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Elite education. 1984-1987.

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The School of Leadership - Elite Education

While it is well-known that leaders are born, not made, in most Western democracies the egalitarian spirit has created enormous social forces which dampen the wish to excel and to lead and often prevent the formation and development of potential born leaders. This natural and forceful trend has to be counter-acted actively and purposefully by creating intellectual environments that will institutionally support the full blossoming of potential leaders and carriers of norms of excellence.

Leaders are needed in two different yet connected senses, for the mould of praxis as much as for the mould of intellectual and active performance.

Leader in the first sense is a person who, once appointed or elected to any position of leadership, will dare to say : "I want it so and so..." and then see to it that he is being followed and even re-elected and reappointed. At present, the general pattern is that the person elected to a position of leadership will say : "Now, I will try to find out what the majority would like and I will execute their wish". This is not leadership and it generally leads, at best, to 'muddling through'. In the world of business or at a center of artistic and scientific creativity such an approach would be inconceivable. In order to see leadership in such terms potential leaders have to be educated in this spirit. Democracy must be seen to consist of democratic voting procedures and accountability but not in abdication of leadership.

Leader in the second sense is a person who unhesitatingly formulates and demands high-standard norms of excellence in whatever area the action is. Democratic majorities, and performance-averages have never, and will never set standards of excellence. These must be put by the leaders - be it of a country, a political party, a university, a business firm, a bank, a research team or a group of performing artists. Genuine, positive egalitarianism

expresses itself in the belief that every person can excel in something and in a pluralistic approach that in all possible walks of life excellence is equally important. These basic values must underlie any institution that aims at educating an elite.

The institutional framework for educating an elite : a school of leadership must be set up as a relatively small, special unit in the midst of a university setting. It should be openly and firmly selective in admitting very gifted students with leadership potential. The criteria of admittance should be imaginatively broad instead of narrowly academic. The atmosphere of the school should be conducive to an elitist self-image whereby elite is understood as more than average responsibility and service rather than material and social privileges.

The curriculum should be so put together that a basis is established for the broadest possible range of talents to excel in depth when concentrating on it later. Such a basis has to have as its core, shared by all students (before branching out individually) the triple ability of general humanistic international culture, of Jewish culture and of scientific mathematical literacy - in short, symbolically : English, Hebrew and numeracy. Beyond that core the widest possible range of individual curriculum must be made available for choice by the students.

To be kept in mind : There is a whole series of presuppositions about science, or knowledge in general, about society and about the world of politics which, being mostly prejudicial, prevent a fruitful dialectic between institutions that represent the world of knowledge and the executive dimension of our political system.

a. It is generally presupposed that scientists work on problems and produce value-free results which can then be used by the decision-makers according to their priorities. Such a presupposition frees the scientist from taking responsibility for the results and allows the decision-maker to be ignorant of the scientific process, and indeed of almost any scientific knowledge.

This presupposition is wrong, not on the trivial level, so often quoted, that scientists are not objective being politically involved, but on the much deeper level that problem-choice in science is not value-free. It is not the case that nature tells us what are the important problems to be researched.

The number of possibilities is infinite and problem-choice is being done in terms of : "interesting", "worthwhile", "important", "frontiers of knowledge", "beautiful", "symmetrical", "mathematisable", "provable", etc. None of these are dictated by the disciplines dealing with the body of knowledge. These are all socially determined, what is called "Images of Knowledge".

b. It is often presupposed that science and technology are at two opposing ends of a continuum, science being the basic thinking end of it, and technology at the applied end of it.

Again I believe this view is wrong. Both science and technology need basic thinking and innovativeness to the same extent and in both cases there is no learnable method of discovery. Their difference is in the aims of knowledge, in science finding out about the world and in technology solving clearly defined problems. Yet in both cases what we want to find out about the world and what problems we wish to solve are both socially determined.

c. The interdisciplinary fallacy : it is often believed, that if narrow disciplinarians representing diverse fields of interest are put into one room, preferably around a round table, an understanding of practical, interdisciplinary issues will emerge.

The result is almost always disappointing. In order for genuinely good disciplinary experts to be able to participate in such discussions in a fruitful way, a habit has to be created anchored in an institutional setting whereby problem-choices, socio-politically determined, are being discussed.

d. The impact of science and technology on society is a trite topic nowadays. Yet it is very rarely remembered that there is an equally important impact of society on science and technology and this dialectical relationship must be studied in depth so as to be understood.

These were only a few examples of seemingly theoretical issues with important practical implications.

In order to cope with the demands put up by the points made so far, the shape of the institution emerges as follows.

a) The faculty who will be teaching will be of the highest available calibre from our own university, from other Israeli universities and long-term and short-term visitors from other countries. It is important that the faculty should not only be first class experts in their own field but will have clear leadership quality and serve as example.

b) The teaching will be mostly tutorial and in small seminar groups and most of the student's time will be taken up by his individual work and in small discussion and debating groups.

The combination is that of teachers of university-professor calibre and style, of Harvard Freshmen Seminars and Oxford and Cambridge undergraduate tutorials.

c) The atmosphere of the school should be strictly non-hierarchical : a community of excellence.

d) To a well-balanced degree the students should mingle with the rest of the university in order to learn how to be equal yet different and aiming at excellence. Haughty separation should be consciously discouraged as alien to a genuine spirit of leadership. All students should be available to help and tutor students from the university as a service, as part of their training.

e) Repeated periods of involvement with real life situations in politics, business, research lab, art center etc. will become an integral part of every year of their period of study. Work in such periods will be supervised both by tutors from the school and by an appointed tutor on behalf of the 'external' institution where the period of 'apprenticeship' takes place.

f) History, philosophy and sociology of science and an in-depth study of the culture of science will be central to the curriculum of the school.

Structurally the school will award a B.A.Honours degree in four years with a balanced, basic, yet high level education in the natural sciences, the social sciences and the humanities. After that, any student who wishes to continue to read for an academic degree in any area will complete the requirements for becoming a doctoral student. The others, preferably most of them, will remain in the school for two additional years to study in depth the history and philosophy of the social and natural sciences, management, business administration, computers, political thought and the unique complex area of cognitive sciences with special emphasis on modes of thinking, art of discovery, planning under uncertainty and advanced economics. Special effort will be made to acquaint students with what are considered the open, unsolved problems in all areas of human creativity.

In these last two years, half the students' time will be spent as in-service training in high-level institutions or centers of decision-making.

The graduates of the school are meant to fill central administrative organizational positions in the political world, the civil service, the banking system, advanced science-based industry, the universities and the creative arts. In addition to the "internship" that the students will experience all along their studies, but especially in the last two years, when half of their time will be spent in this form, serious coordination and planning between the school and the potential employers must be institutionalized. The possibility that Ministries, banks, industries etc. will send their candidates to compete for acceptance in the school and promising them important positions, if and when they graduate, must also be considered.

While no intellectual training can or should technocratically replace political ideologies, the many-faceted training of the students will make them capable of systematically weighing both sides of ideological points; taking into account the price that society has to pay for any ideological stand. The two-fold training of the students in the sciences and humanities will make their thinking in the decision-process more enlightened in the details and more humanistic in their assessment of problem-choice in technology, research and development, use of information, computerization, bio-technology.

These are all modern developments with a great future, each carrying heavy financial involvement on the part of the state, industry or the universities and with very serious social and individual implications. Mere technocratic decision-making, even if it is knowledgable in the facts, constitutes a serious danger, while even the most humanistic approach which is not

rooted in specific understanding of the science or technology involved, is ineffective. Both of these dangers should be eliminated by the training the graduates will have received.

It is hoped and expected that in the relatively short period of seven to ten years, a new standard will be established for the education of high-level professionals, who will be filling the upper echelons of decision-making in the country in all its political, industrial, academic aspects.

Instruction in the school will be in Hebrew and in English but students will be expected to be fluent in at least one other European language and also in Arabic. In due course, students from outside Israel will be encouraged to compete for places in the school. Once the student-body consists of both Israelis and non-Israelis, the international aspects of the curriculum will be emphasized even more, and the network of contacts with science-based industries, banking firms, marketing firms, academic and cultural institutions, private foundations and possibly even Government offices in other countries, will be developed, so that placing of graduates into central positions will be ensured. Naturally, because of the nature of Israel's international contacts, emphasis will be on those non-Israeli institutions - Jewish and non-Jewish - which are positively involved with the life of the country and will therefore be interested in highly-placed, decision-makers/administrators, who know Israel and even studied here.

Let us dream and permit ourselves the vision that this school will develop into a different but equal counterpart of the ENA, the Kennedy School and others of the same ilk.

Y. Elhanan

Received JAN 28, 85



American Friends of Tel Aviv University, Inc.

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CABLE ADDRESS UNTELAVIV NEWYORK

5 Feb 85

from Prof. Meir Cohen to Prof. Razin

PROPOSAL FOR A GRADUATE PROGRAM IN PUBLIC POLICY FOR TRAINING FUTURE LEADERSHIP OF THE JEWISH PEOPLE

1. THE PROGRAM'S GOALS

The proposed program plans to train elite groups with appropriate academic backgrounds from Israel and the Diaspora for key positions in the Israeli public service and the Jewish communities abroad. The new program will be based on the present M.A. studies in public policy and will be similar to other M.A. programs, without thesis, which already exist in the faculty.

A new area of study and specialization will be opened within the framework of the existing program and will be adjusted to meet the specific needs of the various groups of students.

The student body will be roughly divided into three main categories:

- a) Students of the National Defense College: high-ranking officers who are being trained to qualify for senior positions in the Armed Forces. Within the joint program of the college and the university, the student will join the M.A. program in public policy.
- b) Students with leadership qualities and appropriate academic background, coming from Jewish communities - mainly from English-speaking countries - will join the program on a basis similar to the New York State program which already exists in the medical faculty.
- c) Israeli students holding average and high positions in the Israeli Civil Service.

The program will help create a common denominator for the above three groups and its contribution will broaden their general outlook far beyond the direct contribution of the regular academic achievements.

Tel Aviv University plans to cooperate in this program with several national institutions, such as the Jewish Agency, the Prime Minister's office, the Absorption Ministry, etc. In order to strengthen the ties between the Jewish students from abroad with the State of Israel. The students on their return to their respective countries will form a bridge between the Jewish communities and the State of Israel.

The exposure of the Israeli students to the specific problems of the Jewish people abroad, as presented by the Overseas Students, will deepen and strengthen their understanding and awareness to those issues. When they return to their positions in Israeli government and Civil Service, they will be better equipped to understand the interaction between the State of Israel and the Jews in the Diaspora.



2. ACADEMIC STRUCTURE OF THE PROGRAM

The program will consist of 56 semester hours divided as follows:

31 hours in public policy issues

5 hours project based on field work

20 hours will be devoted to the area of specialization

Students who have already commenced their studies towards the M.A. or other graduate programs will be able to join the program and will be given credit for the relevant courses. Students lacking proper academic background will be required to complete courses outside their regular curriculum. The program could be completed within two academic years.

3. FACULTY MEMBERS

The program is headed by Professor Adi Karni and its academic advisor is Dr. Gideon Doron. As the program is inter-disciplinary part of the studies is based on already existing courses in the graduate programs in the Departments of the Faculty of Social Sciences. Therefore, in addition to the regular teachers of the program, prominent members of the faculty, such as Professors Asher Arian, Eitan Berglas, Elhanan Helpman, Aaron Klieman, David Nachmias, Assaf Razin, Jonathan Shapiro, David Vital, Ephraim Yaar, etc. will contribute directly to the program.

HENRY SIMON BLOCH

10TH FLOOR

466 LEXINGTON AVENUE

NEW YORK, N.Y. 10017

February 21, 1985

Rabbi Herbert A. Friedman
President
American Friends of
Tel Aviv University
342 Madison Avenue
New York, N.Y. 10017



Dear Herb:

I believe that my old memorandum, mildly revised as enclosed, can serve as a framework for a unified platform to which all can subscribe.

I am sending a copy of this mildly revised memo to Moshe Many, and Professors Razin and Elkana.

If you convince Moshe to come back to my simple version, instead of, at this stage, getting involved in details - dans les petits sentiers qui s'égarent à travers champs, we can carry the entire faculty. It takes a great deal of determination, however, not to be diverted.

I am also sending you a copy of my letter to Yehuda Elkana.

Warm wishes,

Henry
Simon

HSB/jl
encl.

AMERICAN FRIENDS OF TEL AVIV UNIVERSITY

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Rabbi Herbert A. Friedman, President

CONFIDENTIAL

January 2nd, 1985

Professor Yehuda Elkanah
P.O.B. 4070
91040 Jerusalem
I S R A E L

Dear Yehuda,

I have been meaning for some months to write this letter, but the pressure of daily work has prevented it. Today, as a result of a solemn New Year resolution, plus a bad back which has kept me at home, I am setting pen to paper. There are many threads in this tapestry, which I shall try to weave into a meaningful whole.

1. Memorandum written by Henry Bloch re: elite education

In July 84, Henry wrote a memo to Moshe Many, copy of which I am enclosing. It was written after months of talk between Henry and me on the need for establishing some form of higher education to create a leadership elite for Israel and the Diaspora communities.

You may recall I once spoke to you about my idea of an international (secondary) boarding school on the level of Andover and Exeter in the U. S., and Eton and Winchester in the U. K.

I have always believed in the value of, and the necessity for creating such an institution, which would admit only the most qualified, teach them in small groups via a tutorial system, build the curriculum to include a full spectrum of Jewish studies as well as universal civilization, inculcate standards of public duty and responsibility to



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society, shape character and values, work the students very hard in academics and athletics, then infiltrate them into the ranks of leadership in both the public and private sectors.

I tried very hard to create such a school in Israel and almost succeeded. The failure was due only to lack of money - no other reason. And the idea still lies in the forefront of my agenda.

Meanwhile a shift in emphasis has occurred, in Dr. Many's initiative, which moves the project from the secondary school level to the graduate school level.

Henry's memorandum speaks about a Fellowship Program without defining any framework. However, he speaks about a master's program in any one of several faculties.

My concepts are a bit more organizational. I think of a School, as part of one Faculty, with a totally interdisciplinary approach. The School for Public Leadership and Administration (my working title) as part of the Faculty of Social Sciences gives the idea a home base. From this base, one takes the students through all relevant Faculties and disciplines.

2. Leslie Wexner

I have been conducting a conversation for many months with a very unusual person - a young (46) businessman who has built a national chain of women's clothing stores (approximately 1500) through his own genius. The average value of his stock is \$25-30, and he owns 22 million shares.



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He is a caring Jew, deeply interested in the fate of the Jewish people, its communal institutions, and, of course, Israel. He is very generous, contributes approximately \$1 million every year to the Federation-UJA, plus assorted monies to many other Jewish causes and general civic projects.

Our conversations range over many subjects, for he is seeking to find a definition, a focus, on which to concentrate his efforts. I revert always to the seminal issue of leadership, by stressing my belief that the root cause of failure in whatever field we are discussing (Jewish educational systems, religion, Israel's economics and politics, Western migration to Israel, etc., etc.) is due to a lack of leaders who possess the necessary characteristics of conviction, strength, personal character and ideology which can achieve solutions.

After speaking to various personalities of intellectual standing, both in Israel and the U. S. during the past year, Wexner has returned to me with the statement that I may be right, and the most important issue of all may truly be leadership. He is not convinced that one can educate leaders, for he feels they must be born with the qualities, but he is willing to look further into the concept of training highly selected individuals.

I have asked him to allocate \$10 million toward the founding of a School for Public Leadership, part for building and part for endowment, at Tel Aviv University; and to name it after himself. He seems uncomfortable with that thought, but brightened at the suggestion that it be



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called the Eban School.

He has made no commitment, nor has he refused. We are talking now about the possibility of his coming to Israel in March or April and inviting a few other financially capable persons to join him for a deep and serious discussion of the whole idea. This proposed trip was the subject of conversation at a dinner on December 6th last, which included Dr. Many.

What is needed is a paper or proposal to put before Wexner, so he will sense that others beside myself feel that the idea is absolutely basic, and have given thought as to how to shape it. He now knows that Many favors it.

I would like to suggest that you, Yehuda, write up your ideas; and that Assaf Razin be asked to contribute his. Thus, three papers, by Elkanah, Razin and Bloch can be given Wexner, in addition to the verbal discussions, as food for thought before he makes his trip. I will accompany him. If Bloch is not up to travelling, then I will bring Wexner to him in New York.

Razin is due in New York at the end of January, and I will update him. But, meanwhile, please share this letter with him.

3. Bert Cohn

He is a new find, has pledged to establish a Chair, isn't sure in what field, has spoken to Henry Bloch about it - and Henry has solicited your help. Cohn wants to be sure that the incumbent of his Chair be a



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person who will affect large numbers of students. I have described to him the charismatic nature of your personality. I do not know the extent of your relationship to undergraduates.

If Cohn can be persuaded to endow the Chair of which you would be the incumbent, and if you take a key role in shaping the School for Leadership, then Cohn will be drawn into the orbit of that School, and he would be helpful in the planning process, for he is very bright, as well as being a source of future financial support from others.

Cohn is a graduate of Harvard, and knows that I see in the Kennedy School of Government at Harvard many programs which I think we could emulate with profit.

4. Ed Morse

He is a young, personable protege of Henry, a Ph.D., who has taught at the Woodrow Wilson School at Princeton. I have met him, and am impressed. We will continue to meet. He is an asset to be drawn into the planning process.

SUMMARY

1. Dr. Many first proposed to me a School like ENA in Paris.
2. Henry Bloch and I discussed in depth, and have gone beyond ENA.
3. There is a potential large donor.
4. The planning must now grow more specific.
5. Memoranda must be prepared.



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6. A meeting should be convened when Wexner comes to Israel, to include the following: Many, Elkanah, Razin, Bloch (if possible), Friedman, any other potential donors, such as Gerald Ronson of London.

I told you it would be a long letter, but we are talking about something absolutely crucial. Please let me know your reaction.

Sincerely,

Herbert A. Friedman,
President

HAF:ea
Enc.

CC: Dr. Moshe Many
Henry Bloch
Assaf Razin
Leslie Wexner



**AMERICAN
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Rabbi Herbert A. Friedman,
President

Blind copies to be sent to:

Yehiel Ben-Zvi
Leonard Strelitz
Stewart Colton
Ivan Novick
Bert Cohn



DUPLICATE

TO APPEAR IN THE MARCH ISSUE OF ISIS

GUEST EDITORIAL

History of Science in Israel

By Yehuda Elkana and Michael Segre*

ON THE ^{twentieth} ~~thirtieth~~ ANNIVERSARY of Israel's independence, in 1968 Shmuel Sambursky, professor of physics and of the history of science at Hebrew University and doyen of Israel's historians of science, was awarded the Israel Prize—the highest award of the state, given for scholarship or any major contribution to society—for his first book, *The Physical World of the Greeks*. On Israel's thirty-sixth anniversary, in April 1984, Max Jammer, professor of history of science at Bar Ilan University, was awarded the same prize for his lifetime work in the history of science. These events highlight the place that the history of science has attained in Israel.

History of science began officially in Israel in 1959, when a chair was established at the Hebrew University of Jerusalem as part of the first department of history and philosophy of science in the country. Shmuel Sambursky was appointed to the chair. A leading member of the Israel Academy of Sciences and Humanities and a world authority on Greek science, as well as recipient of the Israel Prize, Sambursky had founded the Hebrew University's physics department two decades earlier. Even before this official recognition, interest in the history of science was evident in the early 1950s, when professors at the Hebrew University School of Medicine introduced courses in history of medicine in order to broaden the education of medical students. Another significant step was the appearance in 1953 of the first Israeli journal to deal with history of science—*Korot*, a quarterly devoted to the history of medicine. The journal began under the supervision of Joshua Leibowitz, already then professor in the Division of History of Medicine at Hadassah Medical School, Hebrew University, who is now president of the International Academy of History of Medicine. That same year many leading historians from around the world came to Jerusalem for the Seventh International Congress of the History of Science, which Fritz S. Bodenheimer, professor of biology at Hebrew University and one of Israel's leading zoologists, had organized.

Since then interest in the history of science has grown well beyond the confines of medical history. Under the leadership of Sambursky and the late Yehoshua Bar-Hillel, the well-known philosopher and linguist, the Department of History and Philosophy of Science at the Hebrew University developed broad programs of studies and trained a considerable number of students from 1959 to 1970. After Sambursky's retirement in 1970, however, and despite the efforts of

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Oct. #14

the new department head, Yehuda Elkana, the Hebrew University decided to make the study of history of science optional and to integrate its courses into the Department of Philosophy. Although the scope and importance of the program were significantly reduced, first-class graduate students continued to work in the field, and successful doctorates and postdoctorates are now filling new positions created at both Jerusalem and Tel Aviv.

Financial constraints constituted one of the reasons for curtailing the teaching program in history of science at the Hebrew University, but there was also a problem of structural identity. As an interdisciplinary field, history of science in Israel had reached a stage where it could no longer remain a subsidiary branch of either the sciences or the humanities but had to find its own independent place within an appropriate interdepartmental setting. After a long academic struggle, a new program for the teaching of history of science as part of an interdepartmental program of history, philosophy, and sociology of science finally obtained the necessary recognition at the Hebrew University in 1981.

Prior to the creation of this new program, the Hebrew University had already taken an active part in organizing the Einstein Centenary Symposium and Exhibition (whose proceedings were published by Princeton University Press) in cooperation with the Israel Academy, the Jerusalem Foundation, the Aspen Institute for Humanistic Studies, and the Van Leer Jerusalem Foundation. This last institution has played an important role in maintaining the vitality of the field during the difficult years by cosponsoring lecture series and symposia with the universities.

At present the main emphasis at the Hebrew University is on research. An interdisciplinary graduate program has been developed in which first-year students take general courses in history and philosophy of science and additional courses in science. After their first year students may choose from several types of specialization, upon completion of which they may apply for doctoral studies. Monographic courses are given on history of modern physics, history of the biological sciences, and sociology of science, and advanced seminars are offered in the philosophy of science. Two former graduate students from the program have been appointed lecturers: Yemima Ben Menachem and Mara Beller. The chair at present is vacant. Members of other departments who teach in the program are Joseph Ben-David (sociology), Eric Mendoza (science teaching), Mark Steiner (philosophy), Yaron Ezrahi (political science), and Michael Heyd (history). Among other collateral assets that the program enjoys is its access to the newly founded Sidney M. Edelstein Center for the History and Philosophy of Science, Technology, and Medicine. The Edelstein Center oversees important research collections such as the Einstein Archives, (recently transferred to Hebrew University), the Edelstein collection of rare books and manuscripts in alchemy and early chemistry, and the Friedenwald collection of works on philosophy.

In recent years other Israeli universities have recognized the increasing importance of the study of history of science. The Technion, the Graduate School of the Weizmann Institute, the University of Haifa, the Ben Gurion University in Ber-Sheba, and Bar Ilan University have established courses. A second major center of activity is Tel Aviv University, where as early as 1971 the departments of philosophy, physics, and astronomy set up what was then the Institute for the History and Philosophy of Science, to promote both research and the in-

struction of postgraduate students. The institute offered graduate studies in philosophy of science as well as optional background courses for other departments. Two years later, in 1973, the Meyshan Chair for History and Philosophy of Medicine was established at the Tel Aviv University School of Medicine, to promote a wider humanistic education for the medical community in Israel.

In 1981 the institute was reorganized within the Aranne School of History at Tel Aviv as the Institute for the History and Philosophy of Science and Ideas, under the direction of Yehuda Elkana and Amos Funkenstein. It has now grown into the largest and most active history of science center in the country. Sabetai Unguru, Zev Bechler, Gideon Freudenthal, and Ady Ophir have joined the institute. From other departments Asa Kasher, Joseph Agassi, Marcelo Dascal, Richard Popkin (all in philosophy), Yakir Aharonov, Gerald Tauber (both in physics), Yehuda Fried (psychology and medicine), and Gabriel Bar-Haim (sociology) also teach at the institute. Rivka Feldhay, Joseph Mali, and Menahem Fisch are finishing their doctorates and teach at the institute. Several postdoctoral fellows and graduate instructors and more than forty graduate students, many of whom are scholarship holders, work there.

The institute offers general courses in history and philosophy of science and ideas for undergraduates, specialized courses for advanced students, a weekly research seminar in which staff members as well as guest scholars from Israel and abroad present the results of their current research, a journal club where students and staff meet to discuss newly published articles in the field, and a departmental seminar that forms the backbone of the institute's teaching activities. The emphasis is on intellectual history, social aspects of history of science, methodology of the sciences of man, intellectual trends in the Renaissance, history of the philosophy of science, and history of mathematics.

In 1984 the institute held an international workshop, "The Interrelation between Physics, Cosmology and Astronomy—Their Tension and its Resolution, 1300–1700," the first of a series of yearly workshops. Also planned is a new international journal aimed at promoting a research style that combines the points of view of history, philosophy, and sociology of science. The proceedings of the annual workshops will be published as a *Beiheft* of the journal.

The institute boasts two chairs: the Ceil and Joseph Mazer Chair for the History and Philosophy of Science, established in 1982 and now held by Amos Funkenstein, and the recently established Chair for Visiting Professors in the History and Philosophy of Science, whose first incumbent is Professor I. Bernard Cohen. The latter chair was donated by S. Silverman, founder of the Humanities Press in New York.

The institute is guided by an interdisciplinary group of scholars from all Israeli universities and an international advisory council whose members are Allen G. Debus, Sidney M. Edelstein, Gerald Holton, Melvin Kranzberg, Peter Mathias, Robert K. Merton, John A. Wheeler, and Harry Woolf. They also serve as the Advisory Council of the Sidney M. Edelstein Center of the Hebrew University, thus enhancing the close cooperation between the two institutions.

Another significant step in promoting the field has been the establishment of the Israel Colloquium for History, Philosophy and Sociology of Science as a joint venture of Tel Aviv University, the Hebrew University of Jerusalem, and the Van Leer Jerusalem Foundation; it held the first of its annual series of meetings in 1981. The colloquium is inspired by and collaborates with the Boston

Colloquium for the Philosophy of Science. Under its auspices leading scholars from abroad lecture throughout the academic year, both in Tel Aviv and in Jerusalem. The Humanities Press publishes an annual volume of selected papers.

While history and philosophy of science in Israel are progressing, serious problems remain to be solved. Although the programs at the Hebrew University and at Tel Aviv are very attractive, they need a tightening of emphasis, and important areas either have to be initiated or to be developed anew. It is vital that students in both programs acquire a solid grounding in the techniques of historical scholarship, such as textual criticism, and in those of analytic philosophical thought. Further, there is as yet no serious work on the history and philosophy of the social sciences, nor on the history of the methodology of the humanities. And although the once-great tradition of studying Islamic science initiated by the late Martin Plessner, professor of Islamic culture at the Hebrew University, continues under Professor Emeritus Shlomo Pines and Professor Felix Klein-Franke, it needs students and young faculty. The strong tradition of philosophy of science founded by the late Yehoshua Bar-Hillel and the late E. J. J. Poznansky also needs new forces.

Another problem concerns the relationship between modernization and tradition in a society emotionally, politically, and culturally conditioned by its ancient roots. Like those in many other countries, Israel's scientific community has undergone foreign influences, which in the case of the history and philosophy of science are almost exclusively Anglo-Saxon. Our focus should be broadened to include European traditions like the French *Annales* school, the Vernant-Vidal-Naquet style of Greek studies, or German hermeneutics. Moreover, it seems inevitable that demand for the study of indigenous historical sources will increase. The sources for traditional Jewish science are dispersed in the enormous rabbinical literature that stretches over a period of two thousand years; this literature needs to be studied from the point of view of history of science and ideas, and its place in the history of scientific endeavor needs to be explicated. In this area there have so far been very few serious studies, with the notable but little-known exception of the mathematical analysis of the Jewish calendar undertaken by the late A. A. Frankel, professor of mathematics at the Hebrew University and one of the founders of set theory.

Both the institute at Tel Aviv University and the program at the Hebrew University of Jerusalem are striving for the highest academic standards while remaining cognizant that the combined area of history, philosophy, and sociology of science provides not only the tools to bridge the modes of thought of the sciences and the humanities, but also what is probably the best means to resolve issues of tradition and modernization in a multicultural society. This extension and coalition of academic and intellectual resources will promote peaceful co-existence in a torn and polarized area of the world.

Planning Committee ^{for} School &
~~for~~ Public Bldg.

Elkanah

Razin

Bloch

Morse

Harry Wolf

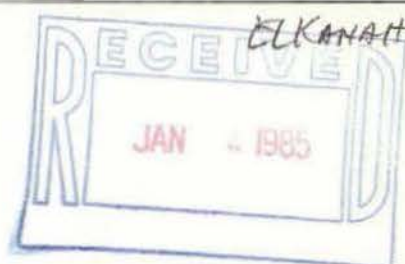
Hale Champion

Gordon Zacks

fellow from Hopkins recommended

by Champion.

HENRY SIMON BLOCH
930 FIFTH AVENUE
NEW YORK, N. Y. 10021



December 31, 1984

Dear Herb,

Dan Tolkowsky raised the following objections to an elite program, which he said were expressed to him by Dr. Many:

He objects to the term "elite."

He believes that we should not promise any jobs to the students, because the students should be self-confident enough to get their own jobs, and we might even discourage entrepreneurs.

He is against the concept of the grandes écoles but admits he does not know it very well.

I assured him that we do not intend to duplicate the "grandes écoles." We might consider prudence in using the term "elite." We should consider carefully his argument that a promise of jobs might be counter-productive, as we entice the students by offering them salaries, full tuition and housing and one year's study abroad. Probably this should be enough of an incentive.

In any case, it is worthwhile following up with Dan Tolkowsky who has competing interests in Technion and the Weizmann Institute. He can be brought around to our side but is not yet there.

Warm wishes for a Happy year.

Cordially,

Rabbi Herbert A. Friedman
President
American Friends of the
Tel-Aviv University
342 Madison Avenue
New York, N.Y. 10017

115NR

AMERICAN FRIENDS OF TEL AVIV UNIVERSITY

Rabbi Herbert A. Friedman,
President

February 26th, 1985

Mr. Edward Morse
Petroleum Finance Co., Ltd.
2000 Pennsylvania Avenue N.W.
Washington, D. C. 20006

Dear Ed,

Thanks for your letter and check. It was good to feel that you enjoyed the meeting.

I'd like to continue the conversation with you about the Leadership Institute and possibly School.

I'd also like to visit the Woodrow Wilson School at Princeton, talk to someone who can give me an overview, get an armful of brochures. Can this be arranged without heavy complications?

Best to Linda.

Sincerely,

Herbert A. Friedman,
President

HAF:ea

342 Madison Avenue
New York, N.Y. 10017
(212) 687-5651

1900 Avenue of the Stars
Los Angeles, California 90067
(213) 556-3141

Cable Address
UNTELAVIV New York



July 17, 1984

Memorandum

To: Dr. Many
From: Henry Simon Bloch
Re: Elite Education for Israel

There are, essentially, two forms of elite education along the lines we discussed:

1) Les grandes écoles which, by this definition, are not linked to the University and normally do not provide a broad interdisciplinary education, with the possible exception of the Ecole Normale Supérieure which, unlike ENA, prepares essentially for education and research careers.

2) Distinguished Fellowships or Scholarships

The first example which comes to mind is the Rhodes Scholarship, a model not applicable. Others, of a different character, are the Fulbright and Guggenheim Fellowships.

A model of a highly selective category of students is the model of the International

Fellows at Columbia University. The Columbia University Model would not be copied but adapted.

Basic principles for a program at Tel Aviv University are as follows:

- 1) Concours d'admission, not unlike the French Concours or an American Law School Admissions Test (LSAT) with exceptions. Students eligible for tests would take the normal admissions test, administered immediately after military service. Maximum age limit - 25 years. High ethical commitment is essential and a candidate's background should be evaluated from this point of view. Possible psychological testing.
- 2) Subjects for Testing:
Mathematics and computer use;
Excellent proficiency in Hebrew;
Excellent proficiency in two (2) languages
in addition to Hebrew;

A general culture examination including understanding of science and technology as well as the humanities.

3) Curriculum:

Students must submit their curriculum for approval to the administrators of the program and can choose to graduate from any of the University's faculties.

4) Israeli Model: Fellowship

The model proposed is a highly prestigious fellowship awarded to students who will graduate as Masters in Engineering, Science, Business, Economics, the Humanities, Law, International Affairs (if that should be introduced), and possibly other fields.

Special Requirements

Each student must attend a minimum of six (6) hours per week in a special interdisciplinary program designed for the Fellows only and geared to provide a dimension beyond their immediate field.

Each student will spend a minimum of one (1)

year at a European or American university approved by the administrators of the program. Like the French "écuries" or "équipes" they must work in teams.

Objectives:

Israel can only flourish as a cosmopolitan nation with a strong national identity. Fellows must have their roots in Israel and be qualified to do international work in the national interest. Fellows are destined for accelerated careers in private and public sectors as leaders with both a general cultural and technical-scientific background. They should be technocrats rather than politicians although they must study political analysis. They should have the highest ethical standards.

Privileges:

Students to be paid a salary and all expenses during the entire study period, including their stay at an overseas university.

Term:

The minimum term of the Fellowship is four (4)

years, and it can be extended annually for another two (2) years.

Format:

The format should be that of a special fellowship program, the name of the fellowship to be designated by the University. The students will be able to add to their curriculum vitae that they are Fellows, in the same way in which Phi Beta Kappa membership is for life. Fellows will be expelled from the Fellowship for unethical conduct at any time during their studies or careers.

The program may appoint a number of Fellows from among distinguished scholars and personalities, who may serve for a term of five (5) years as honorary fellows (as does Yale), with the obligation to support the program actively and be part of the network which will help in the development and eventual job placement of the students. These personalities will constitute a "network" to support the efforts of the Fellows in the program. Once there will be a minimum of two hundred (200) Fellows who have graduated, no honorary Fellows need be appointed as the alumni should constitute the "network."

continued next page

Administration:

There should be a director and small staff,
a strictly academic council to serve as advisers,
faculty drawn from Tel Aviv University, and possibly
other schools, specifically committed not only to
teach but also to tutor the Fellows.

HSBloch/jl





American Friends of Tel Aviv University, Inc.

SUITE 1426 342 MADISON AVE., NEW YORK, N.Y. 10017 (212) MU 7 5651

CABLE ADDRESS UNTELAVIV NEWYORK

5 FEB 85

PROPOSAL FROM M. COHEN, HUMANITIES TO PROF. RAZIN FOR H.A.F.

PROPOSAL FOR A GRADUATE PROGRAM IN PUBLIC POLICY FOR TRAINING FUTURE LEADERSHIP OF THE JEWISH PEOPLE

1. THE PROGRAM'S GOALS

The proposed program plans to train elite groups with appropriate academic backgrounds from Israel and the Diaspora for key positions in the Israeli public service and the Jewish communities abroad. The new program will be based on the present M.A. studies in public policy and will be similar to other M.A. programs, without thesis, which already exist in the faculty.

A new area of study and specialization will be opened within the framework of the existing program and will be adjusted to meet the specific needs of the various groups of students.

The student body will be roughly divided into three main categories:

- a) Students of the National Defense College: high-ranking officers who are being trained to qualify for senior positions in the Armed Forces. Within the joint program of the college and the university, the student will join the M.A. program in public policy.
- b) Students with leadership qualities and appropriate academic background, coming from Jewish communities - mainly from English-speaking countries - will join the program on a basis similar to the New York State program which already exists in the medical faculty.
- c) Israeli students holding average and high positions in the Israeli Civil Service.

The program will help create a common denominator for the above three groups and its contribution will broaden their general outlook far beyond the direct contribution of the regular academic achievements.

Tel Aviv University plans to cooperate in this program with several national institutions, such as the Jewish Agency, the Prime Minister's office, the Absorption Ministry, etc. In order to strengthen the ties between the Jewish students from abroad with the State of Israel. The students on their return to their respective countries will form a bridge between the Jewish communities and the State of Israel.

The exposure of the Israeli students to the specific problems of the Jewish people abroad, as presented by the Overseas Students, will deepen and strengthen their understanding and awareness to those issues. When they return to their positions in Israeli government and Civil Service, they will be better equipped to understand the interaction between the State of Israel and the Jews in the Diaspora.



2. ACADEMIC STRUCTURE OF THE PROGRAM

The program will consist of 56 semester hours divided as follows:

31 hours in public policy issues

5 hours project based on field work

20 hours will be devoted to the area of specialization

Students who have already commenced their studies towards the M.A. or other graduate programs will be able to join the program and will be given credit for the relevant courses. Students lacking proper academic background will be required to complete courses outside their regular curriculum. The program could be completed within two academic years.

3. FACULTY MEMBERS

The program is headed by Professor Adi Karni and its academic advisor is Dr. Gideon Doron. As the program is inter-disciplinary part of the studies is based on already existing courses in the graduate programs in the Departments of the Faculty of Social Sciences. Therefore, in addition to the regular teachers of the program, prominent members of the faculty, such as Professors Asher Arian, Eitan Berglas, Elhanan Helpman, Aaron Klieman, David Nachmias, Assaf Razin, Jonathan Shapiro, David Vital, Ephraim Yaar, etc. will contribute directly to the program.



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HENRY SIMON BLOCH

10TH FLOOR

466 LEXINGTON AVENUE

NEW YORK, N.Y. 10017

February 21, 1985

Rabbi Herbert A. Friedman
President
American Friends of
Tel Aviv University
342 Madison Avenue
New York, N.Y. 10017



Dear Herb:

I believe that my old memorandum, mildly revised as enclosed, can serve as a framework for a unified platform to which all can subscribe.

I am sending a copy of this mildly revised memo to Moshe Many, and Professors Razin and Elkana.

If you convince Moshe to come back to my simple version, instead of, at this stage, getting involved in details - dans les petits sentiers qui s'égarent à travers champs, we can carry the entire faculty. It takes a great deal of determination, however, not to be diverted.

I am also sending you a copy of my letter to Yehuda Elkana.

Warm wishes,

*Henry
Simon*

HSB/jl
encl.

PROPOSAL FOR A GRADUATE PROGRAM IN PUBLIC POLICY FOR
TRAINING FUTURE LEADERSHIP OF THE JEWISH PEOPLE



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INSTITUT UNIVERSITAIRE DE HAUTES ÉTUDES INTERNATIONALES
THE GRADUATE INSTITUTE OF INTERNATIONAL STUDIES

LE DIRECTEUR

Geneva, October 12, 1987

Dear Professor Shaked,

Thank you very much for your letter of September 15 and its enclosures describing the Wexner Heritage Foundation.

I shall be most pleased to discuss with you the new educational programme which will be launched by your Foundation, and to give you some information about our Institute. Unfortunately the date you propose for such a discussion, i.e. November 12, coincides with a meeting of our Executive Board. This being the case, may I suggest that we meet at the Institute either on November 11 or 13 ?

Looking forward to our meeting, I am,

Yours sincerely,



Lucius Caflisch

Encl. Brochure of the Institute

P.S. Yes, Dr. Chubin is still with us, and your regards will be duly transmitted to him

Professor Haim Shaked
7220 S.W. 107 Terrace
Miami, FL 33156



October 27, 1987

Mr. Lucius Caflisch
Director
The Graduate School of International Studies
132, rue de Lausanne
C.P. 36
CH/1211 Geneve 21
Switzerland

Dear Mr. Caflisch:

Thank you so much for your letter of October 12th. I spoke today with your secretary, Mrs. Galvani, and confirmed that we shall visit with you on November 11th for lunch. Rabbi Friedman and I hope to be able to see your facilities and to meet with some of your senior faculty and staff on the afternoon of the same day, to discuss the matters which I alluded to in my previous letter to you.

Thank you very much for your kindness in agreeing to meet with us.

Yours sincerely,

A handwritten signature in dark ink, appearing to be "Haim Shaked", written over a faint circular stamp that contains the words "AMERICAN JEWISH ARCHIVES" and Hebrew text.

Dr. Haim Shaked

cc: Rabbi H. Friedman

P.S. We shall arrive in Geneva with Flight SwissAir #721 from Paris on November 11th at 10:15 am. We hope to be able to make it to your institute by noontime.

HS/kj

5 FEB 85

PROPOSAL FOR A GRADUATE PROGRAM IN PUBLIC POLICY FOR
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February 20, 1985

To: Dr. Moshe Many, President, Tel Aviv University
From: Professor Henry Simon Bloch, Member, Board of Governors
Re: Elite Education for Israel

There are, essentially, two forms of elite education along the lines we discussed:

1) Les grandes écoles which, by this definition, are not linked to the University and normally do not provide a broad interdisciplinary education, with the possible exception of the Ecole Normale Supérieure which, unlike ENA, prepares essentially for education and research careers.

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Fellows at Columbia University. The Columbia University Model would not be copied but adapted.

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The model proposed is a highly prestigious fellowship awarded to students who will graduate as Masters in Engineering, Science, Business, Economics, the Humanities, Law, Public Policy, International Affairs (if that should be introduced), and possibly other fields.

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Privileges:

Students to be paid a salary and all expenses during the entire study period, including their stay at an overseas university.

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The minimum term of the Fellowship is five (5)

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continued next page

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HSBloch/jl

