



RISKING HUBRIS

Alex Pomson, *Chair* • apomson@edu.yorku.ca

There is a certain hubris in claiming that one stands at an historic turning point. Writing in 1954, in the “Silver Anniversary Volume” of *Jewish Education* (the forerunner of the *Journal of Jewish Education*), its editor claimed that “our twenty-fifth volume marks a turning point in American Jewish history and in American Jewish Education.” In his view, the past twenty-five years had laid the foundation for a Jewish school system in North America. The future would result in a different order of achievement.

In retrospect, it is difficult to know what particular point was turned. It is easy, however, to understand why at the start of its twenty-fifth year of continuous publication, the *Journal’s* editor was tempted to see the moment in grandiose terms.

Fifty years later, alert to the risks I take in doing so, I am tempted to claim this particular moment as one of similar significance for our field. This fall, just a week ago at the time of writing, the Network for Research in Jewish Education, as owner and editor of the *Journal of Jewish Education*, signed a five-year contract with the Taylor and Francis Group for the publication of the *Journal*. This is the first time in its more than seventy-year history that the *Journal* will be published in cooperation with an academic publisher, let alone one with so fine a reputation.

As you probably know, last spring, with the generous assistance of JESNA, our association assumed ownership of the *Journal of Jewish Education* from the Council of Jewish Education. As I noted in the last Network newsletter, we came into possession of a valuable legacy which carried with it the burden of guardianship. Recognizing the significance of our acquisition, the Network executive formed a small working group with the goal of identifying a publishing partner with whom we could extend the

reach and range of the *Journal*.

This group, consisting of Carol Ingall, Gail Dorph, Maurice Elias, Tali Hyman, Leora Isaacs, Michael Zeldin and myself, spent the last twelve months exploring a number of publishing options. Our search came to satisfying fruition last week when Michael Zeldin, the *Journal’s* Senior Editor and the moving force behind these efforts over the last few months, signed a contract with Taylor and Francis.

Taylor and Francis were not the only publishers interested in working with us. I am pleased to report that a number of publishers were impressed both by our plans

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Chair	Alex Pomson
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2005 Program Chair	Stuart Charmé

**NEWSLETTER
EDITORIAL COMMITTEE**
Leora Isaacs

CO-EDITOR
Tal Sommer

DESIGN
Nicole Ray

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**19TH ANNUAL CONFERENCE
JUNE 5 - 7, 2005 • BRANDEIS UNIVERSITY**

for the *Journal* and by its legacy. We were convinced that Taylor and Francis will, however, be the best partners for us. They are one of the largest publishing houses in the field of education, and will bring our work to the attention of an international audience, many of whom work in cognate fields. They are highly advanced in employing digital and internet technologies to improve the dissemination of research. For example, the press has committed to “retrodigitize” (a new word I learnt in this process) sample back-copies of significant issues of the *Journal*. Above all, the organizational set-up at Taylor and Francis promises us careful attention from a small and focused team.

The first issue of the re-launched *Journal* will appear early in 2005. Michael has gathered an editorial board whose collective presence would flatter any publication. He and his group of associate editors are determined to seize this opportunity as one in which to make a significant and positive impact on the field of Jewish education.

A call for submissions is posted on the back page of this newsletter. I encourage members to bring it to the attention of colleagues and associates. Please also point out to people that members of the Network will continue to receive a subscription to the *Journal* as part of the benefits of membership. This is a further good reason for joining the Network even if you do not attend our conference every year.

You will also see from a different section of this newsletter that we have made another important change to the Network’s traditional operations. As explained by Stuart Charmé, this year’s Program Chair, we have changed the procedures for paper submissions to this year’s conference. In a move spearheaded by Stuart to increase the range of conference contributions and to bring us in line with other academic conferences, we are asking proposers initially to submit a summary rather than full-length proposal. In another effort to increase accessibility, Stuart has set up a process for the on-line submission of proposals. These moves to increase the reach of our association complement our efforts to increase its academic depth through means of the *Journal*.

My multi-volume Hebrew-English dictionary (which has been receiving a lot of recent use) does not include an entry for “hubris.” I won’t take this as a sign that I need to find a more comprehensive edition. Instead, I’ll infer that as an originally Greek term hubris does not possess an obvious Hebrew equivalent. Jewish educators, it seems, have a license to dream big.

THE NETWORK CONFERENCE COMES TO BRANDEIS

Joe Reimer, *Conference Chair* • reimer@brandeis.edu

The Network Conference will come to Brandeis University on June 5 - 7, 2005. This is the first time this conference has been hosted by Brandeis.

June in New England can be as close to paradise as a traveler will ever experience. June is often our finest month with all in bloom, warm weather and low humidity. Of course, weather in New England is also impossible to predict. But it would be quite sensible for Network members to plan a few travel days around this conference to enjoy Boston (that home of champions), Cape Cod and the luxuriant mountains of New Hampshire and Vermont.

If this will be your first visit to the Brandeis campus, you are in for a special treat. Brandeis is a Jewish sponsored research university located about 10 miles west of Boston. It sits on a rolling hill that overlooks much of the surrounding area. During the academic year it is home to 3,000 undergraduate and 1,000 graduate students. Among the graduate students are young people seeking degrees in Jewish studies, Jewish education and Jewish communal service. Brandeis has by the standards of most American universities a very substantial faculty and researchers in these and related fields.

During your stay at Brandeis you will be housed in a choice of nearby hotels with van service provided to and from campus. The conference sessions will take place in the recently built student center that is wired for the latest of electronic communication. We will dine on the kosher cuisine of the campus.

We hope that this conference will showcase some of the prominent faculty from several of the relevant Brandeis departments and centers. We hope to involve some of the great Jewish educational professionals who live and work

in the Greater Boston area. Of course, there will also be a panoply of sessions that feature research presentations from across the Network's membership.

The Program Committee has been working hard to introduce innovations into the format of the conference. There is every reason to believe 2005 will be a year to remember in the annals of Network history. I certainly hope that your stay at Brandeis will be one feature you will remember with great fondness. Please plan to come and invite your colleagues to join us.

MESSAGE FROM THE PROGRAM CHAIR

Stuart Charmé, *Program Chair* • scharme@camden.rutgers.edu

Over this past summer, the Program Committee and I had the opportunity to reflect on the successful ingredients of the Network's annual gatherings in the past and to refine the recipe we will use for the upcoming 19th Annual Meeting of the Network for Research in Jewish Education. The meeting will take place June 5 - 7, 2005 at Brandeis University. All of us deeply appreciate the opportunity the annual meeting provides for academic researchers and practitioners to gather in a stimulating and supportive atmosphere to discuss our research and share ideas with old and new colleagues in the field.

As we officially announce this year's Call for Proposals, I would like to point out a new streamlined process which we are introducing in this year's Call (The Call for Proposals can be found online at:

http://crab.rutgers.edu/~scharme/call_for_proposals.html

First, we have created a web-based proposal submission form where you can enter and submit all the necessary information for a proposal in one simple step (Go to <http://crab.rutgers.edu/~scharme/network-proposal.html>).

Second, we have simplified the nature of the proposals

themselves. It is no longer necessary to submit a complete paper as part of your proposal. Rather, we are asking for a more concise description (1,000 words or less) of the goals and conclusions of your proposed presentations. (For those who do have completed papers, we will continue to provide feedback and advice for improvement, if requested.)

This year's conference will continue to improve the successful formats of past conferences. These include *panel sessions* comprised of three traditional paper presentations of about twenty minutes each. This year, the Program Committee may schedule a few two-paper sessions as well, in order to allow greater time for discussion when it seems appropriate. *Spotlight sessions*, more interactive group presentations on key issues in the field of Jewish education research, will continue to be offered. Researchers seeking feedback on problematic issues of methodology and analysis in their research projects may request *consultation sessions*. Finally, the popularity of last year's breakfast discussions of research methodologies proved that we can eat and think at the same time. So this year we will be replacing poster sessions with a new format, *breakfast roundtables*, where less formal presentations about research projects can be made and discussed with a small group of colleagues over breakfast. These may be a good place to report on works in progress. Participants should indicate their top two choices for formats so that the Program Committee has some flexibility in assembling the final program.

We look forward to hearing from you no later than January 15, 2005.

CONFERENCE PAPER ABSTRACTS FROM BALTIMORE

Paper Sessions

GIVEN THE OPPORTUNITY: A LOOK AT JEWISH DAY SCHOOLS UTILIZING GRANT MONIES FOR SCHOOL IMPROVEMENT

Shani Bechhofer • shani@jesna.org

This paper presents data gathered as part of an evaluation study of a grant-making initiative. The goal of the initiative was to encourage and support Jewish day schools to effectively utilize expert assistance in order to facilitate growth and improvement in three key areas: Judaic studies, the educational program in general, and management / organizational development. The evaluation study provides a unique glimpse into thirty Jewish day schools across the denominational spectrum. It is apparent from the data collected that even among this self-selected sample, limited organizational capabilities weakened the schools' capacity to plan, execute, and reflect upon change. Areas of focus in this paper include the schools' ability to define clear goals, to align strategies with desired outcomes, and to create realistic work plans; their organizational disposition to reflect critically and seek evidence for the success and failure of their efforts; their capacity to execute change; and their commitment and resistance to change. This paper reports what was learned about these capacities. It raises implications for practice and for further research.

CONCENTRIC CIRCLES OF SELF AND COMMUNITY: THE JOURNEY OF A YOUNG FAMILY THROUGH JUDAISM

Beth Cousens • bethcousens@aol.com

While research on American Jewish identity and, specifically, on the experiences of adult Jewish learners has increased during the past ten years, little to no research on the experiences and Jewish attitudes and behaviors of Jewish adults in their twenties and thirties has been conducted. Jewish adults of this age bracket, primarily children of baby boomers, came of age in an era that promoted multi-culturalism and self-governed decisions about religion and ethnicity. The attitudes toward Judaism, then, of this younger cohort may be different than those of their

parents. This paper begins to develop research on American Jewish adults in their twenties and thirties by drawing a portrait of such a couple and exploring what drives their participation in an educational project for their peer group. The research concludes that open dialogue and exposure to diverse Jewish texts, traditions, and rationales may well promote Jewish growth for this population, one that is self-governed and driven by rational inquiry.

CONTEMPORARY SENSIBILITIES AND THEIR IMPLICATIONS FOR JEWISH EDUCATION

Jen Glaser • jen@mandelschool.org.il

Schwab's vivid metaphor of the educational milieus as Chinese boxes nestled one into another points to the way in which educational contexts are manifold and layered. Bringing our attention to bear on the localized milieus of a particular school and classroom will require us at the same time to turn our gaze outward to broader aspects of the social and cultural climate.¹ The turn outward is unavoidable not only because theories of knowledge, cultural traditions, conceptions of identity and of community are played out through the dynamics of classroom interactions, but because this 'play' itself contributes to the development of the culture.²

What I seek to explore in this essay is that broadest of Chinese boxes, our general worldview. It seems fair to say that in a large part of the Western world this box is undergoing transformation, shifting both the way we make sense of our identity and the context in which Jewish education takes place. We might characterize this transformation via three emerging themes in contemporary theory:

- (i) A recognition of 'being within'
- (ii) The empirical fact of plurality and the weight of contingency
- (iii) A shift from horizontal to vertical imaginings.

In exploring each of these themes I shall pay particular attention to the impact of the contemporary worldview on our conceptions of knowledge and identity, for the pursuit of knowledge and the development of personhood are central to the Jewish educational enterprise.

¹ Joseph Schwab: "Translating Scholarship into Curriculum," in *From the Scholar to the Classroom*, S. Fox (ed), pp.3. JTS Press, 1980

² See: Barbara Rogoff: *The Cultural Nature of Human Development*, pp.44-51.

GETTING PERSONAL WITH PROFESSIONAL DEVELOPMENT: THE CASE OF SHORT-TERM TRIPS TO ISRAEL FOR DIASPORA TEACHERS

Lisa Grant and Alex Pomson • lgrant@huc.edu; apomson@edu.yorku.ca

Each year, hundreds of teachers from Jewish educational institutions around the world visit Israel to participate in short-term programs. These “visits” serve multiple purposes. For some they are pilgrimages that promise to strengthen and renew their commitment to Judaism and/or Zionism. For others, they are opportunities to deepen their knowledge of Israel and discover new ideas for teaching. For still others, they are a recreational time-out, a reward provided in return for loyal service. In this paper, we examine these programs as exercises in professional development, that is, as *work-related learning opportunities for practicing teachers*. We explore the extent to which teacher trips to Israel fit within the parameters of what the research literature defines as good professional development, and how they differ. We also consider how sponsoring schools or communal organizations view such programs. Are they considered as elaborate one-time workshops designed to instill a greater commitment to Israel, or are they seen more as an integral part of an overall vision of professional development for their schools? We explore the dimensions of these impacts from the perspective of the individual teachers and the schools within which they work. In the paper’s final section, we develop a model for the development of effective Israel-based short-term programs for teachers.

“A DREAM NOT QUITE COME TRUE.” REASSESSING THE BENDERLY LEGACY

Miriam Heller Stern • miriamhs@stanford.edu

Samson Benderly (1876-1944) is considered the father of modern Jewish education in America. Benderly’s writings and those of his protégés, known as the Benderly Boys, relay a sweeping vision for educational change that is so compelling one might actually believe that it all happened just as their blueprints prescribed. But Benderly’s goals were not all that easy to achieve. Where did theory diverge from practice? This paper offers various ways of explaining the historical puzzles of the Benderly era in order to explore the relationship between theory and practice in Jewish educational reform. My analytical framework borrows from historian of education David Tyack’s “Ways of Seeing” paradigm, which suggests that while a single theory

may be adequate for explaining a historical development in education, a much richer understanding can be gained from investigating the problem from multiple lenses and considering different categories of analysis. In addition to the perspectives that have been presented or at least alluded to by historians or the historical actors themselves, I suggest that some of the lessons of the last century of American public school reform provide another useful way of explaining the very nature of school change and the broad educational issues that progressive Jewish educators confronted in the early 20th century and continue to grapple with today.

HAVA N’HALELA: TZIPORA JOCHSBERGER AND THE HEBREW ARTS SCHOOL

Carol Ingall • caingall@jtsa.edu

Tzipora Jochsberger, educator, composer, and musicologist, dreamed of using the arts to introduce Jews to the richness of their heritage. The founder and director of the Hebrew Arts School in Manhattan (1952-1986), Jochsberger’s contributions deserve the attention of Jewish educators and artists who are looking to the arts to address the diverse needs of Jewish learners of all ages.

Tzipora Jochsberger was born in 1920 in a small village in Germany. A student of the Jewish Teachers’ Seminary in Wurzburg, she was offered an opportunity that would not only save her life, but set its direction as well. The director of the Palestine Academy of Music made it possible for Jochsberger to come to the fledgling state in 1939 to study. There she learned Hebrew and eventually graduated with two diplomas, one from the Palestine Academy of Music, the other from the Music Teachers Seminary.

It was Jochsberger who helped to introduce the *halil*, or recorder, to music programs throughout the Diaspora. She called her teaching method “*Hava N’halela*,” (“Come Let Us Play the *Halil*”) and taught it to teachers all over the United States.

Using interviews, archival data, and Jochsberger’s papers both published and unpublished, I have tried to examine her educational vision for the school she nurtured for more than thirty years. I have discovered that the school was the product of a fortuitous *shiddukh*: the dream of a gifted Holocaust survivor and the idealism of American Hebraists, the ideologues of *Ha’Noar Ha’Ivri*.

LA'ATID: SYNAGOGUES FOR THE FUTURE – FACTORS FOR SUCCESSFUL ORGANIZATIONAL CHANGE

Leora Isaacs and Sandy Dashefsky • leora@jesna.org; dashhome@att.net

Michael Fullan's article, "The Three Stories of Education Reform (Inside; Inside/out; Outside/in)" presents a compelling analysis of top-down and bottom-up strategies for educational reform and promotes the need to combine the two (2000). In Fullan's formulation, the "inside story" focuses on the internal dimensions of effective school change, the "outside/in story" explains how external agencies can be effective instigators and supporters for creative reform at the school level, and the "inside/out story" describes the connection of the successful school to the outside community.

Fullan's article provides a useful framework for examining *La'atid: Synagogues for the Future*, a community-based synagogue change project in Greater Hartford, Connecticut using a case study approach. This paper synthesizes data from the ongoing evaluations conducted by an outside evaluator of the *La'atid* initiative, and interprets findings in light of Fullan's theoretical framework for understanding organizational change, as well as the writing of other leading organizational change theorists including Peter Senge and Margaret Wheatley. Findings regarding institutional readiness, the impact of outside supports including consultation, facilitation and financial resources, and the synergistic effects of a community process can inform the processes of other synagogue and school change efforts.

SOCIAL ADJUSTMENT AND THE MAINSTREAMING OF AMERICAN JEWISH HISTORY

Jonathan Krasner • jkrasner@huc.edu

The American Jewish Tercentenary played a significant role in spurring enthusiasm for the teaching of American Jewish history and social studies in the Jewish school. But the interest in these subjects was not entirely a postwar phenomenon. A steady stream of children's storybooks and textbooks had already begun to appear in the 1930s and 1940s. Moreover, an ideologically diverse collection of interwar and especially World War II era curricula made room for American Jewish history and social studies.

This paper traces the mainstreaming of American Jewish history and social studies in the American Jewish school

curricula, a process which began in the 1920s and picked up momentum in the mid-late 1930s and 1940s. From the beginning, the *raison d'être* for teaching American Jewish history and community studies was articulated in terms of socialization as opposed to content. Thus, the extent to which an educational agency or institution's agenda was driven by a desire to effect students' social adjustment as opposed to expanding their knowledge base, and the degree to which the educational program itself was shaped by indigenous as opposed to Eastern European Jewish pedagogic paradigms and priorities determined their receptivity to American Jewish history and social studies as legitimate fields of study.

ON THE TEACHING OF AMERICAN JEWISH HISTORY

Jon Levisohn • levisohn@brandeis.edu

Why teach American Jewish history? What purpose should such study serve? This paper addresses these questions by calling upon the work of philosopher of education Eamonn Callan, who argues on behalf of a form of civic education in which the teaching of history plays a central role. Does his argument accommodate the use of American Jewish history for the purposes of fostering Jewish identity within Jewish educational settings? And how can we acknowledge the legitimate concerns about the collapse of historiographical objectivity?

The position adopted here is that such concerns can, indeed, be accommodated. However, in contrast to Callan's focus on political history, the purpose of fostering American Jewish identity may well be served by other kinds of history – which themselves must and may be pursued critically. In addition, we need not assume that identities are only fostered by simple stories, stories without conflict or failure; we need not assume that conflict breeds only alienation. Finally, while it is true that the orientation developed here is particularly relevant to the teaching of American Jewish history to American Jews, it highlights the way that all education ought to consider the particular backgrounds of the students who participate in it, and the likely or possible impact on their identities.

TEENADE: A TEEN PREPARATION PROGRAM FOR TEACHING STUDENTS WITH SPECIAL NEEDS IN CONGREGATIONAL SCHOOLS

Sandy Miller-Jacobs • sandymj@bje.org

The Bureau of Jewish Education of Greater Boston initiated a unique teen program, *TeenAde*, targeting under-engaged teens to prepare them to work in congregational schools as aides for students with special learning needs. This program addresses two important issues in Jewish education – outreach to teens and special education. *TeenAde* is a year long program that consists of seminars for learning and a supervised placement in a congregational school. This program is unique in its commitment to long term preparation of the teens. Following the commonly accepted practices of professional development, this program provides a year long program of support for the professional growth of these teens.

A 1940'S VISION OF JEWISH EDUCATION

Ilene Richman • ilenerichman@aol.com

A 1940's Vision of Jewish Education presents a review of a 1940's manuscript that offers a vision of Jewish education for New York City and the country. The author of the manuscript was an observant Jew trying to develop an educational system that would allow young Jews to fully participate in the American dream while holding on to their Jewish identity. He discusses what he sees as the major problems facing Jewish education, including parents who don't care, children who aren't interested and an overall low quality of education. He envisions creating a single, centralized bureau that would oversee all educational issues from fundraising to teacher training to curriculum development. This centralized bureau would coordinate all formal and informal educational activities including turning over post-bar mitzvah education to informal educational institutions such as YMHA's. He stresses the need for acknowledging diversity and respecting differences. A comparison of his suggestions with the contents of the American Jewish Yearbooks of 1944 -1945 and 1945 - 1946 is made and indicates the extent of congruence between the manuscript writer's ideas and the general temper of the times. Some similarities between the period of the forties and today and their implications are briefly discussed.

EARLY CHILDHOOD JEWISH EDUCATION AND PROFILES OF ITS EDUCATORS

Eli Schaap • eschaap@caje.org

A significant personnel shortage exists in every area of Jewish education throughout North America. Talented veteran teachers are leaving the field in alarming numbers, while evidence indicates only a small number of new teachers are entering the field. Additionally, the educator pool is graying, but the number of children enrolled in Jewish schools is expanding.

There has been an explosion of research in early childhood development and the care of young children in the past ten years. Several different reports of this research conclude that the early years (0 - 5 years of age) are critically important, unequivocally affect brain development, and lay the foundation on which subsequent learning builds. They further report that while an increasing number of children (11.9 million) between 0 - 5 years of age are spending more time (30 hours or more a week) in non-parental childcare facilities, the majority of which are mediocre twenty-eight percent of these children are cared for in facilities that are places of worship.

Unfortunately, the Jewish community has virtually no research on the state of Jewish early childhood education. Few communities know how many Jewish children there are under the age of 6, how many of them attend Jewish childcare programs or how many hours children are spending in the early childhood center every week. There are no national standards for measuring the quality of a Jewish early childhood education program.

JECEP, the Jewish Early Childhood Education Partnership, conducted a study about Jewish early childhood programs from a random sampling of Orthodox, Conservative, Reform, Reconstructionist, JCC and independent schools. The results address enrollment, amount of time children spend in the programs, the secular and Judaic credentials of the faculty and assistants, staff turnover and compensation.

THE CONTESTED LEGACY OF IDEALISM IN THE PHILOSOPHY OF JEWISH EDUCATION

Allen Selis • selis@wam.umd.edu

Western educational philosophy is grounded in the tension between Plato and Aristotle's conceptions of knowledge. Platonic idealists see knowledge as an immutable category of truth which humans either succeed or fail to accept. This is radically opposed to the Aristotelian realists' confidence that genuine knowledge may be constructed through the agency of human inquiry.

Jewish philosophical tradition retains a notable bias towards Platonic idealism up until the early middle ages. Jewish idealists from the time of the Mishnah and forward construct valid knowledge as Divinely created and transmitted, while devaluing most secular knowledge.

Beginning in the late 12th Century, Rambam introduces a counter-critique of Aristotelian realism into Jewish philosophy. Rambam's work brings empiricism to the fore as a valid source of knowledge, one that also legitimizes the study of non-sacred subjects in the Jewish curriculum.

This paper seeks to paint a broad outline of the clash between philosophical idealism and realism in secular and Jewish sources. It then examines implications of this epistemological debate for the curriculum of Jewish schools and the conduct of research about Jewish education. It will give special attention to the philosophical lenses that we might invoke in studying the Jewish day school curriculum and the question of qualitative versus quantitative approaches to educational research.

IT PLANTED THE SEEDS: A RETROSPECTIVE STUDY OF JEWISH FAMILY EDUCATION'S IMPACT ON FAMILIES

Susan Shevitz and Annette Koren • slrs5@aol.com; akoren@bje.org

Since 1993, Boston's Jewish community has supported *Sh'arim*, a regional, congregationally-based initiative in Jewish family education (JFE). As one of the North American Jewish community's first large-scale, regional investments in JFE, *Sh'arim* was also notable for its commitment to research and evaluation. The research was intended to provide information to practitioners, lay leaders, funders and the community-at-large that would be both formative (improving the project) and summative (looking at its effect on the families, the institutions and the

community.) There have been three rounds of evaluation as well as on-going gathering of data about programming, budgeting, planning and job descriptions.

TOWARDS THICK DESCRIPTIONS OF TEACHING/LEARNING JEWISH TEXTS: A SCHWABIAN PERSPECTIVE

Jeffrey Schein • jschein@siegalcollege.edu

This paper explores the multiple implications of Joseph Schwab's theory of the commonplaces for the teaching of Jewish texts. Rich, thickly annotated descriptions of incidents of textual teaching and learning are necessary if our sophistication about teaching Jewish texts is ever to catch up with our rhetoric about the importance of textual teaching.

Schwab believed each of the four commonplaces (subject matter, milieu, teacher, and student) needed to be examined individually and conjointly in analyzing any educational event or environment. He called such a process the search for curricular "coordinacy" (as opposed to the "superordinacy" of any single commonplace). Seymour Fox has argued that inevitably some weighting of one commonplace over another (Fox's preference is for the teacher) must take place in a curricular deliberation. The author attempts to be a more "pure Schwabian" in arguing against such a position. Ultimately, he suggests that "dance of the commonplaces" might better capture the complex educational realities of teaching a Jewish text.

The substance of the paper focuses on two analyses of teaching Jewish texts. One is focused on the interaction of milieu and teacher in shaping attitudes towards teaching Jewish texts over a twenty-five year period. The second involves the "tale of a twice taught text," a Schwabian analysis of shifting commonplaces in the teaching of a selection from parashat Noach first to a group of family educators and then to a small group of families.

BUILDING BRIDGES: FROM LEARNING TO LIVING

David Teutsch • dteutsch@rrc.edu

Building Bridges is a year-long study program launched in 1992 for graduates of the two-year Melton Mini-School. Based at Chizuk Amuno in Baltimore, the program emphasizes spirituality and expansion of Jewish practice. This paper reports on a study that examined Bridges utilizing a control group of Melton graduates who are participating in other adult education programs. It looks at the course's success in terms of its own objectives and in terms of broader criteria for evaluating adult learning. The study also discusses issues regarding the current nature of adult Jewish education and the objectives of adult study in synagogue settings.

Building Bridges is highly successful at bringing change in the spiritual lives and personal Jewish practices of its participants. More remarkably it brings these changes in a gradual way that minimizes alienation from family and the disruption of interpersonal relationships. The design of the course, which includes group and individual activity outside the weekly classes, is largely responsible for this success. At a time when adult Jewish learning is receiving increasing attention and an increasing number of adult Jews are actively engaged in seeking meaning through their Jewish involvement, the factors that have brought success for Building Bridges are worthy of careful attention.

DEFINING EXCELLENCE IN EARLY CHILDHOOD EDUCATION

Ilene Vogelstein • ivogelstein@caje.org

The past few years have generated a plethora of research conclusively concluding "the positive relation between childcare quality and virtually every aspect of children's development." (*From Neurons to Neighborhoods*, p. 313.) There are numerous public and private organizations that enable early childhood programs to become accredited, a sign of quality, or provide information for schools to assess their level of quality. However, there is no such research and only four communities in the country have accreditation materials for early childhood Jewish education programs.

Consequently, the Early Childhood Department of the Coalition for the Advancement of Jewish Education contracted with the Center for Applied Child Development at Tufts University's Eliot-Pearson Department of Child Development to develop a preliminary set of quality indica-

tors for early childhood Jewish education that was anchored in relevant theory, observation and research.

The research team reviewed relevant literature and the existing early childhood Jewish education accreditation materials, visited nine schools around the country identified as "excellent" by Jewish educational leaders, and conducted numerous focus groups with teachers, parents, and early childhood specialists. The report consists of their findings as well as a preliminary list of quality indicators based on the synthesis of all the information gathered.

GROWING MENTORS IN JEWISH DAY SCHOOLS

Michael Zeldin • mzeldin@huc.edu

The title of this paper is a double-entendre. If "growing" were understood as a verb, the paper would be about the process of nurturing experienced teachers so that they can become mentors to novice day school teachers and more sophisticated practitioners in their own teaching. If "growing" were understood as an adjective modifying the noun "mentors," the paper would describe how mentors develop skills, change their perspectives, and take on new self-awareness as they experience the challenges and rewards of mentoring novice day school teachers. Both meanings are the subject of this paper.

Following a review of the literature on the benefits of teacher mentoring for mentor teachers, the paper moves to a description of two critical features of DeLeT – Day School Leadership through Teaching: the program design with particular emphasis on the mentor role, and the assumptions which serve as the foundation for DeLeT as a program specifically designed to prepare teachers for Jewish day schools. The paper then describes the programmatic efforts aimed at stimulating mentor growth, and goes on to analyze the experiences of four DeLeT mentors as they move through their first year of mentoring. The paper concludes with an analysis of three challenges mentors face as they develop (behaving as a teacher and mentor, teaching and telling as key mentor tasks, and the "who-ness of the teacher) and how these three challenges take on a unique form in a program designed specifically to prepare teachers for teaching in Jewish day schools.

Spotlight Sessions

STRENGTHENING THE RELATIONSHIP BETWEEN PRACTICE, RESEARCH & EVALUATION

Leora Isaacs, Wendy Rosov, Shani Bechhofer, Lauren Raff, and Naava Frank
 Over the past two decades there has been burgeoning growth in the field of Jewish educational program evaluation. Until now, there has been little opportunity to explore the relationship between research, evaluation and Jewish educational practice, and how each enterprise can inform and support the other. This session explored what is, and/or ought to be that relationship. The goal of the session was to draw implications and outline directions for ways to forge tighter couplings between research, evaluation and practice; to ensure that comparable questions are asked in various domains; and to lay the groundwork for building a case for funding evaluation grounded in research.

ASSESSING THE TRANSFORMATIONS OF JEWISH IDENTITY IN TWENTY-FIRST CENTURY U.S. AND ISRAELI SOCIETIES: IMPLICATIONS FOR THE RESEARCH AND PRACTICE OF JEWISH EDUCATION

Arnold Dashefsky, Maggie Bar-Tura and Stuart Schoenfeld
 This session examined the transformations in Jewish identity occurring both in the United States and Israel, and the implications for research about and practice of Jewish education. The lead presenter summarized the research and panelists reflected on the implications of the changes for Jewish education with special references to Israel, the United States, and Canada, respectively. The second half of the session was more interactive and asked the group to break into small groups to consider questions about further research needs and how to strengthen the relationship between Jewish education and Jewish Identity.

TRANSMISSION VERSUS TRANSFORMATION: HOW DO THE ARTS ALLOW FOR A TRANSFORMATIVE EDUCATIONAL EXPERIENCE?

Helena Miller, Ofra Backenroth and Shira Epstein
 Jewish educators in both day school and supplementary school settings often emphasize a cognitive, individualistic approach to learning. This perspective embodies a traditional approach to learning, in which teachers “hand over” knowledge to students. In stark contrast to this approach that positions students as containers to be filled with predetermined “understandings,” arts-based learning enables an

affective approach to learning that is appropriate across all grades and age levels. This experiential session explored the question of how the arts allow for transformative educational experiences, while still attending to the core Jewish value of “transmission” across generations. We focused on how arts-based classrooms can transmit understandings through three specific arts forms, dance, visual arts, and drama.

IMPLICATIONS OF *VISIONS OF JEWISH EDUCATION* FOR RESEARCH IN JEWISH EDUCATION

Barry Holtz, Michael Zeldin, Jon Levisohn and Bethamie Horowitz
 The publication of *Visions of Jewish Education (VJE)*, ed. Fox, Scheffler, and Marom (Cambridge University Press, 2003) was driven by the assumption that the perennial ills of Jewish education – lack of resources and trained personnel, insufficient availability of high quality curricula, lack of data and research that can inform policy decisions, not high enough priority on the communal agenda – are all symptoms of a deeper problem that exists at the level of the visions of Jewish life that guide the Jewish educational enterprise. The session began with a short summary of the book’s central argument for a stronger focus on educational vision. Then, a panel of four respondents from different areas of research on Jewish education addressed these questions from the perspective of their respective domains of inquiry. Following these presentations, the audience broke into four groups, according to their research interests, responded and built upon the panel presentations.

CULTIVATING COMMUNITY IN DAY SCHOOLS: EXPLORING THE LIMITS OF QUALITATIVE RESEARCH

Alex Pomson, Dafna Ross and Randy Schnoor
 The three co-presenters of this session are engaged in a long-term case study of a single Jewish day school. Research has focused on different members of the school community: the students, the teachers and administrators, and the parents. This session presented the overlapping findings from these different studies that raise questions about the cultivation of community in day schools, both among the adults and the students. Through a comparison of the different research foci and strategies, session participants were involved in a discussion of methodological questions related to the study of schools, particularly in terms of the potential for generalization from the findings of qualitative research.

THE NETWORK FOR RESEARCH IN JEWISH EDUCATION YOUNG SCHOLARS AWARD

In 1999, the Network for Research in Jewish Education established a Young Scholars Fund designed to assist graduate students through annual grants in support of individual research projects. The purpose of the Young Scholars' Award is to support the work of doctoral candidates who are present or potential members of the Network and who show promise as future contributors to its intellectual vibrancy.

Grants are awarded yearly to individuals who are members of the Network (student membership fee is \$25). Grants will be considered for amounts from \$500-\$2,000.

Grants may be used for expenses such as books and publications, travel, technical and/or clerical support, purchase of equipment and child-care.

To apply for a grant, candidates need to write a letter of intent, describing their research project and the progress they have made to date. A brief (2-3 page) proposal or abstract should be enclosed with the letter.

The following information must be included in the letter:

- The name of the program in which they are enrolled
- The name(s) of those guiding their research
- How the funds provided by the Network will be used

In addition, other funding sources, excluding personal and family support that they have received during their graduate studies, should also be indicated.

Projects are evaluated for their quality of exposition, the potential for the goals of the project being realized, their engagement with relevant literatures, and especially for their contribution to the scholarship of Jewish education. Award-winning projects are ones that have the potential to present significant advances in knowledge or in methodology to carry the field forward.

Deadline for receipt of letters of intent for grants to be made in the spring of 2005 is March 15, 2005. The grant committee will acknowledge receipt of all Letters of Intent and request further information if necessary.

Please send all letters of intent to:

Young Scholars Awards
Network for Research in Jewish Education
c/o Gail Dorph
6 Greenwood Cove Drive, #D
Tiburon, CA 94920

Last year we awarded a single grant to Tracy Kaplowitz, a doctoral candidate at the Hebrew University. Her research deals with the issue of school community partnerships particularly as this issue manifests itself in day schools.

SAVE THE DATE

**19TH ANNUAL CONFERENCE
of the
NETWORK FOR RESEARCH IN JEWISH EDUCATION**

**JUNE 5 - 7, 2005
BRANDEIS UNIVERSITY**

BEN JACOBS has received a Maurice and Marilyn Cohen Doctoral Dissertation Fellowship in Jewish Studies from the National Foundation for Jewish Culture for his work on "The (Trans)Formation of the American Jew: Jewish Social Studies in Progressive American Jewish Schools, 1910-1940."

JOEL KURTZ is Project Manager of the Merkaz i.t. L'Morim Online Professional Development Program, a partnership between York University and the UJA Federation Board of Jewish Education of Greater Toronto. Merkaz L'Morim will offer courses in Hebrew Literature and Biblical Hebrew in the coming months. For more information, please contact Joel Kurtz at jkurtz@edu.yorku.ca or Avital Feuer at avital_feuer@edu.yorku.ca and visit the MLM website at www.arts.yorku.ca/mlm.

The **MANDEL CENTER FOR STUDIES IN JEWISH EDUCATION AT BRANDEIS UNIVERSITY** will dedicate its new space on campus and honor the Mandel family with a colloquium, ribbon cutting and reception on Thursday, November 18th, from 3:00-6:30. The colloquium, called "A Conversation with Visionary Educators," will feature Deborah Meier, educational reformer and founder of alternative public schools in New York and Boston, Daniel Lehmann, founder and head of Gann Academy, and Theodore Sizer, former dean of the Graduate School of Education at Harvard University and founder of the Coalition of Essential Schools. Network members in the Boston area are welcome to attend. Contact mquaroni@brandeis.edu for more information.

At the PEJE 2004 Leadership Assembly, **DR. SANDY MILLER-JACOBS** presented "Special Education in Day Schools: Strategic Planning" as part of a panel session entitled "Diverse Learners: How Can We Best Respond to Them?" She is now a Professor Emerita in Special Education at Fitchburg State College.

Appointments

DR. OFRA ARIELI BACKENROTH has been invited to teach at the Hebrew University during the fall semester of 2004 at the Revivim program and at the Melton Center of Jewish Studies.

DR. SHIRA EPSTEIN has been appointed Assistant Professor of Jewish Education at JTS.

DR. ANNETTE KOREN has been appointed Senior Research Associate at the Cohen Center for Modern Jewish Studies at Brandeis University.

DR. BILL ROBINSON has recently been promoted to Director of Education and Research at Jewish Life Network/Steinhardt Foundation.

EVIE ROTSTEIN will be the Project Director and **AVIVA SCHWARTZ** will serve as the Program Associate of the Leadership Institute for Congregational School Principals, a 2-year program intended to strengthen the educational leadership of congregational schools. The program is funded by the UJA-Federation of New York and co-sponsored by the Hebrew Union College - Jewish Institute of Religion (HUC-JIR) and the Jewish Theological Seminary (JTS).

Publications

In **DR. DAVID MITTELBERG's** new book, *Between Two Worlds, the Testimony and the Testament*, published by Devora Publishing Company, three generations speak about the effect of the Holocaust on their lives. Dr. Mittelberg's father gives an account of his firsthand experience in several concentration camps, which is followed by the author's analysis of the impact of the Holocaust on the second generation raised in its shadow. The author's daughters express the need to keep the memory of what their grandfather went through alive. Dr. Mittelberg serves as a Senior Research Fellow at the Institute for Kibbutz Research at Haifa University and is Head of the Sociology Department at Oranim, the Academic College of Education.

"Orality, Textuality and the Living Experience of Torah Sheb'Al Peh," written by **ALLEN SELIS**, currently a Ph.D. candidate at the University of Maryland, was recently accepted for publication by *Jewish Educational Leadership*, a publication of the Lookstein Center at Bar Ilan University.

DR. SAUL WACHS has authored an article on "Teaching Mitzvah in a Pluralistic Environment" that will appear in the fall issue of *Shma*.

DR. JANE WEST WALSH and her interreligious dialogue and research partner, Nadira K. Charaniya, have a chapter entitled "Crossing Borders of Religious Difference: Adult Learning in the Context of Interreligious Dialogue" coming to press in December 2004 in the Jossey-Bass Adult Education New Directions Series publication entitled *Adult Education at the Margins*.

DIANA YACOBI and her daughter Lily have published a children's book that teaches the Aleph Bet in a new way. Called *The Aleph Bet Story*, the goal is to help learners (ages 5 to 75) recognize and remember the letters more easily and make learning the letters fun. Available at their website in early November: www.sarahdavid.com or contact Diana directly (dycobi@earthlink.net).

RENEWING MEMBERSHIP

One indication of the growing maturity of our association is that increasing numbers of people pay membership dues during years when they cannot attend our annual conference. Last summer, in order to facilitate this development, we separated the cycle of membership renewal from the process of conference application. Conference participants will still need to be paid up members of the Network, but we ask people separately to renew their membership in a cycle that runs from July 1 to June 30.

We're proud of the fact that a portion of membership fees subsidizes the participation of graduate students in our conferences, many of whom have gone on to assume leadership roles in Jewish education. Affiliation also provides more immediate and personal benefits, the most significant of which is that it includes a subscription to the re-launched *Journal of Jewish Education*. In fact, Network membership costs less than a non-affiliated subscription to the *Journal*.

You can renew your affiliation at any time by completing the application materials at http://www.jesna.org/j/networks_research.asp. If you have any questions about these matters, please feel free to contact Tal Sommer at tal@jesna.org or Wendy Rosov, the Network Treasurer, at wendy@jesna.org.

PROJECT DIRECTOR JOB DESCRIPTION HEBREW IN AMERICA PROGRAM

The UJA Federation of Northern New Jersey is seeking a Project Director for a serious comprehensive program that will develop the Hebrew language as a portal to Jewish life and identity in our schools. This groundbreaking and innovative three year funded position is a joint project of the UJA Federation of Northern New Jersey, the Memorial Foundation for Jewish Culture, the Jewish Agency, and the Melton Centre at the Hebrew University.

The initial focus of this program will be Hebrew immersion in the early childhood years. The Project Director will be responsible for marketing this to the early childhood programs at JCCs, day schools, and synagogues, developing a training program, and convening seminars for training teachers.

The Project Director must be a fluent Hebrew speaker with an advanced degree in an appropriate discipline related to Hebrew language, ESL, and/or Hebrew immersion curriculum. He/She will have a successful teaching and training background, excellent oral and administrative skills, and be able to work independently. The Project Director will also be expected to mobilize educational leaders to support this endeavor. This individual will report to the Director of our Jewish Educational Services and will be a member of that staff.

Please send resumes to wally@ujannj.org

CALL FOR PAPERS

JOURNAL OF JEWISH EDUCATION

The mission of the *Journal of Jewish Education* is to offer a standard of excellence for research and practice in Jewish education, to provide an outlet and an archival location for scholarship reflecting multiple ideological perspectives, multiple educational settings, and multiple disciplines, to grow the field of research in Jewish education through the dissemination of scholarship, to serve as a source of reflection and stimulus for rich and complex views of Jewish education, in order to better understand it, to improve its practice, and to contribute to a vibrant Jewish future.

The *Journal of Jewish Education* accepts contributions from researchers, scholars, practitioners, and policymakers in Jewish education and related fields. The *JJE* welcomes articles that make an original contribution to the knowledge base in Jewish education by reporting on research, reflecting on practice in the context of theory, or synthesizing several research studies to illuminate a single issue. Studies using a wide variety of research methods are accepted for publication in the *JJE*, including interpretive, empirical, historical, critical, or analytic methodologies. Studies may focus on any context in which Jewish education takes place, in any stream of Judaism, and in any country in which Jews live. It is the policy of the *JJE* to consider for publication only articles that are not simultaneously being considered elsewhere.

Authors should follow these guidelines in preparing manuscripts for submission:

1. All manuscripts submitted for consideration are reviewed by internal and external reviewers following traditional anonymous peer review procedures. Materials invited by the editor or editorial board are reviewed internally.
2. The *JJE* accepts manuscripts of between 25 and 40 pages including references but not including tables and figures. All text must be double spaced, 12 point and with 1" margins on both sides. Manuscripts must not identify the author on the title page or within the body of the manuscript. Manuscripts must be written in Microsoft Word.
3. Authors should use the *Publication Manual of the American Psychological Association (Fifth Edition)* for reference and citations format. We request that authors provide complete references, including page citations for quotations. Authors should be certain that citations and footnotes in the text agree with those in the references. An alternate reference format may be used with prior approval of the editor.
4. The *JJE* discourages the use of technical jargon. We encourage authors to minimize the use of underlining, parentheses, italics and quotation marks for emphasis in the text. Footnotes should be as few and as concise as possible.
5. Authors must submit manuscripts electronically to JournalofJEd@aol.com as an e-mail attachment. The subject of the e-mail should be "Manuscript." In the e-mail, please include the following information: title of article, author(s), postal address, phone, fax, e-mail address and a one-sentence bio to be used in the *JJE* if the article is accepted for publication. A second attachment should include the title and a 100-word abstract.