, graduates, and students, in order to discuss these issues so frankly. She felt this is quite a unique achievement.

Dr. Shanan Bruen, Board Member and Head of Education Department, Haifa U.

Dr. Bruen asked to make several observations.

1. We heard today about the major question of social integration in Israeli schools. This question is of the greatest importance. However, the other aspect of schooling, achievement, is not only an important objective for Israel, but is a matter of life or death. Achievement has always been for the founders of this School from the very first day one of its major concerns. The Leo Baeck School should be among the very best schools in Israel. Now the School is on the horns of a dilemma. It is undergoing a process of social integration, yet if you integrate you must bring into the School students of the lowest level of achievement. This is a great danger for Israeli education in general and certainly for the Leo Baeck School.

2. Dr. Bruen spoke about Miss Evans and Mrs. Levitt's comments on educational experiments which have been made in America such as the open school, the comprehensive school, and tracking. Such things are being tried and will be experimented with more in this country but these experiments must be seen in the light of the main educational objectives which are integration and achievement. If this School, which is one of the excellent schools of this city and this country, lowers its achievement, it endangers Israel.

3. The question of the student's identification with his school is a crucial one. This American and Anglo-Saxon tradition of "the pride I have in my school" is one of its great achievements. We must learn



from this success. In spite of the students criticisms, this School has achieved more in this area than most other Schools in Israel.

4. Similarly, more has been done in this School with regard to developing a Progressive Liberal Religious Spirit within the School than in all other schools in Israel.

5. The question of parent-teacher association is also a matter of Israeli education in general. We in this country have inherited the Central European tradition of the Board of Parents which is very different from the spirit of the parent-teachers organization. In Israel we have not yet created this feeling of cooperation in a general way, this feeling of togetherness. This is something which is again one of the great achievements of American and Anglo-Saxon education. We must learn from it.

6. Recently there has been a stir in the Israeli press regarding problems of education in Israel. Amnon Rubenstein wrote recently that there is a dangerous spirit of materialism among the Israeli youth, materialism which is a copy of Western European and American materialistic values. This School is very strongly fighting against this spirit of materialism in the general society. I believe the ways which this School succeeds to swim against this stream is the ideas of religion and belief in Progressive Judaism.

Mr. Victor Brasch, South Africa asked about our exchange program. When it was explained to him that we have students from the United States coming for six months to study in Israel, he suggested that Rotary in South Africa has exchange students and perhaps we can develop an exchange program with South Africa.

The meeting was adjourned for lunch.



AFTERNOON SESSION

A financial report including current budget, building capital, and anticipated budget '72-73 was presented by Rabbi Samuels. A legal report on the World Union contract and the expansion of the Board was presented by Dr. Schreuer. A discussion ensued as to the responsibilities of the new board members according to the new contract between the Leo Baeck School and the World Union.

Dr. Schreuer explained that we are in contract with the Jewish Agency. Therefore, friends from abroad cannot manage the School. He believes, therefore, that there should be a smaller board and those members from abroad must agree to come here four times a year. This is the reason he has not drafted the changes in the articles of association until the question of the number of members of the Board is decided upon. Dr. Schreuer also said that we must find a way of getting necessary money to cover the deficit. Directors must have a personal responsibility, shareholders do not.

Judge Baer explained that Directors cannot vote by proxy but Shareholders can. This is to enable the Shareholders to have final control. Therefore, in our contract we said that only Shareholders can be Directors. Judge Baer felt that now we can make plans to raise the funds necessary more effectively. However, we must realize that Rabbi Samuels will still have to make periodic trips to the United States. Judge Baer felt that the Board should meet in the Spring in order to confirm the budget. Perhaps it should meet also once again during the year. Judge Baer explained that the Executive Committee of seven can run the daily affairs of the School.

Miss Evans related herself to Dr. Schreuer's concern about finances. She noted that the World Union is undergoing change. The finance question has always been a problematic one for two reasons: 1, the World Union has not always received materials 2, the money has not been available. Therefore, she asked Dr. Schreuer to hold his reservations until we see if we can't realize the conditions.

Mr. Hess noted that the laymen on the Board must be more involved in both the academic aspects of the School and in the fund raising.

Mr. David also felt that the Board should be small in order to make its work more effective.

Mrs. Levitt said that she spoke as an individual. She would like to be a member of the Board but she feels she must have a specific responsibility. She announced that she and her husband were giving a personal gift of \$1400 to the School for the next academic year to provide two scholarships.

Mr. Max Enkin, Toronto said that he was most impressed with the spirit and work of the School and was ready to help as possible.

Dr. Schreuer felt that in light of what had been heard from other Board members perhaps he was too pessimistic and agrees to change the articles of association to include more members.

Mr. David moved: To coopt as Board members those who received formal



letters from the President of the World Union and who have consented to act. He further moved that all necessary action be taken to change the articles of association and notify the Israeli authorities. The motion was unanimously accepted.

Dr. Schreuer then asked that each of the Board members provide him with the following information: name, occupation, address, nationality, and number of passport. He promised to finish the changes in the articles of association and send them out to Judge Bear no later than August 15, 1972.

Dr. Bruen suggested that Rabbi Samuels, because of his pedagogic duties at the School, be asked to make trips to the United States only as absolutely necessary.

Rabbi Hirsch summarized the meeting for both the morning and the afternoon sessions by congratulating the Directors of the School on reaching this milestone in its history. He made a series of suggestions which should be taken up by the Board. These suggestions are appended.

Respectfully submitted, Rabbi Robert L. Samuels



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Great Britain
(1926-1938)

Rabbi Dr. Leo Baeck
Germany, Great Britain
(1938-1953)

The Hon. Lily H. Montagu
Great Britain
(1953-1959)

Rabbi Dr. Solomon B. Freehof
U.S.A.
(1959-1964)

Rabbi Dr. Jacob K. Shankman
U.S.A.
(1964-1970)

July 20, 1972

Dr. Max Elk
Rabbi Robert Samuels
The Leo Baeck School
P.O. Box 6283
Haifa
Israel

Dear Dr. Elk and Bob:

May I, on behalf of all the members of the Leo Baeck School Board, thank you for your warm hospitality in Haifa.

I do believe that we are on the right track with the Leo Baeck School. They way for us to make an impact is to involve interested laymen who in turn will become our most loyal and active supporters. Of course, it is very important when we do have contact with laymen to give them the proper incentive. In that regard, I think we will have to work on a more effective framework for the Board and its meetings. I suggest that next year, we plan to have at least a two-day annual meeting, to have written materials, including an agenda disseminated in advance, and to have regular reports at least four times a year distributed to members of the Board and all friends.

I hope the minutes of the Board meeting will be sent out immediately. We hope to convene a meeting in New York of the American Leo Baeck School Board members no later than August 22, and we should have the minutes before us at that time. Once we set the date of the WUPJ Governing Body meeting in London, probably late in June or early in July, 1973, we should also set the date of the next annual meeting.

Dr. Elk, your presentations to the Board setting forth the rationale for the School were most impressive, and as was discussed at great length at the Board meeting, it is essential that we strengthen the framework within which those objectives can be attained. The raison d'être for your establishing the School and for the World Union support of the School rests in the unique orientation

of Progressive Judaism.

It is clear, both from the remarks of the students and from your remarks, as well as those of some of the faculty, that this is an area to which we must devote ever-increasing attention.

You asked that I give you in writing some of the suggestions I made concerning ways in which we may achieve a more intensive Progressive Jewish orientation.

My remarks are recommendations, and not all of them are of equal weight. Furthermore, they do not have the benefit of experience which you in Israel have as a result of working day-to-day on the problems. Therefore, I hope that you will not consider these suggestions as being critical, but merely as an indication of the directions in which we should begin to think in order to make the Leo Baeck School a major educational instrumentality for Progressive Judaism in Israel.

May I suggest that the major areas to which we should give serious consideration are the following:

(1) More class hours in Judaism

Dr. Daniel and the students expressed a desire for additional hours of instruction in Jewish Studies. Within the curriculum requirements as outlined by the Ministry of Education, there is undoubtedly room for additional courses directed specifically to the Jewish area, and perhaps it would even be possible to establish a "Megamah" in Madae Yahadut. Also, with proper orientation of teachers, special lecturers, etc., it should be possible to intensify the Progressive religious orientation within the existing curriculum. The suggestion of one of the students that special seminars in Jewish Studies be conducted was excellent.

(2) Faculty

Ultimately, the faculty is the major force for inculcation of values in a school system. It is therefore important to have on-going orientation and in-training programs for faculty, so that they can infuse the religious dimension, or at least be understanding of it and in sympathy with it. Also, when new teachers are engaged, one of the criteria for their selection should be their religious orientation. We should initiate now an intensive search among our rabbinic colleagues throughout the world and among teachers in Israel for the kind of faculty who would add strength in this area, and a long-range recruitment program should be drawn up.

(3) Experiences in Judaism

Teaching about Judaism is not as important as experiencing Judaism. It is vital to establish a framework in which the students can have

experiences in Judaism. The observance of the Sabbath and Holidays could be incorporated into the regular teaching curriculum. Wherever possible, these "experiences in Judaism" should occur within the regular structure of school activity and not be limited to extra-curricular programs. Would it be possible, for example, to convene Rosh Hashana and Yom Kippur services and/or other Holiday services at the School for the students, conducted by them and for them and their families? What about initiating Sabbath evening family meals or class meals on a class-by-class basis, so that all youth can experience a Kabbalat Shabbat? I fully appreciate the difficulties in taking children reared in a typical Israeli secular environment and trying to develop a religious orientation, but certainly this is an objective that the School should strive toward. The experience of participating in Tefilot in a positive, creative atmosphere should be part of the School's objectives.

(4) Parent-school relations

It is of course important to have an on-going relationship with parents on these matters. You will recall that a number of comments were made concerning parent-teacher relations. Whereas it is impossible to transfer the American pattern to Israel, there are some aspects of the American Parent-Teacher Association which could be introduced into the Israeli school situation. Consideration should be given to educational programs for parents along the lines of similar programs conducted in public and religious schools in the United States, so that parents would not only learn about but actually participate in some of the educational-religious programs in which their children engage. Meetings with a select group of parents could prove to be useful, and parents themselves could contribute to the formulation of programs.

(5) Closer integration and coordination between extra-curricular and curricular activities

Most of the youth who spoke before the Board indicated that their positive experiences with Judaism came as a result of participating on an extra-curricular basis with the Youth Group and the Congregation. Would it not be possible to involve more young people in the School in the youth and congregational activities, and, conversely, have the Youth Group and the Congregation more integrated into the School's programs? Could not the Youth Group assume responsibility for undertaking some of these religiously oriented programs in and for the School? It is not good for the students to believe that there is a dichotomy between the Youth Group and the School. In this instance, we certainly should reject the pattern of the American environment, where the public school is totally separate from religious school. The Leo Baeck School students should not believe that there is a

dichotomy between faith and education. It does not serve our ultimate purposes to have the after-school activities designated as religiously oriented and the formal education as secular. Our objective should be to integrate Judaism and life, school and after-school.

(6) A Survey

It would be important for a study to be made (perhaps on a professional basis) of the impact of the educational program on students currently in the School and graduates of the School. Also, what has been the impact of the Youth Group and the Congregation. The study should be specifically geared to obtain information from (1) students (2) parents (3) Israeli students who went abroad on the EIE Program and (4) American students who participated in the EIE Program at the School. It would be geared to elicit recommendations from students and their families, and to determine what impact their experiences in connection with the School have had on their life philosophy and life patterns.

(7) Jewish Education Committee

It would be important to establish a permanent committee of students, faculty and Jewish educators who would continually study and discuss these matters and formulate new program ideas. The kind of student-faculty-board discussion which was held at the Board meeting was important and stimulating, but of limited value. However, an on-going discussion geared to program implementation would be most helpful.

(8) Enlisting Jewish educators to serve on the Board

Assuming that we will move toward expanding the Board to thirty persons, it would be advisable to think in terms of adding several persons both in Israel and abroad who would have experience as professionals in the field of Jewish education. This would add depth to our discussions and would strengthen "the Jewish consciousness" dimension.

(9) Establishing relations with religious educators in Israel

There are in Israel many fine religious educators who serve with the Dati Memlachi School System. I am sure they would be delighted to share the benefit of their knowledge with us. From discussions that I have had with them, they too have problems in creating a positive religious atmosphere, and we could benefit from their experience. In this regard, it might be a worthwhile experience to arrange for a Shabbat in a kibbutz dati.

These are some thoughts which came to me during the course of our discussions and which I share with you in the hopes that you will find at least some of them worthy of consideration.

Upon my return, I met with Rabbi Samuel Cook, who has already followed through by communicating with all the persons that Rabbi Samuels contacted on his last trip. Rabbo Cook is most enthusiastic about the new responsibility which he has undertaken, and we hope that his efforts together with the dedicated group of lay and rabbinic leaders will result in improved financial support and an ever-greater Leo Baeck School.

Shalom u'vracha,

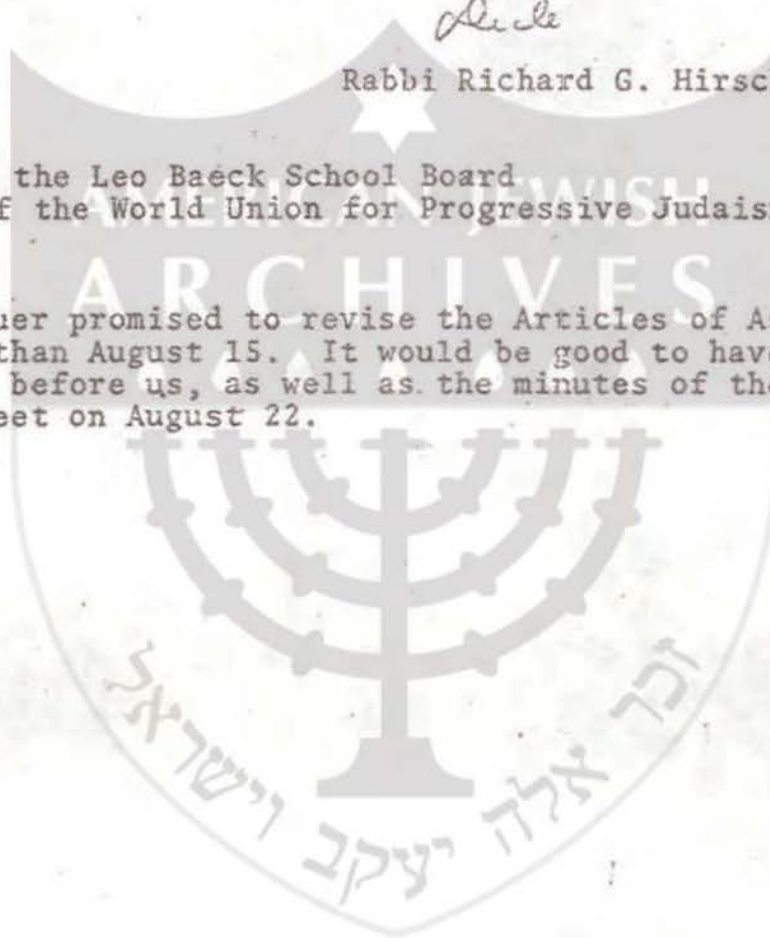
Rich

Rabbi Richard G. Hirsch

RGH:pg

cc: Members of the Leo Baeck School Board
Officers of the World Union for Progressive Judaism

P.S. Dr. Schreuer promised to revise the Articles of Association no later than August 15. It would be good to have Dr. Schreuer's revisions before us, as well as the minutes of the Board meeting, when we meet on August 22.



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August 23, 1972

Dr. Max Elk

Rabbi Robert Samuels

Members of the Executive Committee of
the Leo Baeck School Board

Dear Dr. Elk, Rabbi Samuels and Friends:

The North American Committee of the Leo Baeck School Board met at great length today and reviewed a number of matters concerning the Leo Baeck School.

A full report was given on the meeting of July 9 in Haifa. The general consensus was that the meeting was illuminating and that the articulation of differences was, in the long run, most salutary. There is no division among us. We are united, and we all have the same objectives.

Judge Baar had received, just prior to the meeting, the letter and enclosures from Dr. Schreuer and had not yet had an opportunity to review or digest them. He will do so within the next few days and will then communicate directly with Dr. Schreuer. It was understood that the seventh member of the Executive Committee will be Rabbi Hirsch and, that after 1973 when he moves to Israel, he will participate in the meetings regularly.

As for the matter of the expansion of the Board, even if we were all to be in complete agreement that the Board should be expanded to thirty, we do not now have the names of ten additional interested laymen who are capable of contributing both to policy and to financial support. Therefore, it is our recommendation that we be sufficiently flexible to add to the Board membership those persons who demonstrate by performance that they would be an asset to the work of the Board. A good instance of this is Mr. Max Enkin, who as you yourself suggested in your letter to Rabbi Hirsch, will make a fine addition. Undoubtedly there will be similar persons in the future. Our suggestion is that we be flexible in this matter and maintain full consultation with each other.

The Executive Committee of the World Union formally approved the budget as presented to the Board on July 9.

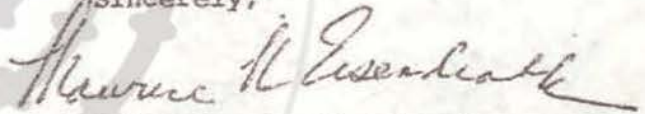
there are still many questions relating to financial policy which require clarification and elaboration. It is our suggestion that a small committee of the Board be appointed to review the budget and financial policy prior to the next annual meeting of the Leo Baeck School Ltd. This committee would be able to digest the information in a more expert manner than could the group as a whole, and would allow time for the Board to deal with matters other than budget review. We also believe that it is essential to have the budget prepared much earlier in the year and would urge you to have the projected budget for the year 1973-74 available not later than April, 1973.

Rabbi Cook gave a report on contributions to date which was quite optimistic. He will be communicating directly with Rabbi Samuels in this regard.

We are pleased to advise that we are today transferring \$10,500. to your account. We believe this represents a significant response and trust that with the establishment of closer bonds and ever greater coordination, we shall continue to secure the funds necessary for the effective administration of the Leo Baeck School program.

With warmest personal regards from all our mutual friends,

Sincerely,



Rabbi Maurice N. Eisendrath
President

cc: Judge Emil Baar
Rabbi Richard Hirsch
North American Committee of the
Leo Baeck School Board

Leo Baeck School

Haifa, November 28, 1974.

Mr. Philip Ximman
Israel Education Fund
518 Market St.
Camden, N.J. 08102

Dear Phil,

Thank you for sending me copies of your memoranda to Dov Sinai regarding our conversation at the School in November. I have had to change my plans and will not be going to the States until March. I will endeavour to see Jac Lehrman at that time in order to ask him to honor the \$150,000 pledge which he once made for continuing construction in the Lehrman Community Center at the Leo Baeck School. I would appreciate hearing from either you or Shmueli following Shmueli's visit to the States in the event that Shmueli sees Lehrman.

With regard to Jerry Klorfein, I am not sure that I understand your memo. As I understood our conversation we agreed that the deficit which the IEF has for construction already completed at the School would have to be covered through a further gift or gifts, but not from Klorfein. We also agreed that we would not ask Klorfein to honor his \$25,000 pledge because of the time clause which was contained therein and because it has become a cause celebre with him. Further, we agreed that the Baeck School would be free to continue to solicit Klorfein through the World Union, in order to complete the furnishings and construction of the auditorium.

As I understood it there was to be no connection between Klorfein's present or future pledges, and pledges by others for funds necessary to finish the rest of our complex, including the gymnasium and the synagogue.

I am very grateful to you for your continued interest in completing our School. This is even more important now. The tight economic squeeze increases the social problems of a considerable portion of the population who send their children to our School - especially orientals and new immigrants, of whom we have so many at Leo Baeck.

Recently, Herbert Friedman spoke with Morris Rodman from Washington about the Baeck School. Both Herb and I believe that he could be an ally in helping to get the gift from Jac Lehrman. Would you please speak with him when you can.

With every best wish,

Sincerely yours,

Rabbi Robert L. Samuels

cc. Mr. Dov Sinai
Rabbi Herbert Friedman, Jerusalem ✓

Shalom Herb.
RL