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**AMERICAN JEWISH ARCHIVES**

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

Series I: Wexner Heritage Foundation, 1947-2004.

Subseries 1: General Files, 1949-2004.

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Box  
64

Folder  
2

Jewish Residential Academy Grades 9-12. Mission statement and survey. 1995.

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

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March 8, 1995

Dear Alum,

Over the years, you have heard me advocate day schools as the best type of Jewish education by which to instill in the young person a knowledge base and a strong Jewish identity. But you have also heard me bemoan the fact that these schools reach only to the sixth, or at most, the eighth grades, and are, in most cases, only average in their academic standards, both secular and Judaic.

In addition, you have heard me talk about a favorite idea of mine - namely, a co-ed residential high school of the highest quality, whose models are Andover and Exeter Academies in the U.S. and Eton and Harrow in England. I am enclosing a **MISSION STATEMENT**, so that you can grasp the concept of the boarding school I am proposing for grades 9 through 12, the high school years which are the most crucial period for the formation of the Jewish identity we so desperately seek. These are the teen-age years when the person is most impressionable and malleable.

Now, to the purpose of this letter. I want to survey your opinion concerning the validity of such a boarding school. Yours, collectively, is the best opinion in this whole country, because you constitute the most select audience - you care, you have studied, and you are the right age. The enclosed questionnaire is theoretical, in every sense of the word. I do not know:

1. whether you have a child in the sixth or seventh grade, on the brink of entering high-school;
2. whether you contemplate the public high-school in your city, or a private school;
3. whether you intend to seek admission for your child to one of the selective colleges in the U.S., or your state university;
4. how strongly you feel about your child's obtaining a Jewish education during these formative years;

Therefore, I am saying that this questionnaire is hypothetical, and yet I would appreciate it if you would reply as though it was really applying to you.

What I'm driving at is an effort to determine whether you are favorably disposed to the idea of such a boarding school, or not. And, as the bottom line, whether you would be inclined to encourage your child to apply for admission or not. So, do me a favor and fill out the **SURVEY** form. It binds you to nothing, yet is useful to me as I try to decide whether to pursue this dream or not.

Thanks in advance,

AMERICAN JEW  
ARCHIVES

*Herb*

(Rabbi) Herbert A. Friedman

P.S. If possible, please fax the survey to me at the office, (212) 751-3739, or mail it.

MISSION STATEMENT  
for  
JEWISH RESIDENTIAL ACADEMY  
GRADES 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

Rabbi Herbert A. Friedman  
March 8, 1995

## SURVEY FOR JEWISH RESIDENTIAL ACADEMY GRADES 9-12

1. The double curriculum of the school - both general and Judaic subjects - will be very taxing. The school day might well extend to 8-10 hours. This would include a sports period.

Would you agree to this? YES\_\_\_\_\_ NO\_\_\_\_\_

Comments\_\_\_\_\_

2. The double objective of the school is to enable its graduates to apply successfully for admission to the best universities in the U.S. or anywhere else in the world; and also to emerge with a deep knowledge of Bible, Jewish history, religion, Hebrew language and modern Israel. The quality of such a curriculum will be extremely demanding. There will be homework, in addition to the hours indicated in question 1.

Would you agree to this? YES\_\_\_\_\_ NO\_\_\_\_\_

Comments\_\_\_\_\_

3. The mandatory athletic program will be broad enough to absorb all students, according to their choice of team activities or individual sports. Time allocated is 1 1/2 hours per day, 5 days per week.

Agree? YES\_\_\_\_\_ NO\_\_\_\_\_

Comments\_\_\_\_\_

4. Extra-curricular activities will include drama club, dance ensemble, orchestra and band, school paper, fine arts, debating, school government, foreign language clubs, scientific hobbies, anything else that a group of students would want. All students will be urged and encouraged to participate.

Worthwhile to devote time to this? YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. One semester would be spent in Israel, probably the first semester of the 10th grade, which would begin with an acclimitization (ulpan) period in the summer between 9th and 10th grades.

Would you be in favor of this? YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In the general American population, there is a certain socio-economic class which has always enrolled its children in private boarding schools, often some distance from home. In the American-Jewish community, this is just starting to happen.

Would you be willing to enroll your child in a school away from home for the sake of the advantages the school offered?  
YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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7. If you said NO to the previous question, would your answer be different if the school were reasonably close to home? Elapsed time (including flight and/or surface transportation):

2 hours                      YES\_\_\_\_      NO\_\_\_\_

1 1/2 hours                      YES\_\_\_\_      NO\_\_\_\_

1 hour                      YES\_\_\_\_      NO\_\_\_\_

Comments\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Andover and Exeter school fees this year are \$18,500 to \$19,500. This includes tuition, room and board.

Would you be willing to pay this fee,

a.) if financially able..... pay in full      YES\_\_\_\_ NO\_\_\_\_

b.) if requiring financial aid..... pay 50%      YES\_\_\_\_ NO\_\_\_\_

c.) if requiring even more aid..... pay 25%      YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What aspect(s) of the school would make you enthusiastic about sending your child?

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What aspect(s) would make you hesitant about sending your child?

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional notes:

1. It is hoped that faculty will live on campus.
2. Special science programs for Westinghouse candidates.
3. Nurse and infirmary on campus.
4. College counselling service.

Name \_\_\_\_\_ Date \_\_\_\_\_

Fax to: Rabbi Herbert A. Friedman  
(212) 751-3739

March 8, 1995

FAX TRANSMITTAL

FOUNDATION

THE WEXNER HERITAGE



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

Date: 4/18/95

TO: Michael Steinhardt

Company: \_\_\_\_\_

Fax #: 212 682-2530

Number of Pages (including cover sheet): 6

FROM: Rabbi Herbert A. Friedman

Message: Please call to confirm receipt of fax

212-355-6115

Thanks

Shelley



The Wexner Heritage Foundation

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

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

April 18, 1995

Mr. Michael Steinhardt  
605 Third Avenue  
New York, New York 10158

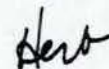
Dear Michael,

Enclosed are two documents: a mission statement that offers a rationale for the creation of high schools; and a financial projection of income and expenses, based upon a residential school of 500 students. This population would be achieved only after several years of gradual growth. Thus the starting expenses and income would be much smaller, perhaps only 30% of the totals, and the endowment fund would have time to grow to its final dimension.

We should really decide on the Kent School campus - yes or no. It seems to me that a concurrent decision is whether you wish to put the Greenberg retreat center on the same land. Perhaps you, Yitz and I should meet very soon in order to make that decision.

I will call for an appointment.

As ever,



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

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March 8, 1995

## EXPENSES

### ASSUMPTIONS:

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

### Costs

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

### \*Specialty teachers

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

### \*\*Staff- skilled

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

### Staff - unskilled

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

### \*\*\*Administration

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

### Total

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

## INCOME

### ASSUMPTIONS:

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

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

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

### Summary

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

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

March 8, 1995

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## SURVEY FOR JEWISH RESIDENTIAL ACADEMY GRADES 9-12

1. The double curriculum of the school - both general and Judaic subjects - will be very taxing. The school day might well extend to 8-10 hours. This would include a sports period.

Would you agree to this? YES \_\_\_\_\_ NO \_\_\_\_\_

Comments \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

2. The double objective of the school is to enable its graduates to apply successfully for admission to the best universities in the U.S. or anywhere else in the world; and also to emerge with a deep knowledge of Bible, Jewish history, religion, Hebrew language and modern Israel. The quality of such a curriculum will be extremely demanding. There will be homework, in addition to the hours indicated in question 1.

Would you agree to this? YES \_\_\_\_\_ NO \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The mandatory athletic program will be broad enough to absorb all students, according to their choice of team activities or individual sports. Time allocated is 1 1/2 hours per day, 5 days per week.

Agree? YES \_\_\_\_\_ NO \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Extra-curricular activities will include drama club, dance ensemble, orchestra and band, school paper, fine arts, debating, school government, foreign language clubs, scientific hobbies, anything else that a group of students would want. All students will be urged and encouraged to participate.

Worthwhile to devote time to this? YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. One semester would be spent in Israel, probably the first semester of the 10th grade, which would begin with an acclimitization (ulpan) period in the summer between 9th and 10th grades.

Would you be in favor of this? YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. In the general American population, there is a certain socio-economic class which has always enrolled its children in private boarding schools, often some distance from home. In the American-Jewish community, this is just starting to happen.

Would you be willing to enroll your child in a school away from home for the sake of the advantages the school offered?  
YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. If you said NO to the previous question, would your answer be different if the school were reasonably close to home? Elapsed time (including flight and/or surface transportation):

2 hours                      YES\_\_\_\_ NO\_\_\_\_

1 1/2 hours                      YES\_\_\_\_ NO\_\_\_\_

1 hour                      YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Andover and Exeter school fees this year are \$18,500 to \$19,500. This includes tuition, room and board.

Would you be willing to pay this fee,

a.) if financially able..... pay in full      YES\_\_\_\_ NO\_\_\_\_

b.) if requiring financial aid..... pay 50%      YES\_\_\_\_ NO\_\_\_\_

c.) if requiring even more aid..... pay 25%      YES\_\_\_\_ NO\_\_\_\_

Comments\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What aspect(s) of the school would make you enthusiastic about sending your child?

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What aspect(s) would make you hesitant about sending your child?

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional notes:

1. It is hoped that faculty will live on campus.
2. Special science programs for Westinghouse candidates.
3. Nurse and infirmary on campus.
4. College counselling service.

Name \_\_\_\_\_ Date \_\_\_\_\_

Fax to: Rabbi Herbert A. Friedman  
(212) 751-3739

March 8, 1995

# SURVEY

Yes

5

as of 13 March

No

5

Maybe

5

Yes

12

as of 16 March

No

~~22~~ 29

Maybe

~~11~~ 14

YES

24

as of 21 Mar

NO

43

MAYBE

15

SUBTOTAL: yes 27  
maybe 18  
no 54

YES

27

as of 24 Mar

NO

54

MAYBE

18

TOTAL

99

DATE	yes	maybe	NO	TOTAL
6/1/95	42	32	91	165
6/12/95	43	32	91	166
8/4/95	45	36	93	174

including

① MISSION STATEMENT

+

② SURVEY QUESTIONNAIRE

HERBERT FRIEDMAN

YES	MAYBE	NO	TOTAL
45	36	93	174
12/28/95 45	36	94	175

~~~~~

as of 31 March

YES 34  
NO 69  
MAYBE 24  
127 TOTAL

58 69  
yes; maybe NO  
~~45%~~ / 58%

| Date    | YES | MAYBE | NO | TOTAL |
|---------|-----|-------|----|-------|
| 4/5/95  | 37  | 26    | 76 | 139   |
| 4/6/95  | 38  | 27    | 78 | 143   |
| 4/10/95 | 38  | 28    | 78 | 144   |
| 4/11/95 | 38  | 28    | 79 | 145   |
| 4/18/95 | 38  | 28    | 81 | 147   |
| 4/12    | 39  | 29    | 81 | 149   |
| 4/18    | 39  | 30    | 82 | 151   |
| 4/19    | 39  | 30    | 83 | 152   |
| 4/20    | 39  | 30    | 84 | 153   |
| 4/28    | 39  | 31    | 84 | 154   |
| 5/1     | 39  | 31    | 85 | 155   |
| 5/3     | 40  | 31    | 85 | 156   |
| 5/4     | 41  | 31    | 86 | 158   |
| 5/5     | 41  | 32    | 86 | 159   |
| 5/8     | 42  | 32    | 86 | 160   |
| 5/9     | 42  | 32    | 87 | 161   |
| 5/11    | 42  | 32    | 89 | 163   |