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MINUTES OF MEETING WITH PINHAS SAPIR, ISRAEL MINISTER OF FINANCE, OCTOBER 5, 1963

The meeting was held at the Sheraton East Hotel, New York City.

The following people were present:

Pinhas Sapir, Minister of Finance
Dr. Yacov Arnon, Director-General, Ministry of Finance
Herbert A. Friedman
Aryeh Manor, Economic Minister of Israel
Gottlieb Hammer
Gideon Paz, Chief Fiscal Office, Government of Israel in U.S.
Abraham S. Hyman

The purpose of the meeting was to discuss a proposal for the conditions under which the United Jewish Appeal would conduct a campaign in support of education in Israel. The basis of the discussion was a Memorandum of Understanding which Herbert Friedman had circulated among some of the members of the UJA Executive and which seemed to have their approval. This memorandum set forth the conditions under which the UJA would conduct its educational campaign and commitments by the Israel Government in support of the projected campaign. Mr. Sapir, Mr. Arnon and Mr. Manor addressed themselves principally to three points in the memorandum above-mentioned:

1. The Memorandum of Understanding had suggested a ten year campaign. The three men took the position that the UJA should be authorized to conduct the campaign for a period of five years, with the understanding that at the end of the five year period the question would be reviewed again. They envisioned that in all likelihood the UJA would be authorized to conduct the campaign for an additional five year period. In support of this position, it was pointed out that there might be changes in the personnel of the Ministry of Education and the United Jewish Appeal, or either, and that a ten year campaign was too long to project at this point.

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2. The Memorandum of Understanding had suggested that the Government of Israel should undertake to equip the schools as well as provide the maintenance budgets for them. Mr. Sapir pointed out that whereas Israel was prepared to provide the maintenance budgets for the schools and related institutions that might be established with the funds raised in the projected campaign, the Israel Government could not undertake the obligation of providing the initial equipment for the buildings.

3. The Memorandum of Understanding had proposed that the Government of Israel recognize the UJA as the exclusive agency for raising capital funds for education in Israel. Mr. Sapir and others indicated that the Government of Israel could not commit itself to giving the United Jewish Appeal the exclusive responsibility for raising the capital funds, nor could it accept the formulation that all persons desiring to make contributions for education in Israel should be directed to the UJA and that exceptions to the rule might only be made with the joint consent of the Government of Israel and the United Jewish Appeal. Mr. Sapir and his colleagues took the position that situations might arise where strict adherence to this rule might be impossible and that it would be preferable if the UJA were recognized as the primary agency for the raising of the funds, and if the revised Memorandum of Understanding provided for close coordination between the Government of Israel and the UJA in this area.

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The other points in the tentative Memorandum of Understanding that were discussed were of relatively lesser significance than the three points mentioned.

There was general concurrence on the main points, as well as on the minor points.

In the course of the conference Herbert Friedman explained that UJA's legal counsel had given an opinion that in order for the UJA to protect the tax exempt status of contributions to the projected Capital Fund Campaign, the UJA could not enter into an agreement or any understanding with the Government of Israel with respect to the conduct of the projected Campaign. Consequently, whatever understanding there would be between the UJA and the Government of Israel with respect to the campaign, would have to be in the nature of a "Gentleman's Agreement". Moreover, inasmuch as under its charter the UJA could raise funds only for its constituent agencies, the UJA could conduct the projected campaign only pursuant to a formal agreement with its constituent agencies, namely, the United Israel Appeal and the American Joint Distribution Committee. In order to assure the kind of support from the Israel Government that the Memorandum of Understanding contemplated, the Israel Government could send a letter to the UJA in which (1) the Government of Israel would acknowledge its awareness of the agreement between the UJA and its constituent agencies, (2) the Israel Government would welcome that agreement, and (3) in which, as a further inducement for the UJA to embark on the projected campaign, the Israel Government would undertake to do a number of things such as provide the maintenance budget for the schools, redeem State of Israel Bonds given in payment of pledges to the campaign, and consider the UJA as the primary agency responsible for raising funds for education in Israel. Mr. Sapir accepted Mr. Friedman's formulation of the technique which would have to be followed from the legal standpoint.

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; It was agreed that following this conference a revised memorandum would be prepared incorporating all the changes that had been recommended and agreed upon. This memorandum would be the basis for further discussions in Israel between UJA representatives, representatives of the constituent agencies of UJA and representatives of the Israel Government. The tentative date fixed for this meeting, to be held in Jerusalem, was October 26th.

The final point discussed at the conference was the question raised by Herbert Friedman involving the housing and the organization of the new department within the UJA which would have to be established to conduct the projected campaign. Mr. Friedman stated that in order to house the department space would have to be rented on the second floor of the Sperry Rand Building, the building in which UJA's offices are presently located, and this would involve a substantial financial commitment on the part of the UJA. In commenting on this point, Mr. Sapir, Mr. Manor and Mr. Arnon stated the UJA could go ahead with the lease arrangements for the space and that if, for any reason whatsoever, plans for the campaign did not materialize, the Government of Israel would take over the lease for the space or the financial obligation for the lease.

So far as the staffing of the new department is concerned, Mr. Friedman stated that he had had conversations with a number of men who might head up the department, including Ralph Goldman. There was the general consensus that Mr. Goldman should be offered the position.

It was understood that Abraham Hyman and Gideon Paz would agree upon the language of the revised Memorandum of Understanding that will be prepared on the basis of the discussions held at this conference. The text of this revised memorandum is attached.

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MINUTES OF THE MEETING HELD IN JERUSALEM, OCTOBER 26, 1963,

IN THE HOME OF MR. ZALMAN APANNE, MINISTER OF EDUCATION

The following people were present:

Zalman Aranne, Minister of Education
Pinhas Sapir, Minister of Finance
Moshe Sharett, Chairman, Jewish Agency for Israel, Jerusalem
Joseph Meyerhoff, General Chairman, UJA
Dr. Yaacov Arnon, Director-General, Ministry of Finance
Dr. Hanoch Rinott, Director-General, Ministry of Education
and Culture
Max Eisher, National Chairman, UJA
Herbert A. Friedman, Executive Vice-Chairman, UJA
Henry C. Bernstein, Executive Vice-President, UJA Greater
New York
Louis Aryeh Pincus, Treasurer, Jewish Agency for Israel,
Jerusalem
Gottlieb Hammer, Executive Vice-Chairman, Jewish Agency for
Israel, Inc., and
Secretary, UJA
Theodore Kollek, Office of the Prime Minister
Shulamit Levin, Office of the Prime Minister
Eliezer Shmueli, Ministry of Education
Maurice Boukstein, Counsel to Jewish Agency for Israel, Inc.
Moshe Rivlin, Jewish Agency for Israel, Jerusalem
Abraham S. Hyman, UJA

The meeting, chaired by Moshe Sharett, was the one agreed upon in the New York meeting with Pinhas Sapir.

Theodore Kollek summarized the progress that had been made in the discussions on the projected Capital Fund Campaign. He stated that in his judgment it had been generally accepted by the Israeli authorities, and by the organizations, concerned with the problem, that:

- (1) the campaign should be conducted by the UJA;
- (2) the campaign should be for secondary schools (including building and equipment) and related facilities, and for scholarship funds;
- (3) the funds should be turned over to the Jewish Agency for Israel, Inc., which should exercise the exclusive ownership of, and the exclusive control over, the school buildings and scholarship funds, subject to Israel's educational laws and regulations;

and that

- (4) the Jewish Agency for Israel, Inc., should turn over the funds to its agent in Israel, the Jewish Agency for Israel, Jerusalem, which should put them at the disposal of a sub-agent which should operate the schools and administer the scholarship funds, with the ultimate control resting in the Jewish Agency for Israel, Inc.

Mr. Kollek further stated that the open question was the designation of the sub-agent. He suggested that with respect to this issue there were two choices: (1) to use the Israel Foundation Trustees (IFT) as the sub-agent with the enlargement of its Board of Directors to include representatives of the Jewish Agency for Israel, Inc., the Jewish Agency for Israel, Jerusalem, and of the UJA; and (2) to create a new representative body as the operating entity. In this context he pointed out that the IFT had already been the beneficiary of funds from the Ford and Rockefeller Foundations and that the use of the IFT might, therefore, render it easier to secure tax exempt status from the U.S. Internal Revenue Service for contributions to the Campaign. A third alternative was to create a separate department within the Jewish Agency for Israel, Jerusalem, to serve as the operating entity.

Following Mr. Kollek's comprehensive resume there was a general discussion of the various issues involved in launching the projected Campaign.

Mr. Sapir stated that Mr. Ben Gurion had asked him to report to the meeting that he, Ben Gurion, felt that the UJA should not be the agency to conduct the Campaign. It was also mentioned that Mrs. Golda Meir shared this opinion.

Mr. Sapir referred to a tentative understanding which had been reached in New York to the effect that the UJA should be the "primary" agency to conduct the campaign. Messrs. Fisher, Meyerhoff, Bernstein and Friedman

took the position that the UJA should be regarded by all parties concerned as the exclusive agency to conduct the Campaign among American contributors. They pointed out that this was essential for a dual purpose: (1) to achieve maximum results in the Campaign by avoiding special bargains to contributors and (2) to protect the regular UJA campaign. In support of this position they gave specific examples on how the regular UJA campaign might suffer if the UJA did not have the exclusive control of the fund-raising efforts in behalf of education.

It was finally agreed that the UJA should have the exclusive responsibility for the raising of the funds, that any American Jew or American Jewish organization offering to make contributions for educational projects embraced within the projected Campaign should be referred to the UJA, and that the UJA should have the exclusive right to determine whether a gift should be accepted from one who wants to make a contribution outside of the channel to be provided by the projected Campaign. On the other hand, it was understood that the UJA would refer to the Israel Government persons solicited by the UJA who indicated that they want to contribute for education projects within the purview of the projected campaign but do not want to channel their contributions through the projected Campaign. It was acknowledged by the representatives of the Israel Government and of the UJA that in this area the closest coordination and cooperation between the Government of Israel and the UJA was both desirable and essential.

It was understood that the foregoing arrangement would be observed for the first year of the Campaign and that at the end of the period the question would be reviewed and adjustments would be made in the light of the experience gained during that first year.

There was general agreement the Capital Fund Campaign would not involve any reduction in the Jewish Agency current support of education in Israel.

Consideration was given to the projects that should be included in the Campaign. Mr. Sapir felt that at the outset the campaign should be for scholarships, secondary schools and youth centers. Dr. Arnon expressed the view that the emphasis should be on scholarships since the other things for which funds would be raised, such as schools, would involve maintenance budgets that would overburden the limited resources of the Israel Government.

Mr. Aranne laid down three principles under which the Campaign should be conducted: (1) that the projects should be only those that the Ministry of Education recommended; (2) that the public body to be the sub-agent should be guided by the Ministry of Education; and (3) that the public body should consist only of local people.

It was agreed that the only projects that the UJA should undertake to "sell" to potential contributors were those to be recommended by the Ministry of Education. It was understood that the Ministry of Education would in a short time submit to the UJA a list of educational projects and would indicate the order of priorities assigned by the Ministry to the various projects, and that the list would give consideration to the request of Mr. Sharett, expressed in the course of the discussion, that the needs of the Youth Aliyah should be included in the Ministry's program.

The matter of a time-table for the launching of the Campaign was discussed and in this connection Mr. Boukstein expressed the view that it would take from five to six months to secure an Internal Revenue Service ruling on the proposed Campaign. Earlier, Mr. Friedman had indicated that the matter would have to be explored orally with the Internal Revenue Service and that the required documents, formalizing the agreements among the interested parties, would be drawn up in the light of the oral discussions with the Internal Revenue Service people. Mr. Boukstein cautioned that while it was proper to consider the structure for the conduct of the Campaign it must

be understood that whatever was agreed upon with respect to any phase of the arrangements, would have to be regarded as tentative only, and subject to Internal Revenue Service approval. Mr. Bernstein emphasized that no document of any kind, nor any statement regarding the Campaign, should be made public until clearance from the Internal Revenue Service had been secured.

In the context of the discussion of the time-table Mr. Friedman reported that the UJA was planning to send to Israel a small educational study mission the latter part of February or early March 1964, to go over the list of needs proposed by the Ministry and to report its findings to the UJA. The group, as envisioned, would consist of men in the educational field who command universal respect in the United States. Their findings would be an important factor in gaining acceptance of the Campaign by the American Jewish community.

There was considerable discussion of the constitution of the sub-agent mentioned above. The alternative of a separate education department within the Jewish Agency for Israel, Jerusalem, was ruled out and the discussion centered about the alternatives of creating an altogether new body or of using the IFT as the sub-agent. Mr. Aranne expressed the view that as long as the majority of the members of the policy-making body of the sub-agent were people acceptable to the Ministry of Education "all else would be all right".

After a thorough discussion of the issue it was decided that a sub-committee should be appointed to work out the details of the composition of the sub-agent.

The following were appointed as members of the sub-committee:

Dr. Yaacov Arnon	Herbert A. Friedman	Theodore Kollek
Dr. Hanoch Rinott	Henry C. Bernstein	Abraham S. Hyman
Louis Aryeh Pincus	Gottlieb Hammer	

It was decided that the sub-committee should meet at 3:00 P.M. at the King David Hotel, Jerusalem.

MINUTES OF THE MEETING OF THE SUB-COMMITTEE, HELD AT THE KING DAVID HOTEL,

JERUSALEM, AT 3:00 PM, OCTOBER 26, 1963.

The following persons were present:

Dr. Yaacov Arnon
Dr. Hanoch Rinott
Herbert A. Friedman
Henry C. Bernstein
Gottlieb Hammer
Theodore Kollek
Moshe Rivlin
Shulamit Levin
Abraham S. Hyman

The Sub-Committee concerned itself with three problems:

1. The functions of the sub-agent
2. The selection of the sub-agent and the composition of its Board of Directors
3. The responsibility for the operating budget of the sub-agent and for the special UJA budget that would have to be set up for the purpose of conducting the projected Capital Fund Campaign

As to the functions of the sub-agent it was understood that they would be the following:

- 1) The full Board of Directors of the sub-agent, or a special committee of the sub-agent, would serve in the capacity of a Board of Education, as understood in the American sense of the term. As such it would fix general policy for the operation of the schools and would engage the professional help to operate the schools. The professional help would operate the schools as employees of the sub-agent.
- 2) The full Board, or the special Committee, would be guided by recommendations of the Ministry of Education in the policy to be implemented.

As to the composition of the sub-agent, it was decided that for a number of considerations, including the experience that the IFT had had in handling grants from American Foundations for purposes closely related to the

purposes envisioned by the projected Capital Fund Campaign, the IFT should serve as the nucleus for the formation of the sub-agent. It was further agreed that to the present Board of Directors of the IFT there should be added two men to be designated by the UJA and two by the Jewish Agency for Israel, Inc. It was understood that the full Board of Directors would appoint a Sub-Committee of 7 members to serve as the Board of Education, mentioned above, of which 4 are to be recommended by the Ministry of Education, 2 by the Jewish Agency, Jerusalem, and 1 to be representative of the IFT. Mr. Friedman stated that the UJA would not insist upon representation on the Sub-Committee unless it is determined that the probability of getting clearance from the Internal Revenue Service would be increased if the UJA had such representation.

Both Mr. Bernstein and Mr. Hammer made the point, on which there was agreement, that the composition of the Board of Directors of the IFT and of the Sub-Committee would have to be such as to inspire confidence in the potential contributors and to make the over-all plan acceptable to the Internal Revenue Service.

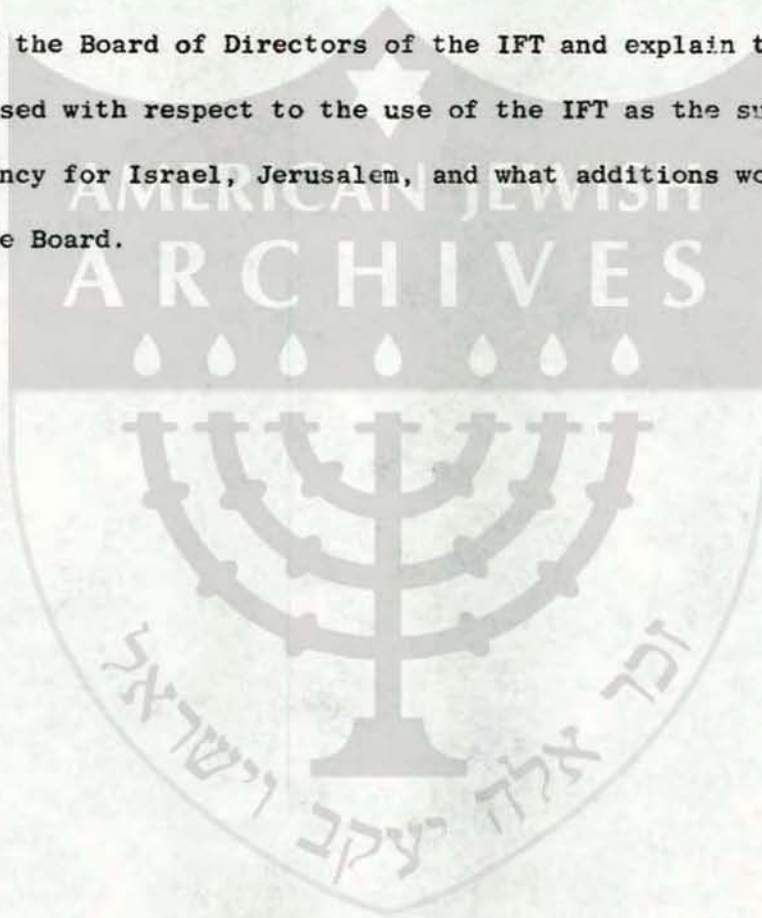
There was also agreement on the point made by Mr. Hammer that the Jewish Agency for Israel, Inc., would have to enter into a contract with the reconstituted IFT and with the Jewish Agency for Israel, Jerusalem, fixing the terms and conditions under which the IFT would function as the sub-agent of the Jewish Agency for Israel, Jerusalem.

As to the question of the responsibility for the operating budget of the IFT for expenses incurred in connection with the projects handled for the Jewish Agency for Israel, Inc., and for the special UJA budget in connection with the Capital Fund Campaign, it was understood that the Jewish Agency for Israel, Inc., would explore the solution of this problem. It was agreed that the architects' fees and other fees incurred in the construction of the buildings were a part of the construction costs and, as such, were properly

chargeable to the contributor.

It was understood that all the decisions reached at this meeting are in the nature of recommendations and that they would not be binding until they had been presented to, and had the approval of, the respective Ministries and organizations concerned with the problem, and, above all, had the approval of the Internal Revenue Service.

Mr. Kollek suggested that Mr. Hammer and Mr. Eymann meet with certain members of the Board of Directors of the IFT and explain to them what had been proposed with respect to the use of the IFT as the sub-agent of the Jewish Agency for Israel, Jerusalem, and what additions would have to be made to the Board.



ASH:SS

October 31, 1963



Facts and FIGURES in Israel

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TEACHERS IN ISRAEL

A survey undertaken by the Central Office of Statistics supplies interesting information regarding teachers in the Hebrew and Arabic educational networks in Israel in the year 1962.

NUMBER OF TEACHERS ACCORDING TO TYPE OF SCHOOL

The number of teachers of both sexes in the Hebrew educational network in 1962 was 21,214 as against 19,426 in 1961 and 18,056 in 1960. In the course of three years, therefore, the number of teachers has risen by about 17%. During the same period the number of pupils in the educational network rose by 41,000, from 546,000 to 587,000.

It is natural of course that the overwhelming majority of the teachers (about 72%) are attached to primary schools. After them, but way down the list, come the secondary school teachers who account for just over 10% of the teacher community. Teachers in extension classes and in vocational training

schools also account for about 10%, as may be seen from the table (3rd Column).

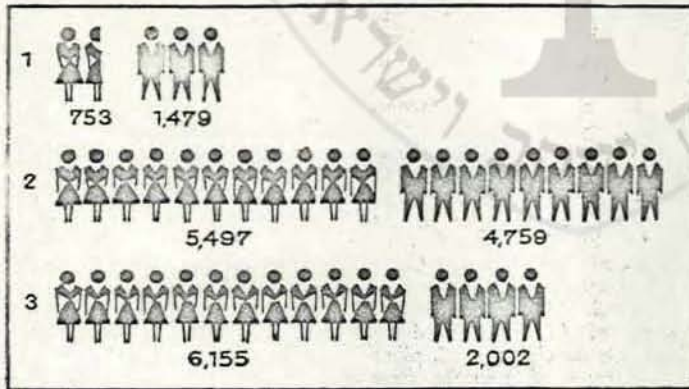
The great majority of teachers in the Arab educational network are attached to primary schools, that is 1,260 out of a total of 1,346. Of the teachers' remainder, 77 teach in secondary schools, 19 in Teachers' and Kindergarten Seminaries, and another 35 in schools of other types.

TEACHERS ACCORDING TO SEX AND AGE

The number of women teachers generally considerably exceeds the number of male teachers, but there are considerable differences where the various types of schools are concerned. Thus, whereas men teachers

Type of School	Number of Teachers	
	1961	1962
Total*	19,426	21,214
Elementary	14,247	15,256
Special	757	889
Working youth	621	466
Two year course post-primary	362	550
Secondary	1,975	2,382
Post-primary evening classes	189	173
Evening secondary schools	402	463
Continuation classes	1,130	1,213
Vocational training schools	857	1,038
Agricultural	468	506
Seminaries for teachers and kindergarten teachers	681	800

* The detailed figures provide a larger total than this. The reason is that there are teachers working in several schools and so are registered more than once.



TEACHERS AS PER COUNTRIES OF ORIGIN

1) Asia and Africa; 2) Europe and America; 3) Israel.

generally constitute about 41% of the total number of teachers in the country, their percentage among primary school teachers has dropped to 33.1% and in special schools to as low as 25.3%. In secondary schools on the other hand, the percentage of men teachers is 56.9% while in agricultural training schools it is as high as 83.6%.

45.6% of the teachers of both sexes are under the age of 30. Here too, we note a slow but constant change since 1960, when the percentage of teachers in this age bracket was 42.6.

COUNTRY OF ORIGIN AND YEAR OF ARRIVAL

Close on 40% of the entire teacher community are locally born. Of the immigrants, about 56% arrived before the establishment of the State and 44% subsequently. This distribution with slight deviations, is representative of all types of teachers whether in primary, secondary, vocational schools, etc.

Of the immigrant teachers, whose number amounts to 13,057, nearly 17% (2,222 teachers of

both sexes) hail from countries of Asia and Africa (the percentage of immigrants from these countries in the general population is 44) while 78% (10,256 teachers) come from Europe and America, but mainly Europe.

The countries of origin of another 5% are unknown.

Here we note a very interesting phenomenon illustrated in the diagram on page 1. It transpires that the number of women teachers among the immigrants from Africa and Asia is very

low due mainly to the relatively backward status of the women in these communities. Among the immigrants from Europe and America the percentage of women teachers is just over 50, whereas from among the locally born teachers it amounts to about 75% of people engaged in the teaching profession. This fact underlines the flocking of Israeli young men to such professions as engineering, medicine, economics, law, etc. and their generally shunning the teaching profession.

ISRAEL FOREIGN TRADE

The growth in the population of Israel and the constant development of its economy have left their mark on the country's foreign trade. The rise in imports is due to the fact that the needs of the population and of industrial and agricultural production must be provided. On the other hand the rise in exports expresses the quantitative and qualitative development of the country's industry which steadily captures new markets. Below is a short survey of Israel's foreign trade in 1962 and in the first few months of 1963:—

GENERAL FIGURES

In 1962 the import of goods to Israel amounted to \$620 million, as compared with \$584 million in 1961, accounting for a rise of nearly 6%. Exports in the same year amounted to \$272 million as compared with \$239 million in 1961, showing a rise of about 14%. The trade deficit amounted therefore to \$348 million as compared with a similar figure — \$345 million — in 1961. These figures include also the imports of airplanes and ships to a total value of \$22 million in 1962 as against \$62 million in 1961.

If we overlook the imports of airplanes and ships, it will transpire that the trade deficit rose by \$38 million despite the fact that in the same year exports increased by a similar sum (\$39 million). The reason is to be found in the considerable expansion in imports amounting to \$77 million.

(The figures contained in the above paragraphs are net, after deduction of re-exports, whereas all the following figures are gross).

COMPOSITION OF IMPORTS

Two-thirds of the total imports (64.9%) consisted of raw materials for industry, agriculture, etc. Another 27.5% were investment goods, whereas consumer commodities accounted for

only 7.6%. The following are import figures according to economic purpose of the imports, during the two years under review.

	1961	1962	1962
	\$ Millions %		
Total Imports	592	628	100.0
Consumer goods for current consumption	33	33	5.2
Durable consumer goods	14	15	2.4
Raw materials	362	408	64.9
Investment goods	183	172	27.5
Of these ships and planes	62	22	3.5

About one-third of the total imports originated in the United States, about one-quarter in countries of the European Common Market, about one-sixth in the United Kingdom, and about 15% in all other countries. Whereas imports generally (without planes and ships) rose between 1961 and 1962 by 14%, imports from the United States rose by 18%, from the United Kingdom by 25%, and from countries of the European Common Market by 11%. On the other hand, imports from the countries of Africa dropped by 14%, while no change took place in the scope of imports from Asian countries, as may be seen from the following figures (without planes and ships):

	1961	1962	1962
	In Million Dollars %		
Total Imports	530.4	606.4	100.0
From United States	161.2	190.9	31.5
European Common Market	131.2	146.8	24.2
United Kingdom	80.4	100.7	16.6
Other countries of the European Free Trade Organization	54.7	58.0	9.6
Africa	22.7	19.6	3.2
Asia	10.7	10.7	1.8
Others	69.5	79.7	13.1

COMPOSITION OF EXPORTS

In 1962 75.6% of the country's total exports consisted of industrial products and 24.4% of agricultural products. In 1949 the ratio was almost converse, in that 36.4% accounted for industrial products and 63.6% for agricultural products. This process of strengthening of the country's industrial exports went hand in hand with the rise and development of Israel's industry and is illustrated in the following figures (in percentages):—

Year	Industrial Exports	Agricultural Exports
1949	36.4	63.6
1950	51.6	48.4
1955	61.7	38.3
1959	67.5	32.5
1960	70.8	29.2
1961	74.5	25.5
1962	75.6	24.4

In Israel's agricultural exports citrus exports occupied the primary place and accounted in

Scholarships for Kiryat Shmona

Jerusalem Post readers rally to assure higher education

ON several occasions when I had written of the struggles of the immigrant children in our high school in Kiryat Shmona, in a town periodically suffering from unemployment, there had always been people moved by sympathy.

When the tale of the scanty library reached Israel through the press, the response was tremendous. Now the shelves are filled with the French, English and Hebrew books that arrived in sacks from schools in different parts of the country. Every child in our academic seventh received his Webster dictionary from "Hadassah Magazine" readers though an incidental remark in one of my articles, and the school became a kind of unrecognized project of *The Jerusalem Post* readers.

My article about my two pupils who wanted to go to a Teachers' Seminar appeared in a Thursday issue of *The Jerusalem Post*. G.S. offered help from his family fund. "We don't really have enough candidates," he said, and I realized with a shock that we had not, any of us, at the high school in Kiryat Shmona, remembered to appeal to the various organizations offering grants. "If you apply to Aionei Yitzhak, and mention that I recommended the boys, they may still be accepted." They hadn't wanted to go to an agricultural high school, either of them, I knew, since farming in Kiryat Shmona is not very popular, but it was a concrete opportunity.

Birthdays Gift

Next day the first letter arrived. The 80-year-old woman who offered her cheque of IL700 had written to me before, in her slightly shaky handwriting. "You remember," she said, "that I celebrated my 80th birthday by asking for cheques instead of gifts from family and friends. Here is what it amounts to. I'll be glad to know it helps these two boys of yours..." The sender's address was on the back of the envelope. The Old Age Home of the *Solidaritywork* of the Central European Immigrant Organization.

Saturday came. Suddenly, at noon, when the heat was at its worst, the bell rang. Visitors? Outside stood a couple, middle-aged, friendly and polite, though slightly apologetic. "We wanted to tell you as soon as possible," said the woman. "We'd like to give IL1,000 to one of the boys this year, and the same sum the year after." The man added quietly: "We won't promise more than that just now... But we'll see..."

To which of the boys should the money go? The woman preferred to encourage Yigal, whom she rightly pictured as

the more shy of the two, less able to fend for himself, while her husband, a businessman, thought Yohanan, who knew better how to face life and its difficulties, should be helped first. They wished to meet the boys, but not to seek gratitude. Just to know how they were. The couple was just moving into their new apartment, having immigrated only recently from New Zealand.

Monthly Share

Meanwhile another letter arrived at the Editorial offices of *The Jerusalem Post*, with ten drafts of IL100 each. The man who sent them explained that he was not rich and could not put up a large sum all at once. But he could pro-

By Alisa Levenberg

mise to do his monthly share so that the boys should not go without their training.

I felt ashamed for having doubted people. Also, hadn't I, in my own reaction to the whole matter, forgotten that as a last resort I still had our South African friend, Mr. H.A. Jacobson, the father of the writer Dan Jacobson? He is making IL3,000 available every year to help those students who cannot pay their fees, upkeep and provide books and copybooks. Without him Yohanan and Yigal, and some more Yohanans and Yigals would have found it even harder to complete even the seventh grade. He would always have helped. *The Jerusalem Post* itself meanwhile had two more offers — one from a reader who wanted to start a fund and enclosed his own modest cheque as a beginning and the other from a Mr. N.K. who said he had a memorial fund in the name of a South African couple and would give us IL2,000 immediately and perhaps the same amount next year if the boys made good.

Boys Told

So, the next Saturday morning we sat in the home of the Mayor of Kiryat Shmona and told the boys that scholarships had been made available. The Ministry of Education and Culture had also awakened to the problem and we had worked out a solution together. Now we could tell the two boys to go and pack their things and get off to Beit Berl where the Ihud Hakibbutzim teachers seminar is held. However, a few days later, I got two letters of almost identical content — from my two pupils. Both assured me that they appreciated all that had been done for them, but would like to use some of the money to graduate from high school at Kiryat Shmona and go to a teachers' college only the year after. "They (the col-

leges) do work we have done already. They lag behind us at least one year." the boys wrote. "We didn't know we were doing so well at our school in Kiryat Shmona..." Then they explained that for one thing they hadn't known they would have to go home each week-end, all the way from Kfar Saba to Kiryat Shmona, since the school closes its gates, and this would also add considerably to the budget. They would rather finish at Kiryat Shmona, where their parents need not bear the brunt of any expenses, and go to the "Oranlim" Seminary, nearer home, the following year.

Never Forget

"Believe me," ended one of the notes, hastily written in the immature handwriting of Yigal, "I shan't ever forget that people really feel they want to help us. The money will be a basis for next year. I shall never in my life forget..."

I think I won't either. In the three years of my work at Kiryat Shmona readers of *The Jerusalem Post* have shared the burdens of the new school, encouraged and helped us. Above all they have made us feel that we are not just fighting a battle against odds somewhere in a corner of the land, but are carrying out a task which others wish to share.



Office of the Superintendent
Robert H. Seitzer

FROM: Board of Education
21 Winans Street
East Orange, New Jersey

FOR PUBLICATION:
Thursday, November 12
& thereafter

An innovation in urban public education was unveiled today by the East Orange Board of Education in announcing plans for gradual consolidation of the city's present 13 schools into an Education Plaza.

Development of the Plaza concept, explained William L. Hoffmann, president of the board, was prompted by the conviction that learning demands of the nuclear-space age have outpaced the capacities of the neighborhood school and require centralization of educational facilities to accommodate needs of the entire student body.

Although Superintendent of Schools Robert H. Seitzer described the plans as still in the preliminary planning stage, he added that study of the Plaza concept, in concert with the board's architectural consultants, had progressed to the point where East Orange's citizens could begin to evaluate its many implications.

The multi-faceted Plaza concept involves many departures from the status quo, including eventual replacement of the present system of grades by a non-graded arrangement for some grades that would allow pupils to advance at their own pace.

The installation, planned for an approximate 15-acre centrally-located site in the area previously considered for a proposed, centralized Junior High School, would be built in at least seven successive stages.

The first, a Middle School for some 3,000 children in Grades 5 to 8 (ages 10-13), would serve as a major pilot project providing a body of experience for the others.

A specialized feasibility study would precede construction of each of the remaining six, which follow:

A Resource Tower, to be added at any stage, to include a curriculum center, a Junior College, central offices, an in-training center for teachers and an experimental workshop for students.

An Upper School for students in Grades 9 to 12 (ages 14-18), accommodating a total of 3,600 students.

A Primary School for children in Grades K to 4 (ages 5-9), designed for 3,840 children.

A Community center to embrace a unit of the city's public library, facilities for the lively arts, and gymnasiums and swimming pools for competitive and spectator sports.

A multi-story open-tiered parking garage.

An all-weather play and recreation space in the existing stadium area.

Still another facet, Mr. Seitzer said, would be establishment at various points in the city of Nursery Schools for children aged 3 to 5. Though separated from the Plaza, these schools would be related to it, and, in the superintendent's view, "would be invaluable in preparing tots for their school experience."

Assuming that each of the proposed components was built, completion of the Plaza as a whole would take from 12 to 15 years after ground is broken for the first phase, Mr. Hoffmann said.

The school board, he added, estimates that the Plaza's cost will be substantially offset by the sale of existing school properties to private interests. The present schools would be phased out as building increments are completed in the complex.

Mr. Hoffmann pointed out, too, that sale of the schools would yield an additional benefit from their inclusion in the city's ratables. It is also expected that another sizable part of the Plaza's cost may be defrayed by governmental agencies and educational foundations which may view East Orange's Plaza concept as a prototype worthy of adoption by many other cities.

Elaborating on some of the more salient features planned for the Plaza, Mr. Seitzer said it would be operated year-round, permitting marked enrichment of the curriculum and greater opportunity for children to master knowledge or vocational skill requirements that keep expanding yearly on the pre-college level.

He added that concentration of facilities and staff would allow instruction to be better tailored to various levels of pupil ability, with benefits accruing up the line from the slow learner to the highly gifted.

The proposed Junior College, the superintendent explained, would cover not only the first two years of higher education for qualified students unable to obtain admission to out-of-state institutions -- a mounting problem for New Jersey residents -- but also would supply technological instruction geared to the needs of North Jersey industrial employers.

The Plaza concept, Mr. Seitzer continued, allows for a comprehensive program of adult education, with the accent on enriching the lives of senior citizens. A Lively Arts Center with facilities for work in dramatics, music and dance for both students and adults would be an important element in the operational plans.

Preliminary architectural studies for the Plaza have been prepared by Emil Schmidlin of East Orange and his school specialist, Russell Heter. In addition to outlining the major structural components, these studies envision sub-terrace levels linking the various buildings for the movement of supplies, conveyance of food to student dining centers and the accommodation of trucks and buses.

Another design consideration, Mr. Seitzer said, would be a landscaping scheme that would serve as relief for the structural masses in the complex and endow it with a campus-like atmosphere. The superintendent pointed out that the structure grouping in the Plaza concept lends itself nicely to such centralized utility services as heating and ventilating, an important economy factor.

The architectural approach has been largely predicated on the division of each major school center into a maximum number of schools within a school. Spaces in each sub-school would be so designed that, with the use of movable partitions, varying numbers of pupils could be accommodated for specific instructional purposes.

Thus, under this flexible scheme, pupils per classroom would range from 12 for seminars or committee work all the way up to hundreds for demonstrations, lectures and TV instruction.

Each of the sub-units, in addition, would have its own facilities for first aid, physical exercise and food services. As to the latter, with some 10,000 students to be fed, it is planned either to prepare the food in a central kitchen or have it pre-packaged and brought in by an outside concessionaire.

Sketching the genesis of the Plaza concept, Mr. Hoffmann went back to last January, when the Board of Education was studying plans for a new, centralized Junior High School. In addition, figuring heavily in the board's deliberations, he said, was the looming need for expensive additions to five schools as well as renovations at five others.

"It boiled down to a matter," he said, "of plodding along in the same old add-and-patch groove or daring to think creatively in an effort to develop a plan that would meet the realities of educating our children for the complexities of life in the nuclear-space age.

"We felt we had gone about as far as we could with our present facilities, organization and philosophy. Like most other school districts, we are not now meeting the needs of our pupils with our present 180-day term, grade structure and present academic emphasis."

The school board, Mr. Hoffmann continued, gave Mr. Seitzer a mandate to "plan boldly and dynamically" and from this emerged the Plaza approach.

Mr. Seitzer disclosed that as the plan evolved, previews of its philosophy and physical outlines were presented to ranking educational authorities. This included a "brainstorming clinic" July 13 at the demonstration center of the U. S. Office of Education in Washington, D. C.

Present at the Washington session, the superintendent said, were Dr. Francis Keppel, U. S. Commissioner of Education, and his ranking aides, and representatives of national educational and professional planning organizations as well as executives of architectural firms of national repute in school design.

The reaction of the professionals exposed to the concept, Mr. Seitzer said, has been "preponderantly laudatory and enthusiastic," with a substantial number of experts viewing the Plaza plan as meriting serious consideration by school systems in urban centers with populations up to 200,000.

While freely conceding that "a multitude of i's remain to be dotted and t's to be crossed," the superintendent added that work on developing the Plaza idea has now reached the stage where the plan can be communicated to East Orange's citizens for their reactions and suggestions.

"We've arrived at the point," Mr. Hoffmann observed, "where we need a green light from the community before we tackle the prodigious details involved in completing the plan. As of now, the outlines are such that our citizenry and governing body, after study and discussion, can make a judgment."

Turning to the question of how pupils would travel to and from the proposed complex, Mr. Seitzer pointed out that the center would lie within 1½ miles of the great bulk of homes, permitting children aged 10 and over to reach the complex with little need for special transportation. East Orange has an oblong shape, about 1.5 miles wide and 2.5 miles long, with a total area of 3.9 square miles.

In listing special virtues of the plan, Mr. Seitzer stressed that it would provide pupils with the wider social horizon that comes from associating with all children in the community rather than with only those who live in the immediate neighborhood. He also enumerated the following advantages:

More efficient use of modern and expensive educational techniques and materials, with the consolidated arrangement permitting economical exploitation of such tools as closed-circuit television, language laboratories, audio-visual equipment, library facilities and recordings.

Possible economies accruing from reducing the staff now required for pupils repeating work of the previous year. In the year-round system, with instruction closely tailored to pupil ability levels, the number of repeaters would be reduced substantially.

Programs to fit all levels of ability and vocational goals, with the Plaza's centralization permitting specialized teachers and extraordinary resources unavailable in the present dispersed schools.

Centralized facilities for guidance, counselling and remedial work, including social work assistance for families whose children are not doing well.

Facilities for developing new programs, using qualified staff researchers to formulate curriculum guides and teacher training procedures especially adapted to the East Orange scene.

Cafeteria services for all children, filling a long-felt need; such services are now available in only three of the city's 13 schools. For thousands of children, this would cut traveling to and from school to only one-round-trip daily.

Reduction of the present 20% rate of annual teacher turnover, achievable through the professional stimulations and attractions inherent in the Plaza concept.

Operation of the Plaza as a cultural and recreational center for the entire community, serving all over 5 years of age.

Mr. Seitzer observed that East Orange, in common with other cities, makes a heavy investment in the schooling of its children, only to see them move to the suburbs or beyond upon reaching maturity. This out-migration, he said, is often prompted by a search for better schools.

"Cities," he emphasized, "must act with vigor and imagination to reverse this trend. They must realize that the local school system is a precious asset that shapes much of the community's image.

"In East Orange, the Plaza concept represents a frontal attack on this problem."

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Memorandum

Subject: Meeting of Subcommittee of UJA Executive Committee on Capital Fund Campaign for Education in Israel, June 12, 1963.

From: Herbert A. Friedman

I suggest following agenda for the meeting of the subcommittee appointed by Meyerhoff to review the major problems with respect to the capital fund for education in Israel:

1. The problem of securing tax exemption for the contributions to the capital funds.
2. Composition of the panel of experts to make the study in Israel.
3. Choice of the instrumentality to conduct the campaign.
4. The rules under which the campaign for capital funds is to be conducted.

1. Tax exemption

On June 4 I convened a meeting to explore the problems that would be presented in securing income tax exemption for the gifts to the capital fund for education in Israel. Among those present at this meeting were Adrian De Wind of the law firm of Paul, Weiss, Rifkind, Wharton and Garrison, who has been advising the UJA on income tax matters; Theodore Tannenwald, attorney for the Israel Foundations Trustees, an Israel corporation, and Theodore Kallek.

Every aspect of the problem was considered and De Wind expressed the following opinion:

If the capital funds raised were turned over by UJA to an American corporation (such as the Jewish Agency for Israel, Inc.), if the funds were then transferred to an organization in Israel which would act as the agent of the American corporation and which, in that capacity, would use the funds for the earmarked purposes (such as construction of school buildings or for scholarships), if the American corporation retained title to the buildings in Israel or to the endowment scholarship funds (in cases

where the donors specified that only the income from the gifts be used for scholarship purposes), and if the schools thus constructed were controlled and supervised by the agent of the American corporation or if the scholarship fund were administered by such agent, the gift to the UJA for either the building or the scholarships would be tax deductible. He further expressed the view that the gift to the UJA would be tax deductible under the above conditions even if the whole or part of the funds for the maintenance of the schools were provided by the Israel Government. He added that it would strengthen the case for tax deductibility if on the board of the agent in Israel there were Americans and if an American were designated to check the operation in Israel in order to insure that the policy decisions made by the American corporation were being implemented. He further stated that the person so named could be the same person who now represents the Jewish Agency for Israel, Inc., in Israel.

It was pointed out that the question of tax deductibility would not be involved in the case of gifts which take effect upon death, since to qualify for exemptions under the Federal Estate Tax Law all that would have to be shown is that the money goes to a charitable cause.

The question of who the agent in Israel might be was considered and the choice seemed to be between bringing into being a new agency or to use the Israel Foundations Trustees, an Israel corporation which was organized 12 years ago and which enjoys tax exempt status under the Israel Law. Mr. Kollek expressed his preference for the Israel Foundations Trustees because of the standing of the men on the Board of Directors of that organization and because it had gained respectability in the eyes of the American authorities, inasmuch as it had been the recipient of gifts from the Ford Foundation, the Rockefeller Foundation, the Falk Foundation, from other American institutions and from individual

American citizens. It was agreed that if the ultimate decision would be that the Israel Foundations Trustees would be the agent, it would seek to get a formal ruling from the Internal Revenue Service that it was a charitable organization.

De Wind promised me that he would confirm his opinion in writing and Mr. Tannenwald, attorney for the Israel Foundations Trustees, promised to send me a list of the Board of the Directors of this body.

2. Panel of experts

I believe that there was general agreement among the leadership of the UJA, including even those who opposed the idea of the UJA conducting the campaign for the capital funds, that a panel of experts should be formed and invited to make a study of the situation in Israel and to report on the major educational needs and on the order of priorities.

During the course of the discussion of the problem, suggestions were made that the following be asked to serve on the panel:

Edward M. M. Warburg, member of Board of Regents, New York

James Allen, Commissioner of Education, State of New York

William B. Levinson, Supervisor of Schools, Cleveland

Charles Bensley, former member of Board of Education, New York

William A. Jansen, former Superintendent of Schools, New York

Dana Cotton, Executive Dean, Harvard Graduate of School of Education

Dr. Eli Ginzberg, Professor of Economics and Director of
Conservation of Human Resources Project,
Columbia University

Harold B. Gores, President, Educational Facilities Laboratories, Inc.
(Ford Foundation)

Dr. Morris Meister, President, Bronx Community College

I am of the opinion that the study by this panel should be preceded by a detailed survey of the needs and that this comprehensive study should be made this summer. I suggest that Abraham S. Hyman of our staff be asked to make this survey during the months of July and August

3. Choice of instrumentality to conduct the campaign

Although it would appear that the great weight of opinion expressed at the May 26 - 27 meeting of the Executive Committee was in favor of the UJA conducting the campaign, the committee is free to consider the three alternative proposals that were advanced in the course of the discussion. They are:

1. That a separate organization be asked to conduct the campaign and that that organization be linked at the top with the UJA by having the Executive Vice-Chairman of the UJA direct the activities of the other organization as well as of the UJA.
2. That an organization completely independent of the UJA be asked to conduct the campaign.
3. That the UJA conduct the campaign.

Inasmuch as the first alternative involves me personally, I must repeat what I already indicated on other occasions, namely, that I feel that I could not operate under that alternative with any hope of doing justice both to the UJA and to the new organization. Although I would be technically in charge of the operation, I would find it impossible to resolve the competing demands on me. Every organization has a life of its own and although I would be in charge of the new organization and thus make every effort to avoid competition between the UJA and the new organization, competition both for leadership and for contributions to the respective funds would develop and I would find myself in conflict with myself at all times. I would, therefore, personally suggest that this alternative not even be considered.

Obviously, if the second alternative is adopted, the organization assuming the responsibility for conducting the campaign would develop its own structure. It would seem to me that a consideration of what that structure should be is beyond the competence of this committee. What must be said, however, is that the organization would, of necessity, have to be staffed with a much larger professional staff than if the UJA undertook to conduct the capital fund campaign through a new department within the UJA.

If the third alternative is adopted I would recommend the following structure for handling the campaign.

1. The establishment of a new department within the UJA to be called Education Fund for Israel.
2. The establishment of a lay body separate and distinct from the regular campaign structure of the UJA which would make policy decisions regarding the capital fund campaign. The lay body should include some men and women prominent in the educational field.
3. Complete coordination between this lay body and the lay leadership responsible for the regular campaign, to the extent that no action should be taken by the new committee without full agreement on the part of the lay leadership responsible for the regular campaign.
4. The name of the new lay body should be Committee for the Education Fund.
5. The staff of the new department of the UJA would consist of five persons, plus the requisite number of secretaries. At least two of the staff members should be of such stature and ability that they could be expected to function effectively in the important role of soliciting prospects for contributions to the capital funds. The other three persons should consist of the following: a person to assist in planning the campaign, to help in interpreting the needs, to supervise the activities of the two staff members to be hereafter mentioned, and to assist in developing the legacy phase of the program; one person to be in charge of publicity; and one person to be in charge of art work in connection with the campaign.
6. There should be no commingling of funds from the regular campaign and those from the capital fund.

The arguments for and against the UJA undertaking the effort are well known to the members of the committee. I would urge that the committee recommend that the third alternative be adopted for the following reasons:

The assumption of the responsibility by the UJA would; first, recognize that education is part and parcel of the absorption of the immigrants; second, preempt a field in which other organization would inevitably enter and, by preempting it, give the UJA complete control over raising of the funds and thus insure (a) the maximum coordination with the communities, (b) the protection of the contributions to the regular campaign; (c) the retention of UJA present leadership for the regular campaign as well as for capital fund; third, attract new leadership to the UJA which could be drawn into work in behalf of the regular campaign; and fourth, be the least costly method of handling the new campaign.

4. Rules for conducting the campaign

I would recommend that consideration be given to the following set of rules to govern the capital fund campaign:

1. The campaign be a year around campaign and not geared to the regular campaign of the UJA.
2. No mass meetings should be convened for this purpose. The technique should be limited to parlor meetings and to individual approaches to prospects.
3. Legacies for this purpose should be encouraged.
4. No gift should be taken from a prospect until he has made his contribution to the regular campaign for the campaign year and the contribution is one that the UJA considers adequate.
5. No person shall be solicited except with the full knowledge of the Executive Director of the community in which the prospect lives and with his full consent as to timing.

6. There must be full understanding on the part of the communities that the amounts contributed will go directly to the UJA and that contributions to the capital fund shall in no way figure in the allocations to the UJA from the regular fund and/or the special fund proceeds to be derived from the regular campaign.



File Education

CAN SCHOOLS BRIDGE THE CULTURE GAP?
Problems for Israel's Educationists

Tel Aviv, September 3, 1963.

(JCNS) As one-third of Israel's total of more than two million population went back to school on Sunday, the nation's attention centred on what may become of its most challenging problem - that of bridging the educational gap between the children of Oriental immigrants and those hailing from the more advanced communities.

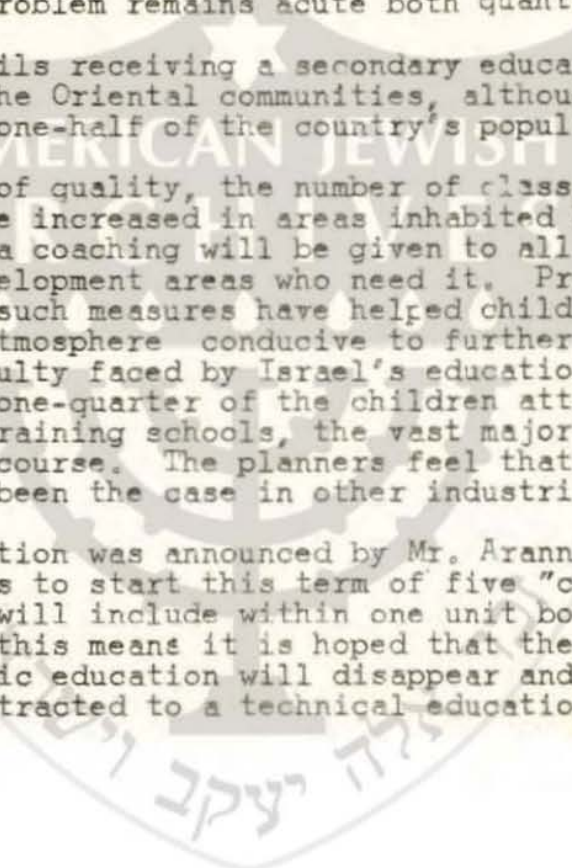
The Minister of Education, Mr. Zalman Aranne, told a press conference that the percentage of pupils from Oriental communities reaching the top grade of secondary schools had doubled in the past six years. But the problem remains acute both quantitatively and qualitatively.

Of about 100,000 pupils receiving a secondary education, only one-third come from the Oriental communities, although these communities make up about one-half of the country's population, according to the experts.

To meet the problem of quality, the number of classes with a longer school day will be increased in areas inhabited by Oriental immigrants. Extra coaching will be given to all senior grade pupils living in development areas who need it. Previous experience has shown that such measures have helped children whose homes did not provide an atmosphere conducive to further study.

Another major difficulty faced by Israel's educational system is that about only one-quarter of the children attend agriculture or technical training schools, the vast majority following a general academic course. The planners feel that the trend should be reversed as has been the case in other industrial societies.

A step in this direction was announced by Mr. Aranne who told the press that building was to start this term of five "comprehensive style schools" which will include within one unit both academic and technical trends. By this means it is hoped that the "snob appeal" of a solely academic education will disappear and that greater numbers will be attracted to a technical education.



1 Sept 63

Battle of the Education Gap

'Long' School Day Extended

By SHALOM COHEN, Jerusalem Post Reporter

The "battle of the gap" between the educational levels of the Oriental and the established communities is the most urgent problem facing Israel's school system.

This was stated by the Minister of Education and Culture, Mr. Zalman Aranne, in a press conference in Jerusalem given on the eve of the new term.

To meet this problem, schemes such as the long school day will be extended, Mr. Aranne said. Extra coaching will be given all pupils in need of it in Ministry-supported schools in the development areas, from the sixth grade to the last year of high school.

For these, and other schemes, said Mr. Aranne, there is a "well-based hope" that the Treasury will grant the Ministry an additional budget of "several millions" for the remaining seven months of the fiscal year, in addition to its present IL199.6m. Mr. Aranne stressed that though the latter figure represented an increase of some IL40m. over the previous year, only two per cent of the rise could be used for the urgent needs — "the great leap forward" — after rising costs and salary increases were taken care of.

The expected enrolment figure this year, at all levels, from three-year-olds in under-age kindergarten to university, was set at 690,000, a rise of some 30,000 over last year. This is more than the entire Jewish population at the time of the establishment of the State, said the Minister.

Teacher Shortage

Some 1,700 new teachers today enter the elementary schools, about half to replace teachers who have left. Of the 1,700, some 1,000 (of whom two-thirds are certificated) will teach in State elementary schools. The remaining 700 (one-third certificated) go into the State Religious elementary schools.

The term, however, will start with a shortage of 300 teachers.

There will be some 300 "second shift" afternoon classes, mainly in development towns like Lydda, Ramle, and Beer-sheba. The established municipalities had done much to eliminate the second shift, Mr. Aranne said.

Studies made during recent years have shown that grades one to five in development areas make only slow progress. However, acceleration schemes in the top three grades show good results. The percentage of children of the Oriental communities reaching the top grade of secondary school had doubled in the past six years.

The conclusion of the Ministry was that the children in the three top grades of elementary school — Vav, Zayin, and Het — were at a decisive age and receptive to special coaching programmes.

Starting this term, therefore, the scheme of intensified teaching and coaching will embrace all Vav, Zayin, and Het classes in development areas. The system of the Beersheba project — combining selected pupils of different classes of the same grade for certain subjects — plus extra school hours, is being considered.

Mr. Aranne also reported on the new scheme of overseas donors to Israel education. This programme is based on the principle of a "pound for a pound" i.e. the Government matching the contributions. Under this scheme, building will start this term on five comprehensive style schools, in Kiryat Shmona, Ashdod, Kiryat Gat, Beit Shemesh and Upper Nazareth. Each school will cost about IL1.5m. and will offer, in addition to regular lessons, a choice of vocational or academic trends.

Mr. Aranne said the scheme for breaking up secondary school into two, three, and

four-year courses, in view of the 50 per cent fall-out rate in the four-year secondary schools, would be tried out in the 1964-65 school year. This was recently agreed to by the Union of Secondary School Managements.

Teacher Training

A special permanent unit is to be set up in the Ministry to deal exclusively with recruiting people to train as teachers, the Minister said. The unit will canvas the secondary schools, the Army, and teachers who have left the profession.

Mr. Aranne spoke of the great need for adult education, an area which will come under the jurisdiction of a new Cultural Division headed by Mr. Yitzhak Navon, former Political Secretary to Mr. Ben-Gurion.

The Minister told the press conference that he wanted to introduce as a compulsory subject for matriculation Jewish history of the Diaspora and this country from the latter quarter of the 19th century to the present day. Whatever the opposition to this, he was confident "we will win the fight." He agreed there was a problem of suitable text books but they would be forthcoming when needed just as "some people even got rich" in writing text books for the Jewish Consciousness subject when it was introduced.

Mr. Aranne, who introduced Jewish Consciousness into the curriculum when previously Minister, said that increased emphasis would now be placed on the subject.

In reply to questions, the Ministry's Director-General, Dr. Hanoeh Rinot, said the Ministry had so far received no complaints of violations of last year's regulations prohibiting unnecessary "new" editions of school text books.

Mr. Aranne disclosed that he had asked Prime Minister Eshkol and the Lands Authority to make a gratis grant of lands to the Jerusalem municipality for building schools. "I believe there will be some results," he said. The buying price for a site for a school in town is understood to be around IL400,000.

Education **Back to School Sunday**

SCHOOL buildings were getting a final brush-up this week in readiness for the "big return" on Sunday, when the new term begins after the summer holiday of more than two months. About 400,000 pupils will go to elementary schools, 95,000 to post-elementary and more than 85,000 children to kindergartens. This figure is about 28,000 higher than last year's.

Reports from the Ministry of Education and local authorities indicate intensified steps to close "the educational gap" between the settled population and some immigrant communities. It was reported that the Treasury has given the Ministry an extra IL4m. for this purpose to add to its current

IL199m. budget. A good part of this will be spent on introducing the longer school day to more areas.

The scheme, inaugurated by the former Education Minister, Mr. Abba Eban, will be expanded by Mr. Zalman Aranne, the new Minister, from last term's 800 classes to 1,050.

The Ministry will also try to end the "second-shift" classes, which are held in the afternoons because of the shortage of classrooms.

The second shift, the bane of parents, has also worried city authorities. Now the Jerusalem Municipality has announced that with the completion of 76 new classrooms, the need for most afternoon lessons will end.

The Municipality also no-

ted that while 35 per cent of elementary school pupils passed the *seker* examination to determine who would be eligible for reduced fees in post-elementary school, about 92 per cent will actually continue studying.

The Haifa Municipality reported that only 14 second-shift classes would remain in the new term. Joining in the "battle of the gap," it will launch an experimental scheme to provide special coaching for children of the eastern communities in the last grade of elementary school to prepare them for secondary school.

Teachers and Books

THE Ministry reminded schools—and parents—of the agreement reached last year with the Publishers' Association banning the issue of redundant "new" editions of school textbooks which differ from previous editions only in minor points. Under the rules, which went into effect last term, every new edition requires the authorization of the Ministry. Nevertheless a serious dent was made into many a family budget this week as several score pounds had to be laid out for brand new school books.

The teachers, many of whom have been taking refresher courses during the vacation, were not lost sight of. An agreement was reached between Mr. Aranne, the Histadrut Secretary-General and the Teachers' Union on an unspecified salary rise for elementary school teachers without certificates, thus ending a long-standing dispute.

AMERIC
A R C

30 Aug 63

JEWISH FRONTIER
SUMMER, 1963

Facing the Education Crisis

by Arie Hauslich

ABBA EBAN took office as Israel's Minister of Education less than three years ago. Many say that his most important achievement has been the forthright way in which he has warned the nation of the serious crisis in the education system. In place of the comforting statistics on the high degree of school attendance—almost 100 per cent at the compulsory and free primary level and more than 50 per cent at the post-elementary stage, which is neither compulsory nor free—he has placed the accent on the growing educational gap between the established population and the new immigrants, between those largely of European extraction and those from the Oriental communities.

Abba Eban says that the full seriousness of the problem was driven home to him almost by chance. One day he found two reports on his desk. One was a UNESCO study of the comparative standards attained in secondary schools in various countries: Israel was in the top bracket, together with Britain, Denmark, Holland and France. He noted, however, that the Israeli schools examined were located in urban centers, largely inhabited by settled and fairly prosperous families. The second report was on the standard of elementary schooling in the southern half of Israel, which is largely inhabited by new immigrants: it was far less reassuring.

The Knesset, and indeed the whole country, was shocked last July when Mr. Eban, in his budget speech, quoted from this second report. It had been drawn up by the Chief Inspector of Education for

the Southern Region, which begins at Ashdod, a little south of Tel Aviv and extends down to Eilat. He read: "It is my duty to inform you of the serious situation prevailing in the education of the children of the poorer elements, of the paucity of their achievements and on the lack of progress which falls far short of the country's needs. The percentage of pupils not reaching even a minimum standard is between 35 and 40!" Here the Minister went on to explain just what this "minimum standard" means. He said that those not reaching it after nine years of compulsory education—and they make up more than one-third of all the children in the area—are unable to read a newspaper or a simple book. They cannot write a comprehensible letter, are unable to perform even simple arithmetic and have no clear and basic idea about their people, their State, and the world around them.

Mr. Eban warned that this situation was bound to produce young people filled with complexes and disappointment, which would often find expression in making them enemies of a society which they felt had rejected them. And in case anyone thought of drawing comfort from the idea that this was a regional problem, which could be solved by regional measures and regional concern, he went on to tell the House that there was no reason to believe that the problem was any less acute in those areas inhabited by the same type of immigrants elsewhere in the country. He sounded a further warning that the situation was particularly dangerous because the

education gap between the settled population and newcomers in the development areas ran largely along ethnic lines. Statistics had shown that the children of immigrants from Europe, once they had mastered the language, tended to advance far more quickly than those from Oriental countries.

That was the diagnosis and it was not easy to accept. Many teachers saw the report as an attack on themselves, as a direct criticism of their years of hard work. They hastened to point out that if anyone was to blame for this admittedly deplorable situation, it was not the teachers. To an extent they were right. Since the creation of the State, there have never been enough qualified teachers. Independence was followed by the passing of the Compulsory Education Law and by a mass immigration which more than doubled the Jewish population in three and a half years. From the beginning the Government took energetic measures to step up the amount of teacher training, but supply has never caught up with demand. Inevitably schools in the cities have had an easier time finding the necessary manpower than schools in the more distant and sometimes isolated development areas. Nevertheless, even in the cities classrooms have all along been overcrowded and teachers have rightly complained that they cannot give of their best to a class of fifty or more children. A few years ago, the writer of this article was introduced to the head teacher of a school in a new town: he was a 19-year-old boy who had been expelled from a teachers' seminary for stealing!

Although the number of young people being trained for the teaching profession has grown from year to year and in 1962 reached 2,300, no way has yet been found of eliminating the professionally unqualified teacher. This year there are 4,000 of them in charge of classes, out of a total teaching force of 17,000.

Nevertheless, it is true that bad or inadequate teaching can bear only a part of the blame. Asked to explain the causes for the education gap, Abba Eban hastens to point out what is *not* the cause. He stresses that there is no genetic cultural difference between European and Oriental Jews and says that history and research have conclusively refuted this idea. The Education Minister feels that environmental conditions and the result of five centuries of Jewish history are to blame. Since the decline of Islamic culture, the communities from which half of Israel's population stems have had no educational history or environment. Their Israeli children are the first generation for centuries to receive any real education at all. He contrasts this with the Europeans who have lived amid an intensely creative culture and have had the added emphasis of Jewish humanism. Inevitably, even among immigrants who arrived on the same boat, this has led

to homes dominated by contrasting memories and traditions in relation to education.

Similarly, the size of the family and the type of living accommodation play their part in determining the child's educational capability. You can give two children identical tuition: if one goes from school to a home in which learning and reading are taken for granted, he has a head-start over the child who returns to a squalid apartment, which he shares with several adults and six or eight other children. These conditions, many people feel, make a mockery out of the idea of equality in educational opportunity.

Abba Eban says that the deep-rooted idea of egalitarianism in education must also share in the blame for the gap. In its sacred name, Israel's educators have hitherto insisted on a standard curriculum for all elementary school pupils: the son of a Hebrew literature professor in Jerusalem and the son of an illiterate, non-Hebrew speaking immigrant in a struggling Negev settlement were expected to handle the same quantity of material in the same period of time and to attain the same results.

IT IS one thing to define a crisis and quite another to overcome it. What is being done? Here a distinction must be drawn between short-term, stop-gap measures and long-term remedies.

In the first category, the immediate teacher shortage in immigrant areas is being met by Army teachers. The majority of these are newly-qualified graduates of the seminaries, who are happy to have the chance of beginning their careers while still in uniform. In addition, under an imaginative agreement between the Education and Defense Ministries, high-school graduates interested in teaching are able to do so as part of their military service. These girls received brief introductory courses last summer and are being given further instruction throughout the year. In this way the empty classrooms have been staffed, but at the expense of increasing the number of unqualified teachers.

Every encouragement and incentive is given to unqualified teachers to complete their training. Becoming qualified not only means a salary raise, but it also assures the teacher of security. During the last summer vacation special training courses were attended by 2,000 unqualified teachers and evening courses are held during the school year. The ultimate aim is not only to restrict the teaching profession to those properly trained, but also to improve the standard of training. Soon after taking office, Abba Eban set up a special committee to look into teacher training. Its most important recommendations were the extension of the training period for primary school teachers from two years to three, the setting up of large training colleges of a higher standard than the present seminaries, and the award-

ing of Bachelor of Education degrees to graduates of these colleges.

However, providing more and better teachers will not solve the whole problem. A break must also be made with the standardized curriculum. The Chief Inspector of the Southern Region persuaded the Ministry of Education to begin the process with a revolutionary experiment which is being tried out in Beersheba. He feels that it is wrong and inefficient to group children into classes arbitrarily. Accordingly, he suggested regrouping the pupils on a merit basis for their lessons in key subjects. For the purpose of the try-out these are arithmetic, Hebrew and English.

If it was to be of any value, the experiment had to be strictly controlled. Therefore, it was decided to confine it to one age group—12 to 13-year-olds—and to one town. Beersheba was chosen for its unique demographic character. It has a large immigrant population from all parts of the world, together with a sizeable number of veteran families. Thus it provides in a fairly small area, the widest and most complete cross-section of Israel's population.

The choice fell on six of the town's primary schools. When the teachers heard of the plan, most of them were fired with enthusiasm. The same could not be said of the National Teachers Union, whose leadership objected strongly. It claimed that the Oriental children would be concentrated in the lowest merit groups and that the experiment would, therefore, lead to intercommunity friction. A second consideration was the Union's fear that this was an attempt by the Ministry to sever the two top grades from the elementary school system and attach them to the secondary schools, thus opening the way to a transfer of a quarter of the union membership to the Secondary School Teachers Association.

After lengthy and sometimes heated exchanges with the Ministry, the Union was reassured on both counts and the experiment got under way last September. Altogether 550 children are taking part. The six schools were paired off and the seventh grades of each pair were merged for the three key subjects. In arithmetic and Hebrew the pupils are divided into six merit groups and for English into three. Of the weekly 36 hours of schooling, 22 are in the original classroom setting—an important factor in maintaining social stability. The merit groupings apply only for the remaining 14 hours.

It had been feared that there would be some opposition from parents who might feel a slight on themselves and their child if he was not in the top groupings, but when the details of the experiment and its aims were explained to them the expected parental opposition failed to materialize. In fact, parents of children in schools outside the scheme are asking to have it extended! The Union's fear that

there would be clear-cut divisions along community lines has to some extent been disproved. In round figures, Oriental children make up almost a third of the top groups and pupils with a European background can be found in the lower groups. Significantly, children who shine in one subject are often in lower groups for other subjects. There is constant consultation among the teachers, and pupils are moved from group to group according to their progress.

The teachers say that their early enthusiasm has been amply rewarded and has more than justified itself. For the first time they have children all more or less at one level. There is none of the frustration of having to hold back bright pupils to enable the less gifted to keep up. The children too are happy because they can see for themselves that they are making progress and they can feel that the class is moving at their pace.

To illustrate what this means in practice, one morning several weeks after the experiment began, the pupils in the lowest group for English in one of the schools were picking their way through the alphabet. Although they had all been learning the language for more than a year—in ordinary classes—they could barely identify the letters. The middle group was half way through the basic English primer, while the children in the upper group were near the end of the same book and could carry on a simple conversation.

Although Education Ministry officials are cautious about drawing conclusions on the experiment, they are optimistic and say that if it lives up to expectations it will be applied to schools in the other development areas.

THE BEERSHEBA experiment is only one of a number of revolutionary steps being taken to help close the education gap. The Ministry of Education recently established a special Curriculum Planning Institute, charged with keeping a constant watch on the work of schools in development areas and with supplying adapted syllabi and other aids. The intention is not to teach immigrant children different things, but where necessary to simplify the teaching and to lay particular stress on essentials at the expense of less vital subjects.

The special training for Oriental children begins at the kindergarten level, where even the games played are designed to develop the child's intellectual talents—to make him think. Furthermore, in immigrant areas efforts are being made to provide free kindergarten facilities before the compulsory age of five.

At primary school, the introduction of a longer school day in development and slum areas is one of the key measures. Normally school begins at 8 a.m. and is out between 12 and 1 p.m., although the

pupils are given homework and lessons to prepare for the next day. The idea is to provide the children with facilities for these activities at the school under the supervision of teachers. The long day is spreading rapidly. This year it embraces 800 classes, compared with 450 last year and 250 in 1960-61. The children are given a hot mid-day meal at school, are encouraged to rest, then to prepare their lessons and finally have a period of supervised play before returning to their often squalid and overcrowded homes.

Special emphasis is also being laid on reducing the size of classes. The problem applies to schools throughout Israel and the Education Ministry has begun a four-year plan aimed at cutting primary school classes to a maximum of 45 pupils. However, priority is being given to schools in immigrant areas.

Another aspect of the education gap is the marked lack of Oriental students at university level. Of the 1,700 students who graduated from the Hebrew University last year, Abba Eban says that only fifty were from non-European immigrant families. However, this is not really a university problem. Every encouragement in the way of scholarships and grants is given to would-be undergraduates of this type. The difficulty lies at the secondary school level. Although those originating from Moslem countries make up about half of Israel's population, their children provide a much smaller fraction of the high school population.

Here too the need for energetic action has been recognized. Only a few weeks ago, at the end of January, it was announced that eight comprehensive post-elementary schools would be established in development areas. These will combine facilities for

academic and technical trade training, thus making it possible for every gifted child to continue his education beyond the compulsory age of 14. The advantage of the comprehensive school is that it does not necessarily force the pupil to choose the direction of his education from the outset. There will be facilities for change from one trend to the other.

At the same time, boarding schools are being created to provide secondary education for the most gifted children of the Oriental communities. A pilot project of this kind is in operation at Ein Karem outside Jerusalem. The building was set up by the American Teamsters Union. The children there attend regular secondary schools in Jerusalem, but in addition receive special coaching from teachers and trained instructors available on the premises.

In addition, more stipends and scholarships are being made available to needy children so that they can receive high school training, which is not free, at no cost to their parents.

Obviously all of this costs large sums of money. Fortunately, the country's legislators have seen the immensity and seriousness of the problem and are providing the Education Ministry with the means for its work. The Ministry's budget in the year 1960-61 amounted to IL 112 million. Last year (1962-63) the Knesset approved IL 162 million, while the amount allocated for education and culture in the 1963-64 national budget is IL 198 million.

Abba Eban said recently: "A problem created over five centuries cannot be solved in a year or two. We need patience, money and flexibility of technique. The more money we get the less patience we shall need."

SUNDAY, MARCH 12, 1961

LAYMAN EDUCATOR

What are the qualifications for the job of spending \$100m. a year on new school buildings for more than a million children? According to Mr. Charles J. Bensley, now entering his 13th year on the New York City Board of Education, and Chairman of its Building and Sites Committee, he was drawn into education merely by having been exposed to the public school system of his native Gotham.

An executive attorney and owner of an oil company, "a small one," Mr. Bensley is a lay member of the Board, a euphemism meaning unpaid. Nevertheless, his influence has been sufficiently strong on the 18-member Board (nine lay members and nine associate superintendents — the latter professionals) to push the building programme to a point where it is within striking distance of providing adequate facilities within the next decade. He recalls that when he became chairman of the Committee, it was building three new schools a year; now it is up to 30, a pace which it hopes to keep up for the next ten years.

But it wasn't in his capacity as a master school builder that he and his wife were invited to Israel personally by the Minister of Education and taken on a fortnight's tour of the country's schools. Mr. Bensley regards Israel's education problems as strikingly similar to those of New York City — integration of mass immigration, ironing out ethnic and language differences, the challenge of breaking down socio-economic barriers, and even recurring teachers' strikes. As a member of the Advisory Council for the Advancement of Education Overseas—which in practice deals only with education in countries in the Mediterranean basin—he and the Council feel that Israel and New York City could learn a lot from each other.

Comprehensive School

Last week, he met the top echelon of the Ministry of Education in a two-hour session for an exchange of ideas, with the principal subject of discussion his own hobbyhorse, the comprehensive consolidated high school. In his New York accent, interspersed with some long-forgotten Yiddish phrases, he explained that this particular type of school, by combining under one roof the facilities which in Israel are generally offered separately in an academic high school, trades school and commercial school, seeks to make children from different environments miscible. When children go to separate schools, they tend to absorb the social stigma, if any, which goes with that particular type of school—for instance trade school students are considered of a lower order than their counterparts in academic high school. In the consolidated school, students are gradually sorted out into three "tracks," according to ability, yet even in the final years continue to take certain subjects together. It has been the ex-



CHARLES J. BENSLY

perience of the New York innovators of the system that the more talented students get the encouragement and advanced study that they deserve and that the less able do work of a standard above what would ordinarily be expected of them. "Besides, it's more democratic," he says. Mr. Bensley would like to see several such schools put up in Israel on an experimental basis, and has even sounded out several Jewish organizations on the possibility of raising money for some of the specialized equipment.

Individual Aid

Another suggestion which the Bensleys felt might be applicable to Israel's school system is the "Higher Horizons" programme now in operation for New York City's underprivileged. Mrs. Bensley has for years been one of the volunteer housewives who several days a week sit in on regular classes in one of New York's slum district schools and give individual attention to the difficulties of a particular student — language, composition, comprehension. The post-war wave of immigration from the deep South and Puerto Rico has brought hundreds of thousands of children from backward environments into the schools, and it is through the work of such volunteer women that they are enabled to keep up with their classes. The effectiveness of the programme was given official recognition only this year when it was introduced into the School Board budget.

The Bensleys are leaving for home on Monday but are leaving part of themselves behind in Israel—their daughter, herself an elementary school teacher, is staying to take part in an *shnan*.

CHARLES WEISS



THE MINISTRY OF EDUCATION AND CULTURE

and

MR. PAUL HIMMELFARB

request the pleasure of the company of

Rabbi and Mrs. Herbert Friedman

at the Corner Stone Laying Ceremony of the
PAUL HIMMELFARB BOYS' HIGH SCHOOL

to take place on Sunday, 27th October 1963,
at 12 noon on the site of the School Campus
at Bayit-Vegan, Jerusalem



cc: ✓ HAF
A.S.Hyman
IB
ERV

10th September, 1963

Mr. Theodore Kollek
Director-General
Office of The Prime Minister
Jerusalem

Dear Teddy:

I want to report to you the results of a meeting we held Sunday, September 8 with the Executive Directors and Campaign Directors of our major cities. Attached you will find a list of those who were present. As you know, they represent the professional leadership in the largest communities of the country.

I presented to them a candid review of the entire Education project. You will be interested to learn that they were strongly in favor of the WJA assuming full responsibility for the project. They indicated their desire to be cooperative, and offered recommendations that would involve them and their leadership, and we plan to follow through on these suggestions as the Education campaign gets under way.

At the last meeting of the Executive Committee on August 26, I read your letter of August 14, as well as a cable I received from Louis Pincus. In your letter you state:

"Next week the Committee of the Mosad L'Toum will give its final decisions on the whole project along the same lines agreed at our last meeting here. Manor will give more details about this. I hope it will not take long before actual work starts."

Louis' cable stated:

"There has been agreement by all bodies on Education project but has to be confirmed in writing."

It is essential that we have formal written confirmation that the agreement has been effected in time to present it to our Executive Committee at its next meeting which will be held September 30. Otherwise both you and I will be embarrassed, as it will be difficult to explain the reasons for the delay.

Mr. Theodore Kellek

-2-

10th September, 1963

Abe Hyman has returned and has reported that it was impossible for him to get any confirmation of the plans from Zalman Aranne. However, Abe brought back a statement from you that both the Prime Minister and Pinhas Sapir have given us the green light to go ahead on the basis of the Eban report. I understand that although Abe received a great deal of cooperation from the Ministry of Education in pursuing his study, he was unable to get from them their evaluation or critique of the plan you brought to us in June.

Therefore, we are proceeding on the basis of the Eban plan which, when brought up-to-date- by Abe Hyman, will be circulated to the members of our Executive Committee, the JDC Administration Committee, the members of Jafi Inc., the Council of Jewish Federations and Welfare Funds, as well as the Executive Directors of the major cities.

You must realize that the lapse of time works to our disadvantage. We are planning to start the Education campaign in the Spring of 1964. If we are delayed much longer by indecision at your end, it will only postpone the initiation of the campaign.

I know you will keep in mind our September 30 deadline.

With warmest regards and every good wish for the New Year.

Sincerely,

Herbert A. Friedman

HAF:MEK

September 6-8 1963

OSCHIOTA MEETINGS
ATTENDANCE

Irving Bernstein - UJA
Philip Bernstein - CJFWF
Meyer Brissman - Washington, D. C.
James D. Brenner - Pittsburgh, Pa.
Arthur Fishohn - UJA
Herbert A. Friedman - UJA
Martin Greenberg - CJFWF
Gottlieb Hamner - JA
Robert I. Hiller - Pittsburgh, Pa.
Louis D. Horwitz - CJFWF
Donald B. Hurgitz - Philadelphia, Pa.
Albert A. Hutler - Chicago, Ill.
Milton Kosen - Newark, N. J.
Mosos A. Leavitt - JDC
Aaron Levine - Boston, Mass.
Raphael Levy - UJA
Samuel Melnick, - Philadelphia, Pa.
Herman Pekarsky - Newark, N. J.
Martin Peppercorn - UJA
Julius Ratner - Los Angeles, Calif.
Benjamin B. Rosenberg - Boston, Mass.
Benjamin Schneider - Toronto, Canada
Isidore Sobeloff - Detroit, Mich.
Isadore I. Solled - Baltimore, Md.
Gerald Soroker - Cleveland, Ohio
Marc Tabatchnik - UJA
Sanford M. Treguboff - San Francisco, Calif.
Edward R. Vajda - UJA
Leonard J. Wechsler - UJA
Louis Weintraub - San Francisco, Calif.
Henry L. Zucker - Cleveland, Ohio

American Cable & Radio System

"Via All America" "Via Commercial" "Via Globe" "Via Mackay Radio"

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An ITT Associate

MESSAGE
SENT

FULL RATE
 LETTER TELEGRAM
(LT)

SENDER'S
NAME AND ADDRESS

United Jewish Appeal
1290 Ave. of Americas, NYC 10019

DATE September 16, 1963

PLEASE FILL IN ONE ROUTING
VIA ALL AMERICA VIA COMMERCIAL
VIA GLOBE VIA MACKAY RADIO

To P INCUS
JEVAGENCY
JERUSALEM (ISRAEL)

Via ALL AMERICA

THIS WEEKEND LEARNED OFFICIALLY FROM HARMAN ABOUT ^{FIFTY} 50 PERCENT DEAL WITH HIMMELFARB
RE TWO SCHOOLS IN HIS NAME WAS SHOCKED BY NEWS HYMAN ADDED INFORMATION THAT EVEN
MORE DISADVANTAGEOUS AGREEMENT SIGNED WITH ROGOSIN HAVE ALSO HEARD ABOUT WOLFSOHN
DEAL AGREEING TO SUCH DEALS WILL CRIPPLE US IN OUR PROJECTED EDUCATION CAMPAIGN
WE SHALL NOT BE ABLE TO GET CONTRIBUTORS TO PAY ENTIRE COST OF BUILDINGS IF ANYONE
STARTS SELLING AT DISCOUNT EMBARRASSING AS IT MIGHT BE WOULD RECOMMEND THESE AND
ANY OTHER SUCH AGREEMENTS BE RESCINDED STOP ANY OTHER COURSE WILL PLAGUE US FOR
YEARS AND WILL UNQUESTIONABLY JEOPARDIZE PROJECTED CAMPAIGN FEEL SO STRONGLY ABOUT
MATTER THAT WE REFUSING HIMMELFARB'S REQUEST FOR OCTOBER UJA MISSION GROUP TO
ATTEND LAYING OF CORNERSTONE FOR ONE OF HIS SCHOOLS WOULD NOT SUBJECT GROUP
INCLUDING MANY EXCELLENT PROSPECTS TO AN EXPERIENCE WHICH WOULD MAKE IT VIRTUALLY
IMPOSSIBLE TO APPROACH THEM FOR FULL COST OF ANY PROJECT PLEASE ADVISE SOONEST
AM SENDING SIMILAR CABLES TO KOLLEK EBAN AND ARANNE BEST WISHES FOR HAPPY NEW YEAR

FRIEDMAN

HAF:hrs

h 2

18 September 1963

Mr. Emanuel Wideroff
5914 Woodbine Avenue
Philadelphia, Pa.

Dear Mannie:

I have your note regarding the education project, indicating that you would like to have an appointment to discuss the matter of your possible participation on a professional basis.

Right now the thing is still in its formative stage and many basic decisions are yet to be made before I even get to the matter of staff. I have put your letter in my working folder and you may be assured that as the time approaches for decisions to be made, I will keep you very much in mind. At the moment, it is still quite premature.

With all good wishes for the New Year, I am,

Sincerely yours,

HAF:gb

Herbert A. Friedman

THEODORE KOLLEK
6 RASHBA ST.
JERUSALEM, ISRAEL.
TEL. 33147.

September 22nd, 1963.

Dear Herb,

As you have probably been told by Abe Hyman, we are not going to have an easy time with our Minister of Education, not because he has anything against the UJA. On the contrary, he was very impressed with his meeting with you, but he works on impulses and by this method important things are often achieved and others are sometimes left unattended. We shall have to bear with these difficulties as we are not doing this for him but for much greater purposes, one of them, to add new excitement to the UJA, and we shall go ahead in spite of all these comparatively unimportant obstacles.

I am writing this letter not for this general observation but for the following reasons:

./2.

Firstly, to thank you for your letter of September 10th and to congratulate you on the acceptance of the idea in principle by the Executive Directors of all the major cities. This is a great step forward.

However, as to my statement to Abe Hyman "that both the Prime Minister and Pinhas Sapir have given us the green light to go ahead on the basis of the Eban report", this is only correct for the first part of the sentence ending "go ahead". I can well imagine that Abe Hyman might have already come up with many critical suggestions himself concerning the "First Draft Report" and as far as the details of the plan and the priorities are concerned, we shall have to get an authoritative critical comment from the Ministry of Education. It would be unwise to circulate it without such a comment. We could possibly do so only if you can call this, at best, a second draft. Moreover, I am doubtful whether we shall be able to get a formal endorsement by the 30th September.

I suggest that instead you get a formal endorsement on the spot from Sapir. I went specially in the middle of Rosh Hashana to Kfar Saba prior to his departure for the meeting of the International Monetary Fund in Washington, to talk to him principally about this matter. He has promised me that he will meet with you and as I know that at your last meeting here in Jerusalem, you were unable to go into details, the more important it is that you meet now in the States. He is well aware of our difficulties with Aran but he also knows that we shall overcome them and as Minister of Finance, he is in a perfect position to give you the formal endorsement that you need. In fact his endorsement will have more substance than the one of a rather anaemic body like the sub-committee of the Va'adat Hateum.

I have shown Sapir your cable as well as my reply and he agrees with my statement that once an orderly operation will start, this in itself will exclude any possibility of

cutrate deals.

All the very best,

Sincerely yours,



[Handwritten signature]

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ETAT DISRAEL

ETAT FRIEDMAN C/O UJAPPEAL NY

PROBLEMS LINEDOUT IN YOUR CABLE MOST VEXING HAVE BEEN ALL AGAINST
HIMMELFARB WAS UNAWARE OF ROGOSIN BUT YOU MUST REGARD ALL THESE
AS INITIAL DIFFICULTIES WHICH WILL BE RESOLVED ONCE ORDERLY OPERATION
INITIATED SUGGEST YOU DISCUSS THIS WITH MINISTER OF FINANCE DURING
HIS VISIT SHANATOVA TO EVERYBODY

TEDDY



A MESSAGE: PHONE 797-3311 - TO CALL A MESSENGER: PHONE 797-7222
E INFORMATION: PHONE 797-7550 - OTHER MATTERS: PHONE 797-3300

TO SEND A M
MESSAGE IN

*Via All America
Via Commercial*

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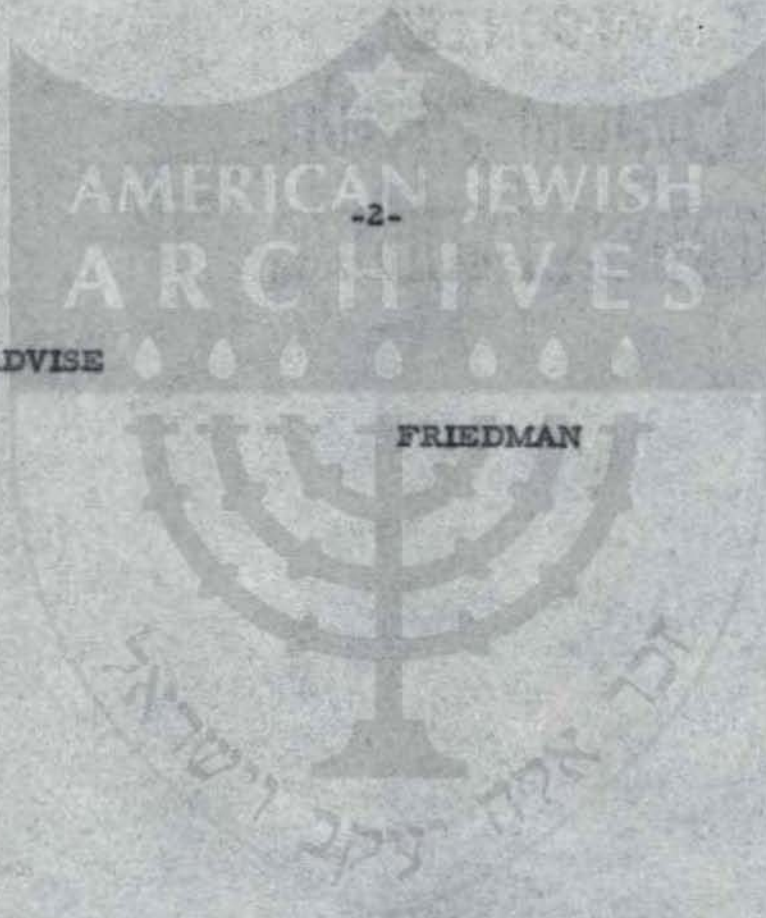
Sept 21, 1963

UNITED JEWISH APPEAL
1290 Avenue of the Americas, N. Y.

KOLLEK
MEMROSH
JERUSALEM (ISRAEL)

RCA

BG ACCEPTANCE SANTA BARBARA DECEMBER SEVENTH SERIOUS AFFRONT TO
UJA STOP THAT IS WEEKEND OF OUR NATIONAL CONFERENCE AND THAT VERY
EVENING IS LARGEST UJA MEETING OF ENTIRE YEAR STOP PEOPLE WILL READ
IN NEWSPAPERS THAT HE WAS IN UNITED STATES SPEAKING ELSEWHERE THAT
DAY STOP WE WILL NEVER BE ABLE TO EXPLAIN IT AWAY STOP OUR PREFERENCE
WOULD BE FOR HIM NOT TO COME TO UNITED STATES AT ALL IN DECEMBER BUT
RATHER TO ACCEPT OUR PREVIOUS INVITATION FOR INAUGURAL MEETING
WASHINGTON FEBRUARY NINTH STOP IN ADDITION IN FEBRUARY WE WOULD ALSO
ARRANGE FOR HIM THE PROPER AUDIENCE TO OPEN THE SUBJECT OF THE
EDUCATION CAMPAIGN STOP THUS TWO OBJECTIVES WOULD BE SERVED AND HE
WOULD SHOW FULL RESPECT TO UJA LEADERSHIP AND ORGANIZATION STOP
IF HE INSISTS ON COMING DECEMBER THEN IT IS ABSOLUTELY NECESSARY HE
APPEAR UJA CONFERENCE SEVENTH AND RESCHEDULE SANTA BARBARA FOR"
NEXT DAY BECAUSE WE HAVE LEARNED HUTCHINS HOLDING TWO DAY SESSION
STOP THIS WOULD ALSO PERMIT HIM ACCEPT PHIL LOWN ON FORTEENTH IF
HE WISHES STOP LAST AND LEAST DESIRABLE ALTERNATIVE IS COMING FOR
SANTA BARBARA ONLY AND MAKING NO APPEARANCE AT ANY JEWISH MEETINGS



-2-

STOP PLEASE ADVISE

FRIEDMAN

ITT/AC&R SYSTEM — ITT/AC
Via All America - Via Commerc



ITT/AC&R SYSTEM
Via Mackay Radio

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JERUSALEMISRAEL 26 29 1828 ETAT D ISRAEL



file

ETAT FRIEDMAN UJAPPEAL NEWYORK

EVEN BEFORE RECEIVING YOUR CABLE STARTED WORKING ACCORDING
SIMILAR LINES WILL LET YOU KNOW EITHER DIRECTLY OR THROUGH HARMAN
SHANA TOVA

TEDDY

TO SEND A MESSAGE: PHONE 797-3311 - TO CALL A MESSENGER: PHC
MESSAGE INFORMATION: PHONE 797-7550 - OTHER MATTERS: PHON

Educator

UNITED JEWISH APPEAL

PINCUS
JEVAGENCY
JERUSALEM (ISRAEL)

OCT 7 63

W.U. CABLES

PLEASE EXPLAIN TO OFFENBACHER THAT GRUBER NOT INTENDED REPLACE HER
AT ALL NOR IS THERE ANY UJA OPPOSITION TO HER STOP ABSORPTION STORY
WILL REQUIRE MANY SKILLED INTERPRETERS EVERYONE WORKING TOGETHER
MIGHT PRODUCE ENOUGH MATERIAL FOR CAMPAIGN REGARDS

FRIEDMAN

file - education

CJFWF

COUNCIL OF JEWISH FEDERATIONS AND WELFARE FUNDS, INC.

NATIONAL OFFICE: 729 SEVENTH AVENUE, NEW YORK 19, NEW YORK

TELEPHONE: PLAZA 7-5450

October 16, 1963

AIRMAIL

Rabbi Herbert Friedman
c/o Chaim Vinitzky
Jewish Agency
P. O. Box 92
Jerusalem, Israel

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LOUIS STERN, NEWARK

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EXECUTIVE DIRECTOR
PHILIP BERNSTEIN

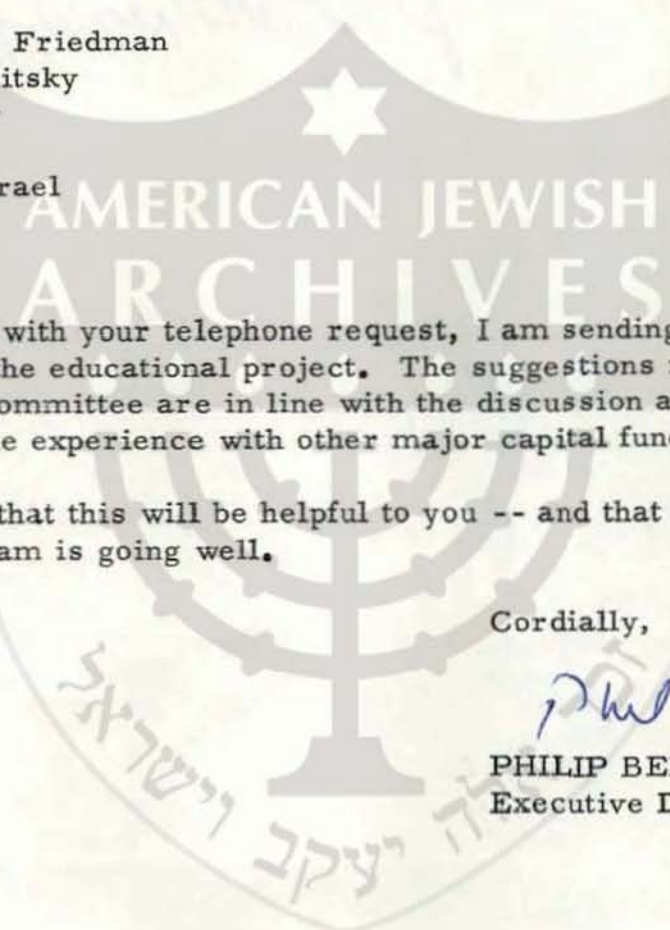
Dear Herb:

In line with your telephone request, I am sending you some comments on the educational project. The suggestions regarding the Citizens Committee are in line with the discussion at Onchiota, and parallel the experience with other major capital fund projects.

I hope that this will be helpful to you -- and that the entire Mission program is going well.

Cordially,

PHILIP BERNSTEIN
Executive Director



Reserve the date

NOV. 6-10
The Diplomat Hotel
Hollywood, Florida

32nd GENERAL ASSEMBLY

EDUCATIONAL NEEDS IN ISRAEL

PROGRAM

The basic requirement underlying the entire project is definition of a solid and specific program of educational development in Israel. This should include information on:

Secondary education in the entire context of education in Israel.

What is already being done.

What needs to be added to the program.

The order of priorities for additional programs and facilities -- the timetable for what can be done, and the cost for each element.

What elements of responsibility fall upon which resources:

In Israel: upon government? upon voluntary resources -- which ones?

Outside Israel: Countries other than United States?

The United States - what is already being supported -- within the United Jewish Appeal? Outside the United Jewish Appeal - for what purposes and in what amounts: (Hadassah, Hebrew University, Technion, Weizmann, ORT, Israel Bonds, etc.)

CITIZENS COMMITTEE

It has been suggested that the United Jewish Appeal set up a Citizens Committee for the following purposes and functions:

It should include perhaps 25-35 of the country's foremost leaders -- the persons whose sponsorship and support of an effort for these purposes will be of the highest importance. They can include people who are already major contributors and others with that potential.

This group should be in on the ground floor of the entire development. It should not be presented with a fait accompli. After the current initial exploration, it should be given responsibility to examine and advise on what should be done, and how.

The problem should be presented to them as the first step. The study by American experts should be undertaken at their direction, and the facts and implications should be brought back to them for consideration. The American experts should have the highest educational competence for this purpose.

They should transmit their findings and recommendations to the United Jewish Appeal (and thereby to the Joint Distribution Committee and the Jewish Agency for Israel, Inc.) for decision.

Their report should be transmitted also to the Council of Jewish Federations and Welfare Funds, for consultation.

Whatever effort is then undertaken, this Citizens Committee would be the appropriate leadership group as the auspices to guide it.

PROFESSIONAL COMMITTEE

A technical advisory committee of selected Federation executives can be helpful from the very beginning:

In consulting on the procedures most likely to bring the most positive community responses.

In advising on names to be chosen for the Citizens Committee as those most qualified and with the greatest impact for these purposes in their respective cities.

In bringing out the questions that most need to be answered by the study and thereafter.

In advising on fund raising procedures best calculated to achieve plus dollars, rather than support at the expense of ongoing programs.

LIAISON

It will be helpful to maintain continuing close liaison with Louis D. Horwitz of the CJFWF, on program elements, directly related to community responses and understanding; and with Martin Greenberg on fund raising cooperation.



UNITED JEWISH APPEAL

ON BEHALF OF UNITED ISRAEL APPEAL, JOINT DISTRIBUTION COMMITTEE, NEW YORK ASSOCIATION FOR NEW AMERICANS

1290 AVENUE OF THE AMERICAS, N. Y. 19, N. Y.

CABLE ADDRESS: UJAPPEAL, NEW YORK

October 16, 1963

Mr. Herbert A. Friedman
c/o Chaim Vinitsky
Jewish Agency
P.O. Box #92
Jerusalem, Israel

Dear Herb:

Here are the Minutes of the meeting with Sapir as well as three additional copies of the revised Memorandum of Understanding. I did not mail the Memorandum to Henry Bernstein and Moe Leavitt as you instructed me as I thought I could send them the entire bundle (including the draft agreement and the letter from the Israel Government) at one time. Tentative meetings with the lawyers had to be moved up and as I cabled you, it was not until today that I was able to get the two of them together. Consequently, I now have to rely upon you and Irving to see that a copy of the Memorandum of Understanding reach Moe and Henry.

I am also enclosing additional copies of the Minutes of the meeting with Sapir for such distribution as you think necessary.

The meeting with De Wind and Goodell was fruitful. Out of this meeting a new and, in my opinion, a better approach, was formulated regarding the technical aspect of dealing with the corporate and tax problems. Insofar as the agreement is concerned, it would be between the United Jewish Appeal and the operating agency, namely the Jewish Agency for Israel, Inc., and the United Israel Appeal and Joint Distribution Committee will participate in the agreement only to the extent of endorsing their approval of it. But even more important than this is the kind of letter which will be written by the Government. Instead of writing the letter to the UJA and taking cognizance of the agreement, the letter will be addressed to the Jewish Agency for Israel, Inc., and recite that the Government is apprised of the negotiations with the United Jewish Appeal for the Capital Fund Campaign and it will indicate that the Government of Israel recognizes that for the campaign to succeed, it, the Government of Israel, must undertake to do certain things.

I think that this is much preferable because the way it was arranged before it was obviously contrived. No member of the Internal Revenue staff with the slightest tinge of sophistication would believe that an agreement between the UJA and its constituent agencies would have been consummated without securing prior commitments from the Government of Israel. The Internal Revenue Department would be suspicious of the whole deal and would wonder whether we had disclosed to them everything related to the deal. The new approach will, of course, be reflected

Mr. Herbert A. Friedman

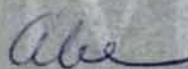
October 16, 1963

in the documents which will be mailed to you on Friday, provided there is no postponement in the conference I have set up with Goodell and De Wind tomorrow, Thursday, at 4.30 p.m.

I repeat what I said in my cable to you, that your statement to Paul was absolutely magnificent. I wish that The Times had published it in its entirety. You have every reason to feel good about having produced it.

Fondest regards to Francine.

Sincerely,



Abraham S. Hyman

ash:ss

Encs:



UNITED JEWISH APPEAL

ON BEHALF OF UNITED ISRAEL APPEAL, JOINT DISTRIBUTION COMMITTEE, NEW YORK ASSOCIATION FOR NEW AMERICANS

1290 AVENUE OF THE AMERICAS, N. Y. 19, N. Y.

CABLE ADDRESS: UJAPPEAL, NEW YORK

October 18, 1963

Mr. Herbert A. Friedman
c/o Chaim Vinitzky
Jewish Agency
Jerusalem, Israel

Dear Herb:

De Wind, Goodell and I met this noon and went over the drafts of the proposed Agreement between the UJA and the Jewish Agency for Israel, Inc., and of the proposed letter from the Government to the Jewish Agency for Israel, Inc. Certain changes were recommended and the documents I am enclosing represent the combined thinking of the three of us.

You will recall that in our discussions with Sapir the point was made that the Government of Israel could not completely relinquish its authority over the schools that were to be constructed. To satisfy this objection I had inserted language relative to the right of the Israel Government to prescribe basic curricula and to see that in the operation of the schools the minimum educational standards are observed. In the conference today it was strongly urged by De Wind that this language should be deleted both from the text of the Agreement and from the letter from the Israel Government to the Agency. I am in accord with this view not only because it will make De Wind's task before the Internal Revenue Service a much easier one to have the language deleted but because the language is not necessary. It should be understood without spelling it out in so many words that the schools are subject to Israel's laws. In any event the people in the Government must be made to understand that both the Agreement and the letter will have to be submitted to the Internal Revenue Service and that nothing must be included in either document that will prejudice our chances for getting Internal Revenue clearance.

In order that you may know what the two attorneys considered sensitive points, I am enclosing the drafts I submitted to them, together with the corrections that are reflected in the final documents.

I would assume that while you are in Israel you will start discussions concerning the agreement between the Jewish Agency for Israel, Inc., and its agent in Israel. Goodell and De Wind thought that that Agreement will also have to be

Mr. Herbert A. Friedman

October 18, 1963

also have to be presented to the Internal Revenue Service. I realize that you may want me in Israel for the discussions of this issue. On the other hand if it can be avoided I would very much prefer not to come to Israel at this time. Getting Arie launched with the universities, still picking up some of the pieces on the Fulbright hearings and, primarily, working on the documents, have kept me busy and have not given me the time I need to continue on the report. Unless you think it is absolutely essential for me to be in Israel while you are conducting the discussions on education -- and I will be guided entirely by your wishes --- I would prefer to stay right here and work on the report.

There is no group flight in sight which is less than a three week affair. Obviously that is out of the question. On the other hand, I can get a regular flight at almost a minute's notice.

Please cable me your wishes with respect to coming to Israel.

Warmest regards and best wishes.

Sincerely,



Abraham S. Hyman

ASH:SS

Encs:

November 14, 1963

Dear Herb:

You will recall that a few months ago I wrote to you concerning the liquidation of the funds in our Auschwitz Memorial Scholarship Fund. At that time, you suggested that, rather than my writing to Teddy Kollek, you wanted to discuss it with me to see whether this could be channeled through our educational fund. Irving also told me that you had run into Norbert Wollheim in Germany and discussed this with him.

I am calling a meeting of the few people who are still interested in this fund during the time I will be in New York for our National Conference. At that time, I will want to discuss with them the several alternatives open to us for distribution of these funds.

I have been in touch with the Hebrew University. Bernard Cherrick told me that they would be willing to establish a scholarship fund in our name to be used in any way we would want to designate. Obviously, I would like to see it channeled through our educational fund. I realize that it will be practically impossible to talk to you during the National Conference since you will be somewhat occupied with a few slightly more important matters. However, I thought that sometime before then you might either want to drop me a line or call me so that I could discuss this with you.

Among the questions to which I would like to have specific answers are the following:

1. How could the Auschwitz Memorial Scholarship Fund be used by our educational fund?
2. Is there a possibility of building a small school or a section of a school in honor of this fund? (We will have approximately \$20-22,000 by the time the funds are liquidated.)
3. Is there a possibility of using our scholarship fund for specific educational purposes through the UJA educational fund, such as awarding scholarships for outstanding students?

These are the major questions. As I indicated, it would be helpful if you would either write to me or call me at your convenience so that I would have all this information ready by the time our committee meets in New York.

Many thanks. Best regards.

Cordially yours,

Guentz

*file
education*

מסרר ראש הממשלה
PRIME MINISTER'S OFFICE

Jerusalem, December 15th, 1963.

Mr. Herbert A. Friedman
United Jewish Appeal
1290 Avenue of the Americas
New York 19, N.Y.
U.S.A.

Dear Herb,

Here is a tough one. I write at the immediate urgent request of the Minister of Education and indeed of the Prime Minister.

You heard a lot when you were here about our acute problem in education of preparing teachers in sufficiently large numbers and up to sufficiently high standard. The subject came up for discussion this week and it was proposed as a matter of urgency that a scholarship fund be established to enable 1,000 high school graduates to undertake a three-year period of university study for a teachers' diploma of advanced enough level to enable them to instruct in secondary schools. Acceptance of such a scholarship - which is a pretty powerful incentive to our normally impecunious students - is conditional upon their undertaking to serve as teachers at least for a specific number of years after graduation. And this, because we are confident that once they will be in the job, they will stick to it. To cover the minimal expenses of the extended period of study per student would require the equivalent of \$1,000. The sum required for 1,000 students would therefore be one million dollars.

In view of the immediate urgency of the problem, we plan to start the organisational preparations right away so that the actual teachers' training programme can be launched in September 1964. We would wish to finance it from your educational campaign but we recognise that it is virtually impossible for you to be expected to produce results by next summer. It has therefore been suggested that perhaps the U.J.A. can advance to the I.F.T. the necessary

monies to back this educational programme even before you find a sponsoring donor. Since this project is of such high priority, surely the chances are good that such monies will be recovered later.

I am rushing this off to you within minutes of my talk with Eshkol for we would like your decision as soon as possible, so that we can start getting the scheme off the ground.

I need hardly add that we are all - not least the Prime Minister and the Minister of Education - conscious of the grave additional burden we are heaping on your shoulders by making this request. But we do so nevertheless because of need - and because the Friedman shoulders are broad and sturdy.

With warm regards and best wishes,

Yours ever,

Theodore Kollek.

P.S. If I can be of any help to you in putting this particular scheme across, I would be ready to come for a short visit.



Congregation Shearith Israel

9401 DOUGLAS

DALLAS 25, TEXAS

TELEPHONE EMerson 1-6606

DR. HILLEL E. SILVERMAN
Rabbi
 DAVID BONAMI
*Asst. Rabbi,
 Director Youth Activities*
 SOL SANDERS
Cantor
 PINCUS SILVERMAN
Educational Director
 RAYMOND R. KAUFMAN
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 *Past-President

December 19, 1963

W

Rabbi Herbert Friedman

United Jewish Appeal

1290 Ave of the Americas
 New York 19, New York

AMERICAN JEWISH
 ARCHIVES

Dear Herb -

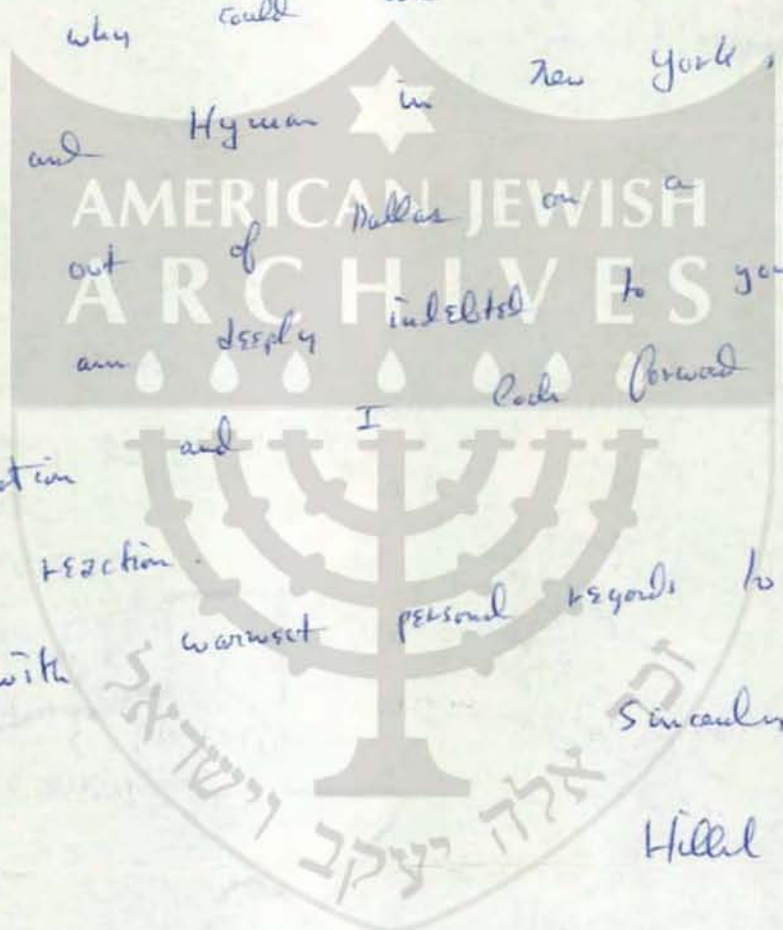
I trust that you have completed your move to the new apartment in your usual efficient and effective fashion. Titchdssh in good health and many years of happiness.

After many days of the most excruciating soul-searching, I find that, at least for the present, I cannot leave Dallas. This in no way reflects upon my loyalty to you and to the U.J.A. nor to your most generous and exciting offer.

You know that I want to continue to volunteer my services for the United Jewish Appeal in any and every capacity. In this

particular educational project, do you not feel that I
can be utilized for personal solicitation, perhaps even more
effectively, if the aura of "professionalism" were absent?
Since we are so well organized in Dallas, I have
complete based on of movement during the week. In
keeping with the office set-up as you explained it
to me, why could we not still operate with

Goldman
working
I



consideration
your
with

and I look forward
to you
I look forward
with warmest personal regards to
Sincerely yours
Hillel Selwman

new York, and my
volunteer basis.
For every
to hearing
Francine, I am
yours
Selwman

DOMESTIC SERVICE	
Check the class of service desired; otherwise this message will be sent as a fast telegram	
TELEGRAM	<input type="checkbox"/>
DAY LETTER	<input type="checkbox"/>
NIGHT LETTER	<input type="checkbox"/>

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S
E

WESTERN UNION TELEGRAM

1206 (4-55)

W. P. MARSHALL, PRESIDENT

INTERNATIONAL SERVICE	
Check the class of service desired; otherwise the message will be sent at the full rate	
FULL RATE	<input type="checkbox"/>
LETTER TELEGRAM	<input type="checkbox"/>
SHORE-SHIP	<input type="checkbox"/>

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED
			Dec 20 1964	L3

Send the following message, subject to the terms on back hereof, which are hereby agreed to

68 INTL (LT)

NEW YORK NY 24 445P EST

LT PINCUS

JEVAGENCY JERUSALEM ISRAEL (ISRAEL)(VIA WUI)

HAVE LEARNED YOU PLAN ARRIVE ELAL 211 DUE FIVE PM SUNDAY JANUARY FIFTH

STOP THAT NIGHT IS EMANUEL NEUMANN 70TH BIRTHDAY TEST IMONIAL DINNER STOP

I MUST GO STOP YOU AND I BOTH TRAVELING ALL WEEK WILL NOT SEE EACH OTHER

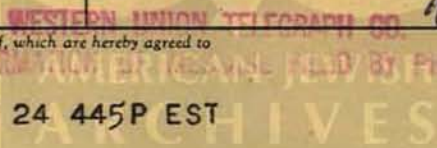
UNTIL FOLLOWING WEEKEND STOP THEREFORE WONDER WHETHER POSSIBLE YOU COME

EARLIER SO WE CAN HAVE SEVERAL HOURS TOGETHER DURING DAY SUNDAY FIFTH REGARDS

FRIEDMAN

MAIL COPY HERBERT FRIEDMAN 200 CENTRAL PARK SOUTH NYC

87



FILE

5

23 December 1963

Mr. Theodore Kollek
Prime Minister's Office
Jerusalem, Israel

Dear Teddy:

Your tough one is really a tough one. If we had the money and if we were able to advance it directly to I.F.T. as you suggested, nobody would be happier than I. This is a tremendously worthy project and one in which I believe with all my heart.

But, as you know perfectly well, the answer is not as simply as the one you suggest. I have discussed it with several people, including Gott Hammer and Henry Bernstein. Both of them want very much to try to be helpful. It may be that with a combination of everyone's good will and brain power something can yet be figured out.

Let us play with this a bit longer to see if we can come up with something. Meanwhile you have your hands full with the problems of Nazareth. I am sure you will handle them masterfully.

As ever,

HAF:gb

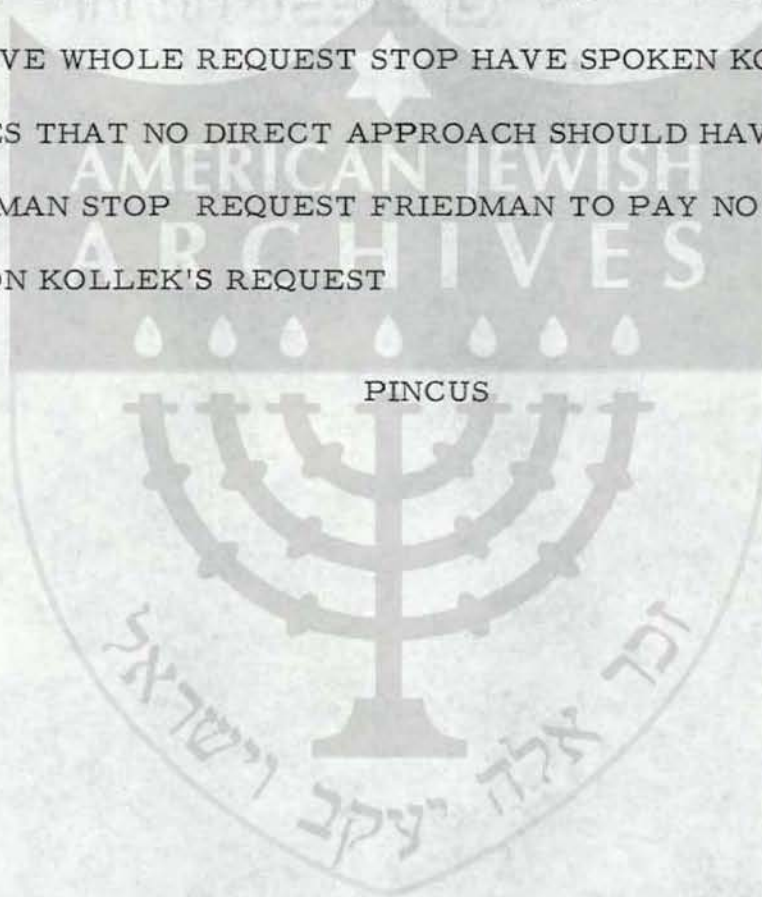
Herbert A. Friedman

December 23, 1963

SHARETT'S OFFICE CALLED IN FOLLOWING CABLE.

SHARETT

REGARDING KOLLEK'S LETTER HERB FRIEDMAN STOP STRONGLY
DISAPPROVE WHOLE REQUEST STOP HAVE SPOKEN KOLLEK STOP
HE AGREES THAT NO DIRECT APPROACH SHOULD HAVE BEEN MADE
TO FRIEDMAN STOP REQUEST FRIEDMAN TO PAY NO FURTHER
ATTENTION KOLLEK'S REQUEST



23 December 1963

Mr. Adrian W. DeWind
Paul, Weiss, Rifkind, Wharton & Garrison
575 Madison Avenue
New York, N. Y.

Dear Bill:

I have written a very crude memorandum in an effort to set down on paper exactly how the educational scheme would work. As you can see, this is the fewest number of links possible. It fits within the framework of what we are doing now. The flow is from UJA to the Jewish Agency for Israel, Inc., to the Jewish Agency, Jerusalem, which would appoint a Board or Department of Education to administer. This is the shortest and simplest circuit and one which follows the suggestions you had made to me.

In case the names of the members of the proposed Board of Education are not familiar to you, let me identify:

Dr. Israel Goldstein, Moshe Sharett, Louis Pincus, Moshe Avidor are all members of the Jewish Agency, Jerusalem; Rinot and Shmueli are officials of the Ministry of Education (you notice the proportions, two out of 12 or 13); Recanati is a private banker; Dinor and Frankenstein are professors at the Hebrew University; Joseph Meyerhoff, Charles Bensley and Dewey Stone are Americans, all officers of the UJA; and the unnamed Sephardi educator would be some private person in Israel. The proposed Executive Director is an American.

What I would like to know from you, before I press the Israelis to accept this whole formulation, is whether it conforms, in practice, to the principles you have enunciated to me. If it does and if this will

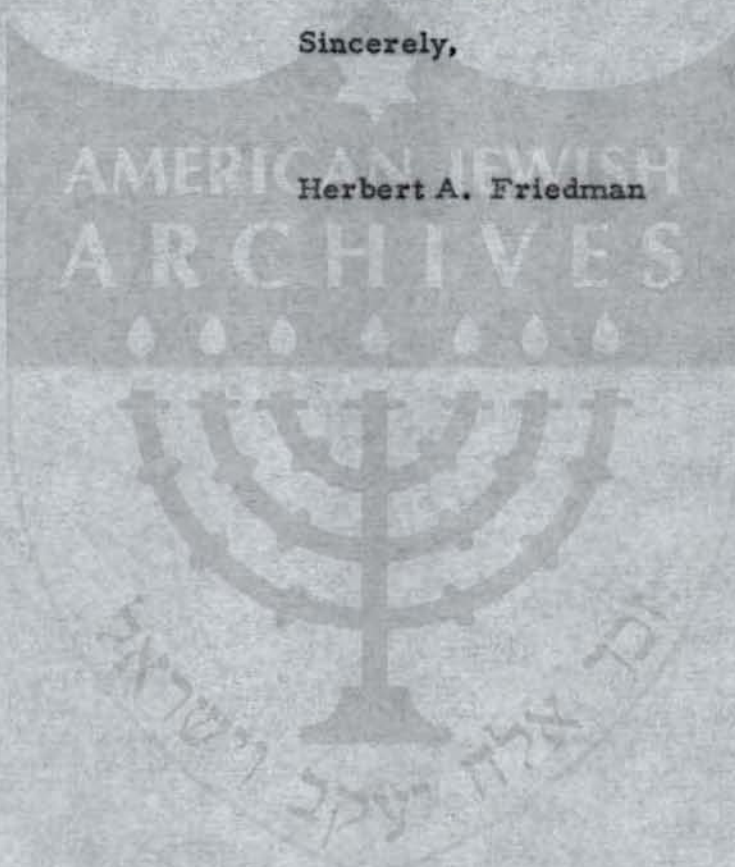
obtain clearance from the IRS, this is what we will urge as being the best, if not the only, formula.

Your letter to me of last week was really most helpful in convincing Moshe Sharett and Aryeh Manor. I hope we are now on the track. Manor is leaving for Israel in a few days, as is Sharett. I simply want to be certain that this is an acceptable plan before insisting that they must adopt it. I would appreciate having your opinion as quickly as possible -- orally, if you do not have time to put it in writing.

Sincerely,

HAF:gb

Herbert A. Friedman



23 December 1963

Mr. Aryeh Manor
Mr. Gottlieb Hammer
Mr. Henry C. Bernstein

Herbert A. Friedman

UJA Education Campaign

The following represents a summary of our conversations on December 17 and December 20, 1963 on the subject of organizing the structure of the proposed UJA education campaign:

1. Funds would be raised by the UJA, for schools, scholarships, or any other projects agreed upon after appropriate studies have been made. One such study was made by Mr. Eban when he was Minister of Education; another was undertaken by Mr. Abraham S. Hyman at my direction; and another will occur when the proposed mission of educational experts will visit Israel March 12-27, 1964. That mission will consist of Dr. Harold Gores, President of the Ford Foundation Educational Facilities Laboratories; Dr. William Jansen, former Superintendent of Schools of the City of New York; Dr. Howard Wilson, Dean of the School of Education of UCLA; and Commissioner Charles Bensley, former member of the Board of Education of the City of New York.
2. After the UJA has successfully solicited a particular gift for some earmarked school or scholarship, it will turn the money over to the Jewish Agency for Israel, Inc., according to the legal and contractual relationship which exists. Jewish Agency for Israel, Inc. will be the owner of all assets to be created through the funds solicited.
3. Jewish Agency for Israel, Inc. will turn the funds over to its agent, the Jewish Agency for Israel, Jerusalem, with instructions as to their use. This will follow the normal procedure of control by the Jewish Agency for Israel, Inc. in order to satisfy the relationship between principal and agent.
4. Jewish Agency for Israel, Jerusalem will turn the earmarked funds over to its Board of Education. The following is a suggested list of names of members of the proposed Board: Israel Goldstein, Chairman; Moshe Sharett,

Louis Pincus, Chanoch Rinot, Shmueli, Moshe Avidor, Danny Recanati, Professor Diaur, Professor Frankenstein, Joseph Meyerhoff, Charles Bensley, Dewey Stone, and a Sephardi educator (Henry Bernstein has several names).

It was suggested that Shlomit Levine act as the secretary of this Board of Education and that its Director General or Executive Director ultimately be Ralph Goldman. This would take place at that time in the future when the Board of Education had sufficient work to do in the construction of schools, and their staffing, maintenance, administration, etc., to require the full-time services of a top level executive.

5. In its actual functioning the Board of Education of the Jewish Agency, Jerusalem, would utilize all resources in the country to carry out the work it had been instructed to do. Let us take as an example the fact that the UJA, in Step 1 had solicited a quarter of a million dollar gift to set up a scholarship endowment fund for 250 students. In Step 2, the UJA would turn the money over to the Jewish Agency for Israel, Inc. with instructions that the scholarship fund be set up in the name of the donor together with whatever other conditions the donor might impose. JAFI, Inc. would own that endowment fund. In Step 3, JAFI, Inc. turns that earmarked fund over to its agent, instructing its agent to carry out its wishes. In Step 4, its agent would ask its Board of Education to make recommendations of 250 worthy students. The Board of Education would utilize all the resources of the country to make those recommendations. It might go to the Ministry of Education or it might go to any of the municipalities, or it might seek advice from any other source. The Board of Education would then refer its recommendations of the 250 students to be selected to JAFI, Inc., which would make the final decision.

If this is the procedure to be followed, it is clear that the Board of Education would use its good sense and its good judgment to obtain from the Ministry of Education all the expert knowledge, advice and accumulated experience which the Ministry has to offer. This will apply to all matters such as selection of sites, the use of architects and their plans, the use of contractors who have experience in the constructing of schools, the selection of supervisory personnel such as principals, and all similar matters related to the construction, operation, administration, and maintenance of all the teaching facilities envisioned in the program.

HAF:gb

LB

Jerusalem, December 29th, 1963.

Mr. Aryeh Pincus
The Jewish Agency
P.O. Box 92
JERUSALEM

Dear Louis,

Well, you are quite right - I should have talked to you before sending the letter about secondary teachers training to Herb Friedman, but in substance, there is no new programme involved and I don't quite know what all the excitement is about.

When our friends from the UJA were here a few months ago and it became clear that it would certainly take a considerable period before the whole matter could be cleared with the relevant authorities, it was also agreed upon that in the interim we could approach a few people and obtain some preliminary promises. The million dollars under discussion is needed over a two-year period beginning September 1964, but in order to inaugurate such a programme one has to know of course a considerable period of time beforehand.

What conceivable harm could be done if we would approach a few people in the near future for this particular programme, which I think has a great deal of appeal. If we are successful, the UJA could give the appropriate undertaking although the funds would not yet have been received pending final approval by the authorities. This is what I envisaged although in trying to keep my letter short, I did not explain this whole procedure which maybe seemed a little too obvious to me. I hope this clarifies the matter and that we can now go ahead and act on this programme.

Sincerely yours,

Theodore Kollek.

✓cc: Mr. Herbert A. Friedman, New York.
Mr. Aryeh Manor.