

orthridge, CA • Abrams Hebrew Academy, Yardley, PA • Adat Ari El, N. Hollywood, CA • Addlestone
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The Jewish Investment Portfolio

Day School, Pasadena, CA • Charles E. Smith Jewish School, Rockville, MD • Chofetz Chaim High

ati Hebrew Day School, Cincinnati, School, Columbia, SC • Columbus



Day School, Brooklyn, NY • Congregation Beth Israel Day School, San Diego, CA • David Posnack

Academy, Des Moines, IA • Desert Torah Academy-Lubavitch, Palm Springs, CA • Donna Klein Jewish

Jewish Day Schools

The investment that guarantees the Jewish future.

The only risk with this investment is the one you take by not participating. If someone like you turns away, then the future of the American Jewish community is indeed at risk.

Assimilation and intermarriage are shrinking our numbers. A new generation is growing up without a clear Jewish identity, sufficient Jewish knowledge or a solid commitment to the Jewish future.

Even with all the studies, efforts and programs, our community has not yet stemmed this crisis. But, as we have seen during other difficult periods in Jewish history, at the darkest hour a flame is miraculously ignited.

Today, that flame is the Jewish Day School movement. Covering the full spectrum of Judaism, schools serve Reform, Conservative and Orthodox families throughout America. From Atlanta to Minneapolis, Boston to San Diego, and hundreds of cities in between. This movement is a vibrant, glowing light that was unimaginable just 20 years ago.

Every year, more young Jews are attending Day Schools. They are learning Jewish history, Hebrew language and Torah. They are achieving academic excellence not only in Jewish studies, but in secular studies as well. As a result, Day School graduates are being accepted to America's top universities.

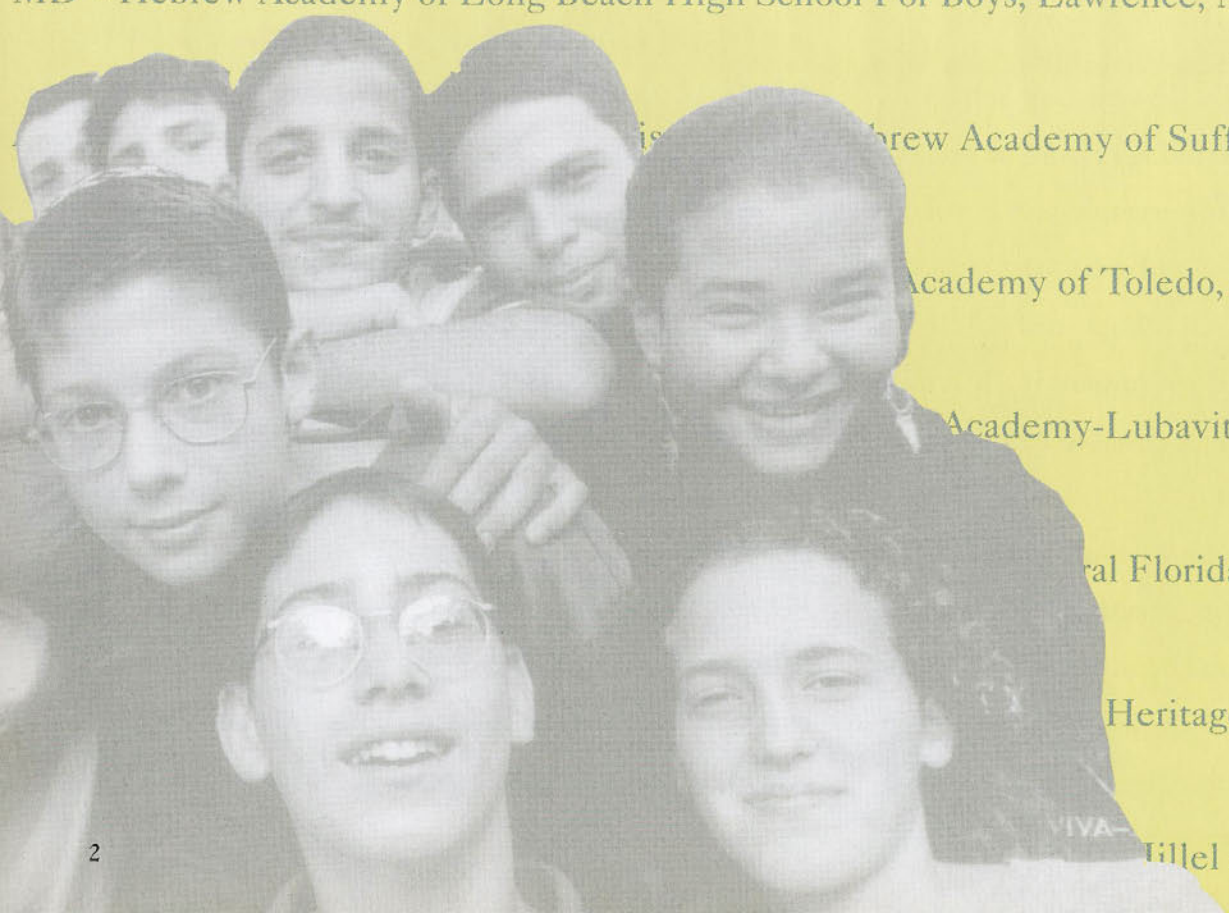
In Day Schools, students are taught to be good, moral, caring human beings in Judaism's great tradition. Also, they are finding that as active, knowledgeable Jews, they can make an even greater contribution as American citizens.

Jewish Day Schools offer a powerful education that has the potential to turn the crisis around. Unfortunately, they are available to only a small percentage of America's Jewish youth. Each year a growing number of families do not apply to Jewish schools because they cannot afford the tuition. A larger number do not have Day Schools in their communities. And a still larger number have no familiarity with Jewish Day Schools and their remarkable gifts.

We must build more Jewish Day Schools. We must expand existing ones. We must make Day Schools affordable to everyone. And we must provide Day Schools with the resources they need to achieve and maintain standards of excellence.

In the next few pages you will meet the people, see the faces and hear the stories of Jewish Day School alumni who are living extraordinary lives infused with depth and meaning. Of educators and their commitment to teaching a new generation. And of funders and their vision for a bright Jewish future.

y-Lubavitch, Palm Springs, CA • Donna Klein Jewish Academy, Boca Raton, FL • El Paso Hebrew
 Louisville, KY • Emek Hebrew Academy, North Hollywood, CA • Epstein School, Atlanta, GA • E
 NY • Ezra Academy, Woodbridge, CT • Flint Torah Academy, Flint, MI • Fort Worth Hebrew Day
 Heights, OH • Gan Ezra, Chestnut Ridge, NY • Gan Israel Academy, Irvine, CA • Gan Israel Day S
 Day School, Fairfax, VA • Gordon Day School of Congregation Beth David, Miami, FL • Greenfiel
 Hanna Sacks Bais Yaakov High School, Chicago, IL • Harma Religious Institute Yeshiva High Scho
 Indianapolis, IN • Hebrew Academy Nassau County, Plainview, NY • Hebrew Academy Nassau Co
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 is • Hebrew Academy of Suffolk County, Smithtown,
 Academy of Toledo, Sylvania, OH • Hebrew
 Academy-Lubavitch, Huntington Beach, C
 al Florida, Maitland, FL • Hebrew
 Heritage Academy of Tulsa, Tuls
 lilel Academy, Fairfield, CT •



THE ALUMNI

Your
investment's
most
promising
return.

David Icikson is the Deputy Executive Secretary at the U.S. Treasury Department. He received his M.A. in Public Policy from Harvard's Kennedy School of Government.



David Icikson

being a Jew involves practice and study, as well as action. His Day School education gave him a more acute sense of justice and respect for his fellow man. It allowed him to see how he could be both an upstanding American and an observant, knowledgeable Jew.

“Judaism is not a spectator sport. You need to gain certain tools. But once you do, they stay with you for the rest of your life and help you to feel confident about who you are as a Jew and as a human being. Those tools allow you to truly contribute; they give you the necessary set of ethical and moral values that make a career in public service natural and desirable.

“My time at Hillel allowed me to see that it was possible to balance the Jewish and American aspects of my identity. The teachers and administrators worked hard to reach that balance.

Secular and religious subjects, the past and the present, all drawn tightly together. We would study Maimonides one hour and then modern Israeli history in the next. It allowed me to understand that no subject is really disconnected or disassociated from another. Math and Torah had a deeper connection. Later on in life I saw that this deeper connection ran through many different aspects in my life, and even encompassed my identity as both a Jew and an American.

“My Jewish Day School education has given me the chance to be a better person.”

“Jewish Day School education played a major role in establishing the direction that my life would take. It showed me how much I had to offer as an individual and instilled in me a sense of responsibility to help people. I knew I wanted to give back to the society that gave my family shelter when they arrived in this country as immigrants.”

David has found that his career in public service is a way to express the values that he acquired during his years at the Hillel Day School in Farmington Hills, Michigan. He learned that

Dr. Deborah Raice is an endocrinologist. She received her M.D. at Albert Einstein College of Medicine and specialized in Endocrinology at Cornell.

Dr. Raice faces critical and complicated ethical issues every day. As a result, she often delves back into the lessons she received during her Day School education at the Bat Torah Academy in New York. She believes they are the basis for her understanding of the gravity of crucial life and death questions. From this source, she feels she learned not only how precious life is, but also the importance of compassion.

“In seventh grade I would volunteer in a nursing home, helping feed and take care of the elderly who lived there. I think I realized, even at such a young age, that what many of these people wanted had little to do with what was actually ailing them. They each had their own reasons for needing someone to have compassion for them.”

Dr. Raice now carries this consciousness of people’s need for kindness into her career. She tries to provide the caring that a patient demands. It makes her a better physician. “It was in Day School that I learned to help people, to listen to individuals. Because I’ve been taught to be receptive, it’s natural for me to hear the deeper problems that a person brings with them when they come to see me, the problems that come from their lives.”

Dr. Raice values the relationships she is able to develop with her patients. As an endocrinologist, in addition to the medical crises that she confronts regularly, she also has the chance to work long-term with patients on improving their daily regimens and general living habits. Through her professional skills, she believes that she puts her Day School education to work, every day.



Dr. Deborah Raice

Lisa Exler is a junior at Brandeis University who scored 1600 on the SAT and went on to co-author a book on SAT success. As a sophomore, she studied at a yeshiva in Jerusalem.



Lisa Exler

Lisa believes that the broader perspective she received from her Jewish Day School education at Beth Tfiloh in Baltimore, Maryland, not only helped her to do well on the college boards, but also aided her in creating a healthy balance between the secular and religious aspects of her life. Today, she challenges herself academically as well as communally. She has set up service projects such as the Bikur Cholim Committee (visiting the sick), which she began with her college roommates.

“In high school, I gained an appreciation for how the secular and Jewish world could coexist together. It gave me a broader view of what was possible to know and achieve. There was no reason to lock myself into looking at the world one way. I learned that there are different angles, different directions from which any subject could be examined.”

In fact, Lisa’s favorite teacher in high school would integrate the secular and the Jewish aspects of many subjects, as well as recite the Bible and Shakespeare in the same breath.

This kind of exposure gave Lisa a mental flexibility which enhanced her abilities as she approached challenges like the SAT. “I owe how well I did to a lot of factors. But Beth Tfiloh was an important part of it. I learned to be analytical. When you approach a test like the SAT, you need to be able to think broadly, to swallow everything and make quick sense of it. Beth Tfiloh taught me to accept and examine many different ways of believing in the same religion. We studied science alongside the Bible, which allowed us to debate age-old doctrines. I feel able to do anything in life that requires having to think deeply about an issue and to deconstruct it until I fully understand it.”

Steven Gortler is an Assistant Professor of Computer Science at Harvard. He received his M.A. and Ph.D. in Computer Science from Princeton.

Whether it was in his Talmud class or in science lab, Steven learned an important lesson during his high school years at Northwest Yeshiva in Seattle: Gaining knowledge is not a means to an end, but an end in itself. This principle has guided him through his life decisions. Steven also knows he is a better educator because, through his Jewish education, he learned that teaching involves passion and understanding.

“I learned in Jewish Day School that I would not be happy with an unfulfilling career. There were so many examples of teachers who were truly dedicated to instructing us, to passing on knowledge, who were obviously passionate and committed. I remember a Talmud teacher who would teach classes on his own time, in his house on the weekends. He cared about what he was teaching. It was important to him, and that made it important to us. Those experiences, those role models, led me in the direction of teaching.”

Steven believes that the most significant aspect of his Jewish Day School education was being consistently presented with more than one way of approaching a subject. He learned that exploring the contours of a question was sometimes more important than finding an answer. “There is value in the journey. Every rabbi and teacher I ever

had emphasized how much more important the journey was than the destination, how I should never underestimate that journey and what it has to offer.”

Northwest Yeshiva infused Steven’s conscience with a strong set of principles, which he draws upon daily as a human being and a teacher. He believes that Day School education gave him the tools to delve deeply into subjects and issues, understanding them at their very core. His teachers demonstrated an overall lesson - that a love of study will create the desire and enthusiasm to grasp a topic in all its complexity.



Steven Gortler

Boca Raton, FL • Hillel Day School, Farmington Hills, MI • Hillel Hebrew Academy, Beverly Hills, CA
 Day School, Skokie, IL • Hillel Yeshiva High School, Ocean, NJ • Hillel Yeshiva, Ocean, NJ • Hyman
 Crown Jewish Academy, Chicago, IL • Ilan High School, Elberon, NJ • Isaac Meyer Wise Academy, Da
 Mesivta High School for Boys, Lyndhurst, OH • Jeannette and Harold Jacobson Sinai Academy, Nor
 Day School of Durham/Chapel Hill, Durham, NC • Jewish Community Day School of Las Vegas, L
 Newton, MA • Jewish Community Day School, W. Palm Beach, FL • Jewish Day School of Metrop
 School of Sonoma County, Santa Rosa, CA • Jewish Day School, Allentown, PA • Jewish Day Scho
 Foundation School, Staten Island, NY • Jewish Heritage School, Amherst, NY • Jewish High School



an Netanya, nio, TX • Joseph Kushner Hebrew Academy/Kushner Yeshi
 Buffalo, Getzville, NY • Kadimah School, Amherst, NY • K
 IL • Keshet Day School, Northbrook, IL • Kinneret
 ter, Miami Beach, FL • Levey Hebrew Day Schoo
 NY • Maimonides Academy, Los Angeles, CA •
 Albany, NY • Maimonides School, Brooklin
 golin Hebrew Academy/Feinstone Yeshi

THE FACULTY

Maximizing
your
investment
with
knowledge
and passion.

Rabbi Steve Ballaban is the Assistant Principal at the Yavneh School in Cincinnati, Ohio. He received his B.A. in English Literature at Vassar, his rabbinic ordination and Ph.D. at Hebrew Union College. He also served as a chaplain in the U.S. Navy.



Rabbi Steve Ballaban

Rabbi Ballaban has high aspirations for the future of Jews in America. He sees Jewish Day Schools as the only place where his hopes can be fulfilled, and where students will learn to embrace Judaism.

“Our young people must be told every day that they have a critical role to play in this world. They need to know that they come from a great people who have had a powerful impact on history over

the last 3,500 years. They should feel proud to follow in that tradition. Merely continuing to exist as a people is not enough. Our goal for the generations has to be a perpetuation of the drive to be highly ethical beings who are constantly improving themselves and the world around them.”

In Rabbi Ballaban’s eyes, Day Schools accomplish this goal.

“I see Day Schools as a way to change the present, not just the future. They allow Judaism to become part of the rhythm of our children’s lives. Our students are not just learning about the holidays and the traditions, they are experiencing them. They are living the lessons that they are being taught every day.”

Rabbi Ballaban fears that the benefits of Day School education will be lost if they are not available to every Jewish child. He firmly believes that making Jewish education more available is one of our most crucial tasks.

“My dream is a Bill of Rights for the Jewish people where Day School education is guaranteed for every Jewish child in America.”

Cheryl Finkel is the head of The Epstein School in Atlanta, Georgia. She received her M.A. in Teaching at Harvard. She has been on the faculty of the prestigious Horace Mann School in New York and the American International School in Israel.

Throughout the 60's and 70's, Cheryl worked to make sure that basic reading and writing skills were being learned by all American children regardless of ethnicity or economic background. Immersed in her work, she came to an important realization: While she was preparing to fight illiteracy in the inner cities, she was ignoring her own cultural illiteracy when it came to Judaism.

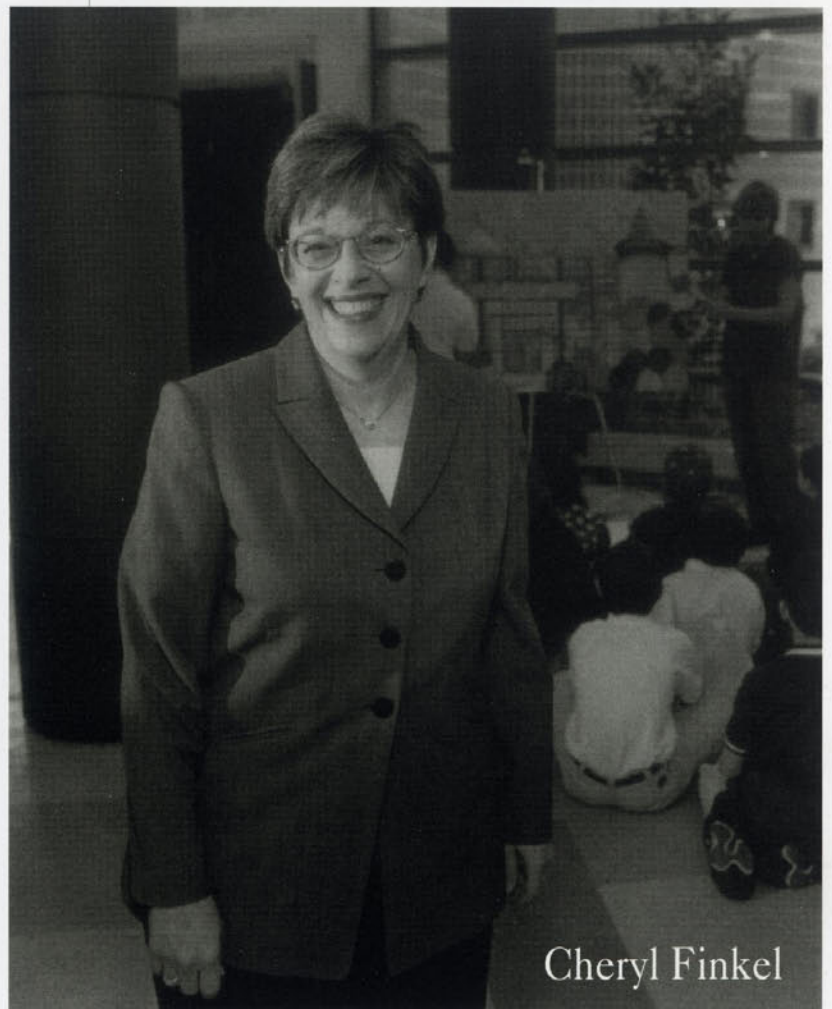
"I was struck by how much I didn't know about the rich Jewish intellectual history that is my heritage. Even though I was fluent in Hebrew and had received a traditional Jewish upbringing, I didn't know when Rashi lived, when the Talmud was written or what it contained.

"I decided to apply my depth of secular knowledge to a Jewish Day School setting. I was still going to fight illiteracy, but it was now a different battle - the ignorance that I saw in Jewish children in America. It was a lack of knowledge on the part of the next generation as to the basic texts and language of their culture."

From this realization, Cheryl began her 25 years of commitment to Jewish education. During that time she has also dedicated herself to improving her own Jewish knowledge. Over the last 18 years, Cheryl has taken a steady regimen of Judaic Studies courses at Emory University. She has

committed herself to teaching Jewish children what she wholeheartedly believes they are entitled to learn - their own history and culture.

"It is the right of every Jewish child to receive full exposure and grounding in their own traditions. Not giving them the basics, not teaching them how to read Jewish texts or understand Hebrew, deprives them of what they need to be Jews. In order to be part of a culture, in order to experience it, you must have the essential tools. When you have those tools, you will see how challenging and rich a culture can be."



Cheryl Finkel

Austin, TX • Merkaz Bnos High School, Brooklyn, NY • Merrimack Valley Hebrew Academy, Lowe

of Jewish Educational Center, Elizabeth, NJ • Mesivta Ohr Torah, Forest Hills, NY • Mid-Peninsula

Milton I. Schwartz Hebrew Academy, Las Vegas, NV • Milwaukee Community Jewish Day School, M

Moriah School of Englewood, Englewood, NJ • Morris Namias Shalom Torah Academy, East Windsor,

AL • National Society for Hebrew Day Schools, New York, NY • Nefesh Academy-Boys, Brooklyn, N

Academy, Reseda, CA • New Atlanta Jewish Community High School, Dunwoody, GA • New Eng

Girls' H.S., Orange, CT • New Orleans Jewish Day School, Metairie, LA • North Shore Hebrew Ac

School, Meriden, CT • North Shore Hebrew Day School, Seattle, WA • Oakland Hebrew Day School, Oakland, CA • Ohr Eliyahu Academy, C

Perlman Jewish Day School, Melrose Park, PA • Perlman Jewish Day School, W

High School, Phoenix, AZ • Pinellas County Jewish Day School, P

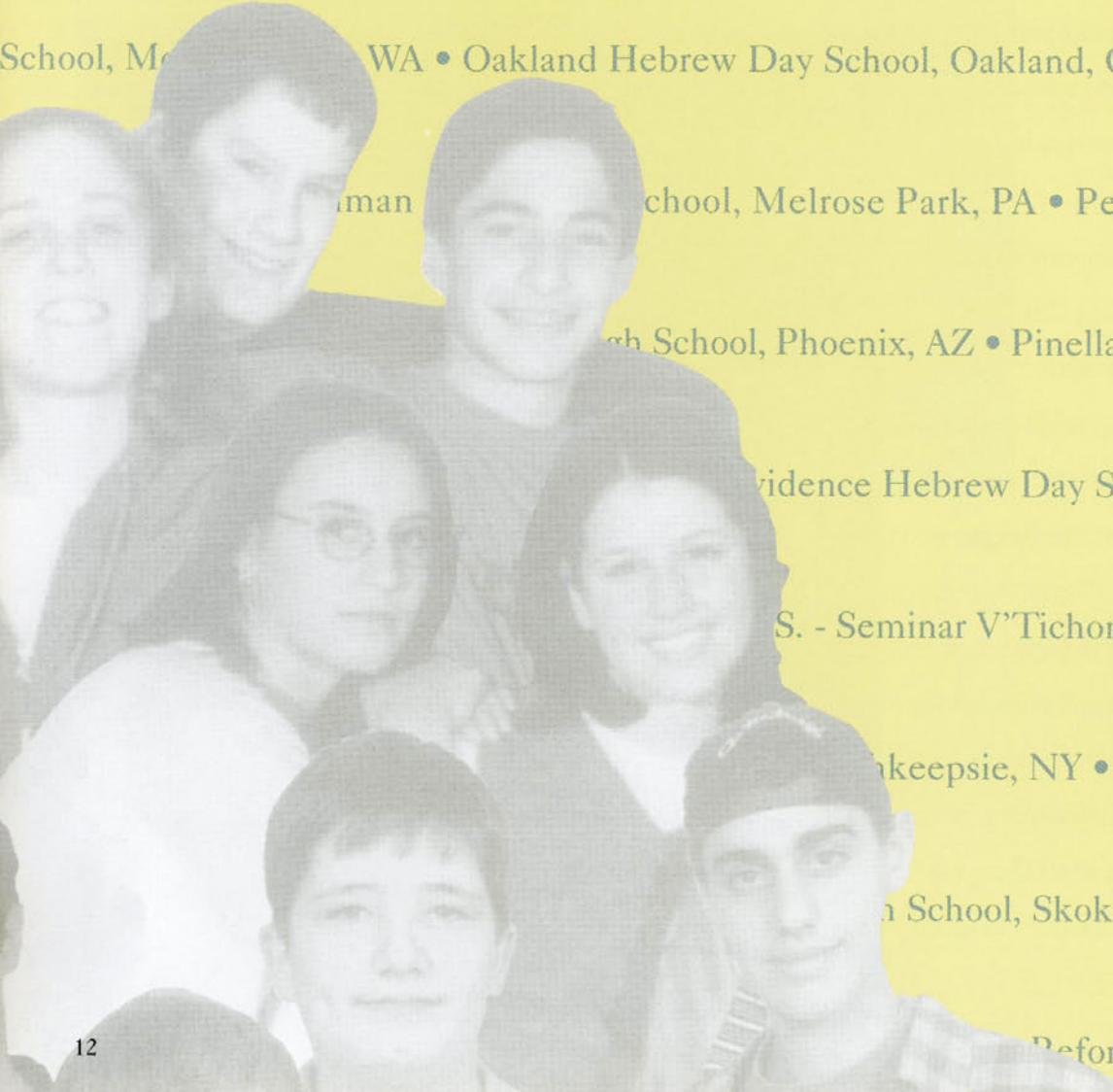
Providence Hebrew Day School, Providence, RI • Rabbi

S. - Seminar V'Tichon Hachadosh, Brooklyn, NY •

Keepsie, NY • Rabbi H.F. Epstein Hebrew A

High School, Skokie, IL • Rabbi Pesach Raymor

Reform Jewish Day School of Great



MA • Mesivta Ateres Yaakov, Elmont, NY • Mesivta of Greater Pittsburgh, White Oak, PA • Mesivta

Jewish Community Day School, Palo Alto, CA • Milken Community High School, Los Angeles, CA •

Waukegan, WI •

San Jose, CA •

NJ • Moshe Aaronson

Birmingham,

Y • Nefesh Academy

Ch-E-li Hebrew

and Academy of

Indiana Academy

Academy, Great Neck

Yeshiva High

Silver City, CA •

Ora Academy,

Wilmington, PA •

Yeshiva Academy,

Clearwater, FL •

Philadelphia, PA

Alexander Gross

High School,

Rabbi Arthur Sch

Yeshiva Academy,

Academy, St. Louis

Yeshiva Academy,

Yeshiva, Edison, NJ • Rabbinical Seminary Chofetz Chaim High School, Forest Hills, NY • Rambam

Philadelphia, Philadelphia, PA • Regional Institute for Torah and Secular Studies, Cincinnati, OH •

THE DONORS

Proving how
rewarding
an investment
in the future
can be.

Beth Ostrow and her family are major donors helping to build a new K-12 Day School campus on 40 acres of land in Long Island.



Philanthropy has always played a major role in Beth's life. Twenty-five years ago, she began actively supporting music and the performing arts. Her focus eventually turned to Jewish life and Jewish education. Today, she is an energetic supporter of the UJA/Federation Campaign in New York, where she has served in a number of leadership positions. She is also president of both the Solomon Schechter Day School of Nassau County and the Solomon Schechter High School of Long Island.

Beth believes that giving to Jewish education is the best use of her philanthropic dollar. She sees it as the most effective way to make an impact on the future of the Jewish world.

“When I became involved with our local Day School, it was because I wanted to ensure that it was providing a top-notch education for my kids. Once I experienced how positive and enriching this kind of schooling could be for a young Jewish person, I saw the global significance of Jewish education. Only then did I see how essential it was for the continuity of Jewish knowledge and the Jewish people.

“I am very concerned about our people's future. I believe that Jewish education is the best way to ensure the growth and enrichment of our community. Particularly for teenagers, who need Jewish high schools that will engage and challenge them at the most crucial time in their lives.

It is only by stimulating teens to understand and explore their traditions that we can ensure that they will choose to live as committed Jews.

“My vision is that our school becomes so filled with young people eager to learn about their heritage that it inspires others to develop Jewish Day Schools. It is not a far-fetched hope. Already, our school has doubled over the last six years from 350 to 700 students. One day, Jewish Day Schools will be in abundance everywhere.”

Mark Lainer was one of the founding donors of the Abraham Joshua Heschel Day School in Los Angeles. Today, he is helping to fund Heschel Day School West.

Mark is an attorney who is also a real estate investor and property manager. In addition, he is the president of the Jewish Education Service of North America, a national agency working with Federations on community initiatives in Jewish education.

“I have a great belief in Jewish education, especially the community schools that serve many different denominations. It’s wonderful that kids are being offered different perspectives on Judaism. I give so that Jewish children can have this important opportunity. My goal is for Judaism to become just as natural a part of their lives as it was for me when I was growing up. Day Schools are the most successful way to achieve this. Camps are important, Israel experiences are important, informal education is important. But there is nothing like Jewish Day School education for maximizing children’s exposure to Judaism, for making it an integral part of their every day.”

Mark grew up in Mexico City. In a community of only 35,000 Jews, the Jewish Day School he attended had 2,000 students. And that was only one of numerous Jewish Day Schools ranging from a Zionist Yiddish School to a Sephardic School to an Orthodox School.

“In Mexico, there were few Jews but many schools. And when I arrived in America, what surprised me most was that there were so many Jews but so few schools. In a country so

prosperous, with so many resources, there was no reason that Jewish Day Schools should be so scarce.”

Mark believes that by strengthening Jewish education, he strengthens the backbone of Jewish life in America. He feels he is building the foundation for a future where Jewish education is a normal part of growing up, where a basic understanding of Jewish knowledge is just as important as secular knowledge.



Mark Lainer

The investment in Jewish Day Schools grabs headlines in the national press.

The New York Times. The Boston Globe.
The Chicago Tribune. The Los Angeles Times.
The list goes on and on.

The Jewish Day School phenomenon is receiving major press coverage. In-depth articles about Jewish Day Schools appear regularly on the front and inside pages of the national press. Reporters and readers are showing keen interest in the growth, excellence and success of the Jewish Day Schools and what they mean for the future of education, America and the Jewish community.

Jewish Day Schools are good news.

Jewish school building boom under way in way in U.S.

From elementary
grades to high
schools, numbers
are growing

By Robin Estrin
ASSOCIATED PRESS

WALTHAM, Mass. — Come September, students at the newest school in town will be tackling the usual: math and science, Spanish and history.

But there's a fourth "R" at New Jewish High School: religion.

So add two to three class hours per day, and four more subjects: Jewish ethics and the Talmud, Hebrew and the Bible.

This Jewish high school is one of more than 40 to open in the last five years, including those in Atlanta, Baltimore, Cleveland, Los Angeles, Minneapolis and New Haven, Conn. From elementary grades on up, Jewish schools are booming.

servative — have sent children to religious schools.

A mixture of beliefs

Now, many of the new schools, like this one 10 miles west of Boston, are attracting even liberal Reform Jews and secular families. Here, their children share classrooms with the more observant, together trying to redefine what makes a Jew.

Rachel Belsky, a 15-year-old sophomore, likes the mix. At a public middle school in Randolph, south of Boston, she found it "really hard to keep up with the Jewish faith when no one else around you is Jewish." But at the New Jewish school, "the more you learn," she says, "the better Reform Jew you can be because the whole point of being a Reform Jew is to choose."

The surge in Jewish schools is remarkable considering that the American Jewish population, estimated at 2 percent of the overall population, is shrinking. And, according to a 1990 population study by the Council of Jewish Federations, the percentage of Jews r

Reprinted with permission of the Associated Press, August 2, 1998.

Jewish

Jewish day schools

SO Jewish schools a show of faith ta Enrollment seen as hedge against secular culture

Growth in Jewish Private Schools Celebrates Complex Mix

By Janita Poe
TRIBUNE EDUCATION WRITER

When David Sales' son, Adam, completed his studies at a Jewish elementary school, he thought he would enroll the youngster in a mainstream suburban high school, just as his parents had done with him three decades before.

Sales, a Northbrook gastroenterologist whose son is a sophomore at Ida Crown Jewish Academy in the West Rogers Park neighborhood. "He wouldn't have fit in at [the public school]. At Ida Crown, I think he can build on his identity."

foundation in Judaism; then send them to a secular high school, so they can meet kids from other backgrounds and refine their Jewish identity within the larger world.

In the last four or five decades, many Conservative Jews like Sales have followed a basic script for educating their children: Enroll the kids in a "supplemental" after-school program or a Jewish elementary school so they can get a good

Religious-school education has
SEE JEWISH, PAGE 14

send their children to public schools, the new interest in Jewish day schools represents a significant departure, especially among Reform Jews, who historically have shunned private Jewish schools.

"In the first 100 years of American Jewish history, Jews were pro-

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Jewish day school enrollment up

By Maureen Fitzgerald

non-Jews. "It's very personally that because if we go to be of us Jews," a ninth-grade lives in West. "Before 'Hi, I'm An said Andre II. A rabbi carried a tray of

The children filed silently into the dimly lit synagogue. Each wore a bright yellow star on the chest. A single flute played a slow, plaintive melody: "The Partisan Song," one sung by the Jews who fought in the forests of Poland during World War II. A rabbi carried a tray of

We are the future. This is dedicated to all of us. We, the survivors.

The students spoke of grandparents who survived the death camps, and dedicated words to those who did not. And through it all, their teacher, Andy Friedman, sat wiping tears from her eyes.

"This is what it's all about," said Friedman, their Holocaust teacher at an Academy on Chapel Avenue in Cherry Hill. "This is what day school has done for

schools have opened across the United States in the last six years, according to the Avi Chai Foundation in New York City, which promotes a commitment to Judaism.

Locally, the Stern Hebrew Academy, a modern Orthodox high school, is in the works in the Northeast, and two campuses of Reform Jewish Day School of Greater Philadelphia are scheduled to open in the Wynnewood. In Cherry Hill, the Politz Hebrew Academy, an Orthodox

Reprinted with permission from The Philadelphia Inquirer, April 30, 1998.

New Jewish school touches a chord

By Diego Ribadeneira
GLOBE STAFF

ing why I can expl more Jew I'm finally a grea Before School e schools with Orthodox vative strand some more school is mea cross-section \$9,800 this some financia The schoo Jewish high across the c None had a the Waltham In the pas private Jewish in New York land, Atlanta, mann says he Jewish leader nati, and oth starting simila

WALTHAM - Fewer than three months into its inaugural year, it is crisis time at the New Jewish High School.

It has nothing to do with the kind of problems start-up schools usually experience, like scheduling glitches or money problems.

What the high school - the first in New England catering to all of Judaism's different movements - is experiencing is an embarrassment of riches.

The school is doing too well. It has become too popular too fast. Ten months before the next school year begins, the school is already worried about its long waiting list.

Next September, school officials say, they will be able to squeeze in about 120 students, including the 49 ninth- and 10th-graders already attending the school in the two-story brick building leased from Brandeis University.

provide the mo-work many paren need. sh High School, Reform, Conserv Jews from 17 s to combine the cademic training on's prep schools of Hebrew, the aud, the core col-ommentary. French, Spanish, y, physics, and classes on Bible thought. Taking 's rich intellectu-ironment' school th

School Growth a New Chapter for U.S. Jews

Expansion in number and size of these parochial institutions reflects parents' desire to instill religion and culture in their children. One father hopes that when his son is 'an adult and participates in Judaism, it goes all the way down to his toes.'

By ALAN ABRAHAMSON
TIMES STAFF WRITER

Six-year-old Michael Wagman, blond and impish and bright, loves school. He knows his ABCs, and he's learning how to read, word by word, the way most American kids do—left to right.

Michael also knows aleph-bet-gimmel, the first three letters of the Hebrew alphabet. And in his first-grade class at the Menorah Community Day School in Redondo Beach he's learning how to read the Hebrew way—fr-

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The Investment for Generations.

You've met graduates of Day Schools who are leading successful, meaningful Jewish lives.

You've met visionaries of Day School education who are guiding these institutions.

And you've met funders of Day School education who believe that this investment is the most important one they have ever made.

You now understand the power of a Day School education.

Day Schools are succeeding at the monumental task of turning around 40 years' worth of decline in American Jewish identity. After centuries of persecution, Jews have finally succeeded in the open society that is America. We have been accepted and granted the democratic right to be as Jewish or as assimilated as we want to be. As a result, many of us lost a positive component of our identity. Our Judaism.

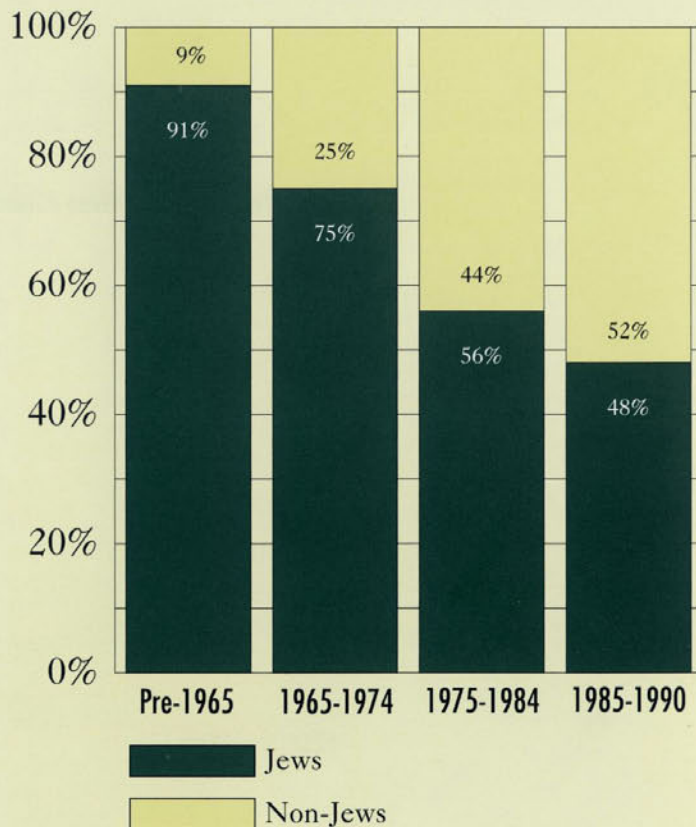
It has been well documented and recorded. In the past, the major threat Jews faced was physical survival. Today, the threat is spiritual survival. The knowledge, traditions and practice that define Jewish identity are increasingly disappearing in the next generation.

Too often, young Jewish people lack spiritual connection and a religious commitment. They are raised in environments that are bereft of

tradition. They do not know where they come from. They do not have the tools for exploring the richness of Jewish knowledge and texts. It has all been lost to them.

The most telling sign of this decline is the increasing rate of intermarriage. The statistics are frightening.

Who Jews Marry
by Year of Marriage



Source: Council of Jewish Federations
1990 National Jewish Population Survey.
The Council of Jewish Federations, 1991.

The next generation must be given the tools to understand their tradition, compelling them to choose Judaism as an integral part of their lives.

The chart below shows that Jewish Day School education is having the positive effect of turning young Jewish people into Jewishly literate adults. They understand religious practice. They gain a strong connection to Israel and an interest in the fate of their people. They have a better chance of marrying other Jews and continuing on to live full Jewish lives, bringing up another generation within this tradition.

There are more than 650 Day Schools across the country, double the number of 20 years ago. They are growing and prospering. But while they are having a significant impact, they are still affecting only a small minority of American Jews.

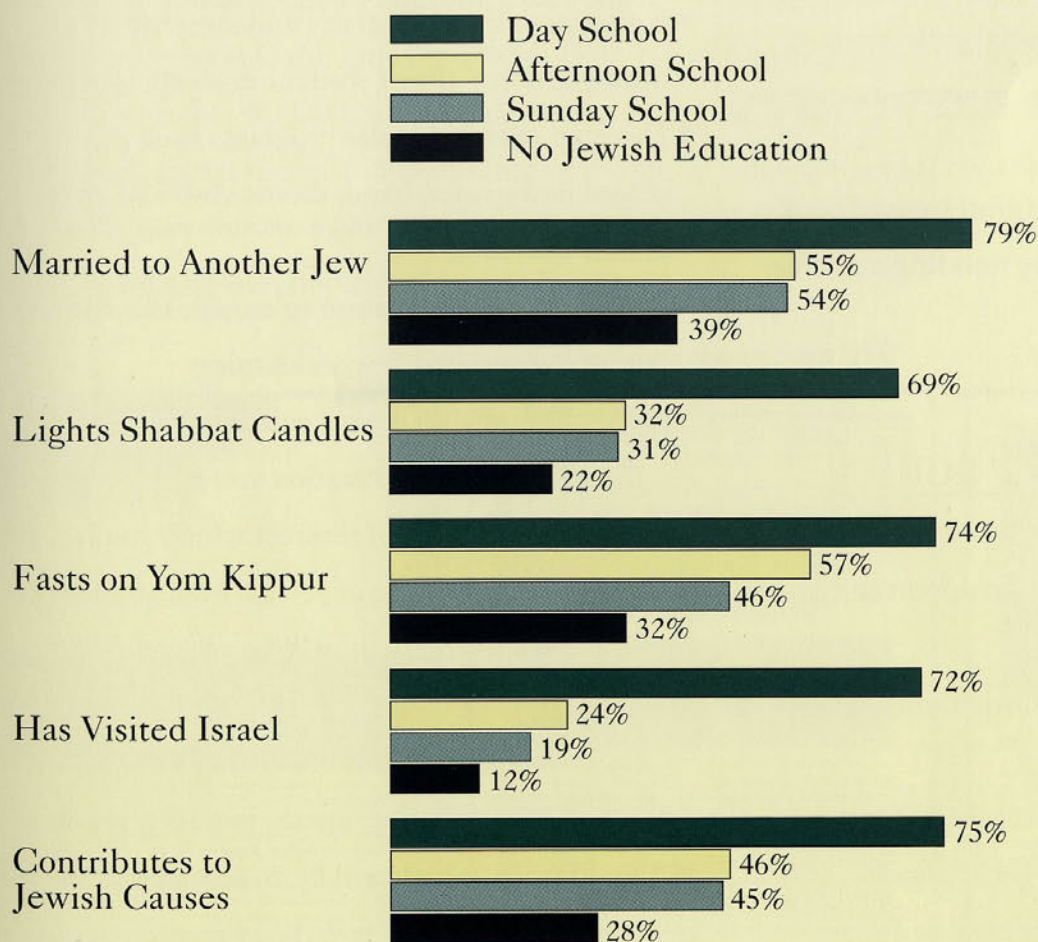
Imagine if there were more quality Day Schools. Imagine if they were affordable to all Jewish families who wanted their children to experience this extraordinary education. The transforming effect they would have upon the American Jewish community would be astounding.

You can make that change happen. Investing in

Day Schools is one of the most important roles you can play in Jewish life today.

Like all investments, there are different levels of involvement. People invest at the level which is appropriate for their financial abilities. But the important fact remains that it is people like you, who care about the future of Jewish education, who can ensure the existence of quality Jewish Day Schools.

Jewish Education's Impact on Jewish Identity



Source: Jewish Involvement of The Baby Boom Generation: Interrogating The 1990 National Jewish Population Survey. The Louis Guttman Israel Institute of Applied Social Research, 1993.

Investment Opportunities.

Here are just a few examples of programs you can fund and vital resources that you can support:

Infrastructure

- “Wire” schools with the latest technology - Internet access, computers, printers, scanners, educational software and digital cameras
- Create state-of-the-art science labs
- Expand libraries and add special collections
- Build a new wing for a school to accommodate its increasing enrollment
- Purchase textbooks and Siddurim (prayer books)
- Improve athletic programs by building a gymnasium and sports facilities

Students and Faculty

- Reduce tuition costs through scholarships
- Increase continuing educational opportunities for faculty and administration
- Grant summer stipends for curriculum development in Jewish subjects
- Improve teacher benefits to contribute to the attractiveness of teaching in Day Schools
- Endow faculty positions in general or Judaic studies

Enrichment Programs

- Provide cultural arts programs such as in-school musical activities, trips to repertory theaters and special art exhibits
- Create competitive opportunities for students through more Advanced Placement (AP) courses
- Fund a speaker series featuring authors, journalists, political leaders or Jewish scholars
- Enhance cultural diversity and awareness through international student exchange programs
- Develop extracurricular programs such as a school newspaper, band, drama club and after-school activities
- Sponsor parent education to engage the entire family in continual Jewish learning

This list is by no means complete. As a potential funder of Jewish education you may be focused upon additional areas of interest which you believe are critical to the future of Jewish education. Your suggestions and creativity will be welcomed by the schools.

Day School education is working. It is an education of excellence, depth, morality, joy and lasting identity, which will be transmitted from one generation to the next. It is the guarantee of our community's future.

What is AVI CHAI?


THE AVI CHAI FOUNDATION is a private foundation established and endowed in 1984 by Zalman C. Bernstein, of blessed memory. AVI CHAI has two basic goals: to encourage Jews in the United States and Israel to become more deeply involved with Jewish learning and observance; and to promote mutual understanding and sensitivity among Jews of different religious backgrounds.

In North America, one of our primary efforts has been to encourage the growing Jewish Day School movement. We have supported, among other things, grants to assist in marketing new high schools, interest-free loans for improving facilities, advanced training for educational leaders, and

special programs to help Day School newcomers catch up with the Jewish know-how of their peers. We provide start-up Jewish libraries for students transferring to Jewish high schools, and are testing innovative ways of reducing the costs of Jewish schooling.

We recognize, however, that one foundation cannot do it all. With this in mind, we have undertaken to tell the extraordinary story of Jewish Day Schools, seeking to attract others to the cause of Jewish Day School education. While AVI CHAI does not accept contributions, we hope you will join us by supporting your local Day Schools.

New York Times ad campaign 1999



With your support, this whole space could be filled with educated Jewish kids.

Look into all the eyes in the upper left-hand corner. In each pair lies the spirit and hope of a new generation. As well as the spark of 3,000 years of Jewish knowledge. These young people are intelligent, well-rounded, and self-aware, with an understanding of their value to American society.

They are the students in Jewish Day Schools across the country. Reform, Orthodox, And Conservative. Jewish Day Schools are providing critical thinking, morality, spirituality and deep knowledge of the core texts of our heritage. As well as an outstanding and rigorous general education that is allowing graduates to be accepted to top universities.

However, most of the space above is empty. Only a small percentage of Jewish youth are receiving this education. We need to make Day Schools available to more students. Schools must exist wherever there is a Jewish population. They must be affordable. And they must maintain standards of excellence.

In our free brochure, you will see the faces and hear the stories of Day School alumni who are going on to live extraordinary lives. Of educators and their commitment to teaching a new generation. Of funders and their vision of a bright Jewish future.

By supporting your local Day School, you can fill the empty space with the educated and excited faces of our Jewish future. Learn how by calling 1-800-240-5989.

THE AVI CHAI FOUNDATION
52 Vanderbilt Avenue New York, NY 10017



Will future generations see this as more than just a cracker?

The thought isn't so absurd. Our children or grandchildren may not know the difference between the ancient matzah and a simple cracker. As wonderful as it is, Seder night is not enough to pass down the richness of Jewish heritage from generation to generation.

Jewish Day Schools are. Across the country, Day Schools are transforming the Jewish future. They are providing critical thinking, morality, spirituality and deep knowledge of the core texts of our heritage. As well as an outstanding and rigorous general education that is allowing graduates to be accepted to top universities.

However, only a small percentage of Jewish youth are receiving this education. We need to make Day Schools available to more students. Schools must exist wherever there is a Jewish population. They must be affordable. And they must maintain standards of excellence.

In our free brochure, you will see the faces and hear the stories of Day School alumni who are going on to live extraordinary lives. Of educators and their commitment to teaching a new generation. Of funders and their vision of a bright Jewish future.

By supporting your local Day School, you can ensure that generations to come will always know the difference between an ancient symbol of our people's perseverance, and the simple saltness. Learn how by calling 1-800-240-5989.

THE AVI CHAI FOUNDATION
52 Vanderbilt Avenue New York, NY 10017

Is the New York Times really the best way for your kids to learn about Israel?

At times alarming and critical. At times cold and analytical. Today, on Israel's Independence Day, does this describe the information your children are receiving on Israel? Maybe their only source has been a newspaper, TV show, or radio program.

In America, how do young Jewish people make their first emotional connection with the Jewish homeland? Where can they learn about its history, politics, culture, music and achievements? Where is Israel presented to them in all its color and contradictions? In Jewish Day Schools.

Across the country, Day Schools are transforming the Jewish future. They are providing critical thinking, morality, spirituality and deep knowledge of the core texts of our heritage. As well as an outstanding and rigorous general education that is allowing graduates to be accepted to top universities.

However, only a small percentage of Jewish youth are receiving this education. We need to make Day Schools available to more students. Schools must exist wherever there is a Jewish population. They must be affordable. And they must maintain standards of excellence.

In our free brochure, you will see the faces and hear the stories of Day School alumni who are living extraordinary lives infused with depth and meaning. Of educators and their commitment to teaching a new generation. Of funders and their vision of a bright Jewish future.

By supporting your local Day School, you can convey the meaning of Israel to a whole new generation. Learn how by calling 1-800-240-5989.

THE AVI CHAI FOUNDATION
52 Vanderbilt Avenue New York, NY 10017

Abraham Joshua Heschel Day School West, Agoura Hills, CA • Abraham Joshua Heschel Day School,

Hebrew Academy, Charleston, SC • Adolph Schrieber Hebrew Academy/Yeshivas Hadar Avrohom

Academy, Marion Station, PA • Akiba Jewish Day School, Chicago, IL • Akiva Jewish Academy, St

Einstein Academy, Wilmington, DE • Alperin Schechter Day School, Providence, RI • Altshuler Aki

West Covina, CA • Austin Jewish Community Day School, Austin, TX • Bais Hamedrash and Mesivta

Yaakov of Miami, Miami, FL • Baltimore Hebrew Congregation Day School, Baltimore, MD • Bat T

NY • Beit Rabban, New York, NY • Bernard Zell Anshe Emet Day School, Chicago, IL • Bet Breira D

Village, CA • Beth Tfiloh Community School, Baltimore, MD • Beth Yeshurun Day School, Houston

School, Stamford, CT • Blitstein Inst. of Hebrew Theological College, Chicago, IL • B'nai Israel Da

Lafayette, CO • Boys' Torah High School, Waterbury, CT • Brandeis Hillel Day School, San Francis

NJ • Canarsie Community Yeshiva Academy, Brooklyn, NY • Chabad Hebrew Academy, Margate, FL

Montgomery County, Gaithersburg, MD • Chabad Religious School, Sarasota, FL • Chaim Weizma

School for Boys - Forest Hills,



Girls, Forest Hills, NY • Cincinnati

Torah Academy, Columbus, OH • THE AVI CHAI FOUNDATION PA • Congregation Beth Elo

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Hebrew Day School, Plantation, FL • Denver Academy of Torah, Denver, CO • Des Moines Jewish