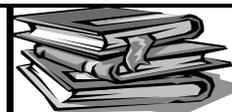


Newsletter of the
**NETWORK FOR RESEARCH IN
 JEWISH EDUCATION**



Number 15
 Fall 2000
 סתיו 5760



Parashat Re'eh
Carol K. Ingall, Network Chair

Well, I've found a Hebrew verse for the Network. Check out Devarim 13:15: "v'darashta, v'hakarta, v'sha'alta hetev"--"You shall inquire, research, and ask diligently." What a pleasure it is to meet with colleagues at our conference to participate in those very tasks. There were almost one hundred of us in New York, sharing our work, schmoozing, and encouraging one another in the way colleagues do. I suppose the "hidden curriculum" of a conference is to send a message of self-worth by offering the opportunity to hobnob with outstanding people. (I write this the week after the Republican & Democratic conventions. It's probably true of them as well.) I hope that you too had the pleasure of reconnecting with familiar faces, and meeting new colleagues: maybe visitors from Israel, the United Kingdom, and from other parts of the United States. Perhaps you shared a meal with people whose names you recognized from their articles you read and admired, or the bright and engaging graduate students who make up our future. My profound thanks to the people who brought the inquirers, researchers, and askers together: Lisa Grant, who handled the conference logistics, Alex Pomson, who arranged the program for us, and the steering committee of the conference: Michael Zeldin, Leora Isaacs, Shulamith Elster, Diane Schuster, Alisa Kurshan, Danna Kalkstein Livstone, and Rami Wernik.

The question that remains a challenge for us as an organization is what Max Weber called "the morning-after" problem: How do you keep a group energized after the high? One solution is activating our listserv so that we can keep in touch electronically between conferences. We've done that, and we welcome your participation. Another is rethinking how we use our newsletters. This newsletter contains a reflection by Diana Yacobi on the nature of educational research. I would welcome your thoughts about your work and issues in the field. If you are interested in writing brief book reviews, please let me know. We'll include them in the next newsletter.

We're in the midst of planning our 2001 conference, which will be held in beautiful Toronto at York University. Alisa Kurshan will be program chair, and Alex Pomson had such a grand time last year, he wants another go at it--this time as conference chair. Do save June 3-5, 2001 for yet another opportunity to meet and greet our colleagues, to share ideas and syllabi, to collect titles to read, and references to cite, but most important, to be energized by the collective wisdom of the group. And for those of you who attended your first conference last year, do come back. We're delighted to have you as colleagues.

Shanah tovah u-m'tukah.



CONFERENCE NOTES
Alex Pomson, Program Chair

The 14th annual meeting of the Network for Research in Jewish Education was held June 4-6, 2000 in New York. It was hosted by the Jewish Theological Seminary and attended by more than 100 participants.

Miriam Ben Peretz of Haifa University served as scholar-in-residence. Her keynote address, "Intervention Programs and Research in Jewish Education: Issues and Concerns", explored the role of intervention programs and studies in the field of Jewish education, and proposed a strategy for engaging in a comprehensive research mapping of the field. Ben Peretz led a session for graduate students in which she drew on her own experiences as researcher and writer in order to uncover what is involved in conducting and publishing research. In a third and more informal session, entitled "Developing a Common Language for Jewish Education", she provoked considerable debate by focusing on the different meaning basic educational concepts and terms have in American and Israeli contexts.

The conference included four spotlight sessions in which conveners focused on key issues in Jewish education.

(Notes, continued on page 2)

Network Officers

Network Chair.....	Carol Ingall
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2001 Program Chair.....	Alisa Rubin Kurshan

Table of Contents

Parashat Re'eh, <i>Ingall</i>	1
Conference Notes, <i>Pomson</i>	1-2
Developing a Research Agenda in Moral Education, <i>Freedman, Ingall, Leibowitz</i>	2
Thoughts on the Conference, <i>Yacobi</i>	2-3
Abstracts from the 2000 Conference	3-7
Young Scholars Awards	7
2001 Conference: Call for Papers and Save the Date	8
Save the Date	9
Conferences of Interest	10
Membership Application	10

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(Notes, continued from page 1)

Two of these explored the implications of research into contemporary Jewish identity. In one, Bethamie Horowitz presented highlights from her recent study, *Connections and Journeys*, which has examined the meaning of being Jewish in people's lives and how this may change over a life-time. Respondents considered the implications of the study from different educational and communal perspectives. In the second session, Steven Cohen focused on research he has recently undertaken together with Arnold Eisen, and which will soon be published in their book, *The Jew Within*. Co-presenters helped the audience draw out lessons from Cohen's work for Jewish education in terms of policy, program and practice.

Two further spotlight sessions related to issues in the development of Jewish schools. In one session, Carol Ingall traced some themes from her recently published book, *Transmission and Transformation: A Jewish Perspective on Moral Education*. Two school principals helped the audience consider issues in the implementation of the book's theoretical underpinnings. In another session, Joshua Elkin, together with staff from the Partnership for Excellence in Jewish Education, reported on their evaluation of the Partnership's *Madrikh* program and encouraged session participants to come to grips with considering the role of outside experts in enabling Jewish schools to become more effective.

Mary Boys, of the Union Theological Seminary, presented an invited lecture, "The Re-Education of Christians: A Theological and Educational Challenge". This session enlarged eloquently on some of the issues raised in her recent book, *Does God Have Only One Blessing*. Discussant Sarah Lee, challenged the audience to consider how Jewish educators might respond to the kinds of questions Boys has posed to the Christian community.

The conference included a bumper crop of 17 paper presentations. These reported on work conducted within a wide variety of research disciplines and focussed on a broad range of concerns. Paper sessions were grouped around topics which included the philosophy of Jewish education, adult Jewish education, curriculum innovation, studies in the sociology and psychology of Jewish education, and research into day schools and congregational education. For the first time at a Network conference, a number of papers appeared within a practitioner inquiry format, in which presenters reflected on their experiences as educational practitioners against a backdrop of theory.

The conference saw a record number of consultation sessions. These provided an opportunity for discussing work in progress as well as for seeking advice about on-going graduate level research.

A recent conference innovation was continued with Barry Holtz leading a session of text study in which he facilitated the consideration of educational questions posed by a midrashic text.

The 2000 Conference has seen the membership of the Network continue to expand and its research base broaden. This has brought an increase in work-load which was cheerfully carried by a small army of anonymous paper

reviewers as well as by the Program Committee. Thanks must go to committee members, Shulamith Elster, Leora Isaacs, Alisa Kurshan, Danna Kalkstein, Diane Tickton-Schuster, Rami Wernik and Michael Zeldin. Special thanks go to Carol Ingall, Chair of the Network, and to Lisa Grant, Conference Chair, for their collegiality and conscientiousness in helping make the conference such a success. Anna Beckerman, of JESNA, deserves special mention for her dynamic administrative assistance. Her behind-the-scenes contribution to the conference was immense.



Developing a Research Agenda in Moral Education

Steve Freedman, Carol Ingall and Shira Leibowitz

At our Spotlight Session on 'Developing Moral Communities in Schools', our participants agreed on the need to reflect upon and evaluate our work. We agreed to share our ruminations with the Network in the hopes of generating some answers. One of our graduate students suggested that these questions might be useful to her colleagues looking for thesis topics.

Some of the questions that emerged from the session are:

1. How do we determine whether a program in moral education is successful? What criteria do we use? How do we establish measures for success?
2. How do we separate the content of the program or intervention from the personnel who implement the program?
3. What are achievable expectations of parental involvement? What are the best ways to bring parents on board as partners?
4. What are developmentally appropriate goals for moral education for our students?
5. What do we know about how successful schools launch moral education initiatives?
6. How can school leaders promote teacher reflectivity in their roles as moral educators?
7. "The tipping point:" When does moral education become a part of the ethos of a school? What benchmarks can we use to determine this change in school culture?

Ha'mlakhah m'rubah.



Thoughts on the Conference

Diana Yacobi

It seems to me that some important things are starting to surface, something new is in the air. I'd like to share two observations.

A) First, a growing emphasis on qualitative research and reflective practice.

(Thoughts, continued on page 3)

(Thoughts, continued from page 2)

There seems to be a distinctive turn toward more qualitative research with academics describing both their own work with students and the experiences of teachers and students they are researching. Growing practitioner presence is also evident in the number of papers derived from practice rather than from theory.

Collectively, it represents reflective practice at the highest levels. The echo of *reflective practice* in many of the presentations begins to make it easier to promote this form of professional development to the field and encourage practitioners at all levels to talk and write about their work.

B) Secondly, the emergence of Jewish education for identity development along side more traditional, academic, formal modes of Jewish education.

There appears to be a growing crystallization of identity education as a distinctive form of Jewish education, i.e., education for identity development, socialization, Jewish bonding and community building. A key feature appears to be increased attentiveness by the educator to the social and emotional needs of students to inspire not only formal text study, but more fundamentally, a desire to stay connected and grow Jewishly. *Mentoring, facilitating, coaching and listening* (another echo) appear to be particularly important for identity development and identity education.

A number of presentations pointed out how educators are working to transform this awareness into changed and/or new forms of professional practice (the Nahar, Schein, Cohen presentations on adult education, Lisa Grant's on Israel trips, PEJE on the importance of reflective practice and mentoring in the establishment of new day schools).

It begins to move Jewish educational practice beyond the familiar categories of formal vs. informal, day school vs. supplementary school toward two broader categories each with their own educational purposes, specifically:

i) formal education (day schools, JTS etc.) which tends to assume an existing level of commitment, experience and readiness for formal learning with a focus on academic study

ii) education for identity/spiritual/community development encompassing all forms of supplementary and informal education (synagogue schools, teen and supplementary high school programs, adult education, camping, family education, learners' minyans etc.) in which strengthening commitment, Jewish experience and / or readiness for formal study represents the primary educational goal.

One begins to envision two distinctive types of orientation, practice, expertise and structures, which to a large extent already exist, but which are now becoming more visible.

The growing body of research looking at Jewish sociology, adult education, synagogue renewal, family education, Israel trips as well as the day school movement appears to be bringing new learner needs and responsive ed practices to light. The whole educational enterprise seems to be getting bigger, more diversified and interesting. The Network along with the Journal of Jewish Education serve as important forums for presenting and documenting these developments.

Conference

Abstracts

* For additional information on any of the abstracts please contact the presenters via email.

Paper Session Abstracts

Becoming a Learning Congregation
Isa Aron and Diane Tickton-Schuster
(aron@usc.edu and diane.schuster@cgu.edu)

In recent years, the "synagogue transformation" movement has begun to gather momentum and, borrowing from Senge's notion of the "learning organization," some synagogues are now endeavoring to become "learning congregations." This paper focuses on the journey of one such synagogue, Beit Knesset Gadel, and explains its growth along three dimensions: increased reflection, shared leadership, and holistic thinking.

The 'New Learning' in Adult Jewish Education: An Exercise in Reflective Practice
Avi Bernstein-Nahar
(abernstein@hebrewcollege.edu)

Reflecting on his experience as an instructor in *Me'ah*, Bernstein describes a classroom session he designed in the spirit of Rosenzweig's 'new learning' and reflects on the promise and limits of this practice. This type of reflective practice should be of significance to anyone concerned with teaching Judaism to adults in a post-denominational age, an age in which the conventional ideological stances of Orthodoxy and liberalism are waning. It should be of particular interest to educators concerned with the relationship between theory and practice.

Machon L' Morim - B'Reshit Lessons Learned
Chaim Botwinick and Ilene Vogelstein
(drbot1@aol.com and ilenev@aol.com)

Machon L'Morim is a professional development school change initiative for early childhood educators. The goal of the program is to create personnel and environments that model a preschool integrated with Jewish values, concepts and vocabulary in every aspect of the school. The paper discusses assumptions for the program design, unforeseen (and unmet) challenges, lessons learned and potential implications for the field of professional development.

An Accidental Teacher-Researcher
Burton I. Cohen
(bucohen@jtsa.edu)

This paper described how the writer undertook a program of

action research when, unexpectedly, he became a teacher of a Shabbat afternoon Talmud Study Circle in the synagogue with which he is affiliated.

*Support for Organizational Development Through
Adult Learning in Jewish Day Schools*
Pat Cox, Joshua Elkin and Naava Frank
(josh@peje.org and naava@peje.org)

Since 1997, the Partnership for Excellence in Jewish Education has supported the establishment of Jewish day schools in North America through grants. In 1998-1999, PEJE piloted an assistance program with three consultants and four grantee schools. This paper draws from the external evaluation report of the pilot year, detailing findings and recommendations to set the stage for this year's tripling of the program, now called the *Madrikh* Program.

*Ecological Theory, Self-Complexity, and Jewish Identity:
Implications for Research and Practice.*
Maurice J. Elias and Jeffrey S. Kress
(hpusy@aol.com and jskress@jtsa.edu)

Ecological theory highlights the reciprocal interaction between individuals and their environment. This paper shows how the theory can be useful in the exploration of and influences on Jewish identity. In particular, ecological theory can help us understand the experiences unique to local contexts, as well as raise questions to guide broader inquiry. Self-complexity theory, the idea of Jewish identity as a multidimensional construct which coexists with other "identities", parallels ecological theory and provides theory and methodology to help understand self-conceptualization of Jewish identity.

*The Role of Mentoring in Enhancing Experience of a
Congregational Israel Trip*
Lisa Grant
(lgrant@server.huc.edu)

This research contributes to understanding how the goals and process of mediation through a mentor, or a voluntary process of spiritual direction, can enhance adult religious development for participants on congregational trips to Israel. It is based on a study of participants from three different congregational trips.

Whose Discipline is it Anyway?
Bary Holtz
(baholtz@jtsa.edu)

This article examines the educational literature commonly called "the structure of the disciplines" particularly as it emerged in the work of Jerome Bruner and Joseph Schwab in the late 1960s. The article traces the movement of this ap-

proach into the later work of Lee Schulman and his students where the emphasis shifts from a focus on the curriculum for students to the teacher's need to understand the structure of the discipline.

*Negotiating the Borderlands: Implementing an
Integrated Curricular Unit in a Jewish Day High School*
Carol K. Ingall and Mitchel Malkus
(caingall@jtsa.edu and mimalkus@jtsa.edu)

This paper asks "what factors promoted or inhibited the implementation of an integrated curricular unit in a liberal Jewish day high school?" The unit in question was a moral education curriculum designed by a teacher in the school and one of the researchers. The curriculum tried to incorporate a number of educational goals of the teacher: bridging disciplines, infusing academics with a moral dimension, and blending characteristics of traditional pedagogy with aspects of progressive education.

*Attrition or Adaptation? Adolescent Participation in
Informal Summertime Jewish Education*
Charles Kadushin, Shaul Kelner, and Leonard Saxe
(kelner@brandeis.edu and saxe@brandeis.edu)

Jewish supplementary school enrollment declines sharply and consistently from the time of *bar/bat mitzvah* until high school graduation. Does the hemorrhaging of the formal Jewish educational system also imply a disengagement from Jewish informal education? Using data from a 1999 survey of 1,284 *b'nei mitzvah*, the authors address the nature and extent of teenage participation in informal summertime Jewish education.

*The Adult Learning Facilitator:
A Function in Search of a Title*
Sam Kelman and Jeffrey Schein
(rtravjeff@cris.com)

The adult learning facilitator is a new position created in Cleveland. The genesis of this position is the *Me'ah/100* Hours of Jewish Study, a program "born in Boston and customized in Cleveland". The paper alternates the accounts of the planner of this program with a participant's perspective. The paper focuses on the evolving role of the adult learning facilitator. The struggle for clarity about the work of the adult learning facilitator is one focus for the analysis. The interrelation of the adult learning facilitator position with the academic faculty of the program provides a second focus.

Non-traditional Learning Rituals and Collective Jewish Identity: A Look at the Different Approaches of Orthodox and Non-Orthodox American and Israeli Jews to Text Study
Ezra Kopelowitz
(debbieandezra@yahoo.com)

This paper reported on a study of an innovative program designed to enable American and Israeli Jews, from diverse secular and religious backgrounds, to study “Jewish sources” together. The aim of the project is to create a non-traditional learning method that will provide a cultural basis for generating a sense on the part of learners that they are members of a common Jewish people.

Longitudinal Study of the Boston Family Educator Initiative
Annette Koren, Amy Sales, and Susan Shevitz
(shevitz@brandeis.edu)

This study tracks the development of “*Sh’arim: The Jewish Family Educator Initiative*” sponsored by the Commission on Jewish Continuity in Greater Boston and initiated in 1993/94. The study was designed to understand the impact of *Sh’arim* both on families and on the involved congregations. The study suggests a stage theory of implementation and impact, and raises questions about generalized versus particularized goals.

Thinking About the Teaching of Texts: Hans-Georg Gadamer and Jewish Education
Jon Levisohn
(levisohn@stanford.edu)

This paper explores some of the conceptual issues surrounding the teaching of text by considering Gadamer’s theory of interpretation. It begins by briefly mentioning three Gadmerian theses, as background: (a) the relationship between interpretation and understanding, (b) the expansion of the objects of interpretations to include a variety of text-analogues, and (c) the idea that human experience is fundamentally interpretive.

Who’s a Jewish Teacher? A Narrative Inquiry into General Studies Teaching in Jewish Day Schools
Alex Pomson
(apomson@edu.yorku.ca)

This paper draws on a two-year narrative study of Jewish day school teachers in Canada and England. This paper attempts to capture in evocative fashion the lived experience of teachers of general studies in Jewish day schools. It explores three broad questions: Why do these teachers choose to teach in day schools? How are their lives and work shaped by the governance and curricula organization of day school?

How do these teachers see themselves as shaping the Jewish character of their school?

On Truth , Traction and Respect in Jewish Education
Zohar Raviv
(zraviv@usa.net)

This essay examines and critically analyzes some of the philosophies and practices that inform contemporary approaches to Jewish education in the American Jewish community.

How Children Conceptualize God
Soshana Silberman
(mel@activetraining.com)

This paper describes two studies, the first of 385 third and fourth graders and the second of 504 sixth and seventh graders from the Philadelphia area, to study how children conceptualize God. The paper discusses findings and explores implication for curricular decisions. Also discussed is how educators should be discussing God with children based on their developmental level.

A Review of the Pedagogical Approach of Nehama Leibowitz
Jerry Tepperman
(707899@icon.net)

This paper contains a detailed examination of the comments and advice to teacher included by Nehama Leibowitz in her book, *Limud Parshanei ha’Torah u’Derachim le’Horaatam*. This book by Professor Leibowitz was intended as a guide to teachers teaching the book of *Bereishit*.



Lisa Grant - Conference Chair, Alex Pomson – Program Chair, and Carol Ingall – Network Chair

Concurrent Consultation Abstracts

*The Emerging Jewish Identities of Adolescents:
A Study of Children's Attitudes at the Time
of Bar/Bet Mitzvah*
Stuart Z. Charmé
(scharme@crab.rutgers.edu)

This presentation describes the results of interviews with approximately 25 Jewish children who had celebrated their bar/bat mitzvahs within the previous year. It is part of a larger project to investigate how Jewish children at various stages of childhood integrate Jewishness among the other parts of their developing identities and how a child's sense of Jewishness differs from that of an adult.

Florence Melton Adult Mini-School Research Project
Steven M. Cohen and Lisa Grant
(steve34nyc@aol.com and lgrant@server.huc.edu)

This project seeks to explore and understand the impact of the Florence Melton Adult Mini-School on its participants, Jewish adult learners, among current and former students (graduates). Issues that are addressed include: the motivations and conditions for entering the program; relationships with teachers and other students; experiences in the classroom as a learning community; related experiences outside the classroom; relations with family members, especially spouses and children; reactions to the curriculum; assessment of impact in terms of knowledge and skills, attitudes toward Jewish learning and Jewish life, involvement in the Jewish community, relationships towards Israel, belief/conceptions of God.

*Team Teaching in the Jewish Day School:
Putting the "Ideal" into Practice*
Aneta Fishman
(lamfishman@home.com)

Over the last decade, different notions of team teaching have been presented in academic research. In these models, the teacher does not stand alone in front of a classroom but operates within a structure which consists of two or more teachers – a team configuration. In her paper, Fishman questions whether the teachers participating on these teams really believe that team teaching is an 'ideal practice' and whether an 'ideal' practice of team teaching really exists.

Meresman Synagogue School Initiative
Nellie Harris
(ticrsaol.com)

The William Davidson Graduate School of Jewish Education at the Jewish Theological Seminary and Temple Israel Center of White Plains initiated a five-year collaborative venture, called the Meresman Synagogue School Initiative, to develop

a model of partnership between university schools of education and congregational schools that focuses on the professional development of faculty at those schools.

Dance as an Instrument for Learning and Understanding
Lisa Hascal
(lisa_hascal@edu.yorku.ca)

Dance and movement can be a powerful teaching tool when studying Torah. Hascal developed a Torah-Dance program for grade one students at an art-based Jewish day school in Toronto. Hascal wished to develop a program which not only taught students the content of the Torah, but that also demonstrates how the Torah is relevant and meaningful to the conduct of a Jew in his/her daily life; simultaneously fostering the development of abstract thinking about symbolic representation.

Portraits of Curricular Integration in Jewish Day Schools
Mitchel Malkus
(mimalkus@jtsa.edu)

The past 25 years have seen a revolution in North American Jewish education as the Jewish community has embraced the concept of all-day Jewish schools. Many day schools embrace the idea of integration as a means of encouraging their students to live proudly with their dual heritage as Americans and Jews and to make connections between the Jewish and the non-Jewish worlds. The current study researches 'integration' in three Jewish day schools to determine how these schools understand and implement the concept in their curriculum.

Teaching the Psalms
Jerry Tepperman
(707899@icon.net)

Psalms is one of the most challenging books of the bible from a pedagogic perspective. It is no surprise that the in depth study of the Psalms, even in the context of the daily prayers, is rare if not totally absent from Jewish day schools. At the same time Psalms forms the basis for a large part of the Jewish liturgy. Any pedagogical approach to understanding the Jewish prayer book must therefore include an appreciation of the Psalms. This investigation attempts to address this perplexing situation by reviewing a number of different paradigms for analyzing the Psalms.

Biblical Pedagogy: Styles of Communication
Rachael Turkienicz
(turtle@interlog.com)

This piece involves research investigating the use of biblical text for developing modes of communication in the classroom. The general issue for consideration is the

exploration of the pedagogic importance of Jewish text study. The possibility of viewing biblical material as teaching teachers about teaching.

Spotlight Session Abstracts

*"The Jew Within" and
Its Implications for Jewish Education*

Steven M. Cohen
(steve34nyc@aol.com)

Recent research undertaken by Prof. Arnold Eisen and Prof. Steven M. Cohen, to appear in their book The Jew Within in the fall of 2000, points to significant changes in Jewish identity and community in America. These changes may be summarized quite concisely as follows: the sovereign self; all in the family; ritual options, echoes of tribalism; the retreat of public Judaism; and God and synagogue.

*Coaching for Jewish Day Schools:
Strategies for Ongoing Individual and
Organizational Learning*

Joshua Elkin
(josh@peje.org)

This session focused on support for adult learning as key to Jewish day schools that are striving for educational excellence. The presentation laid out a coaching model for Jewish day school leadership that was piloted in 1998-1999 and evaluated by an independent consultant.

*Connections and Journeys: Implications for
Jewish Education, Jewish Communal Planning,
and Further Research*

Bethamie Horowitz
(bethamie@attglobal.net)

In this session Horowitz summarized some of the key findings from her recently completed "Connections and Journeys" Study. The purpose of this research was to explore the meaning of being Jewish in people's lives and how this may have changed over the life course. The study offers a dynamic picture of how people incorporate Jewishness into their lives, and poses some challenging questions for Jewish educators.

Creating Moral Communities

Carol K. Ingall
(caingall@jtsa.edu)

In this session, Ingall traced some of the themes of her recently published book, *Transmission and Transformation: A Jewish Perspective on Moral Education*, winner of the 1999 National Jewish Book Award in Education. She framed a theory for the implementation of a thoughtful approach to moral education in Jewish schools, one that balances a cognitive, affective and experiential dimension.



The Network for Research in Jewish Education Young Scholars Awards

In 1999 at the Annual Conference the Network announced the creation of The Young Scholars Awards. The Young Scholars Fund, established by the Network, is designed to assist graduate students through annual grants in support of individual research projects.

* Grants will be awarded each year to individuals who are members of the Network.

* 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, please write a *Letter of Intent*, describing your research project and the progress you have made to date. If an abstract is available at this time please enclose it with the letter. In the letter, include the name of the program in which you are currently enrolled and the name(s) of those guiding your research. Describe how you would intend to use the funds provided by the Network and indicate other sources of funding (other than personal and family support) you have received during your graduate studies.

The deadline for receipt of *Letters of Intent* for grants to be made in the spring of 2001 is December 31, 2000. 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 Hillel of Greater Washington
6101 Montrose Road, Suite 201
Rockville, Maryland 20852

*A Student Membership is available at \$25.00 per year to current graduate students. For additional information about Network membership contact: researchnet@jesna.org



CONFERENCE 2001 CALL FOR PAPERS

The Network for Research in Jewish Education invites submission of proposals for presentations at its annual conference to be hosted by York University on June 3-5, 2001. The program will consist primarily of presentations of research broadly understood to encompass quantitative and qualitative research, ethnography, case studies, narrative inquiry, philosophical, conceptual, theoretical, and historical research. Proposals will be considered in four categories: practitioner inquiries, spotlight sessions, papers, and consultations.

Practitioner Inquiries:

- * Forum for the voices of teachers, educational leaders and others committed to education who interact with students
- * Presentation of completed projects of teacher research, action research, participatory research or related forms of inquiry in education

Spotlight Sessions:

- * Discussion intended to spark dialogue and broaden thinking
- * A convener and 2-3 lead discussants lead each session focusing on a key issue in Jewish education

Paper Sessions:

- * Opportunity for authors to present an abbreviated version of a completed research paper or a work that is near completion
- * The author's presentation is followed by a moderator led discussion

Consultation Sessions:

- * An opportunity for researchers to solicit suggestions and input from the audience regarding a current or contemplated study, paper or project.

Proposals are welcome from members of the Network and others interested in research on issues related to Jewish education. All presenters must be members in good standing of the Network at the time of the presentation. Membership dues may be added to the conference fee at the time of registration.

Intention to submit a proposal must be received by December 1, 2000. Send or e-mail name, title of proposal, and category of proposal (practitioner inquiry, paper, spotlight session, consultation) to Dr. Alisa Rubin Kurshan at the address below. Submissions must be received by January 15, 2001. Notification of acceptance will occur by March 15, 2001.

Please send proposals to:

Dr. Alisa Rubin Kurshan, Conference Chair
UJA - Federation of Greater New York
130 East 59th Street
New York, NY 10022

Inquiries may be directed to Dr. Kurshan at the above address or by e-mail: kurshana@ujafedny.org or researchnet@jesna.org.

SAVE THE DATE!!!

**15TH ANNUAL CONFERENCE OF
THE NETWORK FOR
RESEARCH IN
JEWISH EDUCATION**

**JUNE 3-5, 2001
YORK UNIVERSITY
TORONTO, ONTARIO
CANADA**



Conferences of Interest

✧ The Israeli Association for Research in Jewish Education will meet at Bar Ilan University under the auspices of its School of Education from December 11-12, 2000. Those interested in submitting a paper should contact:

Zehavit Gross
Bar Ilan University School of Education
Ramat Gan, Israel
Grossz@mail.biu.ac.il

✧ The Thirteenth World Congress of Jewish Studies, organized by the World Union of Jewish Studies under the auspices of The Hebrew University of Jerusalem, et al., will meet in Jerusalem from August 12 – August 17, 2001. The World Congress of Jewish Studies, which takes place every four years, is a central event in the world of academic Jewish studies. The Thirteenth Congress will include five divisions: the Bible and Its World; History of the Jewish People; Rabbinic Literature, Jewish Law and Jewish Thought; Literatures, Languages, and Arts; and Contemporary Jewish Society. Those interested in attending and/or submitting a paper please contact:

World Union of Jewish Studies
The Hebrew University
46 Jabotinsky Street, POB 4459
Jerusalem, 91043 ISRAEL
Tel: 972-2-5670780/2 Fax: 972-2-5630288
JEWISHST@VMS.huji.ac.il
Http://www.hum.huji.ac.il/jewish/worldu

You can also email: researchnet@jesna.org for brochures. The deadline for submissions is December 3, 2000.

✧ *The Association for Jewish Studies*, founded in 1969, a constituent society of the *American Council of Learned Societies*, is convening the 32nd Annual Conference of the Association for Jewish Studies in Boston, Massachusetts, from December 17 to 19, 2000. *Registration by mail must be received prior to Nov. 15, 2000.* Questions regarding membership, payment, and organizational matters should be directed to:

Dr. Aaron Katchen, Executive Director
AJS, Brandeis University
Waltham, MA 02254
ajs@brandeis.edu
<http://www.brandeis.edu/ajs>

The Network for Research in Jewish Education 2000-2001

Membership Application

Membership Year is June 1, 2000 – May 31, 2001

General Membership Dues are \$50.

Student Membership is \$25.

Membership includes a subscription to the *Journal of Jewish Education*.

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Areas of interest in Jewish education research (check as many as apply):

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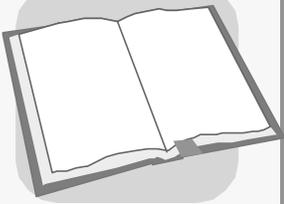
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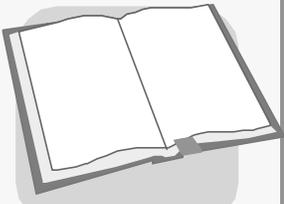
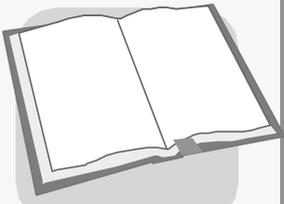
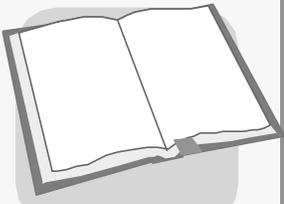
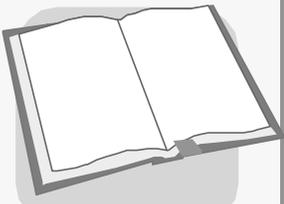
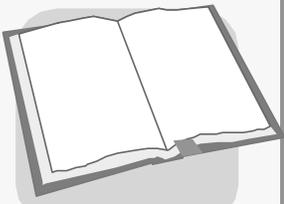
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Wishing you a happy and healthy New Year!
~~~ The Network for Research in  
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Network for Research in Jewish Education  
C/o JESNA  
111 Eighth Avenue  
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Education is not the filling of a pail, but the lighting of a fire. --William Butler Yeats