



THE JACOB RADER MARCUS CENTER OF THE  
AMERICAN JEWISH ARCHIVES

**MS-763: Rabbi Herbert A. Friedman Collection, 1930-2004.**

Series I: Wexner Heritage Foundation, 1947-2004.

Subseries 1: General Files, 1949-2004.

---

Box  
66

Folder  
1

Steinhardt, Michael. 1994-1995.

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

---



551 Madison Ave  
New York, NY 10022  
(212) 355-6115  
(212) 751-3739 FAX

FAX TRANSMITTAL

Date: 4/18/95

TO: Michael Steinhardt

Company: AMERICAN JEWISH

A Fax #: 212 682-2530

Number of Pages (including cover sheet): 6

FROM: Rabbi Herbert A. Friedman

Message: Please call to confirm  
receipt of fax

212-355-6115

Thanks  
Shelley

MISSION STATEMENT  
for  
JEWISH RESIDENTIAL ACADEMY  
GRADES 9-12

A superior secondary school is a place where a person's entire life can be framed and shaped.

If the school succeeds, a student can emerge with an intellectual curiosity that will endure for a lifetime; a body of knowledge that will be meaningful and enjoyable; a set of goals that may even make the world an improved place; and a nobility of character whose virtues of compassion, honesty, dignity and justice will make the person self-confident and creative.

If, in addition, the school builds the Jewish identity of the person so firmly as to kindle pride in and love for the heritage of the Jewish people and its eternal land of Israel, then caring parents will bless the moment they had found such a school in which to immerse their beloved child.

We Jews in America do not possess our own secondary schools, except for those in the yeshiva network, plus a few isolated ones where individual or communal initiative created them. It is our major obligation during the next decades to create such schools, so that we can celebrate in 2054 the achievement of four centuries of Jewish existence on this continent, secure in the knowledge that our special destiny is safe in this blessed democracy whose very permissiveness could be a force to swallow us, unless we ourselves build the instruments for our own survival.

We came to America in our scores of thousands 150 years ago and set up three professional schools to produce rabbis. The congregations began to set up limited afternoon schools, but not much else in the way of a major educational infrastructure. Then we came in our millions 100 years ago, and once again built very few full-strength Jewish day schools.

Avraham Harman, early Israeli Ambassador to the U.S., later President of the Hebrew University, coined an epigrammatic reply to the perennial question: How did the Jews manage to survive all the millenia of persecution? His answer: through emigration of one generation and education of the next.

He was so right. We always moved to another place, and set up our own schools in that place. Before, during and after the Holocaust, Jews moved to Palestine, and the Leo Baeck school wound up in Haifa from Berlin, while the Telzer Yeshiva moved through Shanghai and landed in Cleveland. Indeed, we emigrated to the New World, but in our tremendous effort to adapt to America, we forgot our educational life-saver.

Everyone agrees that something must be done. Many committees are meeting across the land; many studies continue to be commissioned; much hand-wringing is noted; much urgent wailing vibrates. But, of the founding of new schools, particularly at the secondary level, little concrete action resounds anywhere.

Today we feel the results, and today we must play catch-up in a furious race against time. For we have, at most, two generations, 60 years, in which to expose our children and ourselves to the heritage which has sustained not only us, but all civilizations which are built on the ethical monotheism we introduced to the world.

If we have not, by then, reversed the present trends of assimilation based on ignorance of heritage, and intermarriage based on the attitude of not caring about that heritage, there will be two losers: we and the world.

John Adams, the second president, wrote a letter to a friend, July 13, 1815:

"The Hebrews have done more to civilize men than any other nation. If I were an atheist, and believed in blind eternal fate, I should still believe that fate had ordained the Jews to be the most essential instrument for civilizing the nations."

Build we must -- an extensive cross-continental network of elementary and secondary schools, physically beautiful, intellectually stimulating, Jewishly rich in both religious and national contexts - or, failing that, we shall be looking at a vastly diminished future.

Rabbi Herbert A. Friedman  
March 8, 1995

EXPENSESNET FOR  
PUBLICATION OR  
DISTRIBUTION

## ASSUMPTIONS:

1. 500 Students
2. In residence 9 months = 270 days
3. Student-teacher ratio 12.5 to 1

## Costs

1. <b>40 teachers</b> x 50K average	=	\$2,000,000
2. * <b>13 specialty teachers</b> x 50K average	=	650,000
3. ** <b>37 staff</b> x 35K average	=	1,290,000
4. *** <b>12 administrative staff</b> x 68K average	=	815,000
5. <b>Food:</b> assume \$8.00 per day per student 500 students x 8 = \$4000 per day 100 other personnel x 8 = \$800 per day		
<b>Total</b> - 270 days x \$4800 per day	=	1,300,000
6. <b>Dormitory</b> Laundry - sheets and towels	=	?
Cleaning supplies - for toilets, shower, etc.	=	?
7. <b>Maintenance</b> Heating; lighting; reserve for repairs; service contracts on equipment; telephone; postage; library books & journals; vehicles-gas & repairs; lab (science) supplies; building repairs; grounds (trees, flowers, etc.)	=	?
8. <b>Social Welfare Costs</b> Social security (FICA) - 7 1/2 % on payroll .075 on 4,500,000	=	353,000
Insurance	=	?
Other costs	=	?
		<b>\$6,408,000</b>

\*Specialty teachers

1 librarian	50K
2 music -	100
1 drama/speech	50
1 computer -	50
2 art -	100
1 dance -	50
5 athletic coaches -	<u>250</u>
<b>13</b>	<b>650K</b>

\*\*Staff- skilled

1 electrician -	50K
1 carpenter -	50
1 plumber -	50
1 gardener -	50
1 security -	50
2 drivers -	80
1 audio-visual	50
4 assistants	<u>160</u>
<b>12</b>	<b>540K</b>

Staff - unskilled

cleaning - class-	
rooms & dorms ?	
kitchen cooks	
5 x 50K-	250K
kitchen help	
20 x 25K -	<u>500</u>
<b>25</b>	<b>750K</b>

\*\*\*Administration

1 headmaster -	150K
1 deputy head -	110
1 principal -	100
1 comptroller -	85
1 purchasing officer	55
1 guidance counsellor-	
	70
1 nurse-	70
5 secretaries @35-175	
<b>12</b>	<b>815K</b>

Total

12 - 540,000  
25 - 750,000  
**37** = **1,290,000**

## INCOME

NOT FOR  
PUBLICATION OR  
DISTRIBUTION

### ASSUMPTIONS:

1. If 6.3 mm represents partial cost, then items 6, 7, 8 on expense page may be assumed to be anywhere between 1 and 2 million additional. Therefore, a working figure for annual operating cost would be 7.5 mm.
2. A 50mm endowment fund, invested at 6%, would produce 3 mm, p.a.

### Trial tuition costs\* - a six-level proposal

1. 10% of the students (50) at the highest rate of \$20,000 p.a.	=	1,000,000
2. 10% of the students (50) at the next rate of \$15,000 p.a.	=	750,000
3. 10% of the students (50) at the next rate of \$12,000 p.a.	=	600,000
4. 50% of the students (250) at the next rate of \$10,500 p.a.	=	2,500,000
5. 10% of the students (50) at the next rate of \$5,000 p.a.	=	250,000
6. 10% of the students (50) at the next rate of \$3,000 p.a.	=	<u>150,000</u>
		5,250,000

### Summary

- a) Above tuition scale, if achievable, would produce 5,250,000
- b) Income from endowment would produce 3,000,000
- Thus budget would be in balance 8,250,000
- c) When the expense sheet is fully completed, and turns out to be any appreciable amount below 7.5 mm., then the tuition scale could be adjusted downward at some of the six levels, or the endowment fund could be lowered.

\*In addition to tuition, which includes room and board, the student must pay for books, fees (athletic, lab, etc.), and medical insurance.

January 24, 1995

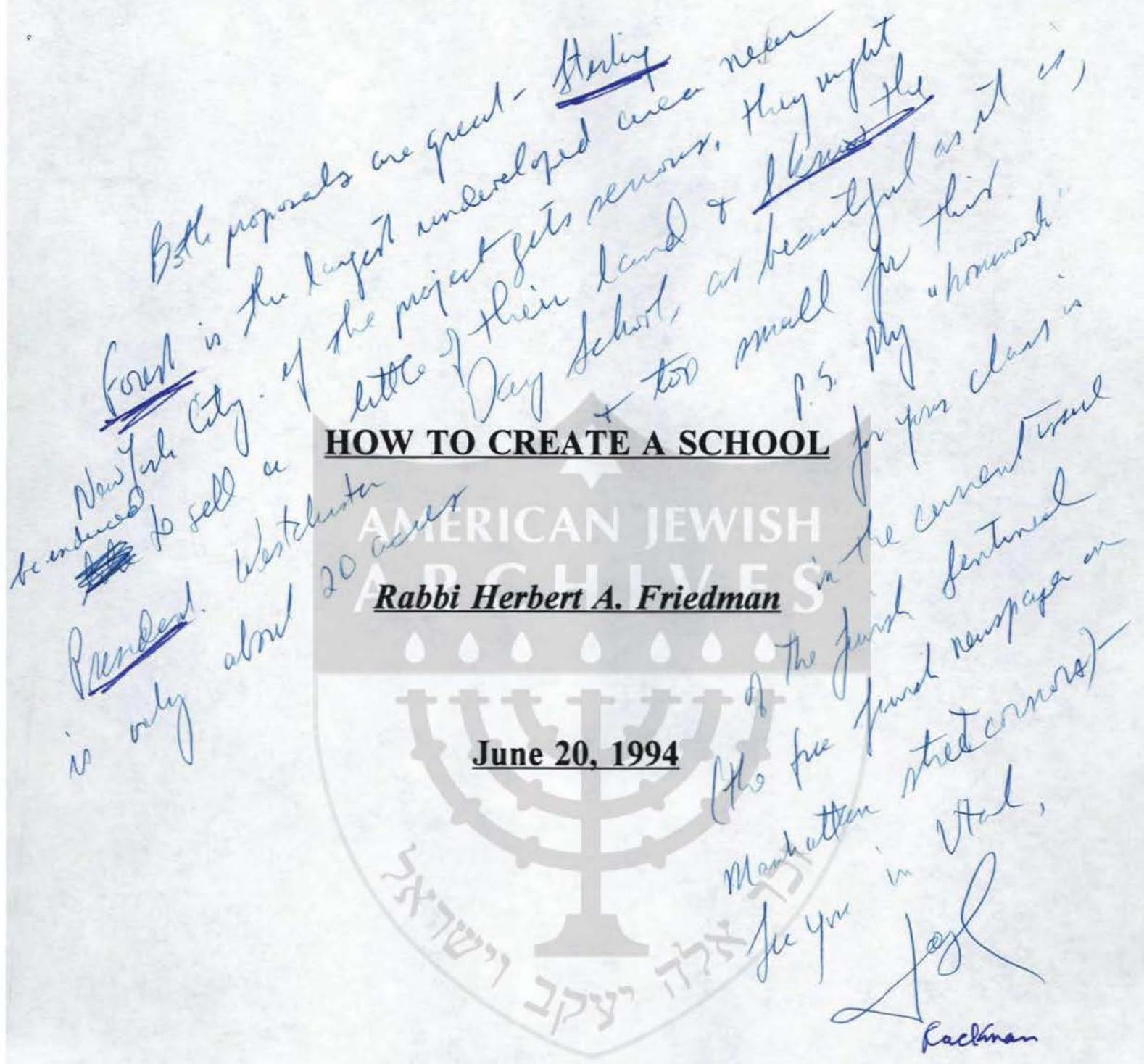
Conversation with MICHAEL STEINHARDT

1. He told me about Leon Botstein, president of Bard College, who wants to build elite Jewish urban school (like Slipping Rock which Bard owns in Berkshires.)
2. He told me about trip with Yitz Greenberg to Brandeis-Bardin. (Yikz had told me of his disappointment - the place is really slummy. I said I could have warned him.)
3. He told me about the idea of the 92nd St. "Y" to open a branch of their nursery school on a neighboring street. I said -so what will that mean in the larger scheme? He agreed - not much.
4. I told him that his wonderfully generous spirit left him unfocussed, all over the map - and that he should concentrate on one thing.
5. I showed him the KENT proposal and photo's, and urged him to make a trip with me to see the place.
6. He asked me to join in a conversation with him, Greenberg and Botstein. I said I didn't want to get into any confrontation on the respective merits of urban day vs. country boarding school. He said -no confrontation -just exchange of ideas.

(cont memo/Steinhardt)

7. I agreed -he said he would fix 2 dates - one with Botstein and one to go to Kent.





## **HOW TO CREATE A SCHOOL**

1. Search carefully for the right site. The piece of land must be large enough to contain every additional element the school might need, thinking ahead for 100 years. Utilize experts to give advice on directions of future growth of the city, future roads, airports and any other facilities which might impinge on the school's environment.

You might decide that the entire campus should be ringed with trees as a screen against traffic. You can plant beautiful oaks, elms and maples at a decent height right from the beginning, but the area must be large enough so that you will be able to erect additional buildings without being forced to sacrifice trees.

You might decide, some years after the school has reached full size (whether that is the 500-600, for a boarding school; or the 900-1000, for a day school), that you wish to add an inn to accomodate visiting parents or other guests. That inn could even be expanded into a full-fledged conference center, which would bring additional revenue to the school.

You certainly must plan right from the beginning the full panoply of athletic facilities required, and it is better to plan for the maximum instead of starting small and thinking that you can always add later. If you are short of land, there will never be a later, and you will forever feel cramped. There should be full-sized fields for football, soccer, rugby and baseball. Additional areas for volleyball and lacrosse. A croquet lawn and outdoor bowls would be lovely. And at least a dozen tennis courts. Some bleachers are necessary for the larger fields. All the above takes an enormous amount of acreage.

There is no need to go further into detail. The school must have a gorgeous look and feel which space can provide. Long stretches of green lawn, surrounded by trees and flowers, will actually improve the academic performance of students, in addition to shaping their attitude toward environmentalism and acting as an inhibitor of uncivilized conduct.

Look for a space of 100-200 acres. The very worst that could happen is that you have over-bought, in which case you can move a few trees, sell off the excess 20 years later, and make enough profit so that the whole establishment will wind up costing you nothing.

2. Gather Key Personnel for initial advice. There are key people who must be sought, whose advice at the beginning will be invaluable. Some may ultimately be included in the actual operation of the school; others may make their contribution so that we start on the right path, and then may fade from the picture. As examples of areas which must be investigated at the beginning, and people who can give us advice in these areas are the following:

a. Head - Joseph Reimer, currently professor of education at Brandeis and head of the School of Jewish Communal Service, plus a team at Stanford University, with which he is affiliated.

b. General Planning - Benno Schmidt, former president of Yale, currently head of the Edison Project, part of the Whittle Corporation, which is planning to build hundreds of schools on a for-profit basis.

c. Private Schools - Theodore Sizer, probably the number one person in America on this subject. Formerly head of the Graduate School at Harvard, then headmaster of Andover for ten years, currently head of the Department of Education at Brown, and creating an alliance of magnet schools whom he is advising on curriculum. His ideas are the most innovative in the country.

d. Secular Curriculum - Teacher's College, Columbia, Department for Gifted and Talented Students.

e. Judaic Curriculum - Ramaz High School  
Bi-Cultural School, Stamford, Ct.

JESNA - James Woucher

BJE - N.Y. Fed. - Alvin Schiff

f. Architect - James Freed, architect of the U.S. Memorial Holocaust Museum in Washington, of the firm of I.M.Pei.

g. Lawyer - Kenneth Bialkin, of the firm Skadden Arps.

3. Select and Hire the Head, plus other key personnel:

- a. Deputy Head
- b. Financial Officer
- c. Administrative Officer
- d. Admissions Officer

**4. Planning the Plant**

Compose an Advisory Committee, consisting of various specialists, parents, the architect, the landscape architect, and gather them as individuals, according to their special interests, in very small groups (3 to 5 persons), never as a committee of the whole, until policy decisions are reached and the whole committee must ratify.

- a. Give special thought to science labs, language labs, and computer needs.
- b. Extra-curricular needs - music, drama, dance, debating, art, and any others.
- c. Sport needs - large fields, some with bleachers, for football, soccer, rugby, baseball, lacrosse; smaller areas for volleyball and handball; sufficient tennis courts.
- d. Separate field house for indoor sports - basketball, running track, squash courts, gymnasium, swimming pool, and sufficient showers and lockers.
- e. A student union building, with a large terrace open to the sky for a Sukkah.
- f. Housing for faculty who will live on campus.

**5. Match Advisory Committee Specialists with Architects, both Building and Landscape.**

**6. Extra Planning Required for Dual Use of Plant by two kinds of students, day and boarding.**

**7. Select the Contractor.**

**8. Appointment of Lay Board and its Committees**

## **PEDAGOGICAL PLANNING**

(simultaneous with construction)

### **1. Write the Rule Book**

- a. Balance strictness with flexibility.

### **2. Finances**

- a. Financial Officer plans and administers entire financial structure: construction costs; tuition fees; scholarships; fund-raising; operating budget, etc., etc. This Officer works very closely with relevant Board Committees.

### **3. Write the Curriculum**

- a. Secular - keep an eye on admission criteria of Ivy League universities.
- b. Judaic - History, Bible, Mishna, Prayer-book, HolyDays and rituals, Religion, Modern Israel, and 4 years of Hebrew language and literature.

### **4. Plan Entire Extra-Curricular and Sports Program.**

### **5. Selecting Students**

- a. Let it be known that admission to this Academy will be difficult. Create a sense of elitism. When Jewish parents and the general public become aware that the Academy is aiming at the very highest standards, equivalent to the handful of top prep schools in the country (Andover and Exeter), parents will seek to get their children admitted.

- b. Create the most attractive set of activities, in addition to the academic studies, so that the kids will want to come. For example, a class trip to Israel every year, say for the 10th grade; class trips for the 11th grade to Egypt, Greece and Italy, to study ancient civilizations; class trips to Washington (study U.S. government); to Hawaii (study the two largest telescopes in the world; to Cape Canaveral (study the space program).

- c. There should be a strong intra-mural athletic schedule with the teams of other top academies in the U.S.; a full-scale drama program, involving top producers and directors (e.g. Hal Prince); a debating program based on the Oxford and Cambridge systems of arguing Resolutions of Public Interest.
- d. Contact must be made in the 36 cities in this country which contain large Jewish populations with all the educational forces in those cities - rabbis, principals of day and afternoon schools, counsellors in municipal schools, Boards of Jewish Education, local Federation directors, lay leaders on boards of agencies. The goals and methods of the Academy must be explained, and recommendations must be obtained of children who might be admissible. An intensive campaign of home visits, to parents, grandparents and students themselves to urge them to think of the Academy as the place for their talented children, will be necessary during the first years of the school's existence, until its reputation is firmly established.

#### 5. Start Search for Faculty

- a. Set salary standards, medical care, housing, etc.
- b. Throw out a wide net to obtain recommendations.
- c. College faculty, at assistant and associate professor level, may well be attracted to our Academy.

**Steinhardt Partners, L.P.**

MICHAEL H. STEINHARDT

Steve Slaino  
914-248-3200



8/3/94

Conversation with Steve Siano 914-241-3200

Good long talk. He hopes M.S. will buy property. He said M.S. had raised his bid recently (M.S. told me on 8/1 that he had gone up to \$m.) and thinks that M.S. is really interested.

He told me Yitz b'n had come up with his son J.J. and asked some peculiar questions of the Rockefeller U. people about how much it would cost to run a conference center for a year.

<sup>28,000 s.f.</sup>  
Facts - The main manor house is in good shape inside - has indoor swimming pool. There is a second (guest) house 8000 s.f. and many other barns, cottages and outbuildings, including original house from 1800's (in bad shape). The property abuts a lake which is reservoir for Mt. Kisco. About half is in meadow and half in woods.

I asked him to find out several specific facts:

- a. tax status (he thought there were some small taxes)
- b. zoning status (property is in 3 townships - New Castle, West Castle + Bedford)
- c. roads on or near the property

I will make a date to go up and see it.

STEVE SIANO

8/16/94

I had two conversations with Steve, the first in which I asked many questions, and the second in which he gave me answers. The 200 acre parcel is divided among three jurisdictions, approximately as follows:

North Castle - 90 acres

Bedford - 90 acres

New Castle - 20 acres

The zoning is residential, with Bedford requiring 4 acres per dwelling, and the others 2 acres.

In order to obtain variances from that zoning, permission would have to be obtained from all three boards. That is a lengthy process. And then there are permits required for many separate items: fire regulations, sewage, access roads, proximity to the reservoir up to which the land abuts, issues of environmentalism, etc., etc. Steve estimated that this could take 2-3 years. He had a conversation with one of the town supervisors who said there would probably not be any objection to a school, for there are already several private schools in the area, but all the above permit problems might be complicated, depending on the size of the school. As for the idea of constructing a large number of faculty homes, he felt this might be seen as a "development", which would raise more questions.

When he was finished with these comments, I asked how in the world could Mr. Steinhardt decide whether to buy the land, not knowing when and whether he would get all the permits. Steve said he really had no answer to that question. Perhaps that was the reason they had not yet found a buyer. I said I would get back to Mr. Steinhardt for a discussion, and would then call him again.

LAND

6/94

1. Ellen Katz - 350 acres,  
including a 50 acre lake, in  
Columbia County. Nearest town  
Hudson (pop. 8000). Reached by  
Taconic Parkway

2. Yale Magazine (~May 94)  
Berkshire County, Mass.  
200 <sup>terraced</sup> acres adjoining Jiminy Peak  
Brook, trails, beautiful views  
1,050,000 413-738-5575

ELLEN MARKOWITZ - JULY 10, 1994 *in Utah*

Ellen Markowitz has 400 acres in Dutchess County - north of Rhinebeck - near Bard College (pres. Leon Botstein). Two hour drive from NYC up Taconic Parkway.

She doesn't need to sell it - nor does she want to, particularly. She was simply telling me, having overheard table conversation.

I said I would go up and look at it. I did not ask price.



of the three parcels  
seen today, # 2 is the  
best:

1. many meadows
2. many trees
3. lake-front
4. big house (headmaster's)
5. big barn + caretaker house



AMERICAN JEWISH  
ARCHIVES

LN# 94 0012331

RS - RESIDENTIAL

STATUS: ACTV

STATUS CHANGED: 04/03/94  
LAST UPDATE: 03/31/94

HouseNo:20-58 StreetName:CASTLE HILL RD MarketArea:  
County:FAI Zip:06470 Town:NEWTOWN ListPrice:\$3,750,000  
Dimensions: LotSize: 0 Acres:136.68  
Subdivision:  
LegalDescr: 20-58 60-74 CASTLE HILL RD, NEWTOWN, CT

Rooms	Fireplace	Level	Size	SqrFt:	SqrFtSrc:AP	BedRms:	5
Living Rm		1		+TotRms: 17	YrBuilt:1908	YrBltSrc:OW	
Dining Rm		1		FullBths:4	HalfBths:2	Color:STONE	
Kitchen		1		Waterfront:Y	ResType:A		
Family Rm		1		Zoning:R-1			
Master Br		2		UnderCnstr: NewCnstr: HomeOwnAssoc:N			
Bedrm #2		2		Assmts: 327880 @MIL 31.00	Taxes: 10164		
Bedrm #3		2		SwrBal: WtrAsmt: HeatCost:			
Bedrm #4		2		Easements:WATER COMPANY		UFFI:U	
Oth Rm #1		2		GradeSchool: HAWLEY			
Oth Rm #2				MiddleSchool:MIDDLE			
Oth Rm #3				HighSchool: NEWTOWN			
Laundry							

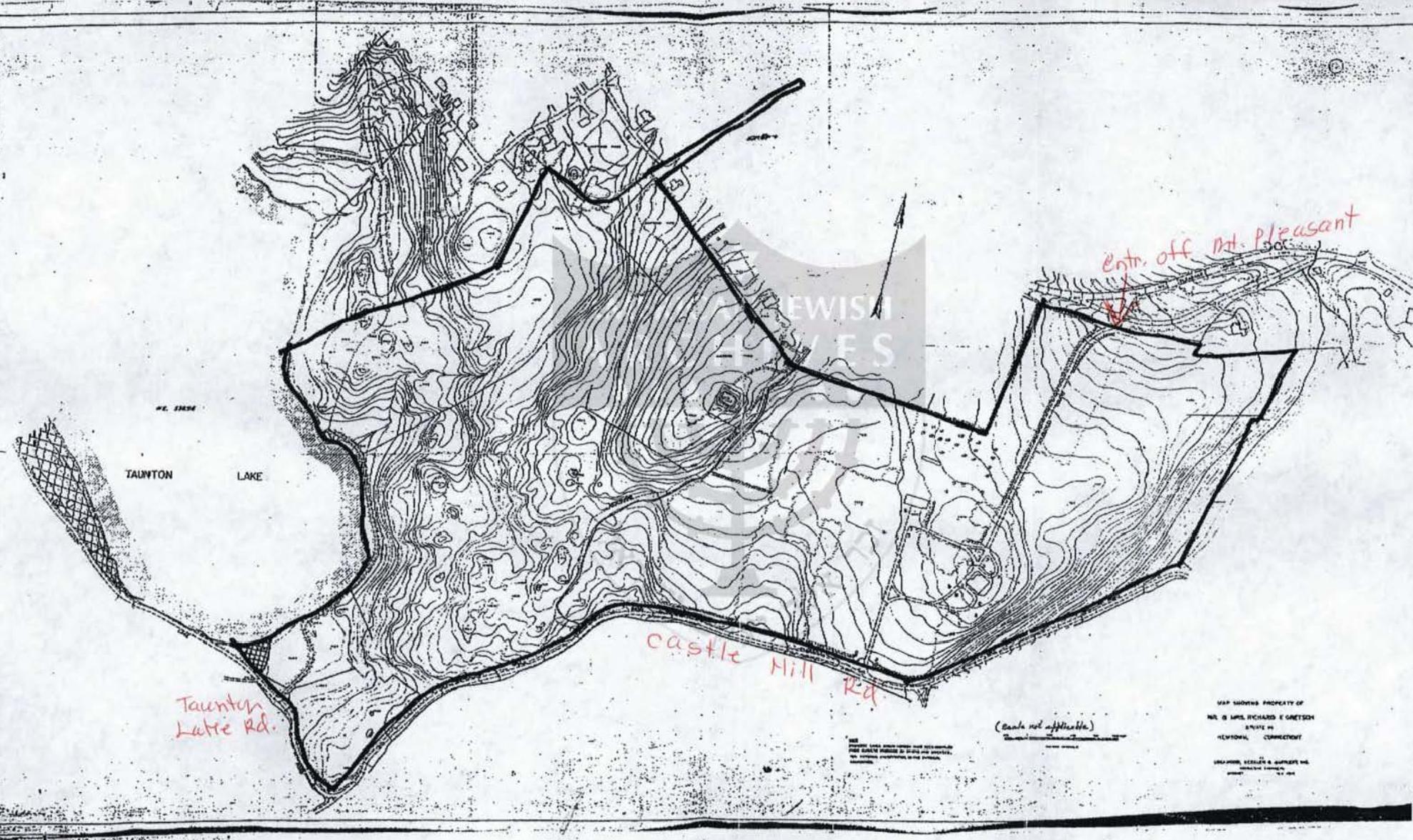
Directions:RT.25 NEWTOWN FLAGPOLE, L-CASTLE HILL RIGHT Sign:N

REMARKS BEAUTIFUL COUNTRY ESTATE ON 136 PRISTINE ACRES WITH 1600 FT TAUNTON LAKE FRONTAGE. PHENOMINAL VIEWS. EXCELLENT HORSE PROPERTY.

#2  
There is an offer -  
from a developer  
no agreement as yet.

NOV 1 1994 12:09

PAGE .001



# Church Notes

## Newtown

### BIBLE BAPTIST CHURCH

35 Sugar Street, Route 302, 426-6484

Pastor Michael Thom

Rick Howard, Teen Minister

Sunday, Children's Bible Hour, Adult Bible Groups, 9:40 am. Morning Worship Service, Children's Church, 10:45 am. Evening Bible Fellowship. (Nursery provided), 6 pm. Wednesday, 6:30-8 pm, AWANA Cubbies - 3&4 year olds, AWANA Sparks - K-2nd grades, AWANA Pals & Chums, 3rd-4th grades, WORD OF LIFE CHAMPIONS, 5th-6th grades or 10-12 year olds. Bible and Prayer Group, 7 pm. Thursday, Word of Life Teens, 6:30 pm.

### CONNECTICUT KOREAN UNITED CHURCH

35 Sugar Street, Route 302, 426-8610.

Rev Jun-Soo Han, Pastor

Sunday Worship Service, 2 pm. Wednesday, Praise, Bible, and Prayer Time, 8:30 pm. Saturday Neighborhood Bible Study, 8 pm.

### CHRIST THE KING LUTHERAN CHURCH

Mt Pleasant Road at Tory Lane, 426-6300

The Rev Gregory Wismer, Pastor

Sunday School and Bible classes, 9 am. Sunday Worship at 10:30 am. Senior Choir 8 pm Wednesdays. Confirmation Classes, 7 pm Thursday. Bible Study at 1 pm Friday and the second and fourth Thursdays of the month at 8 pm. Other activities are announced through the church bulletin.

### GOOD SHEPHERD LUTHERAN CHURCH

4660 Elm Street, Monroe

On Sunday, March 20, Good Shepherd will celebrate the fifth Sunday of the Lenten season with worship services at 8:15 and 10:30 am. The Sunday Church School will meet at 9:15 am. On Wednesday during Lent, there is a light supper beginning at 6:30 pm and study at 7:30 pm.

### CHURCH OF JESUS CHRIST

OF LATTER DAY SAINTS

Saw Mill Road, 426-1752

Bishop Dale Christensen

Sunday Sacrament meetings, 9 am, 1 pm. Sunday School classes and primary 10:20 am and 2:20 pm. Priesthood Relief Society and Young Women meetings, 11:10 am and 3:10 pm.

### GRACE CHRISTIAN FELLOWSHIP

174 Mt. Pleasant Rd, Rt 6

270-1005

The Rev Barry Fredericks, pastor

Sunday Services 10 am; Wednesday Bible Study 7:30 pm. Children's Church provided at all services.

### NEWTOWN CHRISTIAN CHURCH

Route 302 and Rock Ridge Road, 426-6189

Jack Tanner, pastor

Bible School Sunday, 9:45 am. Worship 11 am. Nursery and children's worship at morning service. Mid-week Bible studies Wednesday at 7:30 pm. (call church office for location). Youth Meetings, (8-12 grade) Thursday, 7 pm.

### NEWTON CONGREGATIONAL

14 West Street, 426-9024

The Rev Steve Gordon, Senior Minister

The Rev Janice Toulioukian, Associate Minister

The Rev Alastair Sellars, Minister Emeritus

Morning Worship, 10 am. Coffee hour immediately following service. Sunday School classes for three year olds through 8th grade. Using the Augsburg "Witness" curriculum, this year's theme - "Jesus Our Savior." Classes are 9:45-11:15 am at the Church House 41A Main St. Church membership is not required and there is no registration fee. We also offer cooperative childcare for the under 3s. There is a Confirmation class for 9th graders. Youth Groups for both Senior and Junior High School. Sunday School Superintendents, Jamie and Lisa Layton, 270-9854. Assistant Sunday School Superintendent, Laura Driscoll Benn. Christian Education Chairman, Fran Litwin, 775-5898.

### NEWTON UNITED METHODIST

Church Hill Road, 426-9998 or 426-9685

The Rev Terry W. Pfeiffer

Church School, 10 am. Classes for 3 year olds through adults. Worship 10 am. Coffee hour follows worship. UMYF, 6-8 pm. AA Open Meeting, 7-9 pm.

### PRAYER AND BIBLE STUDY

Taunton Hill Road, 426-5233

The Rev and Mrs Thomas Northcott

Wednesdays 10 am.

### ST. JOHN'S EPISCOPAL

Sandy Hook, 426-9938

Sunday, Holy Eucharist and sermon, 9:30 am. Babysitting provided. Coffee hour and fellowship afterwards.

### ST. ROSE OF LIMA CHURCH

48 Church Hill Road, 426-2572

The Rev George Birge, pastor

The Rev Michael Bachman, Parochial Vicar

The Rev Lawrence A. Larson, Parochial Vicar

Deacon Kenneth E. Stroud

Deacon Charles Detsch

Director of Religious Education:

Mrs Alice Kohler

St. Rose School, 426-6102

Mrs Elizabeth Lynch, Principal

Daily Masses 6:45 and 9:30 am, Saturday 8 am, 5:30 pm; Confessions Saturday, 4-5 pm or by appointment; Sunday Masses 8, 9:30, 11 am and 12:30 pm.

Legal Holiday Mass 8 am; Holy Day Vigil 7:30 pm; Holy Day Masses 6:45 and 9:30 am; 5:30 and 7:30 pm. Baptisms are scheduled by appointment. Pre-Baptismal classes must be attended before a Baptism. These classes are held the first Sunday of each month. To register for Pre-Baptismal class and Baptism call 426-2572.

### TRINITY CHURCH

36 Main Street, 426-9070

The Rev Dr Gregory Carlson-Bancroft, Rector

The Rev Patricia Haines, Associate Rector

Sunday, Holy Eucharist 8 and 9:45 am. Child care provided. Christian education for all ages. Morning Prayer, 8:45 am, Monday-Friday in All Saints Chapel. Enter from Main Street. Wednesdays, 7:30 pm, Holy Eucharist. Thursdays, 12 noon, Holy Eucharist and Healing.

### CHRIST THE SAVIOR ORTHODOX MISSION

1369 Southford Road (Route 67)

Southbury, Conn 06488

Archpriest Michael Kobloski

732-5057

Deacon Vladimir Alekandrov

264-0933A

Gregory Curran, Youth Director

Christ the Savior is a pan-Orthodox, all English mission of the New England Diocese of the Orthodox Church in America. Sunday Divine Liturgy 9:30 am. Coffee hour and fellowship afterwards. Saturday Great Vespers, 6 pm. For additional information call 426-8406.

### COMMUNITY PRESBYTERIAN CHURCH

Meeting in The Old Meeting House

(former Congregational Church)

Main Street, 270-0056

Rev William Kessler, pastor

270-0056

Sunday School, 9:45 am. Worship Service, 11 am. Home Bible studies. Call for further information, Bill Barton, 426-4711 or Rev William Kessler, 350-2191.

### UNITARIAN UNIVERSALIST SOCIETY

OF NORTHERN FAIRFIELD COUNTRY

9 Picketts Ridge Road (just off Rt 7)

West Redding, Ct 06896

Sunday services 10:30 am. Religious Education for children and youth; nursery care for children under 3 years.

### HOLY TRINITY ORTHODOX CHURCH

Eighth and Roberts Avenues, Danbury

Fr Luke Mihaly, Priest

Ford Stoll, Youth Director

Susan Pataut, Choir Director

748-0671

Sunday Divine Liturgy, 10 am. Coffee hour follows. Church School every Monday, 7 pm. Choir rehearsal every other Thursday, 7:30 pm. Danbury Pan-Orthodox Adult Education/Scripture Classes Wednesday at 7:30 pm alternating among the Danbury Orthodox Churches monthly. Call for location. Perogic cooking sessions Tuesday, 9 am to noon. Local ministry at the soup kitchen the fourth Sunday of every month. Prison ministry the second Tuesday of every month. We are a New Calendar, English services parish. Guests and visitors always welcome.

## Area Synagogues

### CONGREGATION ADATH ISRAEL

P.O. Box 623 Huntington Road, Newtown

426-5188 or 426-8617

Rabbi Moshe Betan

Friday night services, 8 pm, except the first Friday of the month which is a family service, 7:30 pm. Saturday services are on the second and third Saturdays of each month at 10 am. Hebrew School, Wednesdays at 4 pm and Sunday School at 9:45 am.

### CONGREGATION B'NAI ISRAEL

"Danbury's Only Conservative Congregation"

193 Clapboard Ridge Road, Danbury, 792-6161

Rabbi Samuel Weintraub

Rochelle Hutchings, MS, Educational Director

Shabbat Services each Saturday morning at 9:30 am. Family services once a month. For further information on membership, religious school and religious, social and educational activities call the Synagogue office at 792-6161.

### CONGREGATION SHIREI SHALOM

Services held at The Bradford Green

Creative Music & Arts Building

Monroe, Conn.

452-9851

Rabbi Howard Cohen

First Friday of the month is Family Shabbat services at 7 pm. Third Friday, Adult Services, 8 pm.

### UNITED JEWISH CENTER SYNAGOGUE

141 Deer Hill Avenue, Danbury, 748-3355

Rabbi Paul Golomb

Reform Services Friday 8 pm. Family Service, 3rd Friday of each month at 7:30 pm. Saturdays during the school year at 11:15 am. Traditional services, Saturday 8:45 am.

### B'NAI CHAIM SYNAGOGUE

St. James Lutheran Church

Peter Road, Southbury, 264-6873

Rabbi Eric Polakoff

Friday services bi monthly at 7 pm. Sunday School and weekday Hebrew School.



# interlocken

international summer camp  
crossroads student travel  
school year programs  
community service

Established 1961

16195

To: Michael Paley

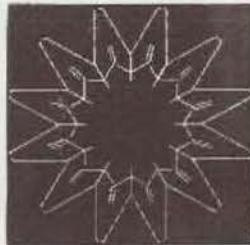
AMERICAN JEWISH  
ARCHIVES  
(212) 751-3739

(F)

From: Richard Herman

(603) 478-5260

(F)



# interlocken

international summer camp  
crossroads student travel  
school year programs  
community service

Established 1961

January 6, 1994

Good Morning Michael!

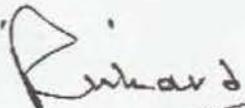
Cosmic convergence continues.... here is the info about the college campus located next to Interlocken. This is the same info sent to B.J. Douek by mail; he should have it today.

I've indicated where Interlocken is located in relation to the Hawthorne campus, so you can see how close these phenomenal parcels of land are to each other. Altogether, there is about 1000 acres including a lake (entirely self-contained), a river and two mountain tops. And it's all in close proximity to Route 9, connecting Keene and Concord, NH, 30 minutes drive from each, one hour from Dartmouth. Keene has a synagogue and two colleges. The School for International Training is in Brattleboro.

Since I lost my election bid for the legislature, I'm interested in working on this project, should Herb Friedman want to pursue it with me. And, of course, here I am a Jew in the middle of the NH wilderness ready to jump into a Jewish educational project, especially eager to succeed partly because of the JFC fiasco and my personal life being healthy again.

Call me today after you've had a chance to talk with Friedman (is that also a cosmic coincidence?) and let me know his initial reaction. Also, I would like a chance to talk about Melissa and her wedding before you go to California to get together with her.

Love,



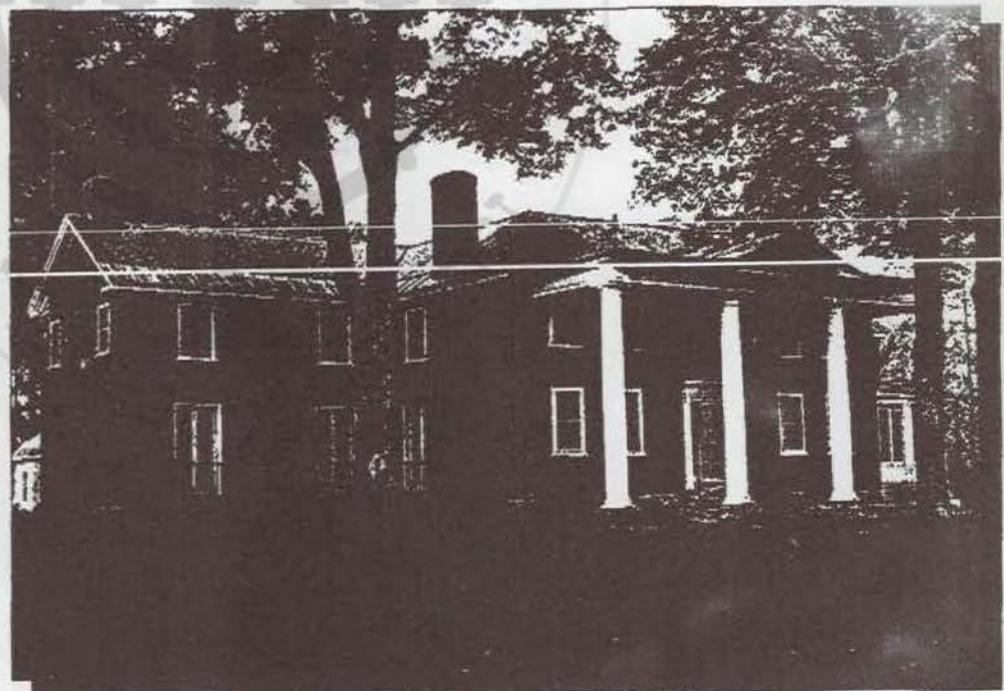
---

MARUZEN HAWTHORNE

---

COLLEGE

AMERICAN JEWISH  
ARCHIVES

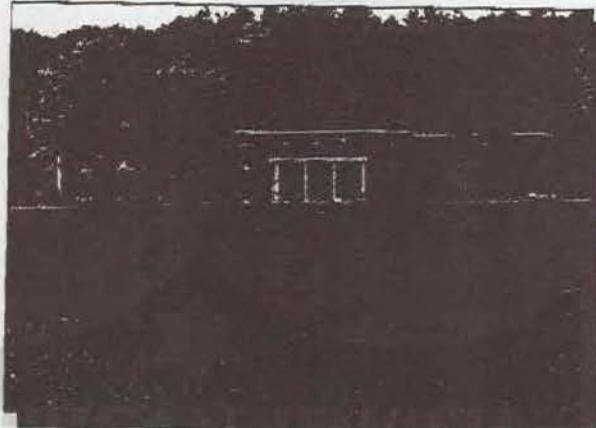


---

RR1 / BOX 89 • ANTRIM, NEW HAMPSHIRE 03440

TELEPHONE • 603/588-8503 FAX • 603/588-6519

# THE CAMPUS



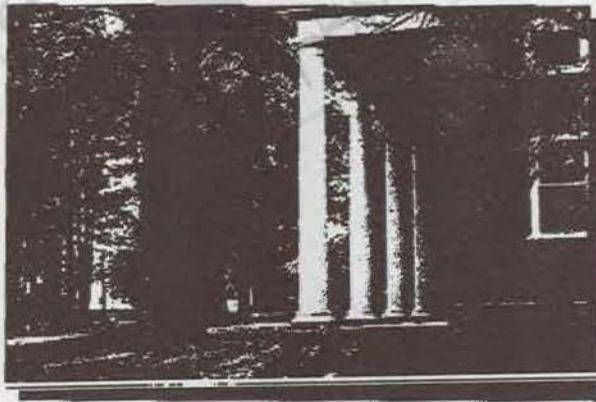
Surrounded by the breathtaking scenery of the northern Monadnock mountain region, Marzen Hawthorne College, in Antrim, New Hampshire, combines historic country charm and numerous modern updates to create a fascinating blend of yesterday's elegance and today's functionality.

Rolling fields, meandering streams and tranquil woods.

## AMERICAN JEWISH ARCHITECTURES

make up the 45 acre main campus, which is situated on a 500 acre parcel of land including untouched hardwood forest with 850' of frontage on pristine undeveloped Bagley Pond.

This quiet campus nestled in the hills includes, a library with 16 classrooms, as well as two newly refurbished dormitories, a gracefully columned administration building, and quaint "Presidents" house



recently remodeled to enhance unique architectural aspects, as well as 16 other buildings to accommodate necessary growth and expansion.

Extensive renovations have also been made to the campus infrastructure, including a 250,000 gallon water tank and all new water distribution system, and a 20,000 GPD waste water system.

To complete this innovative campus you'll find located 7 miles to the east a newly renovated functional 60 acre private airport.

Located just 30 minutes from Keene or Concord, and 1 1/2 hours from Boston and the seacoast, plus only minutes from mountains, lakes, trails and recreation, Marzen Hawthorne College is country living at its' best.

# DORMITORIES / LIBRARY / GYM

## Peabody/Scarborough Halls

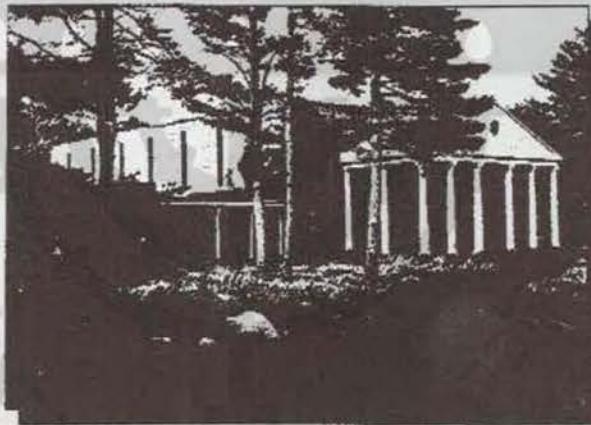
In keeping with the original architectural style, these newly renovated brick and concrete block buildings feature a sweeping lawn and gracious columned entrance. Rooms are divided into suites with common ceramic tile baths. Additional updates include new FHW heating systems and insulation in both, plus new carpets, showers and sinks.



Use: Dormitories  
Sizes: SF 17,600  
Peabody Hall / 2 floors  
Condition: Both Excellent

Age: 1963  
SF 24,000  
Scarborough Hall / 3 floors

## AMERICAN JEWISH ARCHIVE



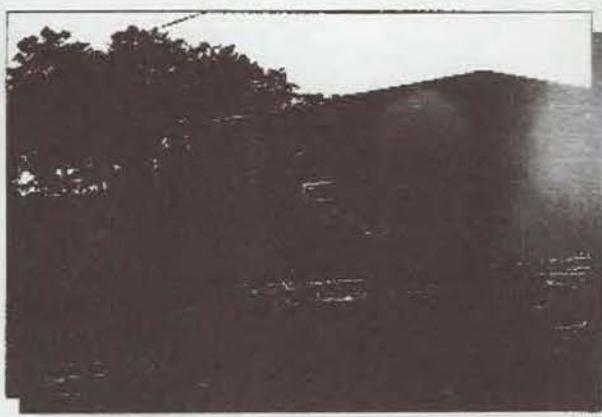
Use: Library / 16 Classrooms  
Sizes: SF 40,000 / 3 floors  
Age: 1972  
Condition: Very Good

## Silver Library

Serenely situated at the edge of a wooded grove, this brick and concrete block building carries through with the campus's prevalent columned styling. In addition to spacious library facilities, it also includes 16 newly updated classrooms convenient for research and media related studies. Current renovations include new FHW heat, elevators, and auditorium windows, as well as new electrical and alarm wiring.

## Gymnasium / Classrooms

Recently updated, this single story brickfaced, concrete block building has generous athletic accommodations as well as renovated classroom space. Numerous improvements have been made including, new FHW heat, insulation, and windows.

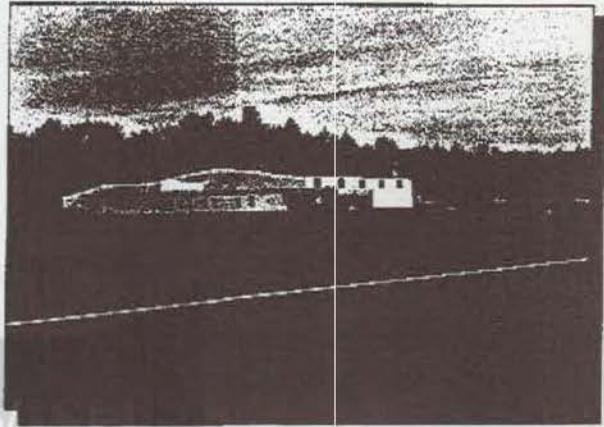


Use: Athletic / General Classrooms  
Sizes: SF 18,700  
Age: 1963  
Condition: Very Good

# THE AIRPORT

## Airport Complex

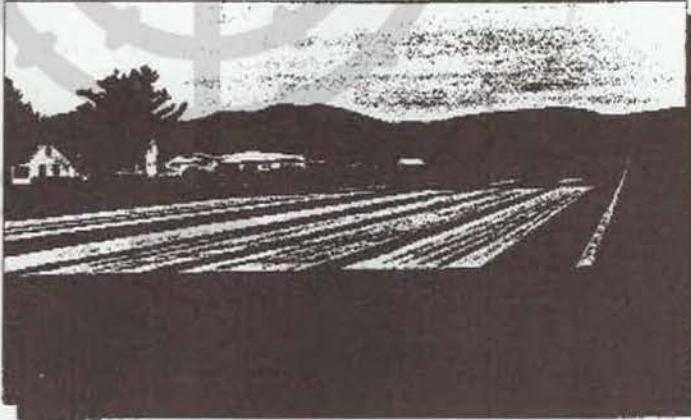
Use: Air training  
Size: SF 17,400  
Age: 1963/1992  
Condition: Excellent



AMERICAN JEWISH  
AIRCRAFT SCHOOL

Another unique aspect of this distinctive campus is a fully operative, first class airport complex just 7 miles to the east. Located on 60 private acres, this facility has been

totally remodeled and features modern classrooms, briefing rooms, maintenance area, hangar and private lounge.



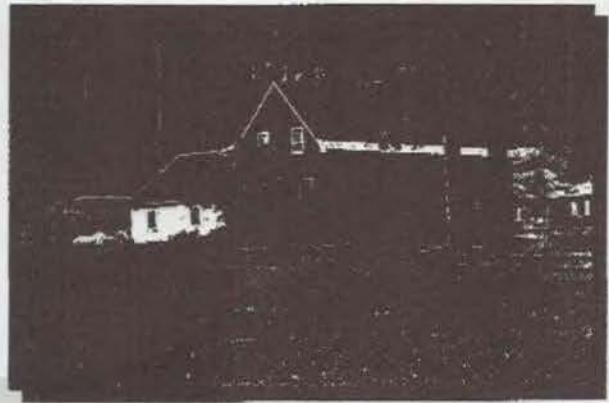
Ready to accommodate private aircraft or flight instruction, this complex includes a recently paved 3200 ft. runway and taxiway, and a 10,000 SF heated hangar with a

7,400 SF office / training area. Fuel, emergency containment, and power are all located on this site for ultimate convenience and functionality.

# PRESIDENT'S/ADMINISTRATION

## The President's House

Use: Residence  
 Age: Early 1800's  
 Size: SF 1400  
 Condition: Excellent



## AMERICAN JEWISH ARCHIVES

This charming brick and wood farm house is reminiscent of the past with its rough hewn ceiling beams and wide pine floors.

Numerous fireplaces lend cozy

appeal, while recent remodeling provides the most up to date necessities such as a new kitchen and bath, refinished woodwork, plus fresh paint and paper throughout.



## Administration Building

Use: Office Space  
 Age: Early 1800's  
 renovated 1963  
 Size: SF 5800  
 Condition: Excellent

Previously used as the residence for this former vacation estate, this brick and wood frame two story building features the original columned design which was then utilized throughout the campus. Antique fireplaces make a classic addition to many offices, while a

wide gleaming oak spiral staircase provides a stately centerpiece for the main foyer. Recently renovated, this building includes new HVAC, insulation, electrical wiring and plumbing, in addition to a completely refurbished interior.

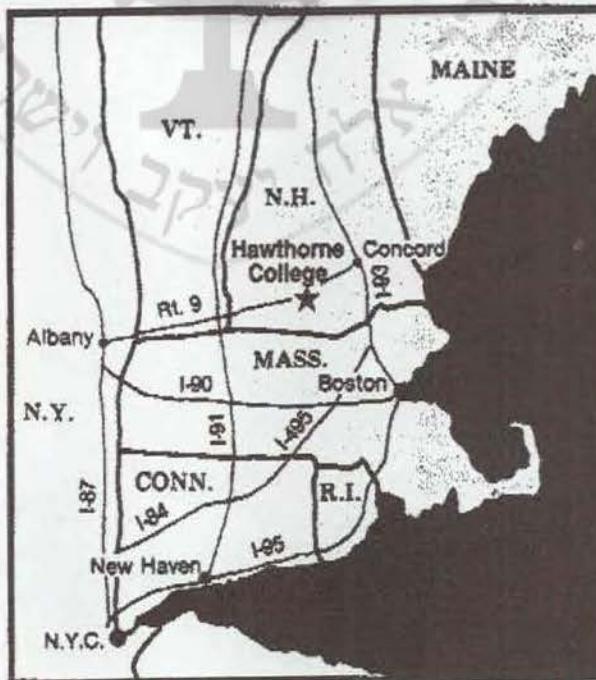
# LOCATION

## Where is Maruzen Hawthorne College?

### HOURS DRIVING TIME

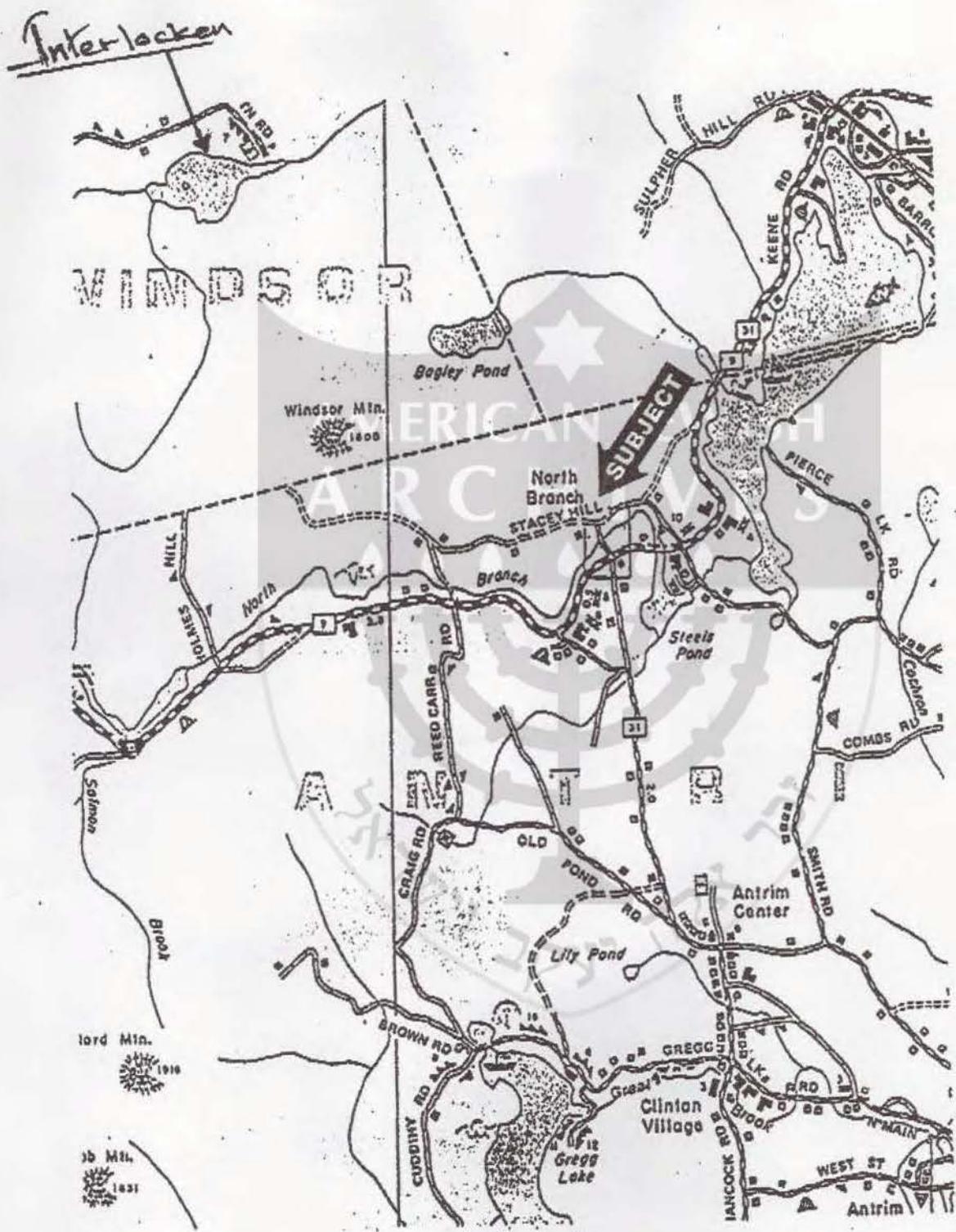
Albany, NY	2.5	New York, NY	4.5
Boston, MA	2	Philadelphia, PA	6
Burlington, VT	3.75	Portland, ME	2.25
Hartford, CT	2.5	Providence, RI	2.75

Nestled in New Hampshire's Monadnock Region

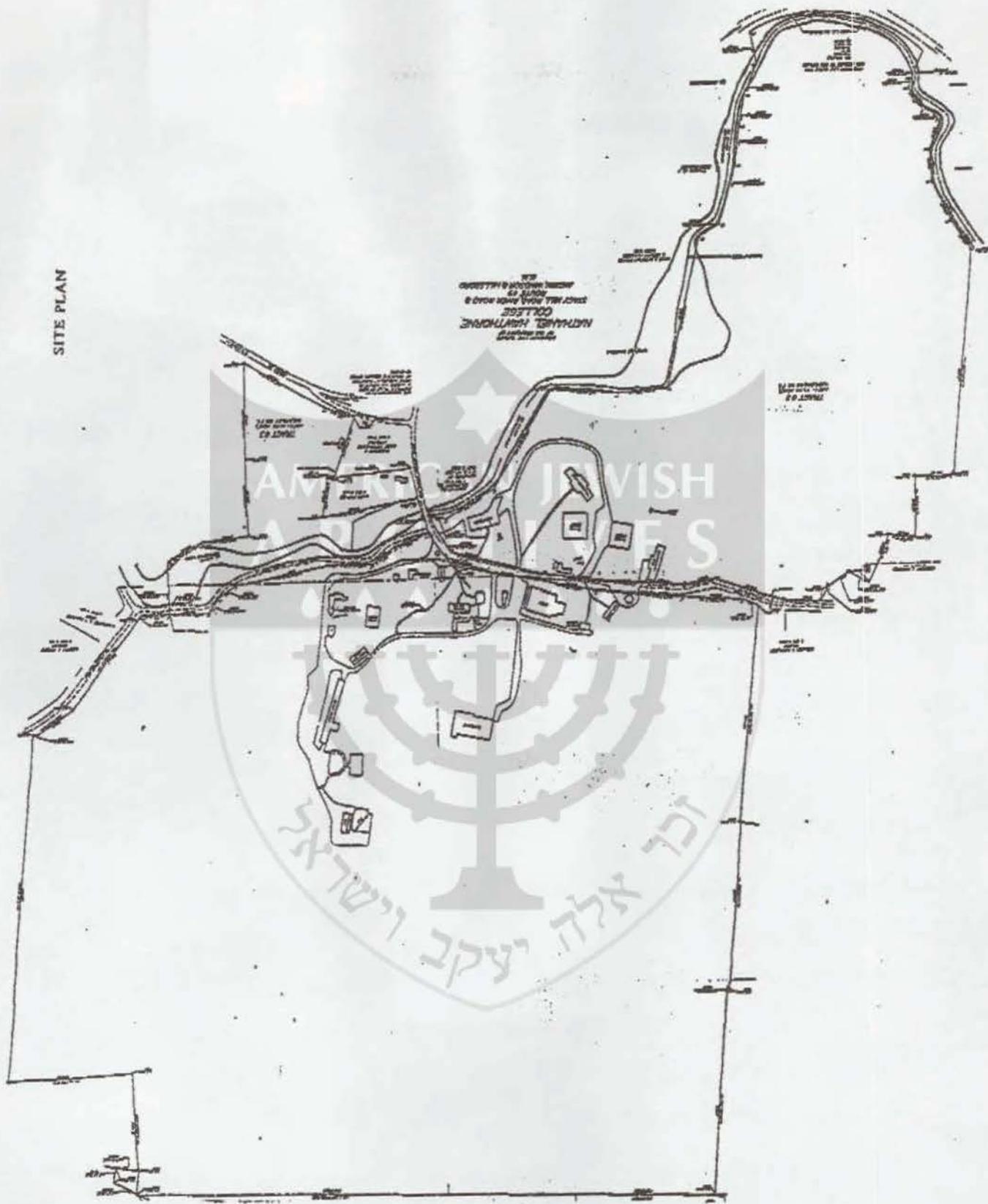


Located in the picturesque Monadnock Region of New Hampshire, just 15 minutes from Hillsborough and 30 minutes from Keene, Maruzen Hawthorne College is easily accessible from major highway routes throughout New England. A short 25 miles via Interstate Route 93 from Concord, the state capitol, and 75 miles from Boston, the campus is serviced by several busineses and major airlines. Within minutes of New Hampshire's lakes and ski regions, and just 1½ hours from the sea-coast, Maruzen Hawthorne College is right where you want to be!

## MAP OF THE NEIGHBORHOOD



SITE PLAN

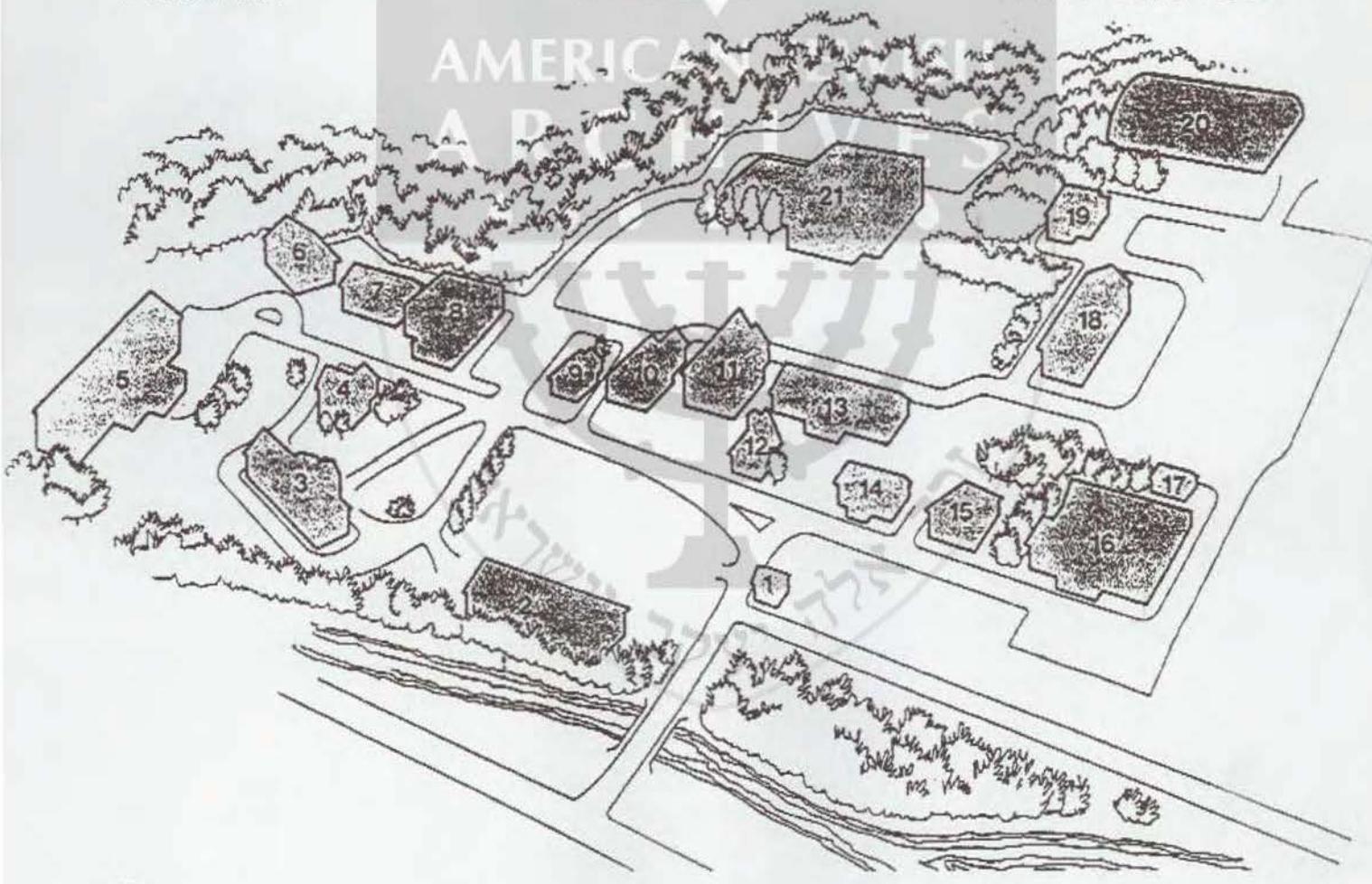


## THE CAMPUS

1. Security
2. Hubbard Hall/Cafeteria/Classrooms
3. Peabody Hall
4. President's Residence
5. Scarborough Hall
6. Bookstore
7. Student Affairs

8. Computer Science/Fieldhouse
9. West Hall
10. Ralph Little Hall
11. Barn Theater
12. Chapel
13. Science Hall
14. Alumni Hall

15. Conference Center
16. Administration Building
17. Dispensary
18. Hawthorne Hall
19. Student Union
20. Maintenance
21. Silver Library/Classrooms



# Antrim is not a Prison Town!

Last month, a Massachusetts prison consultant submitted a plan to the N.H. Legislature's Joint Corrections Study Committee proposing the Maruzen Hawthorne campus in Antrim as the site for a minimum-security prison housing up to 650 drug and sex offenders.

Antrim Citizens Against the Prison believe Antrim is a poor choice for a prison because:

## Antrim is not a Prison Town!

- Last summer Antrim celebrated the 100th Anniversary of Main Street a vibrant, historic community, NOT a prison town. A corrections facility - housing 650 inmates in proportion to our small population of 2,800 – would dramatically redefine the character of our small historic town.
- **A prison would redefine our region.**  
The proposed site is located at least 30 minutes away from major medical facilities and transportation routes. Prisoners needing serious medical attention would have to be taken to the nearest medical facilities in Peterborough and Keene.

## A prison would take away our sense of security.

Do you lock your doors now? Are your children exposed to drug use in the community?

- With every prison, escapees are a reality.
- Prisoners also have spouses and children who move to prison communities, often from bigger cities, where they have been involved with drugs and crime

*Do we want to deal with escapees desperately in need of a car, a gun, or a hostage? Can we afford to expose our community to the dangers of drug and gang activity?*

## Antrim can't afford a prison!

- Antrim's property taxes are already among the highest in the state. Because the prison site would be purchased by the State, the town would lose the property taxes paid by the current, private owner. *Taxes for every property owner in Antrim could increase by approximately 4.5 percent, with the prospect of an even heavier burden in the future, as our property values drop.*
- While the consultant's report proposes that the State could offset Antrim's tax loss through a direct payment to the town for the loss, or a one-time capital improvement, *the State of New Hampshire has a very poor record of compensating communities for tax losses on properties it has purchased or taken by eminent domain.*
- **Jobs? What jobs?** A drug rehabilitation and job training center for drug and sex offenders like the one proposed for Antrim would require highly-trained corrections and rehabilitation personnel and might only generate a few low-paying service-sector jobs. Some local jobs could even be lost to prisoners in work-release programs who take jobs away by working for below minimum wage. *Did you know Antrim's Transfer Station was recently painted by a team of prison inmates, rather than by local contractors?* Remember, prison inmates can't leave the prison to spend money in local stores.

## What can you do?

See the other side for ways you can keep Antrim from becoming home to 650 convicted felons.



Antrim CAP

# INTERLOCKEN CENTER FOR EXPERIENTIAL LEARNING

## SUMMER CAMP, TRAVEL PROGRAMS, AND EDUCATIONAL CENTER

### Hillsboro, New Hampshire

Type of program: International Summer Camp and travel programs worldwide; school year Environmental Center

Participants: Coeducational: Summer Camp, grades 3-9; Travel Programs, grades 7-12

Enrollment: Summer Camp, 135; Travel Programs, 450

Program dates: End of June to end of August

Head of program: Richard Herman, Executive Director

### LOCATION

Situated on a 1,000-acre lakeside wilderness preserve 2 hours from Boston, the facilities of the Interlocken Center for Experiential Learning host the summer camp and autumn environmental school programs and contain the central offices for the travel and school year programs.

### BACKGROUND AND PHILOSOPHY

Interlocken Center for Experiential Learning was founded in 1961 by Richard Herman as a residential camp dedicated to bringing together a diverse group of campers from a variety of racial, religious, socioeconomic, and national backgrounds.

Interlocken has since introduced Crossroads Travel (1967), Friendship Exchange (1981), and International Community Service Corps (1989).

Students and staff from six continents have formed a worldwide network dedicated to engaging people in cross-cultural dialogue and friendship through camp activities, family stays, and community service projects. Participants engage in a community/group process, in which they share in decision-making and other responsibilities, challenge themselves physically and intellectually, and develop lasting friendships by living, working, and playing together.

Participants are involved in an active learning experience in an atmosphere that is creative, caring, and fun. Interlocken tries to foster a community ethic that values cooperation and support. Each person can influence the learning environment through sharing in decision-making and having direct input into activity choices and group-living policies. Participants are expected to give generously of themselves, to help in the planning and carrying through of activities, to accept occasional disappointments, to be considerate of one another and of their leaders, and to participate with enthusiasm in all areas of their chosen program.

### PROGRAM OFFERINGS

**Interlocken International Summer Camp** This program offers a highly personalized and intimate summer camp community. The camp is located in a

1,000-acre lakeside wilderness preserve, 25 miles from Concord, New Hampshire. A staff of 45 experienced adult teachers from a variety of backgrounds and cultures offers programming tailored to the needs of the individual. A wide range of activities is provided, including sports, music, performing and applied arts, sailing, canoeing, biking, wilderness/environmental studies, and mountain expeditions. Campers make decisions, take responsibility, and live and learn with people of different ages, nationalities, and backgrounds.

**Crossroads Travel Programs** These programs are more than tours; they are special group-travel adventures designed to provide students with opportunities to learn by experience and through immersion in unusual environments and cross-cultural situations. Crossroads students learn new skills, take on group responsibilities, participate in group processes and decision-making activities, develop new and lasting friendships, and make unexpected discoveries about themselves and the world around them. Crossroads programs are small-group camping expeditions. About 12-15 teenage students and 2 or 3 adult professional leaders venture worldwide to partake in a variety of challenging physical and intellectual activities. They participate in traveling theater troupes, family stays, homesteading, bicycle touring, backpacking, rock-climbing, canoeing, rafting, and immersing themselves in a foreign language.



Crossroads programs are offered in New England, the Southwest, the West Coast, Quebec, France, Spain, Great Britain, Mexico, and the Caribbean. **Friendship Exchange Programs** These exchanges are the only ones of their kind in China, Israel, and the USSR. They offer teenagers from both North America and the host countries the opportunity to live, travel, work, and play together. Participants develop international understanding through learning, shared adventures, and the development of new friendships. Students are challenged to generously offer their own cultural experience and intellectual energy, to open themselves to the experience and energy of strangers, and to live as both wide-eyed visitors and international ambassadors. While all Interlocken programs bring students into close contact with individuals in other countries or areas in which they visit, the Friendship Exchange Programs emphasize this people-to-people interaction as the primary focus.

**International Community Service Corps** This program's projects grew from the belief at Interlocken that teenagers, like everyone else, deserve the opportunity to experience the satisfaction of simply being useful. When corps members undertake a community service project, they make a commitment to themselves and the local community in which they live. Students bring together a pool of largely untapped energy and resources to assist a small village in its development—a village in which people have welcomed students into their homes and have shared their language, food, and daily rituals in a way rarely experienced by outsiders. In each country, Interlocken seeks the guidance of community leaders to identify the improvements most needed and desired there. Using their hands to dig, hammer, haul, lift, or plaster, students build a community meetinghouse, a poultry business, or a school classroom. Through this work, the students begin to understand and appreciate the problems and joys of living in a developing country.

Interlocken International Community Service Corps Projects are offered in Bali/Java, Thailand, Kenya, and Costa Rica.

#### ENROLLMENT

The International Summer Camp accepts only 135 students in grades 3-9, led by 45 experienced adult counselors and teachers. The Crossroads Travel and International Community Service Corps programs travel with 12-15 students in grades 7-12 (varies according to program), led by 2 highly qualified, specially trained leaders. Friendship Exchange Programs accept 15-25 students who have finished grades 9-12. They are supervised by 3 or 4 leaders.

Detailed information regarding requirements is included in the Interlocken catalog.

#### STAFF

Interlocken leaders are adult professionals selected for their enthusiasm, good judgment, maturity, stability, warmth, and ability to relate closely and sensitively with youth. They are also chosen for their

teaching skills and knowledge of a particular focus area, culture, language, or region. At a ten-day preprogram orientation, leaders participate in workshops on the topics of safety and accident prevention, creative programming, cultural sensitivity, and the facilitation of group interaction.

#### MEDICAL CARE

In cases of illness or injury, Interlocken administers first aid and/or takes the participant to where medical services are available. The costs for medical services are the responsibility of the parents. Interlocken obtains standard medical insurance forms from health-care providers and returns these forms to the parents to help them submit a claim to their medical insurance company.

#### COSTS

Tuition in 1990 ranged from \$1875 to \$3175. Costs are determined by program content, length of stay (four to eight weeks), and location. Tuition includes all meals, lodging, transportation, and program costs, excluding airfare or other travel costs to and from the program starting point and personal spending money (\$80-\$200).

A \$500 deposit is required to reserve a space. This deposit is refundable until ten days after a telephone interview has been completed.

#### FINANCIAL AID

A significant number of Interlocken participants are on partial scholarships, financed in part by Interlocken and in part by the Educational Opportunities Fund, a nonprofit charity set up to receive tax-deductible contributions from friends of Interlocken. In 1990, 55 students received partial or full scholarships, awarded on the basis of merit and need. Detailed information on how to apply is provided in the Interlocken catalog.

#### TRANSPORTATION

Bus transportation from New York City and from Boston's Logan International Airport is available for all students whose programs begin at the International Summer Camp in New Hampshire (the cost for this is not included in the tuition). Interlocken's travel agent contacts students enrolled in all international programs to arrange for tickets.

#### APPLICATION TIMETABLE

Detailed information and application forms for the following summer's programs are available in the fall. Interlocken accepts students throughout the year on the basis of the date of application, receipt of related forms, and successful completion of a telephone interview.

For more information, contact:

Admissions Department/PG  
Interlocken  
RFD 2, Box 165  
Hillsboro, New Hampshire 03244  
603-478-3166

**MILES LERMAN ENTERPRISES**

1138-B CHESTNUT AVENUE

VINELAND, N. J. 08360

609-691-7605

June 19, 1995

Rabbi Herb Friedman  
The Wexner Heritage Foundation  
551 Madison Avenue-9th Floor  
New York, NY 10022

By fax: (212) 751-3739

Dear Herb,

I spoke with Nathan last Friday to find out whether you are still working on your Jewish private secondary school project. An unusual situation has come up that may influence your thinking about the feasibility of launching such a school at this time.

Elwyn, Inc. owns a beautiful 200 acre campus in Vineland, NJ from which it currently operates an institute for the developmentally disabled. The campus has existed for more than 100 years, and has a mixture of building types that spans the century. It is a handsome campus, surrounded by imposing trees and wide, grassy fields.

Elwyn serves a population of both private and publicly assisted clients. About 10 years ago, when the State of New Jersey was still committed to serving this population through institutional settings, the State put pressure on Elwyn to modernize its facilities. In response to that pressure, Elwyn built several new dormitories, a large learning and activities center (which includes an indoor swimming pool), and a medical clinic (a mini-hospital).

To help finance those capital improvements, Elwyn decided to sell off a portion of its campus which is suitable for commercial development. We are in the process of developing a neighborhood shopping center and professional office campus on that carved out portion of the Elwyn property. It is through our relationship with Elwyn that we have become aware of the opportunity that I would like to discuss with you.

Within the last several years, the State of New Jersey has changed its thinking about how to serve the developmentally disabled population whom it supports. The current fashion is to remove this population from institutional settings, and to relocate these clients to smaller group home settings spread throughout the community at large. As a result, the State has informed Elwyn that as of the end of 1995, the Vineland campus will no longer have its contract with the State renewed.

Rabbi Herb Friedman

June 16, 1995

Page 2

Elwyn is now under pressure to find alternative programs to fill its campus-- which Elwyn believes it may be very difficult to do. As a result, Elwyn is considering leasing or selling all or a portion of its campus. Elwyn has asked us to assist them in developing alternatives-- which is how I come to think of you and your project.

In my opinion, the best use for the campus is for it to continue as an educational institution. It has new facilities, older buildings with character, a mature landscape, and plenty of space for sports and for future growth.

What's the opportunity for your school? It probably would be possible to rent the campus for several years, so that you could experiment with your project to see whether it takes hold. That lowers the initial capital investment (and the risk) for your school considerably. I am assuming that Elwyn also would consider a lease-purchase or outright purchase option.

Some of the other factors which might make this location an attractive opportunity:

Location

- 1 hour from Philadelphia
- 2 hours from NYC
- 2 hours from Baltimore
- 3 hours from Washington, DC

Day student possibilities

Two Solomon Shechter schools (terminating in grade 8) within commuting distance: Atlantic County (Atlantic City/Margate community)-- approx. 30 min. Camden County (Cherry Hill-- my community-- approx. 50 min.)

Local Jewish community

Still a decent size-- though not what it was in its heyday. Vineland has three active synagogues-- a conservative synagogue, a reform synagogue, and an orthodox synagogue that is being revived with the help of a Lubavitcher rabbi. The local public high school is not the great school that it once was and, as a result, local families whose kids are academically talented increasingly turn to out-of-town boarding schools for their kids.

Quality of Life

Two years ago, Money Magazine rated Cumberland County (where Vineland is located) as one of the very best places in the country to live. That rating was based on a variety of factors, including: cost of housing (very affordable--one of

Rabbi Herb Friedman

June 16, 1995

Page 3

the best in the East coast. Just as a frame of reference, medium price range new homes that sell for \$250K-\$350K in Cherry Hill will sell for \$175K-\$275 in Vineland. And older, quality homes located within blocks of the campus are available for the low to mid \$100's. These housing prices should help in the recruitment of faculty), availability and cost of health care, access and convenience to cultural, entertainment, and recreational opportunities (Philadelphia and the New Jersey shore both are short rides away), quality of natural environment (this area is still very much green, wide open fresh country), and general cost-of-living.

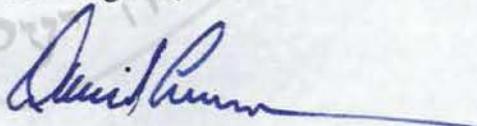
Commitment of Local Government

The local government is very aggressive about bringing and keeping good quality jobs in the area. Elwyn's recent announcement that 125 jobs will be lost when Elwyn closes the institute is of considerable concern to the community. The community has all sorts of economic programs and low-cost financing programs to help make Vineland more of interest to corporate relocators.

In short, the community may not have the tony reputation of Lawrenceville, but it does have many fine attributes which would make it an interesting home to the kind of school you are envisioning. The campus itself is an exquisite setting, and would make any school proud.

If your project is still on the drawing boards, and if it is at a sufficiently advanced stage for you to be considering sites, I suggest that you take a closer look at this opportunity. I would be happy to put you in touch with Elwyn, and to accompany you on a tour of the campus.

Best regards,



DL:gs

cc: Miles Lerman

B:W47-20.dl

# *Top Manager To Close Shop On Hedge Funds*

By STEPHANIE STROM

Making good on more than a decade of threats, Michael H. Steinhardt, the renowned hedge-fund manager, announced yesterday that he was closing shop and returning to his investors the capital they had entrusted to him.

Mr. Steinhardt, who is 54, said he was dissolving four hedge funds managed by the Steinhardt Management Company while he still had the health and energy to pursue new challenges. "I've made my investors and myself more money than I ever conceived of as a kid," he said yesterday from behind his desk, distracted occasionally by the flickering financial-quotation screens to his left. "If I don't do this now, I don't know how easily I can do what I want to do later. I don't want to be an armchair philanthropist. I want to be active in my pursuits."

He plans to increase his commitment to two pet projects: the Democratic Leadership Council and its policy arm, the Progressive Policy Institute, and the search for a way to pass on what he calls "secular Jewish values" through organizations.

Mr. Steinhardt also collects art and exotic animals, is a partner in a small movie studio, Steinhardt-Baer Productions, and has an avid interest in horticulture. "My weekend home alone is a full-time job," he said.

Although Mr. Steinhardt has been telling friends for years that he would close his funds and concentrate on other endeavors, his decision to do so took them by surprise. Indeed, Mr. Steinhardt's imminent departure has been a stock rumor in the market for years, as well as the subject of several newspaper and magazine articles.

"He's sort of been like the boy who cried wolf," said one close friend, who spoke on the condition of anonymity, as is the custom among hedge-fund managers. "He's said he was going to close up so many times in the last 15 years that I just took it for granted that he'd never do it."

Others suggest that the beating taken by the four Steinhardt funds last year might have increased his determination to exit the business, even though the funds have rebounded this year.

Until 1994, he had an unblemished 26-year career as a money manager, giving

HAF (P1)

In case  
you  
missed  
this  
article

NL

Continued on Page D4

NYT - 10/12/95

# Top Manager Decides It's Time to Close Shop on Hedge Funds

Continued From First Business Page

his investors an average annual return of 31 percent. The Steinhardt funds stumbled badly last year, losing 29 percent, largely by loading up on European bonds whose value plummeted. Assets under management shrank to \$2.1 billion at the beginning of this year from about \$5 billion at the start of 1994.

Despite the decline, Mr. Steinhardt denies that the funds suffered from significant withdrawals during the 1994 debacle.

Still, many investors were angered when, in a letter sent to them last November, he reminded that his agreement with them included no "high water mark," meaning that he and his team did not have to recover the funds' losses before earning fees for good performance. He also wrote that he would not leave the money-management business.

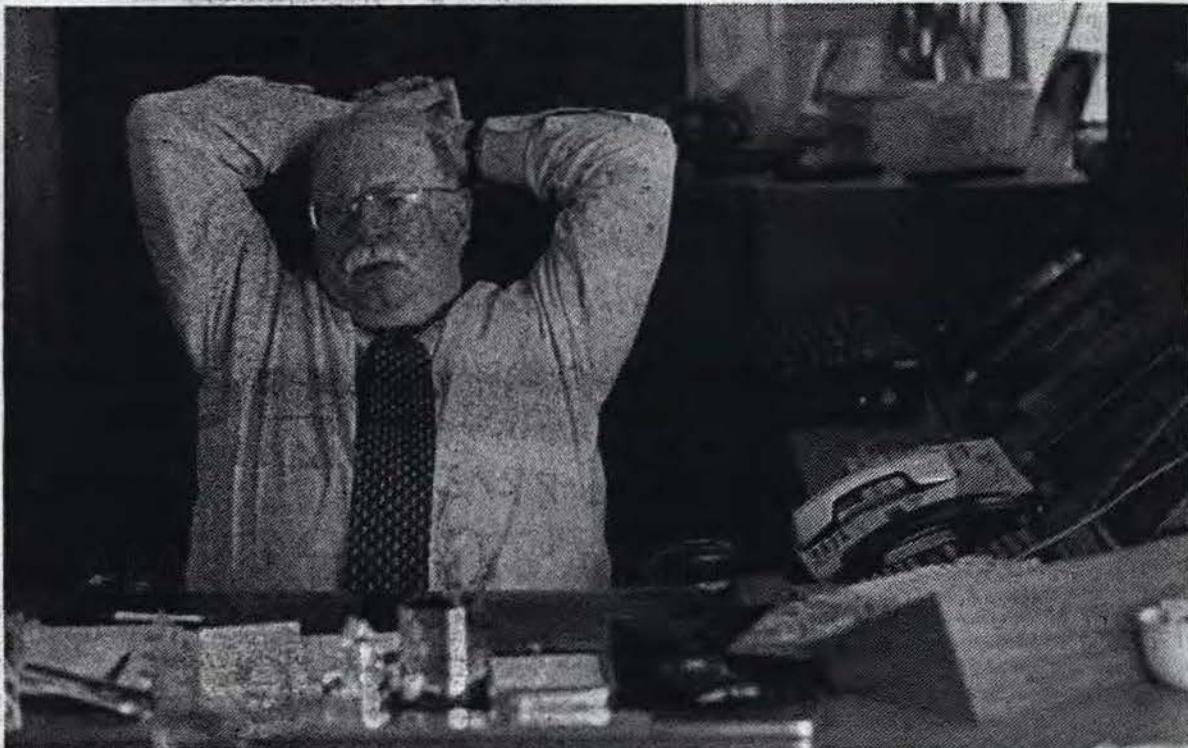
This year's strong returns have not erased the impact of 1994. At the end of 1993, a dollar invested with Mr. Steinhardt in 1967 would have been worth \$587.81, compared with \$12.77 had it been invested in the Standard & Poor's 500. Now, that dollar would be worth \$462.24, compared with \$17.06 if invested in the S&P 500.

The four funds being closed by Mr. Steinhardt — Steinhardt Partners L.P., Institutional Partners L.P., SP International S.A. and Steinhardt Overseas Fund Ltd. — now have a total of \$2.6 billion in assets, up from the \$2.1 billion at the beginning of the year.

He said that depending on the fund, his returns this year have ranged from 20 to 24 percent, a better performance by far than most hedge funds this year.

"He recovered beautifully from 1994, so no one can say Michael Steinhardt quit because he couldn't cut it," said George P. Van, chairman of Van Hedge Fund Advisors Inc., which tracks the performance of hedge funds.

Mr. Van said that after fees, the average hedge fund produced a return of 1.8 percent in the first quar-



Jim Estrin/The New York Times

Michael H. Steinhardt, the hedge fund manager, plans to dissolve his funds and pursue other projects.

ter and 5.5 percent in the second quarter.

While the outlook for hedge funds may be improving, the business of making outsized returns by using high-leverage, esoteric trading strategies and elaborate hedging mechanisms has become more difficult. Earlier this year, Bruce Kovner, the head of the Caxton Corporation, returned \$1.3 billion in capital to his investors, and Paul Tudor Jones, another legendary fund manager, closed two offshore funds. Louis Moore Bacon of Moore Capital Management Inc. also scaled back his operations, and other large funds, including those under the management of George Soros, have struggled.

Mr. Steinhardt was careful yesterday not to close the door on the hedge-fund business. Although most of the funds' assets can be converted to cash for distribution to investors

by the end of the year, Mr. Steinhardt and some of his team will continue to manage about \$300 million of illiquid investments that they hope to dissolve by the end of next year.

And he would not rule out a return, noting that his son, who started a hedge fund this year called Independent Partners L.P., recently suggested that they might collaborate in the future. "I'm not sure he was serious, though," Mr. Steinhardt said.

Mr. Steinhardt said the wounds of 1994 had little to do with his decision to close the four funds.

"I just felt it was time," he said.

A professed atheist, Mr. Steinhardt is especially interested in finding a way to perpetuate what he calls the philosophy of Jewish culture for the next generation of American Jews without relying on theology. To

that end, he is trying to found a Jewish high school in Manhattan — an effort that some in the Jewish community refer to as "the school of dreams" — as well as a Jewish youth center and a residential retreat.

He says his efforts to pass on "secular Jewish values" may be fruitless. "An Orthodox rabbi told me that three generations without the rituals and rites of Judaism and it's all gone," Mr. Steinhardt said. "He may be right."

His departure from Wall Street will also give him more time to dance with Martha, the elegant blue crane who, along with zebras, emus, spider monkeys and two dozen other species, live on Mr. Steinhardt's 52-acre estate in Bedford, N.Y. After her mate died, Martha turned her affections to Mr. Steinhardt, frequently courting him with a graceful gavotte.

HAF.

In case you missed this article.

Steinhardt Partners, L.P. 11/7/94

MICHAEL H. STEINHARDT

Conclusions

1. Get reaction from Werner and Bronfman on joint effort.
2. If yes - it's a go
3. If no - let me think
  - a) Partners - Jack Nash
  - b) eventual support from mega-group
4. get some sense of <sup>student</sup> market by inquiring from principals

1. basically unconcerned about money
2. thinks of urban schools  
(talked to Alan Slifka + Peter Goffen)

# FORWARD

Published at New York City

October 28, 1994

\*\*\*\*\*

**LETTER  
(NOT) FROM  
AIR FORCE ONE**

**Where's Bill?**

The call from the White House came on Sunday afternoon. A buttery-sounding female aide informed me that I was being invited by President Clinton to accompany him on his historic peace-keeping mission to Jordan and Israel. Would I be interested in going along?

Immediately, visions of cozy interludes with Bill and Hillary aboard Air Force One sprang to my head. Like so many sugar plum fairies, I pictured deferential White House aides strolling down the aisles, offering me cocktails and canapes and security briefings. Secret chats with the president. Those long, quiet hours flying over the Atlantic, Mr. Clinton a few seats ahead, huddling with his generals. How could this kid from Bensonhurst resist?

Of course, the next day, I had some inkling my fantasy was not to be when my secretary called the White House, and they seemed to have no knowledge of which buttery aide had contacted me. Until the afternoon, I was not sure the trip was on. Then, suddenly, it was a go.

Well, Air Force One, here I come.

Larry Tisch and I boarded a shuttle to Washington. He tried to prepare me — this was not, he informed me, an intimate trip with the president, but rather, a packaged tour; we were to be one of a fairly large group to fly as Clinton's guests and help ornament the festivities. My heart sank, but I held out hope against hope. I had heard the president ran around with a glamorous crowd; Barbra Streisand was supposed to come. Even if I couldn't ride with the president, at least I'd get to go with some movie stars.

By the time we reached Andrews Air Force Base and I saw the crowd of fellow "guests of the president," I had finally confronted the truth: There was to be no intimate flight with Mr. Clinton aboard Air Force One. Instead, 50 or 60 of us VIP "guests of the president" were to be split up between two aging military planes.

I did catch a glimpse of Bill Clinton when he came to deliver a brief address to our crowd before he boarded Air Force One. He gave a sort of presidential pep talk. Be careful, he said, almost jokingly referring to the news of possible terror attacks planned for the visiting Americans. "Hi, Michael," he called out to me at one point. Well, so much for the cozy chats.

I turned to my fellow travelers. We had been carefully selected to include an equal number of Arab Americans and Jews. Glitzy we weren't. There were, however, prominent religious leaders, business tycoons, several ex-congressmen, press barons like Mort Zuckerman, the publisher of the Daily News, Lane Kirkland, the labor leader, and at least one governor. When it came time to board, we were split up again. Larry and Mort went on one plane, I went on the other.

My plane had United States of America splashed across its body. That was its most glamorous feature. Inside, it seemed to be the antithesis of luxury — a refitted, old Boeing 707 with few amenities. When we entered the plane, uniformed airmen assisted us. The seating had been carefully planned in advance, and we had no choice in the matter. My seatmate turned out to be the life of the party — David Hermelin of Detroit, who has long been involved in major Jewish causes, endeared himself to everyone by bringing along 25 pounds of pre-cut Kosher salami, along with some rye and mustard, all of which he shared liberally during the flight.

As we all munched our way to the Middle East, I could sense the excitement in the air. Everyone aboard

Please turn to Page 12

## Letter: Where's Bill Clinton?

*Continued from Page 1*

I tried hard to mingle and socialize. I had the feeling that the White House had tried hard to sit Arab American leaders next to their Jewish counterparts. It seemed to work. There was a genuine feeling of camaraderie. At one point, however, I spotted Jim Zogby, the Arab activist, and couldn't help wondering about his years of agitation against Israel.

The flight was uneventful, other than a refueling stop at Shannon. These old planes can't fly non-stop to the Middle East, I figured. During the brief stop, Larry Tisch told me that on his plane, there'd been an interfaith service, composed of Catholics, Muslims and Jews. Well, at least we had the salami.

It was dusk when we landed in Amman, and I had the strangest feeling of *déjà vu*, as if I were landing at Lod. It was the scent and feel of the Levant, where the air is heavy and the desert is somewhere around, and the signs are in Arabic and English and there is that sense for every Jew, even when they are landing in an Arab country, that they have come home.

As we drove from the airport to the city, I felt that I was approaching Jerusalem, with its lights and small buildings. Again and again, I was struck by the similarity of the two lands, despite the absence of the Hebrew signs. Perhaps the peacemakers of both lands, King Hussein and Prime Minister Rabin, have the same feeling of kinship.

The streets were filled with men. Men everywhere. That was one major difference with Israel. If there were women in this country, they were being kept hidden. Most of the women I saw were in Western garb, ... We were met by military representatives of the king. They took pains to be courteous to us, bending over backward, it seemed, to be warm to those Orthodox, bearded, black-hatted members of our delegation. It made me feel that, yes, indeed, there was to be a peace treaty.

— MICHAEL STEINHARDT

MICHAEL STEINHARDT

Agenda - November 9, 1994

1. LAND

- a. Bedford parcel - Siano
- b. Stamford - Greenwich
- c. Newtown
- d. Kent

2. PLANNING COMMITTEE - October 26, 1994

- a. Prepared agenda
- b. Summary of Comments

3. M.S. PROPOSAL FOR SYNDICATE

- a. No opportunity yet to discuss with Messrs. Wexner and Bronfman.

4. EXPENSES

- a. Engineer - Architect to look at land
- b. Search for headmaster
- c. Search for administration
- d. Incidentals

PLANNING MEETING - OCTOBER 26, 1994

SUMMARY NOTES

1. There must be a statement of purpose, vision and mission.
2. There must be a diagram of the educational system (methodology). Joe Reimer will undertake to gather models of schools of future.
3. Definition of what Jewish graduates of the academy <sup>must</sup> know and practice. Nothing Jewish should be foreign to them.
4. How and when the academy should be presented to the public.
5. Re athletics: should not play intramural games on Friday night or Saturday afternoon (i.e. - no football team).
6. Co-opt David Arnow to planning team; also contact Sharon Nemzer at Michigan State.

October 2, 1994

AGENDA FOR MEETING ON OCTOBER 26, 1994

I    General Policy Questions

1. Upper School (9-12) and Middle School (7 & 8) - or just Upper.
2. Total School population - 500 or 1000.
3. Faculty live on campus.
4. Faculty salary range - most private schools' salary notoriously low.  
We must attract highest level - including college level.
5. Sports program - intramural - coaching staff.
6. Full extra-curricular program - art, drama, newspaper, TV studio, debating, dance, band, orchestra, choir.
7. Support staff - social worker, nurse, security, college counselor
8. Tenth grade in Israel - (credit for year to be arranged with accreditation or regional association).
9. Hebrew language mandatory every year - goal is spoken and reading fluency.
10. Computer literacy - (including computer at home - linked to school and college network).

II    Religious

1. Kitchen kosher
2. Café on campus - not kosher
3. Major Holidays observed
4. Morning Egalitarian minyan - optional
5. Separate Orthodox minyan - if requested
6. Saturday afternoon sports - (ala Israel)

III    Future Issues

- Public notice
- Student selection
- Financial aid program
- Recruiting Students
- Recruiting Faculty

## EXPENSES

### ASSUMPTIONS:

1. 500 Students
2. In residence 9 months = 270 days
3. Student-teacher ratio 12.5 to 1

### Costs

1. <b>40 teachers</b> x 50K average	=	\$2,000,000
2. <b>*12 specialty teachers</b> x 50K average	=	600,000
3. <b>**37 staff</b> x 35K average	=	1,290,000
4. <b>***12 administrative staff</b> x 68K average	=	815,000
<b>5. Food:</b> assume \$8.00 per day per student 500 students x 8 = \$4000 per day 100 other personnel x 8 = \$800 per day		
<b>Total</b> - 270 days x \$4800 per day	=	1,300,000
<b>6. Dormitory</b>		
Laundry - sheets and towels	=	?
Cleaning supplies - for toilets, shower, etc.	=	?
<b>7. Maintenance</b>		
Heating; lighting; service contracts on equipment; telephone; postage; library books & journals; vehicles-gas & repairs; lab (science) supplies; building repairs; grounds (trees, flowers, etc.)	=	?
<b>7. Social Welfare Costs</b>		
Social security (FICA) - 7 1/2 % on payroll .075 on 4,500,000	=	353,000
Insurance	=	?
Other costs	=	?
		<b><u>\$6,327,000</u></b>

**\*Specialty teachers**  
 2 music - 100K  
 1 drama/speech 50  
 1 computer - 50  
 2 art - 100  
 1 dance - 50  
 5 athletic coaches - 250  
12 600K

**\*\*Staff- skilled**  
 1 electrician - 50K  
 1 carpenter - 50  
 1 plumber - 50  
 1 gardener - 50  
 1 security - 50  
 2 drivers - 80  
 1 audio-visual 50  
 4 assistants 160  
12 540K

**Staff - unskilled**  
 cleaning - class-  
rooms & dorms ?  
 kitchen cooks  
 5 x 50K- 250K  
 kitchen help  
20 x 25K - 500  
25 750K

**\*\*\*Administration**  
 1 headmaster - 150K  
 1 deputy head - 110  
 1 principal - 100  
 1 comptroller - 85  
 1 purchasing officer-55  
 1 guidance counsellor-  
 70  
 1 nurse- 70  
 5 secretaries @35-175  
12 815K

**Total**  
 12 - 540,000  
25 - 750,000  
37 = 1,290,000

## INCOME

### ASSUMPTIONS:

1. If 6.3 mm represents partial cost, then items 6, 7, 8 on expense page may be assumed to be anywhere between 1 and 2 million additional. Therefore, a working figure for annual operating cost would be 7.5 mm.
2. A 50mm endowment fund, invested at 6%, would produce 3 mm, p.a.

### Trial tuition costs\* - a six-level proposal

1. 10% of the students (50) at the highest rate of \$15,000 p.a.	=	750,000
2. 10% of the students (50) at the next rate of \$12,000 p.a.	=	625,000
3. 10% of the students (50) at the next rate of \$10,000 p.a.	=	500,000
4. 50% of the students (250) at the next rate of \$8,500 p.a.	=	2,125,000
5. 10% of the students (50) at the next rate of \$5,500 p.a.	=	250,000
6. 10% of the students (50) at the next rate of \$3,000 p.a.	=	<u>150,000</u>
		4,400,000

### Summary

- a) Above tuition scale, if achievable, would produce 4,400,000
- b) Income from endowment would produce 3,000,000  
Thus budget would be in balance 7,400,000
- c) When the expense sheet is fully completed, and turns out to be any appreciable amount below 7.5 mm., then the tuition scale could be adjusted downward at some of the six levels, or the endowment fund could be lowered.

\*In addition to tuition, which includes room and board, the student must pay for books, fees (athletic, lab, etc.), and medical insurance.

## KENT SCHOOL

1. 65 acres - with all facilities for 250 students - dormitories, dining hall, classrooms, faculty apartments, playing fields, barns - *high elevation* - **6.5m** rolling land, meadows, lightly forested.
2. Additional acreage available, up to 600 acres.
3. Other part of Kent School is located in town, six miles away.
4. Distance from N.Y.C. - 2 hour drive.



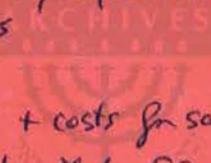
MICHAEL STEINHARDT - SEPTEMBER 22, 1994

He called and chatted about his interest in the "Bob-Asher" school in Israel (Israel Arts and Science Academy), to which he gives money, and was happy to hear that I have a high opinion of that school. He also told me that he is setting up a foundation in Israel, directed by Shula (Teddy's former employee), with an initial amount of \$1mm, to take care of "odds and ends" he wants to support in Israel.

Then he asked what progress I was making, and I mentioned two items:

- a) I was looking for land, possibly in Conn., including one piece between Greenwich and Stamford, which Michael labelled "prime".
- b) I was arranging a first planning meeting, with the following cast: himself, myself, Abe Tannenbaum, Joe Reimer, Michael Berenbaum, Lynn Schneider. He suggested adding Yitz Greenberg. He gave me dates of Oct. 25, 26 or 27. I suggested 2-5 p.m. to which he agreed.

Then he made a surprising point - how about Steinhardt, Wexner and Bronfman going in 1/3 each for the expenses of building and endowing *one* school. I countered that I would agree, if the syndicate would also undertake to build the second and third schools, based on the presumed success of the first. He replied that he would absolutely agree to that. I said I would explore the suggestion. I felt elated.

- Aug. 1 - 1. discussed Corp. - MS, on Board  
1994 2. " Retreat Center vs. Conf. Center - Yitz G. ideas not formulated  
3. His wife's idea of making Conf. Center into mini-Canyon Ranch  
4. gave him Rabin letters   
5. sole proprietor  
6. convene small team + costs for same  
7. go look at land - he bought for \$10  
8. invited him to Alumni Retreat - Oct.

The Wexner Heritage Foundation

551 Madison Avenue  
New York, New York 10022  
212 355 6115  
Fax 212 751 3739

Huntington Center Suite 3710  
41 South High Street  
Columbus, Ohio 43215  
614 464 2772

Date: 6 June 1994

Facsimile To: **Michael Steinhardt**  
**Guest at King David Hotel, Jerusalem**  
**# 011-972-2-232-303**

From: **Rabbi Herbert A. Friedman**

Dear Michael,

I called your office and learned that you were in Israel, and planning to be back in your office on June 13.

I need to see you about the school and conference center, and know how busy you will be during the first week back. Nevertheless I'm compelled to ask for an appointment anytime during that week, if possible, or the following week at the latest, because I am leaving for two week-long institutes in Utah, with 450 of our Wexner students.

My fax number is 212-751-3739, or whenever you call your office, you can authorize your secretary to fix a date with me.

Fond regards,

*Herb*  
Herbert A. Friedman

*Date made by his  
office for June 22*

MEMORANDUM

Date: **June 22, 1994**

To: **Records**

From: **Herbert A. Friedman**

Re: **Conversation with Michael Steinhardt Concerning  
Academy and Retreat**

The conversation lasted for two hours; the mood, friendly and engrossing; the subject, close to both our hearts.

Michael, already interested in the idea of an Academy as a result of several conversations between us in the past about my plan for such an Academy in Jerusalem, was also seriously interested in the "continuity" problem in the U.S., and had done a great deal of independent thinking on the subject.

An idea had jelled in his mind about gathering into one unit several institutions which were operating independently - YIVO, Leo Baeck, the proposed N.Y. Heritage Museum and placing them in the NY Historical Society building on Central Park West and 79th Street - with an eye toward emphasizing the past for modern Jews who knew little or nothing about their past. I had tried once before to dissuade him from this idea, and when he brought it up again in our present conversation I offered a strongly negative reaction. Interestingly, he did not try to defend the plan with any great vigor, and never mentioned it again.

I told him I was familiar with the discussions he was conducting with Yitz Greenberg concerning the latter's idea of constructing a retreat center for training young scholars in the Greenberg ideology. And I supported his idea, for Yitz is indeed a singular personality, unique in his vision, intellect and advanced thinking, but warned Michael about Yitz's weakness in the area of practical administration ability. I spoke at length about how such a retreat center would be able to serve as a conference center, which could produce good revenue, if it were properly designed, marketed and managed.

I explained my thoughts that Yitz should be the intellectual head of such a center, and someone else the managing head. I stressed this as a crucial point. Michael asked where we could find such a person, and I recommended applying to the Cornell University School of Hotel management for the names of top graduates in the field with ten years of experience behind them.

Then I turned the conversation to the Academy and explained that the very first requisite was an adequate piece of land. Michael said he has his eye on 200 acres (previously owned by Eugene Meyer of the Washington Post) which had two stone buildings on it, and could be bought for \$6 million. The land was between Bedford and Mount Kisco.

I then suggested that both projects - the Academy and the Retreat Conference Center could be situated on the same property, with room to spare. He was delighted with that thought - nobody had ever proposed that before.

He wanted to know what the whole thing would cost. I replied that the cost of the school would depend on what we decided about the size of the student body. There were two models - 500 students or 900-1000. Lawrenceville had 500; Andover and Exeter had the larger number.

In general, I thought that the land, the Academy, the Center and the endowment fund to provide scholarships for the school could total \$100 million. He wasn't shocked, and when I said that this amount would be required over a five-year period, he simply nodded. I sensed acquiescence. He asked what did I expect of him at that moment. I replied - no commitment, but a green light for me to proceed to contact Ted Sizer, Benno Schmidt and James Freed, the architect. He said - go ahead.

He told me that Yitz was coming to his house in Katonah on Sunday, June 26 and asked for permission to relate our just-held conversation to Yitz. I concurred with pleasure. We agreed 1) that I would call him late Sunday or Monday, June 27 for a recap of his talk with Yitz; and 2) I would call him upon return from Utah, to arrange a visit with him to the Bedford site.

Date: 30 June 1994

To: Records

From: HAF

Re: Conversation with Yitz Greenberg concerning his relationship with Michael Steinhardt.

1. I discovered that Yitz Greenberg has relationship with Michael Steinhardt regarding several areas in which Y.G. is "advising" M.S. I don't know what that means, in specifics, but there is obviously a financial relationship, since Y.G. said his son J.J. was "working" on a questionnaire which Y.G. had designed and J.J. was following up.
2. Yitz Greenberg is also working on a sub-foundation of the Michael Steinhardt Foundation, seeking tax-exempt status which Y.G. expects to receive shortly. Purpose of this is to be a vehicle which can receive contributions as well as distribute grants.
3. The most troublesome area of discovery is the fact that Yitz Greenberg accepted the principle of "matching grants" which, he says Michael Steinhardt likes and wants.
4. I explained in clear and exact language that I would not participate in such procedure for two reasons:
  - a. Partners are undesirable and conflicts arise on matters of personnel, ideology, all sorts of procedural details, etc.
  - b. Seeking partners for matching funds means intensive fund-raising to which I did not want to be obligated.
5. I believe in adopting a proprietary attitude toward any given project - i.e. if a prospect is willing to build a school, he must be the sole contributor and owner. In rare cases, he may have a family member or very close friend who is willing to share the cost with him - but this is quite different from being *obliged* to take into consideration the wishes of a partner whose matching has been actively solicited.

6. Yitz Greenberg explained that he had been brought up in the orthodox mold, where fund-raising was often done in the matching system. I explained that I would rather walk away from a prospect than to compromise the project.
7. Yitz finally seemed to get the point, and said he would have to go back to Michael to see if he could withdraw his former acquiescence to the "matching" approach.
8. I said that I had possibly made a mistake by suggesting that the two institutions be erected on the same campus. The idea had seemed good to me because 1) of the synergy which could exist in mutual use of faculty; 2) the size of the plot (200 acres); and 3) the use of the Center as an Inn for visiting parents. But I had never said a word to Michael Steinhardt about matching, nor had he raised the issue with me.
9. Therefore, if Yitz had sold the Center on the basis of matching, and could not withdraw from that position, I did not see how we could do a joint project.
10. Bottom line - I would have to persuade Michael Steinhardt to do the Academy on the basis of sole proprietorship (or with family and/or personal friend) - and if he did not want to, I would have to let him off the hook, which would be a great shame, because I really think he wants to build such a school.
11. The next moves are for Yitz to see Michael and discuss this matter very specifically; to inform me of the decision; and for me to proceed either alone to discuss the Academy; or to discuss the two institutions.
12. Yitz has no detailed plan in his mind as to the legal and administrative structure of the Center, nor its architecture and management, marketing and financing. I made several attempts to start a conversation of these subjects, and did not get very far because we constantly returned to the underlying fundamental difference of opinion on the matching question. I did make the following suggestion re structure:

THE STEINHARDT CENTER

Chairman - Michael Steinhardt

Board - 4 persons, family or friend (Jack Nash)

Dean

Yitz Greenberg

Manager

Cornell School Management of Hotel

Director of Education

?

Financial Officer

Other officials

1  
2  
3  
4

Administrative Officer

1  
2  
3  
4



YITZ GREENBERG - JULY 1, 1994

At his request, we met again and he wanted to make the point that he was advising Michael Steinhardt - and was suggesting two high schools to him - one, a merged Heschel school plus JTS school; and the other my boarding school. He would present both factually and objectively. He would place more weight than previously on my project, since he now sensed that I was personally involved - and since I had all the attributes required to make it a success, it became more attractive.

Personal Note

This causes me to feel even more the necessity of not engaging in a joint venture with him. He is an "advise-giver" not an activist. I will say to Michael Steinhardt that I still believe the two institutions can fit on the same land, but that each has to be pursued separately.

We agreed to keep each other informed of our respective conversations with Michael Steinhardt.

Meeting with Michael ~~Stern~~ Steinhardt 8/31/94

Herbert A. Friedman

The Wexner Heritage Foundation

AGENDA - 8/31/94

551 Madison Avenue New York, NY 10022  
212-355-6115 (Fax) 212-751-3739

1. Look at other land: Connecticut (has certain cachet)  
(around Ridgefield, or Litchfield County)  
: New York - Dutchess County, near Hyde Park,  
or Rhinebeck
2. Convene meeting to start discussion of several policy questions:
  - a. Size of Academy
  - b. Faculty Housing
  - c. Grade 13
  - d. Inn

Abe Tannenbaum, Columbia Teachers College  
Joe Reimer, Brandeis  
Michael Berenbaum, Holocaust Museum  
Irving Greenberg
3. Status of Retreat Center

Result of meeting -

1. Look for other land
2. Convene meeting in October

Bottom line

1. "I would feel comforted if I knew we had a good chance at gathering the right student body."
2. "I would feel comforted if I knew where the money was coming from."  
I replied that I would deal with #1; he would have to deal with #2

Herbert A. Friedman

The Wexner Heritage Foundation

AGENDA - 8/31/94

551 Madison Avenue, New York, NY 10022  
212-355-6115 (Fax) 212-751-3739

1. Look at other land: Connecticut (has certain cachet)  
(around Ridgefield, or Litchfield County)  
: New York - Dutchess County, near Hyde Park,  
or Rhinebeck
2. Convene meeting to start discussion of several policy questions:
  - a. Size of Academy
  - b. Faculty Housing
  - c. Grade 13
  - d. Inn

Abe Tannenbaum, Columbia Teachers College  
Joe Reimer, Brandeis  
Michael Berenbaum, Holocaust Museum  
Irving Greenberg
3. Status of Retreat Center

Michael  
with Steinhardt

Jan. 10, 94

1. Take VITA 300<sup>m.</sup> gradually - for uses in Israel Experiences - all sorts across all ages 15-25 ±
2. Build schools
  - a.) we don't have 180 day schools K-8 in all U.S.  
(not counting Yeshivot) ; we don't have 20 high schools
  - b.) build one boarding <sup>high</sup> school  
Edgar Bronfman - has beautiful acreage <sup>near</sup> Charlottesville, VA.
  - c.) float bond issue - large, in billions  
~~Double Decker~~ raise a (~~defeasance~~? ) fund to match

- ~~What~~ 1. Want to build <sup>model</sup> school ?  
2. With Edgar - or alone ?  
3. What do you think of a bond issue ?

He enthusiastically supports whole approach.  
Worries about how to implement.

At end, he offered 10 m. toward building a high school in N.Y.  
along lines of Jerusalem Academy, if I found someone to direct the project.

LYNN SCHNEIDER JOSEPH (architect) - AUGUST 10, 1994

She reported on Jim Freed's reaction to Sandy Pei's question as to whether he would meet me to discuss the academies. He said yes, but wanted young Pei to know that he was besieged with requests from Jewish organizations and didn't want to be stereotyped as a "Jewish" architect. This was pretty strong, coming from a German refugee. So - I agreed we should not push him.

She also said that in the preliminary planning meetings she could serve as architectural consultant to answer questions that would come up.

I told her about Toren and Shmuel and Leah Rosenbaum.

We discussed getting portfolios of work from:

Kallman and McKinnell - Boston (Lynn's professor at Harvard)

Gehry - who did Wexner's museum at OSU

Ada Karmi - who did Supreme Court building in Jerusalem

Safdie - who did HUC in Jerusalem

She will draft a letter after holidays.

HERBERT A. FRIEDMAN

9/9/94

Doug Berman -  
invite to first meeting  
of Planning Committee



ABE TANNENBAUM

8/15/94

He was surprised that I had located him, because he retired from Columbia Teachers College several years ago, but he remembered me clearly. He was also amazed that our first contact had been more than 20 years ago. He is now age 70 and busier than ever, working on a variety of projects, including heavy investment of time on Bob Asher's school in Jerusalem. He spoke highly of Raphy Amram and the creative program he has designed.

These preliminaries done with, I explained the status of the boarding school project, and asked whether he was willing to join small planning team. He was genuinely interested, said he would be out of the country in October and again in January (once to South Africa, I think, and once to Israel) but otherwise would be available. We agreed that I would keep in touch with him, once a date for a group meeting was established.



MEMORANDUM

Date: June 23, 1994

To: Record

From: Herbert A. Friedman

Re: Conversation with Michael Berenbaum in my office

Michael Berenbaum was in my office by prior appointment, to persuade me of the historic duty of finishing my memoirs. I told him of the Steinhardt talk and my request. The motive behind my decision was the thought that I would want to bring him in to the project as a player some day. I did not say this to him.

He was visibly excited. He wanted to help me any way possible. He is well connected, which was demonstrated by his knowledge of Joe Reimer and his immediate agreement that Joe would make a great headmaster of the Academy; as well as his knowledge of Greenberg's shortcoming in the administrative area.

I'm sure that he knows many more people, and I shall bring him in to the inner planning circle.

TOREN - AUGUST 16, 1994

We found submission plans - are preparing and will be ready by 25 *of* August.

Phone # of Shmuel and Leah Rosenbaum  
08-261586 Maccabim (part of Modin)  
Fax 08-261849

He will pack and bring everything to Jonathan in Jerusalem. Later, plans 1:250 -  
could also be sent, if we need them. Hundreds of pages.



I called him - he will call Schmuel Rosenbaum and make arrangements to receive  
the material and airmail it to me.

DAN ROSE - AUGUST 17, 1994

1. Architectural Consultant  
Michael Margulies  
914-761-1000

(get recommendation from Jim Ponet who used him at Dan's suggestion and was happy with him)

2. Construction Manager - comes later - I'll advise you.

Dan Rose's advise via proverbs and stories

1. Golda asks Dayan for advice on technical matter. He says he'll give her an answer in a few hours. She chides him and says, "I thought you were the expert." He replies, "No. I'm the expert on experts."
2. "The best is the enemy of the good" - looking for the elite cadre of the best kids may be the enemy of settling for the good ones.
3. The Chinese proverb - "A march of 1000 miles begins with the first step."

AUGUST 23, 1994

Spoke with Jim Ponet, who recommended him most highly. Margulies is an engineer, but he understands both architectural drawings and contractors - so he is good as a supervisor of both. Jim said he has been invaluable.  
*Margulies*

THEODORE SIZER

8/17/94

He is the former dean of the Harvard Graduate School of Education , former headmaster of Phillips Andover Academy for ten years, now dean of the Brown University Graduate School of Education, as well as president of the Coalition for Improved Education (or some similar name), which advises high schools all over the country. He gave me substantial help and advice 20 years ago, when I tried to build in Israel a school comparable to Andover. He has always been friendly and responsive, no matter how busy.

I asked if he would be willing to join a small planning team, whose function would be to make the initial policy decisions, such as, size of student body, functional value of providing housing on campus for faculty, efficiency of teaching spoken language (Hebrew) via computer vs. ulpan method, and a thousand-and-one questions that must be thought-through right at the beginning. I named other members of the team: Joseph Reimer of Brandeis, Abe Tannenbaum of Columbia Teachers College, Benno Schmidt of Yale, now Edison Project, an architectural consultant and possibly a construction manager.

He wasn't sure he would have the time to come to New York for the team meetings, couldn't envisage how many months it would take, and explained the overload now on his plate, particularly a large Annenberg project with Brown which he was supervising. Further, he wanted time to think whether the boarding school was the right way to go. Since I had found him at his vacation home, and did not feel comfortable engaging him in an overly long telephone conversation, I took his suggestion that we meet next week (8/24/94), when he will be in New York, and we can find a mutual hour for a longer talk. I know he will want to help - perhaps the best system will be to engage him as an adviser whom I could consult independently of the planning team, if that would fit his schedule better.

8/24/94

TED SIZER II

We met in my office and had a delightful conversation for an hour, ranging over many topics. Here is the essence of the main points:

1. The strongest argument in favor of a boarding school is that it gives you a 24-hour day in which to work.
2. Forming the character of the student, imparting a code of ethics, and developing a sense of responsibility toward self and society are as important as the academic subjects. The total environment of the boarding school assists in accomplishing these goals.
3. The major problem in the boarding school is controlling the "residential jungle" after 5 p.m. This depends on setting up a student system of self-control, assisted by good faculty support.
4. The size of the school is not a major issue. You create smaller schools and houses inside the big school.
5. He is not sure he's in favor of keeping kids separated from home and parents for five or six years. It's possible to work in combination with public schools, so that the student spends a year or two boarding, then a year or two at home attending public school. For example, admit kids to boarding at the time of "bar & bat mitzvah" (his words) - i.e. into grade 8 at the age of 13, and grade 9, then return them to home and public school for grades 10 and 11, then back to boarding for grades 12 and 13.  
(I added that the kids could come to boarding school for their Judaic studies even while they are at public school. A special afternoon program could be devised for them.)
6. He is in favor of grade 13, which could be an Outward Bound year, and is very desirable from the point of view of physical self-reliance.
7. Thinking of the above flexible program, don't worry about the student's high school diploma. If the kids are coming from a school whose high standards are well known to college admissions officers, and if those kids possess a high GPA, high SAT scores, and a series of AP courses, colleges will be happy to take them.
8. An average of 60% of the kids require some degree of Student Aid (grants or loans).
9. We had Rabbi Gendler on campus, a local man, liberal, and this gave comfort to Jewish parents, as well as providing a Jewish program for the kids.

THEODORE SIZER

8/17/94

He is the former dean of the Harvard Graduate School of Education , former headmaster of Phillips Andover Academy for ten years, now dean of the Brown University Graduate School of Education, as well as president of the Coalition for Improved Education (or some similar name), which advises high schools all over the country. He gave me substantial help and advice 20 years ago, when I tried to build in Israel a school comparable to Andover. He has always been friendly and responsive, no matter how busy.

I asked if he would be willing to join a small planning team, whose function would be to make the initial policy decisions, such as, size of student body, functional value of providing housing on campus for faculty, efficiency of teaching spoken language (Hebrew) via computer vs. ulpan method, and a thousand-and-one questions that must be thought-through right at the beginning. I named other members of the team: Joseph Reimer of Brandeis, Abe Tannenbaum of Columbia Teachers College, Benno Schmidt of Yale, now Edison Project, an architectural consultant and possibly a construction manager.

He wasn't sure he would have the time to come to New York for the team meetings, couldn't envisage how many months it would take, and explained the overload now on his plate, particularly a large Annenberg project with Brown which he was supervising. Further, he wanted time to think whether the boarding school was the right way to go. Since I had found him at his vacation home, and did not feel comfortable engaging him in an overly long telephone conversation, I took his suggestion that we meet next week (8/24/94), when he will be in New York, and we can find a mutual hour for a longer talk. I know he will want to help - perhaps the best system will be to engage him as an adviser whom I could consult independently of the planning team, if that would fit his schedule better.

8/24/94

#### TED SIZER II

We met in my office and had a delightful conversation for an hour, ranging over many topics. Here is the essence of the main points:

1. The strongest argument in favor of a boarding school is that it gives you a 24-hour day in which to work.
2. Forming the character of the student, imparting a code of ethics, and developing a sense of responsibility toward self and society are as important as the academic subjects. The total environment of the boarding school assists in accomplishing these goals.
3. The major problem in the boarding school is controlling the “residential jungle” after 5 p.m. This depends on setting up a student system of self-control, assisted by good faculty support.
4. The size of the school is not a major issue. You create smaller schools and houses inside the big school.
5. He is not sure he’s in favor of keeping kids separated from home and parents for five or six years. It’s possible to work in combination with public schools, so that the student spends a year or two boarding, then a year or two at home attending public school. For example, admit kids to boarding at the time of “bar & bat mitzvah” (his words) - i.e. into grade 8 at the age of 13, and grade 9, then return them to home and public school for grades 10 and 11, then back to boarding for grades 12 and 13.  
(I added that the kids could come to boarding school for their Judaic studies even while they are at public school. A special afternoon program could be devised for them.)
6. He is in favor of grade 13, which could be an Outward Bound year, and is very desirable from the point of view of physical self-reliance.
7. Thinking of the above flexible program, don’t worry about the student’s high school diploma. If the kids are coming from a school whose high standards are well known to college admissions officers, and if those kids possess a high GPA, high SAT scores, and a series of AP courses, colleges will be happy to take them.
8. An average of 60% of the kids require some degree of Student Aid (grants or loans).
9. We had Rabbi Gendler on campus, a local man, liberal, and this gave comfort to Jewish parents, as well as providing a Jewish program for the kids.

BENNO SCHMIDT

8/17/94

He is a former dean of Columbia Law School, former president of Yale University, and now president of the Edison Project, an innovative designer of an improved public school, whose objective is to raise the levels of public education in America. The original patron of the Edison Project was (and might still be) the Whittle Corporation, which installed its own television news network in hundreds of elementary schools. Schmidt is an intelligent, personable, caring individual, who has gathered a great team and engaged in multi-million dollar research, in order to reach the conclusions which he will now incorporate in his models.

I discussed my boarding school idea with him, explaining the unique needs of the Jewish community, which (with the exception of the orthodox wing) is almost completely devoid of upper schools. We must play "catch-up" after a half-century of neglect in this field. Several very high-level elite academies seemed to me to be the way to jump-start and hopefully set off a wider comprehension of the need for high schools in all cities with Jewish populations which merit them.

Benno asked for more time to think of this problem, but did offer his first reaction. Acknowledging his appreciation for such schools by stating that he himself was a graduate of Exeter, and that two of his children were currently enrolled in such schools, he nevertheless began to build a careful case for an alternative. His research has validated the Head Start approach that education should begin at age 3. He suggested that I should think about the country-day school, instead of a boarding school, and that I could start with grade 3 and grade 9 simultaneously. That is, if the upper grades were that important in our strategic thinking about the problems of assimilation and intermarriage, there was nothing to prevent starting a pre-school and an upper-school at the same time.

He made the additional points that approximately 25 complete day schools could be built for the same funds as 3 academies; that it would be much easier to recruit students; and that there was some virtue in the parental hesitation about sending their children away to boarding school. He gave me several brochures the Edison Project has published, and we agreed to meet again.