



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.

Series F: CIJE Accrual, 1981-2011, undated.

Subseries 2: Dan Pekarsky, 1981-2011, undated.

Box
78

Folder
8

Lead communities project. Milwaukee. Hillel Academy, 1997.

For more information on this collection, please see the finding aid on the
[American Jewish Archives](http://AmericanJewishArchives.org) website.

Hillel Precis

Why invited: why V? How approach?

Caveats: Is it a need? Is it pressing?"

Clarifying Vision - Not pancea

Clarifying V: Demanding/Rewarding

Guiding Vision - What

↳ Not ques for gimmicks

Akiba - No conception of success → The Key Q!!

Such a conception = Vision

For a secular school -- an ed. American

For Jewish School - This Plus → Kind of J.

~ What's Judaism about. vs inessential

The power of Heschel, Buber, Soloveychev

~ Willow Creek

Power of Vision - Not Fluff

History - Art - Classical texts - Israel - History

שנים - Sports - Social Action - Student Council
ארגון

How decide? - Custom/habit/Fad

With Vision - Basis for Priority-setting

But Also How to approach!!

What texts - which portions - what aims?

Skills - Attitude - love - Appreciate

Reality - Fad, Trad, idiosyncrasy

w/ Vision - a basis for
deciding

Priorities/Approach - Also in-service/hiring
Curric.

Plus: Interpreting who you are to World
PR at its best

If $\uparrow V$, how? ~ your Qs

- ① How get Comm. to understand ...
- ② Do we create, discover, develop -- all 3

Response to #1

- A) Hard to imagine that there isn't a unique role for Hillel.
- B) First step: in publicizing Hillel-way = Clarify Hillel way
Tell the "Who you are" story in a compelling way to yourselves

I'm not sure Existing Statement does this in Camp Market.

Hillel Day School, MLWK, 3/5/97

Intro

Why invited: 1) Clarify vision → ↑ School
2) How approach it

Will do so --- w/ Caveats

1) Clarifying your school's vision may not be one of your more pressing needs

Don't know your school well enough to judge this

2) Clarifying vision -- Not a panacea.

3) Clarifying vision = Rewarding/demanding

Power of such a Vision / Not fluff

A) Priorities

History/Art/Text Study/Israel/ ארצנו
Hebrew/Social Action, Sports

How decide? "Custom/habit"

↳ With a vision, some basis
for deciding relative importance.

B) Text-study

1) What texts?

2) Kind of study — argue w/ text
appreciate Rash.

3) Love of study

~ Your vision vs Reality — fad trai — Random

(Inservice/hiring

c) Interpreting who you are
to yourself, the
larger community

N "This is what we're
about."

↳ This is PR at
its best -- if it
coheres w/ Reality

Articulating one's Vision

Your questions

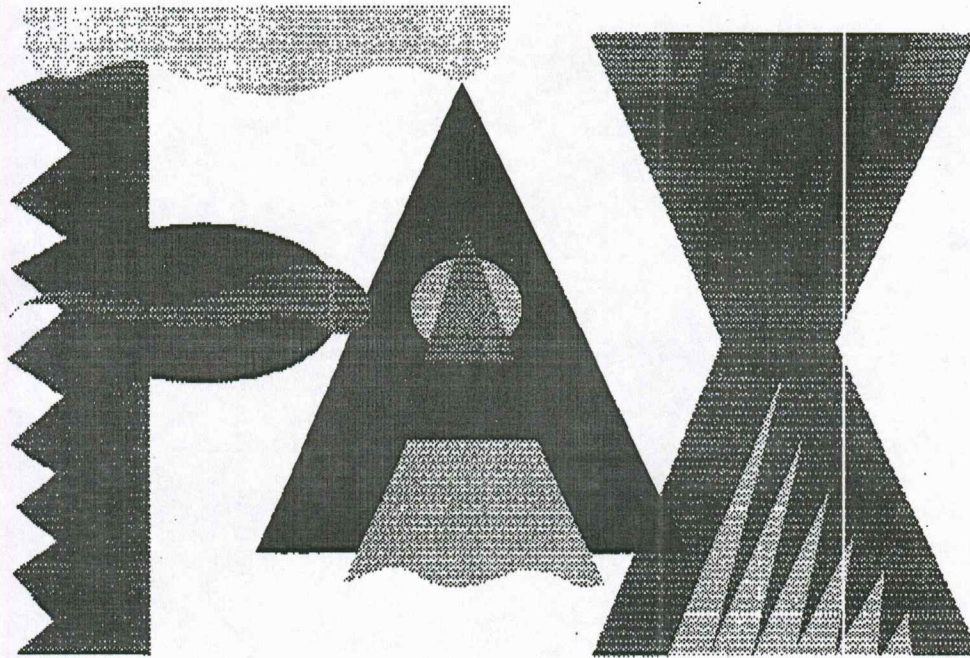
- ① How get Comm. to understand...
- ② Do we create, discover, or develop our vision -- or some combination of the 3

A) #1:

A) Hard to imagine that there isn't a unique, important role

B) First step: tell the story to yourselves in a compelling way

⇒ Clarify your Vision.



TO: Dr. PeKarsky

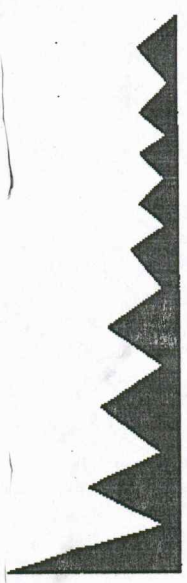
FROM: Hillel Academy
6401 N. Santa Monica Blvd.
Milwaukee, WI 53217
(414)962-9545 Fax: (414)962-3663

DATE: 3/3/97

FAX #: 608-262-9074

COPIES INCLUDING COVER: 2

COMM:



QUESTIONS ABOUT VISIONING

THE FOLLOWING AREAS CAME UP AT THE FEBRUARY 26 MEETING OF HILLEL'S EXECUTIVE COMMITTEE. THEY ARE BEING SENT TO GIVE YOU SOME IDEA OF OUR QUESTIONS, CONCERNS.

- ° HOW CAN WE GET THE COMMUNITY TO UNDERSTAND WHAT IS UNIQUE, NECESSARY, AND DESERVING OF SUPPORT IN WHAT HILLEL IS DOING?
 - ° HOW CAN WE DEFINE AND PUBLICIZE "THE HILLEL WAY."
 - ° DO WE CREATE, DISCOVER, OR DEVELOP OUR VISION? OR SOME COMBINATION OF THE THREE?
-

Your existing statement — Generic

Build character & critical thinking

.17207 1210 1220 — social org/curric

Empathy

Help those in
need

Pride in Jewish heritage

Why? Classical texts? Survival?
Creativity, Israel

Strong academic foundation

Great Books — Skills of Learning, Character

Build character

Well-rounded

How arrive at a more fully articulated vision? It may already be there!!

A) Unearth what you already think

- 1) What are you after?
- 2) What would you consider success?
- 3) Take your own phrases and interpret them
e.g. "Character"
"Pride"

Individual Plus Discussion

B) Get some powerful input

Read {
- Moshe Greenberg
- Solovychek
- Jack Bieler
- Yitz Greenberg

→ Plus React!!

c) Introspection/Dialogue/Study
Deliberation

How proceed?

① Need a Guide — Facilitator
Find resources
Articulate
Challenge

② Gather Critical stake-holders

③ Formulate a process (1 & 2)

- Elements {
- a) Introspect
 - b) study
 - c) Deliberate
 - d) Interview/focus groups
 - e) Look at "what is"

Time etc.

④ Reuse practice in light
of deliberations

DP

1) Not an expert, but

a) Change-literate

b) A lot of thought

c) A teacher

2) Not recommending
myself!

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Enjoy the music of Jerusalem.

To hear a sample of the **Pirchei Hillel** song from the CD, [click here](#) (you may have to wait for the music to



6401 North Santa Monica Blvd. Milwaukee, WI 53217
Phone: (414)962-9545 Fax: (414)962-3663

Located at the Karl Jewish Community Campus on Santa Monica Boulevard, Hillel Academy is Milwaukee's oldest Jewish Day School, celebrating its 36th year.

With its commitment to a dual curriculum in Jewish and secular education, Hillel celebrates the strength of each individual child. The school focuses on building character, pride in our Jewish heritage, a strong academic foundation, and well-rounded individuals.

Building Character:

- Classroom emphasis on critical thinking whether analyzing Rashi's questions or solving Algebra equations.
- Interactive learning environment
- Student-run newspaper
- Student involvement through student council

Building Pride in Our Jewish Heritage:

- A traditional Orthodox school encouraging and welcoming participation by the entire Jewish community
- Rigorous in-depth instruction in the Torah and Torah values
- Practical everyday application in speaking and writing Hebrew

play).

Click [here](#)
for more
information.

REVIEW

- Graduation trip to Israel for all eighth graders

Building a Strong Academic Foundation:

- Excellent teaching staff
- Sophisticated computer training on up-to-date computers and software
- Hillel graduates attend top universities including Brown, Tufts, Yeshiva University, Columbia and Northwestern
- Numerous Hillel student award winners in regional, state, and nationwide math, science, and English contests

Building well-rounded individuals:

- Numerous extracurricular activities: cross-country, basketball, soccer, volleyball
- Comprehensive music program, with an opportunity to pursue various musical instruments, musicianship and vocal lessons
- An impressive student choir (They recently recorded an internationally distributed CD with renowned Israeli singer, Yoel Sharabi.)



For more information, call 414/962-9545 or [contact us](#) 

שלום

Hillel Academy Welcome Messages

[President's Message](#) [Headmaster's Message](#) [Vice Principal's
Message](#)

[Max Karl's \(o.b.m.\)
Message](#)

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President's Message

Who is wise? The one who learns from everyone." (Pirke Avot)

I look forward to the new school year which will be filled with a new spirit of enthusiasm and participation. The entire staff is working together to make this year the best ever, academically and Judaically. I believe that by utilizing the knowledge, talents and expertise of our staff, parents and students, Hillel Academy will become a model school in our community.

I believe that parents need to be involved in the educational process so that they will set the finest example for their children to follow. By parental participation and involvement in our programs, parents transmit to their children the importance which they place upon Judaism and education.

You can become involved in Hillel Academy through parent education classes, workshops and school committees. With the greater involvement and continued cooperation of students, parents and teachers, we shall all succeed in creating a school for Jewish living and learning which is meaningful and personally gratifying.

Your suggestions, comments and ideas are most welcome. I am confident that the future will be a bright one and that our students will be captivated and excited by their experiences in our School.

With every good wish for a happy and healthy year, I remain,

Sincerely yours,

Bruce Glaser
President



Headmaster's Message



Dear Parents and members of the community:

In the Parashat Matot, Moshe Rabenu is teaching us a great lesson concerning the tribes of Reuven and Gad. In chapter 32, after the war with Midian, Reuven and Gad become very rich and just before Klal Israel was to enter Eretz Israel from the East side of the Jordan river, these two tribes saw that the place was good for their cattle. They asked permission from Moshe not to cross the Jordan River as it says "Bring us not over the Jordan" (32.5); and they added, "We will build sheepfolds here for our cattle, and cities for our little ones" (32.16). When they saw that Moshe Rabenu was very angry, they tried to diminish his anger and said "But we ourselves will be ready armed to go before the children of Israel".

The question is what was really the sin of the two tribes that made Moshe so upset that he (called) them "A brood of sinful men" (32.14). Baal Hakeda said: "that after they became rich, they trusted their own strength and forgot completely who is the Almighty." Who is Hashem? That everything is under the control of Hashem. Moshe was further distressed at their request to build for their families first sheepfolds and then cities for their children (32.16). These two requests made Moshe very angry for if a man trusts only himself and not Hashem, then it is clear that his priorities in life are confused. We see that the two tribes did not see the mistake they were making by staying on the East side as in being in the "Galut". Their children would be separated from Klal Israel, would associate with the seven nations and lose their Jewish identity. It is obvious that if this is the case, the children would sense that their strength of purpose does not come from Hashem. Moshe understands the implications of their actions and its effects on Jewish children. He gives them a speech in which he repeats 4 times with G-d's help and mentions the children before the cattle.

The two tribes learn a great lesson from Moshe and we see their reaction to Moshe's rebuke. "Our little ones, our wives, our flocks, and all our cattle" (32.16). "... every man that is armed before war before the L-rd ". What a change! They have learned that their children's Jewish education is the most important aspect of maintaining Jewish life.

We the people of Moshe still are mostly on the "east side of the Jordan River" and we must thank Hashem that we build and continue to maintain for our children Jewish education through our efforts at Hillel Academy. With Hashem's help and your cooperation, we will continue to grow and fill this wonderful place of learning, and just as the Rabbis say, "Whoever saves one Jewish soul is considered to be as if he has saved the entire world".

Rabbi Yigal Tsaidi
Headmaster



Vice Principal's Message

Dear Hillel family,

This year we celebrate the thirty-sixth anniversary of Milwaukee's oldest Jewish Day School. I feel privileged to be part of the great Hillel Academy tradition. Small classes, excellent staff facilities, and equipment, and commitment to educational environment. A large part of Hillel's success is also due to excellent home and school communication and to the generosity of families, staff, and the Jewish Community.

At Hillel, children are invited to experience the dynamic interplay of tradition and innovation, ancient wisdom and modern developments, Judaic and secular. The curriculum includes arts and science, technology and humanities. Each child is provided with opportunities to develop special talents and interests. Hillel is an exciting place to live and to learn!

The strong history and the promising future of the school rest on families and faculty who believe in the mission and values of Hillel Academy. By entrusting your children to us and by your tireless involvement, you have become a vital part of Hillel's history.

We look forward to your participation in Hillel's many fine programs.

Best wishes for a Happy and Healthy year.

Janice Matulis
Assistant Principal
Secular Studies



Max Karl's (o.b.m.) Message

Hillel is a proud and integral part of this community's commitment to bring to its young the highest standard of Jewish education balanced by an equally strong quality of secular education. The support given by the community and its contribution to Hillel's growth and success is a measure of our dedication to Jewish learning and our will to provide sustenance to the heritage from which this learning takes root. For Jews throughout the world, the present and future are tied to the past. Decisions that must be made in a changing world can often be made best when they reflect an insight and perspective which has survived centuries of turmoil.

Our community can take great pride in the progress of Hillel and the important teachings, both Jewish and secular, that this institution imparts to its students.

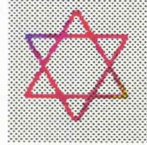
Max H. Karl (o.b.m.)
Past President
Milwaukee Jewish Federation



ה"פ

Hillel Academy

About Hillel Academy



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Introduction

Hillel Academy is a community-based Orthodox Jewish Day School governed by an independent Board of Directors.

Our school is supported financially by three major sources: tuition payments, fund raising, and a generous allocation from the Milwaukee Jewish Federation.

Hillel Academy is located in the Rubenstein Center for Jewish Studies, 6401 N. Santa Monica Blvd., Fox Point, Wisconsin. It is part of the Karl Jewish Community Campus, which is owned and operated by the Milwaukee Jewish Federation.



This modern building, completed in 1988, was designed especially for Hillel Academy, and has facilities for art, science, music, computers, athletics, and a cafeteria and library/media center.

The Kohl Education Building, the Rubenstein Center for Jewish Studies, and the Zilber Field House are shared by Hillel Academy, Milwaukee Association For Jewish Education, Milwaukee Jewish Day School and Children's Lubavitch Living and Learning Center. Each of these schools and agencies is administered by its own director and is served by its own office staff and faculty.

Our school works closely with the Milwaukee Association for Jewish Education which provides us with consultative services, faculty training programs, a teacher placement service, and opportunities for participation in city-wide educational and social projects for our students and staff.



Our Goals

"Educate a child according to his special needs, and even when he is old he will not depart from it."
(Proverbs 22:6)

Jewish tradition, in referring to the education of the young, realizes that each child is an individual with innate qualities uniquely his or her own. Individual attention to each student is of the utmost importance at Hillel Academy.

It is our goal to educate all students so that they may achieve maximum educational growth. We want to create an atmosphere conducive to an enjoyment of the process of learning - where children can feel comfortable with their Judaism and develop a knowledge of and a sense of pride in their heritage. The families and students of Hillel Academy represent a wide spectrum of Judaism. Hillel Academy stresses a philosophy of Ahavat Yisroel - love and respect for all Jews.

The objectives of our educational program are:

- To provide a good foundation in basic skills.
- To develop a curiosity and desire to further explore and learn.
- To develop sound independent thinking processes.
- To provide the opportunity to advance as rapidly and far as ability permits.
- To develop an interest and appreciation of the arts.
- To promote a sense of physical well-being.
- To provide an environment which promotes mitzvot and moral values.
- To foster a sense of respect and sensitivity to every individual.

It is through these goals that we hope to develop responsible Jewish citizens for today and for the future.



Administrative Matters

The school is governed by a **Board of Directors** comprised of parents and community members elected by the membership of the school at its annual meeting. There are 36 elected Directors who serve three-year terms, and ex-officio members representing a variety of interests who serve one-year terms. The Board elects its officers at its first meeting, and they serve one-year terms. There are several standing committees which report to the Board of Directors, including:

- Budget and Finance
- Tuition
- Housing
- Enrollment
- Publicity Fund Raising
- Transportation

The committee chairs are appointed by the President and additional committees may be established by the

Board as necessary.

The Board also elects an **Executive Committee** consisting of the elected officers and chairs of all standing committees. The Executive Committee reports directly to the Board of Directors and has the power to represent the Board in emergencies.

All parents are encouraged to participate in school leadership activities as Board or committee members. Nominations for the Board of Directors must be submitted in writing to the chair of the Nominating Committee in accordance with the by-laws of the school. You can volunteer to work on any of the standing or ad hoc committees by contacting a Board or Executive Committee member or the chair of the committee. All Board meetings are open and parents are welcome to attend.

The **Education Committee** is responsible for reviewing and making recommendations to the Board of Directors regarding the curriculum and all education activities of the school. The committee members are selected by the President and approved by the Board of Directors within 30 days after the annual meeting. According to the by-laws of the school, a majority of the committee membership must consist of representatives of the Orthodox Jewish who demonstrate a "belief in, adherence to, and awareness of the Torah tenets". If you would be interested in serving on the Education Committee or any of its activities, you should contact the President or Education Committee chairperson.

The **P.T.A.** is an organization comprised of parents and teachers in the school and any parents of former students who choose to participate. The purpose of the P.T.A. is to organize activities which promote socialization and education for the families and faculty of the school and to conduct fund-raising activities which enhance the ability of the school to provide special services and gifts for students and teachers.

The P.T.A. elects officers and Committee chairs annually and all parents are encouraged to participate in its leadership and activities. If you are interested in volunteering with the P.T.A, please contact the P.T.A. president.

The school has an active **Student Council** that proposes and implements a variety of school programs. Functions of the Student Council include Tzedakah, other school projects, and demonstrating leadership and good citizenship. Students participate in a democratic process for the election of officers and class representatives.

The students also produce a **publication** with student authored articles on current events, school events,

D'var Torah, sports, humor, and opinions. It is called *The Sandwich*.



For **special services**, a case worker from Jewish Family Services is called in to deal with personal and academic problems which may arise. If a conference is necessary, an appointment may be made by parents or teachers. Please feel free to contact the case worker by leaving a message with the school office.



א"ח

Hillel Academy Administration and Faculty

[Executive Committee](#) [Administration](#) [Faculty, Judaic Studies](#) [Faculty, General Studies](#)

[Home](#)

Executive Committee

Officers:

President: Bruce Glaser

First Vice President: Randy Arnold

Second-Vice President: Bob Michels

Secretary: Phil Arieff

Assistant Secretary: Mindy Alezra

Treasurer: Mordechai Spalter

Assistant Treasurer: Gordon Schectman

Member at large: Bebe Abergel

Past President: Jerome Tepper

Committee Chairs:

Public Relations & Recruiting: Phyllis Nutkis, Steve Weinstein

Fund Raising: Bill Benedon

Education Committee: Bob Michels

PTA: Rebeca Michels, President; Rachel Buckman, Executive Vice President

Endowment: Mark Pittleman

Budget & Finance: Motty Spalter

8th Grade Trip: Marcy Yavor, Mindy Alezra



Administration

PRINCIPAL: Rabbi Yigal Tsaidi

ASSITANT PRINCIPAL: Ms. Janice M. Matulis

BOOKKEEPER: Mrs. Bhavani Koganty

SECRETARY: Stacey K. Mickelson



Faculty, Judaic Studies

Mrs. Tirttsa Gil

Rabbi Yakob Gil

Rabbi Nachman Levine

Mrs. Mishy Pittleman

Mrs. Dini Rapoport

Mrs. Rivka Spalter

Rabbi Dovid Rapoport

Mrs. Shula Tsaidi



Faculty, General Studies

Mrs. Terry Amrani

Mrs. Joan Edenharder

Ms. Carol Haywood

Mrs. Pauline Hoffman

Mrs. Gitta Weinsock Chaet

Mrs. McQuillan

Mrs. Michelle Ring

Mrs. Sharon Schuman

Mr. James Thames

ART:

Stephanie W Colvin

COMPUTER:

Mr. Fred Suchy

AIDE:

Rebecca Paz

ESL:

Mrs. Benita Ziv-El

LIBRARY:

Mrs. Elaine Friedman

Mrs. Esther Elbaum

MUSIC:

Mrs. Shula Tsaidi

SOCIAL WORKER:

Mrs. Shelley London



ב"ה

Hillel Academy

Academic Program

[Introduction](#) [Hebrew Studies](#) [General Studies](#) [Library](#) [Enrichment](#)

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Introduction

In order to afford your child the individual attention needed to achieve maximum educational growth, we provide a low pupil-teacher ratio. The warm and personal attention of our highly qualified staff creates a family atmosphere which helps to promote achievement and respect for the various forms of Jewish life.

Hillel Academy has a dual program consisting of Hebrew and General Studies. There are many areas in the Hebrew and General studies programs that complement each other, and the curriculum content takes advantage of such interrelationships. For example, while the children are learning reading skills, they are also being introduced to Jewish Literature. As they learn about different types of units of measurement, they study Biblical measurement as well. Art projects incorporate Jewish content. Through this blending of the Hebrew and General Studies programs, both are enriched. Field trips, after school clubs and activities, and Shabbatonim also enhance classroom learning.

All students in grades 1, 3, 5, and 7 take the Iowa Test of Basic Skills. Hillel Academy has consistently ranked in the superior range compared to other schools. Individual test scores are used to help identify strengths and weaknesses.



Hebrew Studies

The objectives of this program are to transmit to our children the rich heritage of the Jewish people as embodied in its classical sources including the Torah, Mishnah, Talmud, and Codes of Law and to inspire in them a love for and commitment to Jewish observances, values and customs.

The Hebrew Studies Curriculum includes instructions in the following areas for all students:

- Hebrew language development (Ivrit, reading, writing, grammar, and conversation)
- Prayer (T'filah)
- Torah (Chumash)
- Laws and Customs (Dinim)
- History

At appropriate grade levels, additional subjects are introduced such as:

- Rashi script and interpretation
- Prophets (Nach)

- Oral law (Mishnah)
- Talmud (Gemara)



General Studies

The general studies or secular education consists of a complete primary and elementary school program that conforms to the standards and requirements for public elementary schools. The curriculum includes instruction in the following areas at appropriate grade levels:

- Reading
- Mathematics - A variety of skills and strategies are used to solve problems. The role of mathematics in our culture and society is valued. Mathematics is applied to everyday life situations. Both the application of mental math and the use of technology as a tool are stressed.
- Social Studies
- Written and Oral Communication
- Science - The science program utilizes an impressive science lab. This year's program for the upper grades also includes topics such as meteorology and environmental chemistry.
- Computer Science - Basic skills such as keyboarding are taught. Also covered is the use of computers as a tool for applications such as word processing, desktop publishing, and research via the Internet.
- Art
- Physical Education - Physical education classes are held in the gymnasium or on the playground, soccer field, or basketball court. The outside facilities are supervised and available to students during recess periods. An extra-curricular [athletics](#) program is also available.
- [Music](#)



Library

The Library Learning Center is an integral part of the school's learning activities. It provides a wealth of materials and services to help meet the school's objective of individualized instruction.

Library periods are scheduled for each class. The younger children enjoy story hours, while the older children are taught library skills, reference skills, and appreciation of literature. The library staff is dedicated to expanding reading horizons and gives special attention to children's individual requests.

The Library Learning Center offers a centralized collection of outstanding print and non-print instructional materials including filmstrips, tapes, records and maps, and computers which are readily accessible to students and teachers. It provides several listening and viewing centers, as well as work areas for groups or individual study.

The Library is a service center vital to the total school program. The Librarian works with the teachers in preparing materials for various units, preparing bibliographies, selecting materials, and correlating library experiences to related classroom study.



Enrichment

The Enrichment Program at Hillel is designed to offer individual students, groups, and classroom teachers the opportunity for experiences which go beyond the traditional curriculum offerings. The philosophy of the program is that each student is gifted with diverse and unique abilities that need to be addressed in the school environment. Some pupils need greater opportunity to develop their writing and leadership skills, while others need to be challenged to use their computational skills in inductive and deductive problem-solving. Still others need to go beyond grade appropriate content and delve into both Jewish and secular literature. The program is flexible in order to meet the specific needs of the students, staff, and school. Examples of Enrichment activities include:

- [Power Hour/chugim](#): special interest groups and activities centered around Jewish themes, such as Gemara Club, Jewish cooking, Kippah crocheting
- Fairs, which bring to life aspects of the curriculum, such as the Geography Fair, Science Fair, Presidential Fair, Israel Fair, and 1776 Fair
- Plays written and directed by students
- Community service projects: includes ArtReach where Hillel Academy students spend time with residents of the Milwaukee Jewish home. Activities include art work and writing creative poems and stories.
- Coordinating of audio visual projects and a variety of class, individual, and small group projects designed to promote communication and learning
- National Bible Contest, Spelling Bee, Geography Bee, and other local and national competitions
- [Choir](#)
- Woodworking
- Arts and Crafts
- [Athletics](#)



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Hillel Academy Power Hour Enrichment

Due to popular demand, we offer chugim after school (Power Hour). We need at least eight students for each class.

Time scheduled / Course Selection / Grade / Day

3:45-4:45 / Gemara / 6, 7 & 8 Grades / Monday

3:45-4:45 / Mishna / 3-6 Grades / Monday

3:45-4:45 / Bible Contest / 7, 8 / Wednesday (Megilat)

5 :00-7:00 / Gemara / Thursday at WITS (Highly recommended for 7th - 8th Grade Boys.)

3:45-5:00 / Jewish Cooking / 1-8 / Tuesday

3:45-4:45 / Computers / k5-1 / Monday

3:45-4:45 / Computers / 2-4 / Wednesday

3:45-4:45 / Art class and kippot-srugot (knitted kippot) - Yacov Gil / 4-8 / Thursday

TUITION IS \$25.00 PER COURSE (FOR 8 WEEKS). If you need assistance, please speak with the administration. Do not let money be an obstacle to Jewish Education.

For more information and/or to enroll, please complete the following:

Student:

Parent:

Phone:

E-mail:

Total tuition:

List classes:

or

Checks should be payable to Hillel Academy and preferably received before the first class.

Parents are responsible for all after school transportation.

[Home](#)

ב"ה

Hillel Academy Parent Enrichment Series

TUESDAY NIGHTS

MAKE HILLEL A PART OF YOUR LIFE. Now you, too, can experience the joy of Jewish learning and make the most of your investment in Hillel. Come back and find out what an exciting place it is! Come back and meet your old friends Abraham, Isaac and Jacob. Join a parent education program today. You'll be glad you did. And so will the kids. You made Hillel a part of your child's life, now make it a part of yours.

The following courses are also available to the general community.

Course offerings:

7:30-8:30 - Hebrew Reading-Beginners and advanced beginners. The teacher will present to you what our children learn at Hillel Academy (implementing the curriculum). The teacher will also teach about the holidays before they occur.

7:30-8:30 - Hebrew conversation. This course will be on an intermediate level. It is preferable that students know how to read Hebrew. Instructed by Mrs. Gil. This course will be divided into two levels.

7:30-8:30 - Pirke Avot. One of the most beautiful Mishnah with Rabbi Tsaidi from the perspective of "kehati".

8:30-9:30 - Tanach (Bible) with Rabbi Tsaidi. A study of the portion of the Torah that is read each week from the perspective of Nehama Leibowitz and Rabbi Moti Alon, both from Yerushalim.

For more information and/or to enroll, please complete the following:

Name:

Address:

City:

State:

Zip:

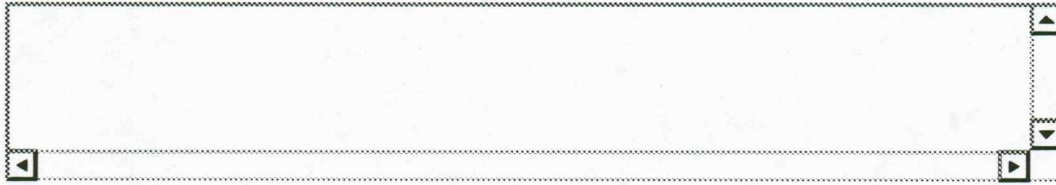
Phone:

E-mail:

7:30 Class:

8:30 Class:

Comments:



or

Tuition: \$30.00 for one course or \$50.00 for two courses

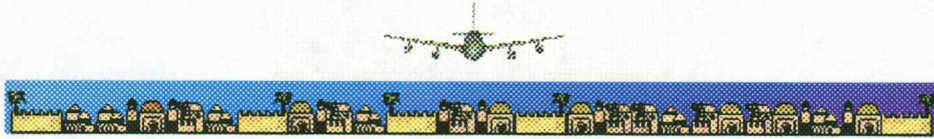
Payment should be made prior to the start of class. Semesters:

- 1st - Oct. 8,15,22,29 / Nov. 5,12,19,26
- 2nd- Dec. 3,17 / Jan. 7,14,21,28,31 / Feb. 4,11
- 3rd semester dates will be announced later.



ב"ה

Hillel Academy Trips to Israel

[8th Grade Class Trip](#) [Community Trip](#)[Home](#)

8th Grade Class Trip

The ultimate field trip at Hillel Academy is the annual eighth grade trip to Israel! This tour is the exciting culmination of years of studies about the land of Israel and the history of the Jewish people. Students walk through the country, Bible in hand. They receive first hand updates about the situation of Israel, including areas such as water, security, and peace negotiations between Israel and Arab countries.

The dates for this year's trip will soon be determined. Rabbi and Mrs. Yigal Tsaidi will again guide the eighth grade tour of Israel.

Funds for the trip do not come from the school's operating budget. Rather, students raise necessary funds. The most successful fund raising day (both spiritually and financially) is the annual Learnathon. Students are sponsored to spend a Sunday in January at school, listening to speakers and learning.

Students supplement Learnathon funds by selling candy bars and raffle tickets, by organizing a car wash, by baby-sitting, etc. Many friends of Hillel Academy also make donations to help those who need financial assistance and/or to help cover any shortfall.

Below are two of the student essays that were written after the 1996 trip:

The eighth grade class of Hillel Academy has just returned from their annual trip to Israel. During the trip we did all sorts of interesting activities such as climbing Massada, walking up the Red Canyon, and visiting hot springs. There was also an educational aspect to the trip such as learning the history behind the Western Wall, and visiting one of the oldest synagogues in the world which is located on Massada. We viewed the land of Israel to the fullest by traveling to Eilat and up to the Golan. We also visited the borders between Israel and Jordan, Israel and Lebanon, and Israel and Syria.

In conclusion I would like to thank all the eighth grade parents for their hard work and dedication to make the class trip so successful. I would also like to thank Rabbi Tsaidi for his guidance and leadership throughout the trip.

Going to Israel was one of the most unique, educational, memorable and fun experiences I can remember. I learned that it is definitely one thing to see places like the Kotel and Masada in pictures but another to actually touch the Kotel and climb Masada.

Two of the places that are most memorable are the Red Sea in Eilat and our jeep tour of the Golan Heights. On our jeep tour of the beautiful Golan, we drank fresh tea from the Jordan River. The tea was delicious.

At the Red Sea in Eilat, we went to the underwater observatory. This is a room under water with glass windows to allow a person to see the sea naturally. There are no aquarium tanks (although we saw some of those elsewhere). I saw a parrotfish, a lionfish, and many purple-colored jellyfish. beautiful angel fish and many other kinds of fish.

My trip to Israel was very special to me, and I hope to go there someday with my family.

For related pictures, click [here](#) to visit the [Gallery](#)

If you are interested in contributing funds towards this important trip, please contact the school office or complete the following information:

Name:

Address:

City:

State:

Zip:

Phone:

E-mail:

Contribution amount:

Comments:

or



Community Trip

At the request of some parents, we would like to arrange a trip this summer to Israel for a group of

parents and friends. The trip is also open to those who have achieved Bar or Bat Mitzvah age. For anyone close to Bar Mitzvah, arrangements can be made to do it near the Kotel. If you are interested, please contact the school office or complete the following information:

Name:

Address:

City:

State:

Zip:

Phone:

Email:

Number of people interested in going to Israel with the Hillel Academy group:

Comments:

or

Stay tuned for more information!



פירי

Hillel Academy Choir and Music



[Pirchei Hillel \(Choir\)](#) [Music Program](#)

[Home](#)

Pirchei Hillel (Choir)

The choir has been formed and has begun practicing. They performed at the Hillel Academy Chanukah celebration on December 5. Information regarding other upcoming performances will be available soon.



For more related pictures, click [here](#) to visit the [Gallery](#)

In June of 1996, the Hillel Academy choir had a concert and made a professional recording in tribute of Jerusalem 3000. The music featured the choir, the "Master of Israeli Music" Yoel Sharabi, and his New York orchestra. *This unforgettable music offers the listener "plenty of memories to cherish."* [Wisconsin Jewish Chronicle, June 14, 1996].

To hear a sample of the Pirchei Hillel song from the CD, click [here](#) (you may have to wait for the music to play). This song was written by Gil Nagel for the concert and has become the new school song!

If you want more information on the choir and/or to order the CD or audio cassette, please call (414) 962-9545 or complete the following:

Name:

Address:

City:

State:

Zip:

Phone:

E-mail: Audio tapes quantity: CD quantity :

Comments:

or

The price is \$10/audio tape and \$15/CD. **Group discounts are available.** They are available at the school, local synagogue gift shops, and at many retail stores that carry Jewish music. They can also be shipped to your home for \$5 shipping and handling charges for the first item and \$1 for each additional item. **All proceeds** benefit music education at Hillel Academy.



Music

Carol Haywood is the Hillel musicianship teacher. She also sings at Milwaukee Bucks basketball games.

The music department needs more castanets, blocks, sticks, and other pieces of wood for rhythm work. If you have donations, please bring them to Stacey in the school office.

[Home](#)

ש"ס

Hillel Academy Athletics



[Introduction](#) [Cross Country](#) [Basketball](#) [Volleyball](#)

[Home](#)

Introduction

Students may participate in extra-curricular athletic activities. Such activities include girls' and boys' basketball teams, girls' volleyball, and boys' and girls' cross country teams. Hillel Academy teams play in Milwaukee area North Shore athletic leagues. All games and practices are held after school. The Athletic Director is Mr. James Thames.



Cross Country

Each fall, Mr. Thames leads participating boys and girls in the cross country program. After several practice sessions, the team runners participate in meets that use a difficult two mile course. Family and community are encouraged to attend the meets to cheer on the team. The season is over for this year with the team doing very well. All participants finished each race with competitive rankings.



Basketball

The season for boys this year is from November 17 to February 2 and for girls from October 25 to December 15. Practices are Tuesdays and Thursdays in the Field House Gym. The girls practice from 4-5 p.m. and the boys from 5-6 p.m. The league schedules are available at the school office.



Volleyball

The girls volleyball season is tentatively from February 20 to April 30. Practice will start on January 7th and will be held each Tuesday from 4:00 to 5:30 in the Field House gym. Games will be about one hour and start at 4:00.



א"ה

Hillel Academy Financial Matters

[Introduction](#) [Tuition](#) [Fund-Raising and Volunteering](#) [Major Gifts](#)

[Home](#)

Introduction

Hillel Academy is a private school which is able to provide excellent Jewish and secular education to our children through a combination of tuition payments (which cover less than half of the cost to educate each student), generous allocations from the Milwaukee Jewish Federation, and the various fund-raising activities undertaken by the parents, friends, and supporters of the school. The percentage of the budget that these fund-raising activities must produce has been increasing, and represents a significant portion of the school's budget.



Tuition

Tuition is the obligation of the parents. All families are expected to sign contracts indicating the terms and conditions of their payments. Scholarship request forms will be sent to every family, and are available in the school office. They should be submitted to the school bookkeeper who will in turn submit them to the Milwaukee Federation Scholarship committee for consideration. Every effort is made to protect the applicant's privacy and confidentiality during this process. Scholarship and admission forms must be completed and received by the office by the due date. If incomplete forms are submitted, scholarship will be denied and the applicant must go through the appeal process.



Fund Raising and Volunteering

It is required that each Hillel family assist the school in meeting its fund-raising obligations. For the 1996-1997 school year, the Board of Directors has determined that each family must bring in \$1,000, over and above its tuition payments. This is referred to as "Give or Get", because you can give the money directly by writing a check for the required amount, or you can "get" it by participating as a volunteer in specified fund-raising activities approved by the board. You will be informed of the fund-raising projects and other opportunities to earn Give or Get credit at the beginning of the year, so you can schedule your participation accordingly. Records are kept, and families who do not meet their Give or Get obligation are billed for the outstanding amount.

In addition to the important income that fund-raising activities produce, participating in such activities has other benefits. It provides a way to meet other parents and provides an added dimension for interacting with your school. If you have any questions about fund-raising activities at Hillel, or would like to

volunteer for a project, please contact the chair of the Fund-raising Committee or the President of the Parent Teacher Association. We appreciate any assistance you can give to Hillel. For many activities, give or get credit will be given for your valuable time. Share your skills and talents with Hillel. Volunteer opportunities may include:

- receptionist
- stuffing envelopes
- typing
- working in the store
- secretarial assistance
- scrip sales and/or distribution
- hot lunch program
- calendar ad sales
- fundraising phonathon (concert)
- social events assistance
- phone calling
- liaison for Russians
- recruiting students
- field trip chaperon
- helping teachers
- tutoring -- Judaica
- tutoring -- Secular
- Room Parent - phone parents in class and assist teachers as needed
- Pesach candy sales
- magazine sales
- beginning of school BBQ
- Purim - prepare and serve the food at the Purim carnival
- Yom Ha'atsmaut- prepare and serve a felafel lunch for the students
- cookbook - work on compiling a school lunch cookbook
- package party - organize and plan a fund-raising party
- Kids on the Block- present a prepared puppet show to the students which teaches about children with different needs
- milk program - assist with the existing school milk program
- oranges sale
- end of year presents for the staff
- Tu B'shvat - prepare fruit treats for the students
- Chanukah celebration refreshments
- Yom Yerushalayim celebration refreshments
- Gift Shop - work in the PTA's gift shop during lunch and after school

Each family is required to raise an additional \$350 per year through the purchase of Scrip for Kohl's Food Stores, Breadsmith, Younkers, and/or the Kosher Meat Klub.

The school receives 10% of the value of the Kohl's scrip, 9% for Younkers, and 5% for either Breadsmith or Kosher Meat Klub Scrip. By purchasing \$3,500 in Scrip for Kohl's, for example, you would fulfil your \$350 obligation to the school. Scrip can be purchased in the school office, or from specified parent representatives. The office will keep a record of each family's Scrip purchases. After purchasing Scrip, you may use it in lieu of cash at each store. You may also encourage family members or friends to support the school by using Scrip. if you choose, you may simply pay the school \$350 instead of buying Scrip.

Other general fund-raising campaigns occur throughout the year. They include those that raise money for the Parent Teacher Association programs, the 8th grade class trip to Israel, and general funds for the school. Some of the campaigns run year round while others have a limited time frame. Fund-raising campaigns include:

- the annual concert
- calendar
- book fair
- magazine sales
- school gift shop proceeds
- 8th grade Learnathon, raffle, and candy bar sales
- collecting General Mills cereal box tops

An ongoing fund raiser is the Hillel Tribute Card. Honor or remember a friend or loved one by making a contribution to Hillel Academy. A specially-designed card will be mailed to the person(s) you designate. The minimum donation is \$5.00 and the amount of your gift will not be disclosed. Your donation may be earmarked for one of the following areas:

- Computer Lab
- Ken Lucoff Memorial Library Fund
- Mishmar Program
- Sports Program
- Audio-Visual Materials
- Enrichment Program
- Rabbi Nachman Levine Family Education Fund
- 8th Grade Achievement Award Fund

If you are interested in contributing funds, volunteering time, or have other fund-raising ideas, please contact the school office or complete the following information:

Name:

Address:

City:

State:

Zip:

Phone:

Email:

Contribution amount:

Comments:

or



Major Gifts

Hillel Academy has been an integral part of the Jewish community for over 35 years. Hillel has provided an excellent dual curriculum in Jewish and secular education. Hillel students often proceed to excel in higher education and in Jewish life.

Jewish educational institutions face many challenges including those of a fiscal nature. We will continue to meet those challenges with the support of the community.

A gift to Hillel Academy not only helps the school meet its educational mission but can also help the donor achieve personal goals. Gifts to Hillel are charitable contributions with tax benefits to the donor. A properly planned gift can combine financial and charitable objectives. Below are some gift planning ideas. Because of the complexities of applicable laws, a donor may require professional guidance. Although believed to be accurate, Hillel Academy does not warrant the accuracy of these ideas.

CASH GIFTS - Cash gifts are a simple way of charitable giving. Those that itemize on their tax return may declare the amount as a deduction. Total gifts that exceed 50 percent of your adjusted gross income can be carried forward for up to five additional years.

SECURITIES - Gifts of long-term appreciated mutual funds, stocks, and bonds can provide greater tax advantages than cash gifts. The donor can claim the fair market value and avoid any capital gains tax. Totals that exceed 30 percent of adjusted gross income can be carried forward for up to five additional years.

PERSONAL PROPERTY - Items such as artwork, jewelry, collectibles, and patents may be donated to Hillel Academy. If it is long-term capital property and if the use by Hillel Academy is related to the school's exempt purpose or function, then the donor may claim a deduction for the item's full fair market value.

REAL ESTATE - Real estate gifts such as homes, land and investment property should be long-term appreciated property. The resulting tax benefits include avoidance of capital gains tax on the appreciation and also an income tax deduction for the fair market value. There are many special considerations such as appraisal requirements.

LIFE INSURANCE - Transferring the ownership (and beneficiary) of a life insurance policy can be a gift with modest out of pocket cost. This may be attractive to donors who have paid-up policies which are no longer needed. In such a case, the donor generally is entitled to a deduction for the lesser of the policy's surrender value or the cumulative amount of the paid premiums.

If you are interested in making a major gift, or request more information, please contact the school office or complete the following information:

Name: Address:

City:
State:
Zip:

Phone:
Email:

Contribution amount:

Comments:

or



גלריה

Hillel Academy Gallery

Gallery

Coming soon: A gallery of more pictures.



[The Yoel Sharabi - Hillel Academy CD cover](#)



[The choir opening at the Yoel Sharabi concert](#)



[Some of the boys from the 8th grade at the Kotel \(Western Wall\).](#)



[The choir with Yoel Sharabi](#)



[Rabbi Tsaidi and the 8th grade outside the Knesset building](#)



[The 8th grade class by the Kotel](#)



[Rubenstein Center for Jewish Studies](#)

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Under construction - please come back again

פ"ג

Hillel Academy

MOETZET TALMIDIM (Student Council)

[1996-97 Officers](#) [Election Report](#) [Moetzet Talmidim News](#)

[Home](#)

1996-97 Officers

NESIAH (PRESIDENT): Loni Alezra

SGAN NASI RISHON (1ST VICE PRESIDENT): Phil Blumenfeld

SGAN NASI SHENI (2ND VICE PRESIDENT): Yael Arieff

SAR HA-OTZAR (TREASURER): Daniel Michels

MAZKIRAH (SECRETARY): Shelley Kleinberg

YOSHEV ROSH MA-ARECHET HACHADESHOT (NEWS CHAIRMAN): Jonathan Serle

ROSH HANETZIGIM (REPRESENTATIVE COORDINATOR): Avi Pittleman

CHAVER MOETZET TALMIDIM (MEMBER-AT-LARGE): Yahel Tsaidi



Election Report

What an election! What an exciting experience! School spirit has been at an all-time high. For two weeks at Hillel our halls were beautifully decorated with creative posters and slogans. Elections for the Moetzet Talmidim (Student Council) have brought out the best in our student body. It was especially heartwarming for me to experience first hand the Ahavat Yisrael between the candidates. We had a successful debate between the presidential candidates. Both were challenged with thought provoking questions about how to better our wonderful school. They showed tremendous insight and creativity in their answers.

There was one part of the elections that was both painful and beautiful. It was the time when I had to tell the candidates who had the most votes. At that moment our Hillel Academy students and role models showed tremendous strength of character. Each one thought of the other, more than themselves. The defeated congratulated the winners most sincerely. And the winners were very concerned for their friends' feelings. One winner's response was, "Maybe I could split my new position and share it with my opponent." How lucky I am to have such special students.

I would like to thank Rabbi Tsaidi and Ms. Matulis for their support and dedication. Todah Rabba to our wonderful students who did a commendable job. I look forward to an exciting and successful year with the new Moetzet Talmidim. Mazal Tov!

Rivky Spalter



Moetzet Talmidim News (as reported in *The Sandwich*)

Well the Moetzet Talmidim has gotten off to a great start. Our first meeting made great progress. We discussed many ways of getting you involved. Ruach is our most prominent goal. We are looking at many possible ways to increase school spirit.

School spirit includes showing up at sports events to cheer for your fellow students. This would be a great way to show school spirit.

We also looked at it the way most of us do---trips. Of course, since this is what the students enjoy most, we are working very hard to plan trips that you'd be interested in. We've also decided to attempt the Gamad-Anak program. This is a program where each student blindly draws the name of another student from a hat. He must do nice things for the person he chose, not letting the chosen person know who chose him until the end of the week. In past years this has worked relatively well, though it needs improvement. We have acknowledged this, and are sort of "patching" the problems of past years' Gamad-Anak programs.

Though we are trying very hard to plan all these things for you, our success depends upon your participation and Support.



ב"ה

Hillel Academy Tributes and Testimonials

[Students](#) [Teachers](#) [Parents](#) [Community](#) [Volunteers](#)[Home](#)

Students

The following are comments made by Hillel Academy students from prior years. Coming soon, will be comments from students from this year.

- I had excellent teachers who made me love to learn and excel - they were forceful influences shaping me into the person I am today. My fondest memories were sitting at the microscope, putting on plays with my classmates, and inventing games during recess.
- My best memories are of good friends.
- I remember the family feeling of the class and the school as a whole. There was a very warm feeling there among students and between students and faculty.
- All my memories are treasured.
- Thanks to Hillel, I was well prepared for high school and college, and especially for maintaining a Jewish home.
- My fondest memories include making snow sculptures and being a reading friend for kindergartners while in 6th grade.
- I appreciate that Hillel gave me a strong basic education and familiarization with Jewish tradition that all my further education has been dependant on and built on.
- All the teachers were so patient and helping and caring.
- The Shabbatonim we had made for the best memories.
- I enjoyed the science fair, Purim carnivals, and Chanukah celebrations.
- There was a great deal of personal attention and concern shown by the teachers. I am still close with many of the people I became friends with at Hillel.
- I remember the fun of winning our first basketball game.



Teachers

The following are comments made by Hillel Academy teachers from prior years. Coming soon, will be comments from teachers from this year.

- I never cease to be amazed at the creativity and quest for knowledge of the students.
- The greatest pleasure any teacher has is to see the beaming face of a former student who remembers and caught so well the many things which you taught.
- The school has the "love of learning" spirit and co-operative parents.
- My fondest memories are working with individual and unique personalities, and having the satisfaction that each has grown in one way or another. The smiles, the excitement, the feeling of

self-pride that my students had when a new idea took root has been wonderful. And the little loving notes, gifts, drawings, and surprise parties will always be among my treasures.

- I am impressed by the enthusiasm of the students, the hard-working dedicated staff, and parents who care a lot about their children's education.



Parents

The following are comments made by Hillel Academy parents from prior years. Coming soon, will be comments from parents from this year.

- We are so pleased with our daughter's experiences in kindergarten. She impressed my parents when she recited the entire grace after meals. My parents invited guests just so they could show their grand-daughter off.
- Our daughter is having a magnificent time in first grade at Hillel. I constantly find her humming new songs she's learned in school. It's obvious that she's learned so much this year, but what pleases me most is that she seems to be so happy with herself.
- I have two children at Hillel and both are making excellent progress. I just wish there would be more families who would take advantage of their very special Hillel experience.



Community

The 1996-97 Hillel Academy calendar includes many ads from friends and supporters. The ads raise valuable funds while communicating the support Hillel has from the general community. The following are a sample of the messages within the ads:

- Best wishes for a successful, academic year!
- May the excellence and success that has been achieved provide an ongoing source of inspiration to all.
- Mazel Tov to the upcoming 8th grade graduates.
- The school has always been the most important means of transferring the wealth of tradition from one generation to the next (Albert Einstein). May you continue this fine process!!
- Wishing Hillel Academy continued success.
- Shalom
- Thank you to all the parents who worked so hard to make this year's calendar a huge success. Your efforts are greatly appreciated. Yasher Koach!
- Thank you to Hillel Academy for providing a wonderful educational and spiritual path for our children.
- Best wishes to Hillel Academy for a sweet New Year.
- Wishing you a great year and congratulations to the Pirchei Hillel on your hard work and dedication on making the concert a great success (Yoel Sharabi).
- Best wishes for continued success.
- Mazel Tov to the **30th Graduating Class** of Hillel Academy. May you continue on your journey for greater spiritual growth.
- May you go from strength to strength.
- May you all have good health and success.

- Have a great year!
- We wish you much health, happiness, and success.
- We are very proud of your achievements.
- Mazel Tov!
- To the class of 1997, thanks for your friendship and all the great memories.
- We think your terrific!
- Congratulations!
- For our heart is one heart, from now and forever, for the chain yet continues.
- Yasher Koach
- We hold cherished memories of Hillel Academy. Continued success in future endeavors.
- Mazel Tov and Best Wishes
- Best Wishes for Another Successful Year.
- And make them known to your children and to your children's children. (Deuteronomy 4:9)
- May Hillel Academy continue to grow from strength to even greater strength.
- From a Friend
- A Happy & Successful New Year to the Faculty, Students & Supporters of Hillel Academy.
- From strength to strength ...
- Torah Orah



Tribute to Volunteers

Many will be shocked to find
 When the day of judgement nears,
 That there's a special place in Heaven
 Set aside for volunteers.

Furnished with big recliners,
 Satin couches and footstools,
 Where there's no committee chairman
 Nor group leaders or car pools.
 No eager team that needs a coach,
 No bazaar and no bake sales.
 There will be nothing to staple,
 Not one thing to fold or mail.
 Telephone lists will be outlawed
 But a finger snap will bring
 Cool drinks and gourmet dinners
 And rare treats fit for a king.

You ask, "Who'll serve these privileged few,
 And work for all they're worth?"
 Why, all those who reaped the benefits
 And NOT ONCE volunteered on Earth!

- author unknown





Hillel Academy Community Information and Links



The content in these links do not necessarily express the views of Hillel Academy.

[General Studies](#) [Hebrew Studies](#) [For kids only](#) [Community Information](#)

[Home](#)

General Studies Links

[[CESAs / Ameritech Homework Helpline](#)] [[The United Nations CyberSchoolBus](#)] [[KidsConnect](#)]
 [[Hypertext Webster Dictionary](#)] [[A Biographical Reference Dictionary](#)] [[Acronym and Abbreviation Server](#)]
 [[Barlett's Familiar Quotations](#)] [[U.S. Historical Documents Archive](#)] [[Periodic Table of the Elements](#)]
 [[How Far Is It?](#)] [[Database of On-Line Newspapers](#)] [[CIA Factbook](#)] [[The National Weather Service](#)]
 [[Numbers Alive](#)] [[Library of Congress](#)] [[Edmark's Mighty Math Club](#)]

[[Route 6-16 - 'The safe route on the information highway'](#)] [[USA Today's ClassLine for Teachers](#)]
 [[Ameritech Schoolhouse](#)] [[Educational Technology](#)]



Hebrew Studies Links

[[Jewish Links from Congregation Agudas Achim Chabad](#)] [[Resources for American Jewish History and Contemporary Life](#)]
 [[JESNA - the Jewish Education Service of North America](#)] [[Jewish Day Schools Around the World \(includes Hillel\)](#)]



For kids only

[[judaism.com.kids](#)]



Community Information

[[The Milwaukee Web from ExecPC](#)] [[Milwaukee area links from Yahoo](#)] [[Community information in](#)

[Hillel Academy's Zip Code area from Infospace](#)] [[Milwaukee Online - The Internet Visitors and Information Guide from TriLux](#)]

For your convenience, below are phone numbers (all area codes are 414), addresses, and Internet links of Jewish organizations in the community:

Beth El Ner Tamid Synagogue, 2909 W Mequon Rd., 242-6900

Chabad Lubavitch House, 3109 N. Lake Dr., 961-6100

Chai Point, 1400 N. Prospect Ave., 289-9600

Children's Lubavitch Living & Learning Center, 6401 N. Santa Monica, 962-2444

[Congregation Agudas Achim Chabad](#), 2233 W Mequon Rd., 242-2235

[Congregation Anshe Sfard Kehillat Torah](#), 6717 N. Green Bay Rd., 228-9296

Congregation Beth Israel, 6880 N. Green Bay Ave., 352-7310

Congregation Beth Jehudah, 2700 N. 54th St., 442-5730

Congregation Emanu-El B'ne Jeshurun, 2419 E. Kenwood Blvd., 964-4100

Congregation Shalom, 7630 N. Santa Monica Blvd., 352-9288

Congregation Sinai, 8223 N. Port Washington Rd., 352-2970

Golda Meir House, 1567 N. Prospect Ave., 2724343

[Hillel Academy](#), 6401 N. Santa Monica, 962-9545; Library: 962-8860

Jewish Chaplaincy Service, Rabbi Tzvi Schur, 289-8090

[Jewish Community Center](#), 6255 N. Santa Monica, 964-4444

Jewish Family Service, 1360 N. Prospect Ave., 390-5800

Jewish Family Services, 6255 N. Santa Monica Blvd., 963-9380; Child Development Center 289-0133

Jewish Home for the Aged, 1414 N. Prospect, 276-2627

Jewish National Fund, 6270 N. Port Washington, 963-8733

Lake Park Syagogue, 3207 N. Hackett Ave., 962-5508

Milwaukee Center for Independence (formerly Jewish Vocational Service), 1339 N. Milwaukee St., 272-1344

MAJE, 6401 N. Santa Monica Blvd., 962-8860

Jewish Convalescent Center, 5555 N. 51st St., 464-2300

Milwaukee Jewish Council, 1360 N. Prospect, 390-5777

Milwaukee Jewish Day School, 6401 N. Santa Monica Blvd., 964-1499

Milwaukee Jewish Federation, 1360 N. Prospect, 390-5700

Milwaukee Jewish Federation Campus Maintenance, 6401 N. Santa Monica Blvd., 962-8232

Milwaukee Jewish Home Chapel, 1414 N. Prospect, 276-2627

Israeli Shaliach, 1400 N. Prospect, 390-5700

Shelley's DeliWorks, coming soon to the Bradley Shopping Center

[Tagar at UW-Milwaukee](#), Union room E366, 229-6747

[Temple Menorah](#), 9363 N. 76th St., 355-1120

[Torah Academy of Milwaukee](#), 6789 N. Green Bay Avenue, 352-6789

Wisconsin Institute for Torah Study, 3288 N. Lake Dr., 963-9317

[Wisconsin Jewish Chronicle](#), 1360 N. Prospect Ave., 390-5888

Wisconsin State of Israel Bonds, 212 W Wisconsin Ave. #415, 273-7425

Yeshiva Elementary School (Kollel), 3447 N. 51st., 871-9376



ה"פ

Hillel Academy

אור השבת

Newsletter

Next newsletter will be January 10, 1997

[December 20, 1996 \(Va Yigash\)](#)

[December 13, 1996 \(Mi-ketz\)](#)

[December 6, 1996 \(Vayashev\)](#)

[November 27, 1996 \(Vayishlach\)](#)

[November 22, 1996 \(Vayetze\)](#)

[November 15, 1996 \(Toldot\)](#)

[November 8, 1996 \(Chaye Sarah\)](#)

[November 1, 1996 \(Vayera\)](#)

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ה"פ

Hillel Academy

אור השבת

Newsletter

December 20, 1996
10 Tevet, 5757

VA YIGASH

Why did Yoseph appear to be cruel to his brother?

Last week, we showed you that Yoseph was a great Tzaddik. There is no doubt that Yoseph knew the Halacha that we should not take revenge nor hate. As it is written in Yayikra (19:17,18), "You should not take revenge nor bear any grudge."

How could Yoseph HaTzaddik take revenge on his ignorant brothers? We know that the brothers were unable to recognize Yoseph, but Yoseph was able to recognize and understand them. Upon reading the text, it appears that Yoseph treated his brothers worse. First, he accused them of being spies. Then, he arrested Shimon as a ransom until the brothers could return to the land of Canaan and return to Mitzryiam with Binyamin. (All this to prove that the brothers were not spies). Finally, Yaacov, with all his troubles, sent Binyamin to Egypt only when Yehudah agreed to take responsibility for him. Yoseph seems to carry out his cruel plan by planting the goblet in the sack of Binyamin, and then informing the brothers that Binyamin is to be imprisoned for the remainder of his life.

Once again, we must ask why Yoseph did these things? Rambam in Hilchot Tshuva, Chapter 2, gave a definition for complete Tshuva (Tshuva G'murah) as follows: "The test that shows if someone has made Tshuva G'murah is when the opportunity arises to repeat the transgression (sin) and the person is able to control him/herself." For instance, take a recovering alcoholic. If he stops drinking, we can say he is on the right track, but it is not 100%. It is only when we take him to a bar or give him a bottle of an alcoholic beverage and he is able to control himself that we can say he has actually recovered. This procedure also applies to the actions of Yoseph. Even though Yoseph knew his brothers had done Tshuva because he heard their confession (Viduy - which is the main part of Tshuva) as it says in chapter 42:21, "and they said to one another, we are very guilty concerning our brother..." Yoseph wanted to make sure that his brothers were at the higher madregah (stage) of Tshuva, so he set up a similar situation. Let us remember the sin of the brothers. They sold Yoseph and didn't care about him. Now Yoseph took Binyamin to see if the brothers would once again give up their brother or how they would save him! The answer

VA YIGASH

can be found in the first Pasuk of our Parsha. "Yehudah approached Yoseph and said...and don't get angry at me for what I am about to say." He ended the Pasuk by saying, "You are just like Pharaoh." According to Rashi, this means "If you will provoke me, I will slay you and your L-rd Pharaoh" (44:18).

In other words, Yehudah told Yoseph; "Over my dead body. Either give me back my brother, Binyamin, or we will go to war." After this, Yoseph could not control himself. He removed all the people that stood by him and remained alone with his brothers. It was only at this crucial moment that Yoseph was unable to continue to act as a cruel leader and transformed back into Yoseph, HaTzadik. Then, the Torah tells that he wept aloud and revealed his true identity by saying "Ani Yoseph". (I am Yoseph). In response, the brothers were scared to death as to what Yoseph would do to them. Yoseph reassured them by saying, "And now be not grieved nor angry with yourselves that you sold me...because it was to preserve our lives that Hashem sent me here before you" (45:5). "So now you did not send me over here, but G-d..."(45:8) Dear Friends: The main message for us from Yoseph is simple and very important. "Hakol Bi Dai Shamaim, Chutz Me-Yirat Shamaim". (Ev erything is in the hands of Heaven, except for the fear of Heaven [free choice]). Many times in our lives unexplainable things happen. We have to do our best to reach the madregah of Yoseph and his brothers (Tshuva G'murah). When we do not un derstand, we need to trust that it is under the control of Hashem and to believe that Hakol Tov (everything is good).

Rabbi Yigal Tsaidi
Headmaster

NEEDED

With our expanding music program, Hillel is in need of another piano.

Can you help?

SAFETY ALERT

PLEASE DO NOT SEND SLEDS TO SCHOOL WITH YOUR CHILDREN. ALSO, SOCCERBALLS, BASKETBALLS, HACKY SACKS, ETC., MAY NOT BE USED IN HALLWAYS OR CLASSROOMS.

GEOGRAPHY BEE!

The winners of the Geography Bee held on Monday, December 16 are:

FIRST PLACE: Avi Pittleman

SECOND PLACE: Adam Hellman

THIRD PLACE: Jonathan Serle

To the staff, students, and families of Hillel Academy,

I will be leaving my position as of December 31 because my husband has received a new position out of

state. It has been a pleasure working for Hillel for the past three years. I leave you all with my best wishes.



Bhavani Koganty (Bonnie)

THE 4TH GRADE NEWS

The funny page:

1. Why were the indians the first people in this country?

Because they had reservations.

2. Why weren't the twin elephants allowed at the beach?

Because they only had one pair of trunks.

3. What do you say to a shark listening to a walkman on full blast?

Anything you want, he can't hear you.

4. Why did the cow go to shule?



He wanted to daven Moosuf.

5. What ship came a month before the Mayflower?

The April Shower.

WINTER POEM

Winter Winter you are so sweet. In winter, you would probably want to eat meat. You can make snowman or sculptures out of ice. I think winter is fun, and I hope you do too. Now I will say goodbye to you.

By: Miriam Robbins

FIND THE MIXED HEBREW MONTHS

1. dara
2. liskve
3. lleu
4. sevtá
5. nviso
6. ninso
7. ohcshevn
8. hsevat

By: Chanie Schectman

Snow Alert

In event of inclement weather, Hillel will follow the school closing decision of the Nicolet School District. When Nicolet is closed, Hillel will also be closed.

School closing will be announced on the following TV and radio stations.

WTMJ 620 AM
WISN 1130AM
Channels 4, 6, and 12

Please do not call the school for this information.

QUESTIONS OF THE WEEK

1. How do we know that Yehuda spoke roughly to Yoseph (first Pasuk-Rashi)?
2. Why did Yehuda (and not another brother) speak to Yoseph? (44:32 Rashi)
3. How did Yoseph comfort his brothers when they realized that he was Yoseph?
4. How many Jews were in Yaakov's family when they came to Egypt?
5. How many years did Yaacov not see Yoseph? How many years did Yitzchak not see Yaacov? Do you see any connection?
6. What was so dangerous in the last pasuk of the Parasha?
7. Before whom did the brothers think they were standing?
8. The brothers went home to Canaan with plenty of food. Why did they return to Yoseph?(Egypt)

9. What did Yehuda say would happen.
to his father if he didn't bring Binyomin?
10. What did Yehuda offer to do to save Binyomin?
11. What did Yehuda say which caused Yaacov to take Binyamin?
12. What did Tsofnat Panayach call out before he revealed his identity?
13. In what language did Yoseph speak when everyone left?
14. After he told them he was really Yoseph, what did he ask first? Does that remind you of any song?
15. What did the brother's answer when Yoseph told them it was he?
16. What did Yoseph send with the brothers?
17. Who told Yaacov that Yoseph was still alive?
18. What did Yaacov say he wanted to do when he realized Yoseph was alive?
19. Who went ahead of Yaacov to Mitzrayim?
20. Who was born on the way to Mitzrayim?

K5-3

1. Which brother said to Yosef, "Keep me instead of Binyamin!"?
2. How many people were in Yaakov's family when they came to Egypt?
3. How did Yosef become the owner of everything in Egypt?
4. Who did Yaakov want to see after he told his brothers that he was Yosef?
5. What did Yaacov do when he was told that Yosef was still alive?

POINTS

K- 3: Yaniv Baraty - 10, Chaya Leah Pittleman - 10, Chana Pontos - 10, Aharon Pontos - 10, Yagil Tsaidi - 10

3 - 8: Yehoshua Pinchos Pittleman - 15

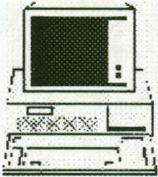
CALENDAR OF EVENTS

December 23-31 : Winter Break

January 1-3: No School

January 6: School Resumes

WINTER FUN



Since recess is usually outside, it is important that children have warm clothes appropriate for outdoor fun. If children cannot play outside because they are ill, it is probably better to keep them at home.

At times the administration may determine that indoor recess is advisable. Plans are being made for indoor activities for grades three through eight. We plan to offer children a choice of five activity areas: Computer lab, table tennis room (any ideas about how we can get a table?), a quiet game room (what games do children enjoy?, donations gratefully accepted), study hall, and VCR room. Our goal is to provide a variety of meaningful and enjoyable activities.



ב"ה

Hillel Academy

What's New and Upcoming Events

[What's New](#) [Upcoming Events](#)[Home](#)

What's New

Although recess is usually outside, at times the administration may determine that indoor recess is advisable. Plans are being made for **indoor activities**. We plan to offer a choice of five activity areas: Computer lab, table tennis room (any ideas about how we can get a table?), a quiet game room (what games do children enjoy?, donations gratefully accepted), study hall, and VCR room. Our goal is to provide a variety of meaningful and enjoyable activities.

The winners of the **Geography Bee** held on Monday, December 16 are:

FIRST PLACE: Avi Pittleman

SECOND PLACE: Adam Hellman

THIRD PLACE: Jonathan Serle

With our **expanding music program**, Hillel is in need of another piano. Can you help?

Yonina Slyper went to a **Young Writers Conference** at the Art Museum. She wrote a poem about the fall season which will be published in a book called The Art of Writing. Both the school library and Yonina will get a copy.

Hillel is now collecting **UPC's from Kodak, Hershey's, and Hefty products**. Please bring them to the office.

The following is an excerpt of another **e-mail**. "Your D'var Torah's are wonderful. Looking for Parashat Miketz. Can it be sent now?"

The 8th grade class prepared and delivered **Kosher Chicken Dinners** on December 15.

The Hillel Dream Team **T-shirts and Sweatshirts** are available now. Prices start at only \$9.95. For more information, call the office.

Congratulations to all the stars of this year's **wonderful Chanukah program**. A presentation of such quality is the result of enthusiastic collaboration by countless people. We wish to thank all the people who made this event such a success.

Hats off to Morah Mishy and the kindergarten and first grade classes for an exceptional **Chanukah concert at the Chai Point Tower**.

Mrs. Amrani's fifth grade class did a presentation called "Letters". They have been studying about the **theme of immigration** in class as well as at home. Immigration is moving from one place to another in pursuit of freedom. To view the letters that were written and read orally, click [here](#).

As a **library tzedekah project**, we are collecting gloves, mittens, and other warm clothing to donate to needy children through the Next Door Foundation. Please consider buying an extra pair, or donating outgrown gloves and mittens in good condition. Ask friends, neighbors, and your guests.

TCHACHKES - The Hillel **gift shop** has a new selection of games and toys. They include holiday brain teaser puzzles, cookie cutters, colony books, mugs, and crafts. Also available are Jewish card games, puzzles, and stickers. All cost \$3.50 or less!

We also have Artscroll Siddurm, Hebrew/English dictionaries, and Eghauki Menorahs.

Instrumental lessons began the week of December 9. Piano lessons are given by Eleanor Sverdlin on Monday afternoons. Guitar lessons are given by Paul Silbergjeit on Wednesday afternoons.

On November 7, seventh and eighth grade students from 62 schools participated in the first of five tests in the Marquette Interscholastic **Math Competition**. Avi Nutkis submitted a perfect paper. Other top scorers from Hillel were Jacob Benedon, Shelley Kleinberg, Ronit Slyper, Jordan Slotnick, and Adam Hellman.

Give the music of Jerusalem. Perfect for Bubbies, Zaydes, Aunts, Uncles and friends! Click [here](#) for more information.

The following is an **online note from a recent graduate**: "Dear Hillel, It's me, Miriam Maister. I am writing from the computer at my new school. Hi Rabbi Tzaidi. School is going well. You have a great web page. It was really neat to see our Israel trip on the net. Please say hi to Mrs. Edenharder and the whole 7th and 8th grades. Bye!"

The **Hillel kindergarten** made the front page of the Milwaukee Journal-Sentinel the week of November 8. So far this school year, Morah Mishy Pittleman's enthusiastic kindergartners at Hillel Academy have drawn Adam and Eve in the Garden, built Noah's Ark and filled it with animals, and settled down for a snack under Abraham's tent.

Under the guidance of **art** teacher Mrs. Stephanie Colvin, Hillel students made a vase of flowers and a shoe shop that are **on display** at the Bay Shore Boston Store.

Mrs. Joan Edenharder recently attended the **Achieving Excellence in Student Writing** seminar.

Thanks to all who have been bringing in the **BIG BOX TOPS**. Keep them coming!

The **book fair** was a success. It raised some money for the library but more importantly encouraged the children of our community to read.

The **Moetzet Talmidim** (Student Council) elections were held. The Moetzet Talmidim is a student run organization with oversight from Mrs. Rivky Spalter. For more information, click [here](#).

CESAs / Ameritech **Homework Helpline's** certified teaching staff can help your children at those times when teachers and other resources are not available. Call 800-222-2912 or visit their web page which can be accessed, along with other valuable resources, from our [links page](#).

ArtReach is a program where Hillel Academy students spend time with residents of the Milwaukee Jewish home. Activities include art work and writing creative poems and stories under the direction of professional artists and writers.

The 3rd and 4th graders are learning **intelligent behaviors**. There are twelve behaviors. They are persistence, flexibility in thinking, decreasing impulsivity, listening to others for understanding, checking for accuracy and precision, applying past knowledge to new structure, precision of language and thought, metacognition, enjoying problem solving, using all the senses, creativity, and questioning.



Upcoming Events

| | |
|----------------|------------------------------|
| December 23-31 | Winter break |
| January 1-3 | No school |
| January 23 | Tu B'shvat |
| February 14-17 | No school |
| February 27 | Report cards available |
| March 19/20 | Parent/teacher conferences |
| March 21 | No school |
| March 23 | Purim |
| April 4 | Regular Friday dismissal |
| April 6 | Clocks change |
| April 21-30 | Pesach vacation |
| May 4 | Yom Hashoah |
| May 11 | Yom Hazikaron |
| May 12 | Yom Ha-Atzmaut |
| May 25 | Lag Ba'Omer |
| May 26 | Memorial Day - no school |
| June 2 | Hillel Academy graduation |
| June 4 | Yom Yerushalayim |
| June 10 | Last day of school - 1/2 day |
| June 11/12 | Shavuot |

ב"ה

Hillel Academy Student Spotlight



Narrator 1

Good afternoon, parents, students, and guests. Welcome to the fifth grade's presentation of "Letters". We have been reading about the theme of immigration in class as well as at home. Immigration is moving from one place to another in pursuit of freedom. We hope that you enjoy the performance.

April 8, 1945

Dear Papa,

Chicha, Regina and I are on board the Liberty Ship SS Brand Whitlock bound for the United States to be with you. It has been so long since I have written and I have a lot of terrible news. There is good news though, and that is that the three of us have survived.

A little more that a year ago, in March of 1944, the Nazis invaded Budapest. We hoped we would be safe in our little town of Kisvarda but we were not, almost overnight there were many new rules. All the Jews had to wear a yellow star and they wouldn't let us go to school or go out at night. Then they took away our radio, and our bicycles and we weren't allowed to talk to any non-Jews. A few days after that, they made Mama, Cipi, Chicha, Philip, Regina, Potyo and I move into a tiny room on the other side of town, all of our Jewish friends were forced to move too. Papa it was so horrible, it was so dirty, we didn't think it could get any worse, but it got much worse.

On May 29, 1944 we were deported from Hungary. The German soldiers forced us into cattle cars with lots of other Jews. Some of our gentile neighbors watched, they seemed happy to see us go. The train went for two days without stopping, they never gave us food or water. When the train finally stopped, we were in a place called Auschwitz in Poland.

The things that happened in Auschwitz are too terrible to write. I will try to tell you what happened when we are together again. I must tell you though, that Mama, Potyo and Cipi died, and we have not seen Philip in months. We think that Philip is alive, but we are not sure. Papa, it has been so awful. The only thing that kept us going was the hope that we would see you again in America. Our ship is scheduled to arrive in Baltimore, Maryland sometime next month, please come to get us. We love you.

Your loving daughter,

Isabella ----- (Abe Arnold)

May 25, 1932
5455 W. Membrock Rd.
Buffalo, New York 63293

Dear Mama,

How are you doing ? We just settled down in New York. It is great, but I never knew it could be so dirty. I hated it on the ship except for a few things. Let me tell you about our journey: We were fed terrible food. Golda, do you remember her? She didn't have milk to feed her baby Sarah. Mina, a wonderful young girl about fourteen found a lady who had just given birth to a baby. That lady gave milk to little Sarah. Unfortunately this lady only talked to Mina (don 't ask me why). The lady loved Mina so much that she named her baby Mina.

I had my birthday on the ship. Even though it was wonderful, it would have been more wonderful with you here. We danced and sang at my party. Somebody even played a harmonica.

Yasha is a wonderful young man I met on the ship. At first he wasn't interested in me, and I wasn't interested" in him. But then, Golda talked to him. You know Golda can really talk. So of course we got to know each other. Then, when we were almost in America, maybe a day away, he asked me to marry him!!! Of course, I said yes. When we asked papa it seemed like he was planning other things for me in America. He saw, though, that I wanted to marry him so he said yes! I am so happy.

When we got to Ellis island, we couldn't all see The Statue Of Liberty. I was so glad to be on land again. However, we had to wait and wait until it was our turn to be checked. Our turn finally came and we all passed. We could stay in our destination America. Even though I am sad you are not with us, I am happy I can talk to you by writing and I will write again soon.

Love,

Rachel ----- (Avital Slyper)

Dear Chanah,

Thank you. If it weren't for you, I would be in Poland. You made the inspectors on Ellis Island believe that I'm not deaf and can talk. Thanks again. I'm glad you got your cat, Pitsel, back. I knew you were very sad. I saw your face light up when that woman from third class showed that she had Pitsel all along. I wonder if Pitsel was scared while she was lost. I can't believe you kept Pitsel a secret for so long. Mommy told me that every time Tante Mima woke up she asked, " Where are we?" And you would answer, the Taj Mahal, I laughed when I was told. A lot of things happened in steerage. And I thought steerage was going to be boring. You lost your cat. That Russian family had a baby and the officers had a ceremony. We all thought they found out about my being deaf. Nobody knew what was going on, until

the interpreters explained what was happening. Steerage was full of joy. I saw that even the lanterns were shaking. When we saw third class I couldn't believe how nice it was. Comparing third class to steerage is like comparing a hut to mansion. I was so jealous. Your father was right. Whoever thought of steerage should have his tongue sewn to his nose. So, I am sure that you like it in New Jersey. I know you like all the animals on the farm. I hope your father is making a lot of money and you are living well. I am so happy that I am living with Daddy again! When I saw him in New York, I was so thrilled, I could have cried. I hope I can come and visit you or perhaps you can visit me.

Love,

Your cousin Yaacov ----- (Gadiel Rivkin)

Dear Wolf,

Hello, how is everything? I'm fine and so is the family. Thank you so much for saving us. It is nice here in America. I miss you very much. I wish you could stay with us. I'm sorry that when I first saw you I thought of you as a poor old man. I watched you walk away when we got to America. I knew that when you left, I was going to miss you very much.

How is Russia? I'm meeting a lot of people here in America. After you left, there were some soldiers. We had to look like we were going to a funeral. Also after you returned to Russia, we met a violin player. By the way, the one thing that I brought with me was the book that Ghisa sewed. I hope you are feeling okay. I'm scared your are not all right.

A miracle happened. We were driving in the wagon and got to a stream. We met a guy and he said "Give me your gold and I'll take you across the stream." We said "Okay." He took us across and we met our other family in America. We sat down to eat. We were eating Hamentashins. We hid gold in the crust of the hamentashin. We had to give the gold to the man who helped us get across the stream. Luckily, we gave the old man hamentash rather than the real gold itself.

Love,

Your friend Joe, ----- (Samuel Cohen)

December 17, 1942

Dear Sasha,

How are you? I am a guard in camp. My nephew Igor died when the Nazis burned the old camp. How I liked that old camp. My parents were sent to either the Frau Lauger or the concentration camps. My partisan partner died while saving us. He set a mine for a Nazi train and stepped on it himself. The Nazis quickly ran toward the explosion. We ran to the family camp (which was located right next to our partisan camp) and told everyone to pack up and get into the camp wagon.

I stood at my post with the camps prized gun - the machine gun. I found the gun while escaping from the Nazis in my town. Without the gun, the Partisans would not have let me join them. First I heard an

explosion, followed by a scream and saw Nazi soldiers running, I started pumping bullets as rapidly as I could. The Nazi soldiers were falling one by one. However, one kept on dodging bullet after bullet. The Nazis gave me a long hard stare. I recognized him. I yelled "that Nazi invaded my town." he shot me in the leg and I fell from my post. When I regained consciousness I was on a boat to America. The first question I asked was, "where are my parents?" They said, "They are on the boat before us". I slept peacefully that night knowing that my parents were safely on the way to America.

Love,

Boruch ----- (Shmueli Shmotkin)

July 13, 1916

Dear Boris,

I heard that you got sent back. I am sorry about that. How are you doing? Do you miss your family? How are you feeling? Are you coming to America? I hope you do.

I also may have been sent back if they found my cat. I am so glad a nice lady found my cat.

My bubby Tonta Mama sometimes said "Where are we?" Yankel would say "the Taj Mahal" and everyone would laugh.

Once an inspector asked her "do you know where we are?" She replied, "I don't know where we are, but we are not at the Taj Mahal."

While the adults complained the children made the best of it. They played tag, hide and go seek, and hopscotch. Some of the children got chased by sailors because they got tangled in ropes. A woman in the third class section of the steamship had a baby girl who was very darling. They named the baby Rita.

When we arrived in America Raizel shouted "Shimon!" She hadn't seen him in two years!

As Shimon, Raizel, Schmuel, and Yaakov left for New Jersey with tears in their eyes, they promised that they would send letters and visit us.

Shalom,

Chana ----- (Gavriel Karen)

Dear David,

I am in America. America is great compared to Europe. Before my family and I left Europe, my sister got married to a really nice person. The wedding was great. My family and I came to America, because my cousin, Rivka, wrote a letter to us that said, America is a land of freedom and opportunity. There are things that one calls a car here. A car is a horse and buggy, without a horse. A car is much faster than a horse. I like it very much in America. America is a land of freedom and opportunity! I was afraid to come

to America at first, but now I am glad I came to America. Papa already has a job, and Mama is still cleaning up our new home. America is great.

Hope you can visit me,

Benjamin ----- (Micah Kesselman)

December 1908

Kansas City

Dear Mr. Scott,

Thank you for all your help in getting for me a job. Birenbaum told me that I have to polish windows. I le told me he would supply me with a house. What I really wanted to be is a tailor just like I was back in Gomel, my hometown in Russia.

One day. one of the tailors was sick and the other tailor asked me to fit in because he knew that I used to he a tailors When Birenbaum saw me working so well, he hired me as a tailor at a full time job.

After I would return home from work. I would pick up my friend Shlomo and go, to night school. Shlomo has a sister named Debra. She is a very nice tady. How are you"? What have you been doing? Do you have any family members living, here in Kansas city ? I hope to see you again.

I met Birenbaum's daughter. Her name is Rebecca. She is a very lovely young lady. She invited me to her house for a party. It didn't turn out that well. I got in a fight with Aaron Birenbaum's nephew. Before The fight began, he slipped Rebecca's gold bracelet into my pocket. When we were fighting, it flew out. Aaron accused me of stealing the bracelet.

Another time, .Mr. Birenbaum introduced me to David Kaplan. He said he could get my family on a boat to America. I felt overjoyed. The next day I went back to Birenbaum's office David Kaplan was there He said that there was a pogrom in Gomel. That was the day that they were supposed to leave. He said a lot of people got killed. He received a list of all the people who were killed. My parents were on the list. Tears filled my eyes. I was shocked. I ran home sobbing. From then on I sat in my house not eating, drinking, nor sleeping. Everybody tried to comfort me and that all were brought gifts everyday. I then remembered my brother Reuben. He was not on the list. I had to go back to Russia to find him. I told Birenbaum that I had to leave. I told him not to tell anybody.

The day that I was going to leave was the same day that the immigrants from Russia arrived. Birenbaum told everybody about my secret. Just when I was hoarding the train. I saw everybody rushing toward me. I then saw Reuben and my Hebrew teacher Morton Lieberman. I dove off the train running: to hug my brother Reuben. I asked him how he got here and he said that he was on the train that was taking the immigrants from Russia to America. How overjoyed am!

Your Friend,

Elias Cherry ----- (Jerry Eliot)

May 23

Dear Noah,

You know what it feels like to be taken away from everything that you are used to and love. You know how it feels to be torn in two. That is how I feel, Noah.

I did not want to emigrate to Israel, and now that we are here, it seems worse and better than I thought.

I am living in a kibbutz, in a room with three other people two girls and a boy. Noah, can you believe that I have to share a room with a boy? It is not so bad. His name is Ofer and he is very nice. He does not mind sharing a room with three girls. There is a rule, though.

When someone else wants privacy, the other person has to turn his back.

I do not just share a room with three people, but we also have to work. We get up in the morning, get dressed, go to school, and then we go out and work.

There are a lot of different places to work, including the refet, which is the cowshed; and the mitbach, or kitchen. (Mom works in the mitbach, and Dad works in the refet. Can you believe it? Dad in a cowshed?) (He claims he loves it, but I am not so sure.) I work in the noi (the garden). Shula works there with me. She is very nice, and she is also in the same room as I am in the kibbutz. (The other girl's name is Aviva.) The lawn mower is always giving Shula a hard time. She hates it. One day, I asked her what would be the first thing she would do if she won the lottery, and she said, "Buy Moshe a new lawn mower!"

Moshe is the gardener in the refet. He loves his plants, flowers, grass, and lawn mower. We both like working in the refet. It is warm, sunny, and beautiful. For the most part, I love working there, except for that lawn mower. It really gets on my nerves.

Anyway, about Mom and Dad, they seem fine, but I worry about them. They always look so tired. Mom is happier now that she was moved to the commune to do laundry. She was very upset that the kitchen was not keeping the meat dishes and the dairy dishes separate. Needless to say, the ladies in the mitbach were glad to see Mom leave. They liked her, but she was nagging them about everything.

How is Donna doing? I know that Donna is your wife, and that you would never want to leave her alone for a week or two, but maybe you could come and visit your only sister. Please think about it.

Love,

Lesley ----- (Ilana Nutkis)

July, 1907

Dear Grandma and Grandpa,

I'm 9 years old now and I finally learned how to read and write. I have so much to tell you about the trip

and our life in America.

At first when we were on the ship, I thought I would get sea sick but I didn't. Instead, I loved every moment of trip, from the wind blowing in my face to the ocean rocking our ship. To get on the ship, mom bought fake passports: mom's passport was of a 20 year old woman. Shama had a passport of a 12 year old girl, I had one of a 5 years old, and poor Zipla had to go with a stranger. After the ship ride, we had to take a train to Milwaukee.

When we got to Milwaukee, we met dad. He looked strange, but we didn't know what made him look like that. Then we realized he shaved his wonderful curly black beard. He explained to us that this is how people in America look. We were going home in a car. A car is a wagon that runs without a horse!!! On our way home, I looked out the window and saw that the streets were paved!!! When we got to our place, we found out it was big and made out of stone. It belonged to many people and the place is called an apartment building. Our first meal was a feast: there was gefilte fish, roast chicken, roast meat, and to make us feel at home, the cook made us a tureen savory spinach soup and flaky apple strudel.

After a few days, mom found the perfect house for all of us. Right away we started exploring it. Can you believe it!? There is running water in the kitchen and all you have to do is pull a knob. There is also a built in toilet, and all you have to do, is to pull on a string and water comes and takes everything away. It is that easy!!! Finally we don't have to smell the odor of oil lights, because we have gas lights!!! In the house, there is an extra room that mom decided to make it into a store.

A few days later, dad told us that the city is big and we could get lost in it. If we do get lost, we should ask a policeman to help us find our way home!!! Imagine talking to a policeman!!! I still remember that in Kiahinev, when we lived there, we wouldn't dare speak to a policeman.

The main thing I wanted to do that summer was to learn how to speak English. I listened to people on the street and people in stores, and everywhere else. I listened to everyone who speaks English. It was very hard

Our first American holiday was Labor Day. We celebrated it by having a parade down the Main Street. Could you believe that dad was in the parade!!! I'm so proud of him! At the parade there were groups of people holding banners, and then there were floats with figures on them. After that there were policemen. During the parade, a boy set a firecracker under a horse. The horse lifted his hooves and Zipka thought the policemen were the Cossacks and fainted!!! I knew there weren't any of them in America, but Zipka didn't know it

The first day of school came. When we got to our school the principal said I should go to second grade. He gave Zipka a new name, Clara. Zipka went to kindergarten. I learned that it was a law that children under 14 have to go to school, from 9 in the morning to 3 in the afternoon, 5 days a week, 10 months a year, I remember that in Russia I didn't always go to school!!!

The first year of school past quickly and I enjoyed it very much. I hope you come to America, because it's great here!!!

Love,

Golda Mabovitch ----- (Shelley Samet)

Narrator 2

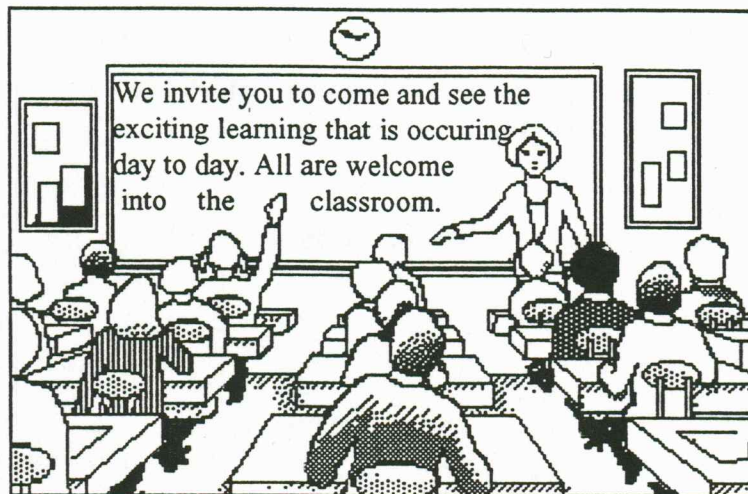
Thank you for attending today's presentation of Letters. Do you have any questions? ? .



Hillel Academy

Annual Report

93-94



Dear Friends of Hillel
Academy,

The following Annual Report of Hillel Academy provides information about goals, student achievements and the activities of the Hillel family that have occurred during the past year.

The staff and lay leadership of Hillel have worked hard to keep Hillel on a sound financial footing. We have undertaken various fundraising activities and we can't thank the chairs of those events enough for giving their personal best to Hillel Academy. It is through these efforts that we stand proud today.

Therefore, we present to you this report and we hope that it finds you in good health.

Sincerely,

Richard Miller, Principal
Rabbi Yigal Tsaidi, Dean of Judaic Studies
Jerome A. Tepper, President

Hillel Academy of Milwaukee

Mission Statement

Hillel Academy seeks to provide its students with an excellent Judaic and secular studies education. The ability to apply Torah to our contemporary lives-to broaden the intellectual and spiritual life of our students through the knowledge of Jewish history. To strengthen our students' identification with our local Jewish community, Medinat Yisrael and world Jewry; to engender in them a desire to share actively in the responsibilities of Jewish communal life; to prepare students to assume future responsibilities as members of the Jewish community. To enable students to be conversant in Hebrew and to inculcate a life long desire for learning.

THE GOALS OF HILLEL ACADEMY

THE CURRICULUM OF HILLEL ACADEMY SEEKS:

- To apply Torah to our contemporary lives.
- To provide students with quality education in both Judaic and Secular studies.
- To apply our past to our present -- to broaden the intellectual and spiritual life of our students through the knowledge of Jewish history.
- To strengthen our students' identification with our local Jewish community, Eretz Yisrael and world Jewry; to engender in them a desire to share actively in the responsibilities of Jewish communal life; to prepare students to assume future responsibilities as members of the Jewish Community.
- To enable students to acquire increasing knowledge and understanding of Torah, Neviim and Talmud - to be able to apply this learning to their daily lives.
- To enable students to be conversant in Hebrew.
- To involve students to be part of the Milwaukee Jewish community.
- To demonstrate to students the ability to live in a secular society and be responsible to both the religious and secular world.
- To inculcate a life long desire for learning.

Student Achievement Highlights

- Nov. 93 - Nimrod Samet earned second place and Aaron Slotnick received third place in the Nicolet High School Science Activity Day.
- Dec. 93 - The Hillel Choir appeared at the Ritz Theatre for a Chanukah Program.
- Feb. 94 - Joel Aizen, Avi Jaspan and Mark Arieff received Superior Achievement Awards in the Wisconsin Math League Contest.
- Mar. 94 - Joel Aizen and Mark Arieff placed first in the Nicolet High School Math Meet.
Dvora Maister won third place in the Great Jewish Experience Essay Contest.
- April 94 - Paul Litvak won first place in the National Geography Bee at Hillel Academy and participated in the state level competition.
Finalists in the National Bible Contest who are competing in New York include Mark Arieff, Carrie Benedon, Aaron Slotnick, Shoshana Nutkis and Sharone Jona.
The Hillel Choir appeared at the Community Yom Hashoah program at Congregation Shalom.
The Hillel Choir appeared at the Community Yom Hazikaron program at Beth Israel.
- May 94 - The Bradley Foundation presented Student Achiever Awards to Carrie Benedon for Highest Grade Point Average and to Adena Miller for most Academic Improvement.
Levi Schectman and Tamar Avital won recognition in the Science Fair for their projects.
Elissa Hellman has earned the honor of Valedictorian.
Avi Jaspan & Sharone Jona earned the the honor of Salutatorian.
The Hillel Choir appeared at the Yom Yerushalayim Celebration at the Milwaukee War Memorial.

IOWATEST COMPARISONS

Iowa tests are standardized tests that are offered to elementary schools throughout the United States. Hillel Academy uses these tests as a guide to compare the achievements of the Hillel Students Nationally, Locally and year to year.

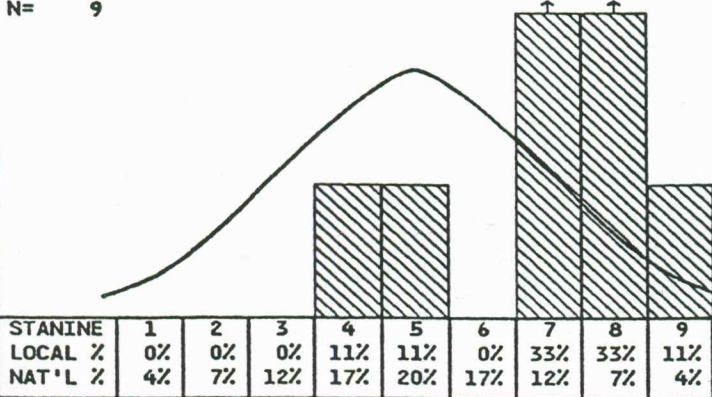
With this information we can pin point the areas in which the children can improve. As you can see Hillel Academy excels in it's secular program based on the results of these tests.



SERVICE 4: GROUP NARRATIVE SUMMARY

SS SOCIAL STUDIES

HILLEL
GRADE 7
N= 9



SS SOCIAL STUDIES

| STANINES | HILLEL | GRADE 7 NATIONAL |
|-------------------|--------|------------------|
| HIGH (7, 8, 9) | 78 % | 23 % |
| AVERAGE (4, 5, 6) | 22 % | 54 % |
| LOW (1, 2, 3) | 0 % | 23 % |

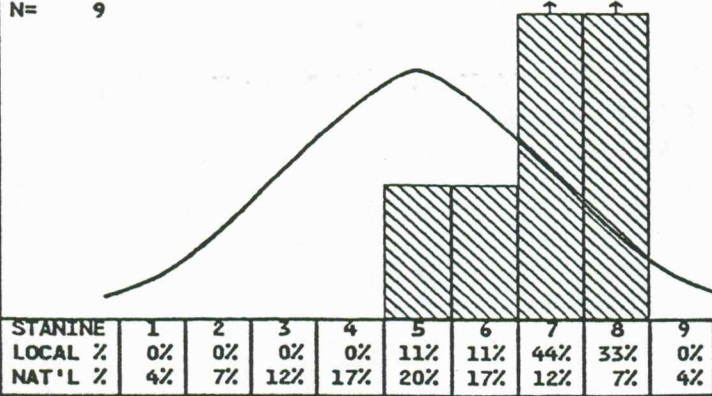
CONCLUSIONS:

- HILLEL HAS MORE HIGH ACHIEVING PUPILS AND FEWER AVERAGE AND LOW ACHIEVING PUPILS THAN DO OTHER SCHOOLS.

THE AVERAGE SOCIAL STUDIES GRADE EQUIVALENT FOR HILLEL GRADE 7 WAS 104.7; PERFORMANCE MADE BY THE TYPICAL PUPIL NATIONALLY IN TENTH GRADE FIFTH MONTH. COMPARED WITH THE NATIONAL DISTRIBUTION OF PUPIL SCORES, THE TYPICAL PUPIL AT HILLEL SCORED AS WELL OR BETTER THAN 84 PERCENT OF GRADE 7 PUPILS IN THE COUNTRY.

SC SCIENCE

HILLEL
GRADE 7
N= 9



SC SCIENCE

| STANINES | HILLEL | GRADE 7 NATIONAL |
|-------------------|--------|------------------|
| HIGH (7, 8, 9) | 78 % | 23 % |
| AVERAGE (4, 5, 6) | 22 % | 54 % |
| LOW (1, 2, 3) | 0 % | 23 % |

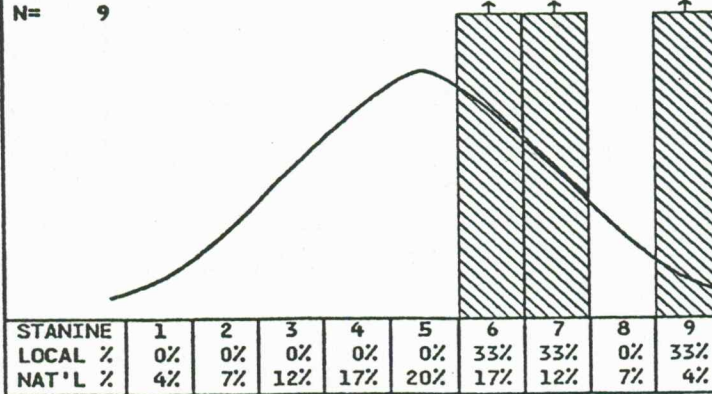
CONCLUSIONS:

- HILLEL HAS MORE HIGH ACHIEVING PUPILS AND FEWER AVERAGE AND LOW ACHIEVING PUPILS THAN DO OTHER SCHOOLS.

THE AVERAGE SCIENCE GRADE EQUIVALENT FOR HILLEL GRADE 7 WAS 107.2; PERFORMANCE MADE BY THE TYPICAL PUPIL NATIONALLY IN TENTH GRADE SEVENTH MONTH. COMPARED WITH THE NATIONAL DISTRIBUTION OF PUPIL SCORES, THE TYPICAL PUPIL AT HILLEL SCORED AS WELL OR BETTER THAN 82 PERCENT OF GRADE 7 PUPILS IN THE COUNTRY.

L LANGUAGE TOTAL

HILLEL
GRADE 7
N= 9



L LANGUAGE TOTAL

| STANINES | HILLEL | GRADE 7 NATIONAL |
|-------------------|--------|------------------|
| HIGH (7, 8, 9) | 67 % | 23 % |
| AVERAGE (4, 5, 6) | 33 % | 54 % |
| LOW (1, 2, 3) | 0 % | 23 % |

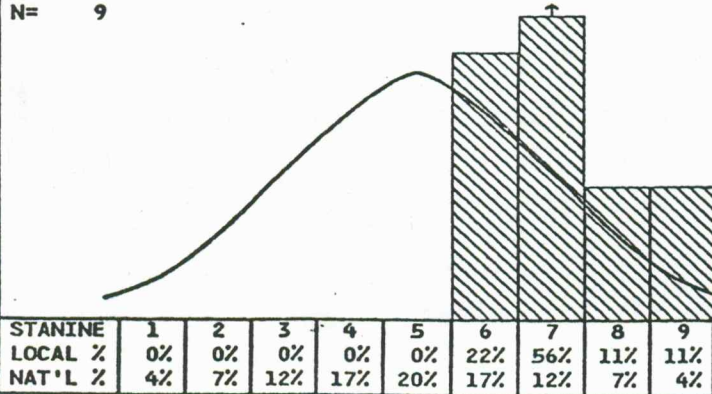
CONCLUSIONS:

- HILLEL HAS MORE HIGH ACHIEVING PUPILS AND FEWER AVERAGE AND LOW ACHIEVING PUPILS THAN DO OTHER SCHOOLS.

THE AVERAGE LANGUAGE TOTAL GRADE EQUIVALENT FOR HILLEL GRADE 7 WAS 100.2; PERFORMANCE MADE BY THE TYPICAL PUPIL NATIONALLY IN THE BEGINNING OF TENTH GRADE. COMPARED WITH THE NATIONAL DISTRIBUTION OF PUPIL SCORES, THE TYPICAL PUPIL AT HILLEL SCORED AS WELL OR BETTER THAN 86 PERCENT OF GRADE 7 PUPILS IN THE COUNTRY.

BASIC COMPOSITE

HILLEL
GRADE 7
N= 9



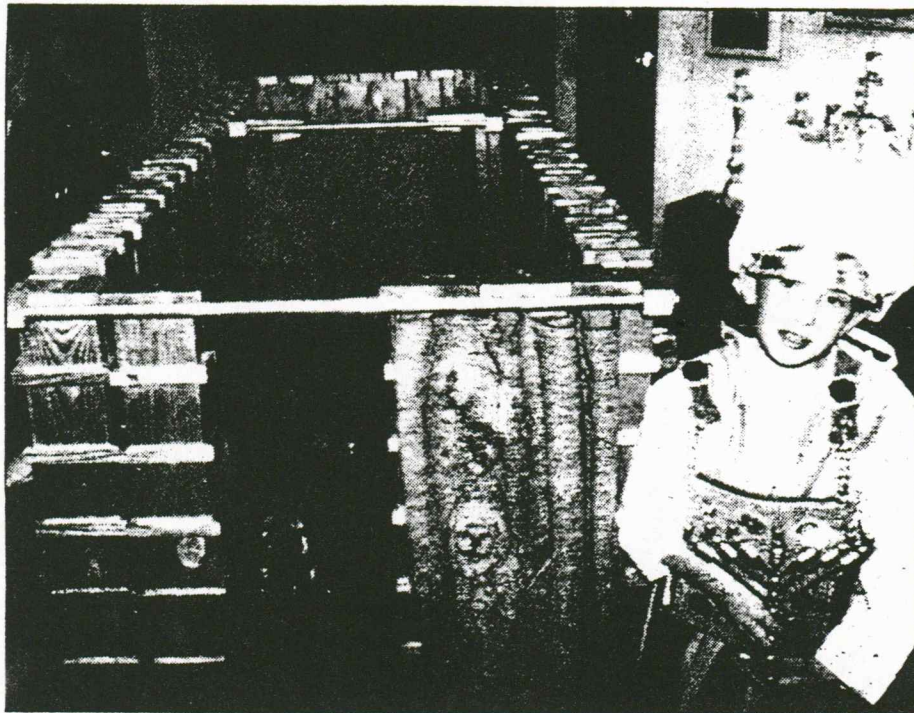
BASIC COMPOSITE

| STANINES | HILLEL | GRADE 7 NATIONAL |
|-------------------|--------|------------------|
| HIGH (7, 8, 9) | 78 % | 23 % |
| AVERAGE (4, 5, 6) | 22 % | 54 % |
| LOW (1, 2, 3) | 0 % | 23 % |

CONCLUSIONS:

- HILLEL HAS MORE HIGH ACHIEVING PUPILS AND FEWER AVERAGE AND LOW ACHIEVING PUPILS THAN DO OTHER SCHOOLS.

THE AVERAGE BASIC COMPOSITE GRADE EQUIVALENT FOR HILLEL GRADE 7 WAS 94.8; PERFORMANCE MADE BY THE TYPICAL PUPIL NATIONALLY IN NINTH GRADE FIFTH MONTH. COMPARED WITH THE NATIONAL DISTRIBUTION OF PUPIL SCORES, THE TYPICAL PUPIL AT HILLEL SCORED AS WELL OR BETTER THAN 85 PERCENT OF GRADE 7 PUPILS IN THE COUNTRY.



Dressed in the vestments of the high priest, Hillel Academy fifth grader Jordan Slotnick stands beside his class' scale model of the Mishkan.

Andrew Muchin

Holy construction!

Children of Hillel create model of the Tabernacle

Rivki Spalter says when she teaches her fifth graders at Hillel Academy, she tries "to bring everything to life. I want the children to feel it."

For the past several months, "it" has been a 1/6-scale model of the *Mishkan*, the portable Tabernacle that, according to the Torah, was built by the Children of Israel a year after Moses led them out of Egypt.

She says the 8x3x2.5-ft. model is the only one built in the Midwest in recent memory.

The 18 students unveiled their model Monday night to a living-room full of proud parents.

Not that the parents were unaware of the project. As the

students described the components of the wood and cloth structure, they thanked their parents for helping with cutting, painting and sewing, based on the students' research in the Torah's book of Exodus.

The parents' Bezalel, the craftsman who did most of the work on the Mishkan in the desert, was engineer Yosef Amir. He estimates that he spent 70 hours researching, planning and woodworking.

The model was built in the biblically proscribed method, though with the help of modern power tools, Amir says. Collars, rather than nails, connect the dozens of vertical beams. The model also is held together by

its weight of 500 lbs.

The students also created the high priest's vestments for Jordan Slotnick, the class *kohane* (descendant of the Jewish priestly class).

According to the Torah, the original Mishkan housed the Ark of the Covenant, containing the tablets of the Ten Commandments. The Mishkan also included a courtyard, sanctuary and ramp leading to an altar for burnt offerings. God was said to dwell in the Mishkan.

Amir's calculations indicated that the original structure weighed 300,000 lbs., including 19,000 lbs. of gold.

The public can view the model at Hillel's Jerusalem Day celebration Monday, May 9 at the War Memorial; 750 N. Lincoln Memorial Dr.



HILLEL ACADEMY GRADUATION TRIBUTE CARDS



Honor Hillel Academy 8th grade graduates by making a contribution to our school. A specially-designed card will be mailed to the person(s) you designate. The minimum donation is \$5.00 per card and the amount of your gift will not be disclosed.

Please make check payable to Hillel Academy. Contributions are tax deductible.

Enclosed is my/our contribution of \$ _____

Name(s) _____

Address _____

City/State _____ Zip _____ Phone _____

This contribution is made

IN HONOR OF:

- JOEL AIZEN
- MIKHAIL ALKHAZOV
- MARK ARIEFF
- ILANA AVITAL
- ELISSA HELLMAN
- AVI JASPAN
- SHARONE JONA
- JONAS KATZOFF
- REUVEN LEVINE
- PAUL LITVAK
- RACHAEL NEMOVITZ
- NIMROD SAMET
- AARON SLOTNICK

HILLEL ACADEMY BOARD OF DIRECTORS

Terms Expire

1996

Robin Benedon
Bruce Glaser
Peggi Glaser
Phyllis Jaspan
Susan Jona
Sid Rivkin

Phyllis Nutkis
Jeanette Peckerman
Gordon Schectman
Rabbi Mordechai Spalter
Rabbi Herbert Panitch

1995

Yaffa Arieff-Bushari
Bebe Abergel
Steve Weinstein
Tracy Askotzky
Gregory Litvak
Jan Slotnick
Marci Yavor

Bill Benedon
Michael Katzoff
Jeneene Safer
Arnold Slyper
Devorah Shmotkin
Louise Stein

1994

Mindy Alezra
Daniel Bader
Lanie Borris
Avery Gould
Esther Kleinberg
Leah Robbins

David Amrani
Sam Blumenthal
Bonnie Bruch
Gwen Rivkin
Judy Werlin
Jerome Tepper

The following is the report of the nominating committee which will be voted on at our annual meeting on Wednesday, June 1, 1994.

1997

Mindy Alezra
Lynn Hellman
Bob Michels
Avery Gould
Rachel Forman
Sara Karan
Gwen Rivkin

Esther Kleinberg
David Amrani
Bonnie Bruch
Mark Pittleman
Armin Nankin
Mina Tepper (2 year term)

OFFICERS

| | |
|-------------------------|------------------|
| President: | Bruce Glaser |
| First Vice: | Bob Michels |
| 2nd Vice (fundraising): | Bill Benedon |
| Secretary: | Chana Maister |
| Treasurer: | Mark Pittleman |
| Asst. Tres: | Michael Askotzky |
| Member-at-Large: | Gwen Rivkin |
| Past President: | Jerome Tepper |

NOMINATING COMMITTEE

Jerome Tepper-Chair
Bebe Abergel
Michael Askotzky
Gwen Rivkin
Phil Arieff
Susan Jona

HILLEL ACADEMY MEMBERSHIP ANNUAL MEETING

WEDNESDAY, JUNE 1, 1994

7:30 P.M.

HILLEL ACADEMY CAFETERIA

AGENDA

| | |
|------------------------------------|--|
| D'var Torah | Rabbi Baruch Perton |
| Educational Vision and Goals | Richard M. Miller, Principal |
| Teacher of the Year: Rivka Spalter | Rabbi Yigal Tsaidi, Dean of Judaica Studies |
| President's Report | Jerome A. Tepper |
| Nominating Committee Report | Jerome A. Tepper, Chair |
| Incoming President | Bruce Glaser |

Board Meeting (following the Annual Meeting)

Agenda:

Election of Officers