



IN THE FOOTSTEPS OF GIANTS

Carol K. Ingall, Chair

In doing research on one of the unsung heroes of Jewish education, Anna G. Sherman (1897?-1980), an instructor of Hebrew at the Jewish Theological Seminary for nearly forty years, I've reacquainted myself with some of the gedolim in our field. Sherman lived during that golden age of optimism and ferment, during the time the Benderly Boys (and Girls) were creating a blueprint for Jewish education in America. What an exciting time and what initiatives were unleashed! In his reflections on Benderly, in a memorial volume compiled by Jewish Education five years after his death, Samuel Dinin (1949), one of Benderly's disciples, enumerates the impact of the man and his vision: a commitment to Ivrit b'Ivrit, the creation of both new textbooks and new textpersons, to use the oft-quoted neologism of Heschel, establishing model or laboratory schools, introducing new technology and media (as we would refer to them today), calling for interschool activities, using the arts, creating publications for children and parents, capitalizing on informal activities like clubs, camps, and co-curricular programs to promote Jewish learning (p. 35). What an amazing list of firsts!

Benderly's accomplishments left their mark, but the dynamism of this genius and his followers was soon sapped. Surely there were many reasons, but one stands out: they bet on the wrong horses. They planned for the talmud torah instead of the synagogue school (how could they have imagined the day school movement as we know it?) and rode the wave of progressive education, which, as brilliantly chronicled by Lawrence Cremin (1964), soon lost its glamour. As early as five years after Benderly's death, Dinin could honestly say that the BJE in New York (Benderly was its first director) "was a graveyard of experiments that failed and are forgotten" (p.35).

One of the reasons that the first third of the twentieth century was such an exciting time in which to be a Jewish educator was that theory and practice seemed to be inextricably linked. Benderly not only was a BJE director, influencing in the world of schools, but had enormous influence on the academic study of Jewish education at JTS, first through

Israel Friedlaender and later through Mordecai Kaplan. Louis Hurwich in Boston was simultaneously the director of the BJE and the head of the Hebrew Teachers College. We researchers in Jewish education need to pay heed: unless we forge links with the practitioners in the field, we have little hope of making a ripple, let alone engendering the tide of creativity, experimentation, and idealism of the giants of American Jewish education.

Notes

Cremin, L. A. (1964). *Transformation of the School: Progressivism in American Education 1876-1957*. NY: Random House.

Dinin, S. (Summer, 1949). "Samson Benderly – Educator." *Jewish Education* 20(3), 33-37.

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MESSAGE FROM THE PROGRAM CHAIR

Jeffrey Kress

This year marks the 17th Annual Conference of the Network for Research in Jewish Education, and I look forward to an exciting and stimulating event. We have received many papers on a great diversity of interesting and important topics, from members both new and “veteran,” researchers and practitioners, from a variety of disciplines within the field. This diversity marks a strength of past conferences that I am sure will be apparent this year as well.

Another strength has been the spirit of warm collegiality that marks Network conferences. These conferences provide the opportunity to meet new colleagues, and to catch up with those whom we might already know. They are opportunities to hear the latest in research in the field, as well as to get input, feedback and ideas for our own work. As such, the program can be a source of professional growth for graduate students, researchers, practitioners, and those who wear more one of these hats!

This year, we are holding the conference at the Hebrew Union College- Jewish Institute of Religion in Cincinnati, home to the American Jewish Archives. This year, the AJA is preparing, along with the Library of Congress, to help mark and celebrate 350 years of the American Jewish experience. This year's program will allow us to join in the celebration. Dr. Gary Zola, Director of the Archives will share the holdings of the Archives with us. The AJA will also have displays at the Network. Finally, the AJA will welcome all who want to use the Archives for research, and there will be sessions at the conference related to the American Jewish experience (see Highlights from the Spotlight Sessions).

We are glad to feature a new session format this year, the Poster/Display Session. This format will allow conference participants to interact directly with presenters around the material displayed, and will allow even greater creativity and diversity in the materials presented.

Of course, we will also have an exciting array of Papers and Spotlight Sessions, and a chance to do some text study. Looking forward to seeing you in Cincinnati!

TENTATIVE CONFERENCE PROGRAM

Sunday • June 1

- 3:00 - 4:00 Session for Graduate Students and First Time Conference Attendees
- 4:15 - 4:30 General Welcome
- 4:45 - 6:15 Spotlight Sessions
- 6:30 Dinner

Monday • June 2

- 7:15 - 8:15 Breakfast
- 8:30 - 10:00 Spotlight Sessions
- 10:15 - 12:15 Paper Sessions
- 12:30 - 1:45 Lunch and Network Business Meeting
- 2:00 - 4:00 Paper Sessions
- 4:15-5:45 Poster/Display Session
- 6:00 Dinner

Tuesday • June 3

- 7:15 - 8:15 Breakfast and Text Study
- 8:30 - 10:30 Paper Sessions
- 10:45 - 12:15 Spotlight Sessions
- 12:45 - 2:00 Lunch and Wrap up

INVITATION TO GRADUATE STUDENTS • Lisa Grant

One of the central purposes of the Network for Research in Jewish Education is to cultivate and support a community of scholars interested and engaged in research. Graduate students are a critical part of that community. All graduate students who plan to attend this year's conference in Cincinnati are invited to a pre-conference session on Sunday afternoon, June 1, with Lisa Grant on the research tradition in Jewish education. Lisa will present an overview of Jewish educational research over the past half century. Participants will be invited to give brief (3-5 minute) presentations on their own research project or interests and we will deliberate together about past trends and future directions. All graduate students are welcome.



SAVE THE DATE!

18TH ANNUAL CONFERENCE

JUNE 6 - 8, 2004
BALTIMORE HEBREW UNIVERSITY
Baltimore, MD

HIGHLIGHTS FROM THE SPOTLIGHT SESSIONS

CELEBRATING 350 YEARS OF THE AMERICAN JEWISH EXPERIENCE: WHAT HAVE WE LEARNED?

Sara Lee, David Kaufman, Nachama Skolnick Moskowitz, Jonathan Krasner
In 2004 the American Jewish Community will celebrate 350 years as part of the American experience. The American Jewish experience is somewhat unique in the span of Jewish history and this session will draw on the scholarly perspective to identify those unique elements. The implications of the lessons from the American Jewish experience for Jewish education will be viewed from the teaching and curricular perspectives. Drawing these various perspectives together the session will offer an opportunity for participants to develop a research agenda about the teaching of the American Jewish experience.

THE LONG-RANGE IMPACT OF JEWISH EDUCATION: EVIDENCE FROM THE NJPS, AND IMPLICATIONS FOR POLICY AND PRACTICE

Steven M. Cohen, Barry Chazan, Jonathan Woocher
The National Jewish Population Study (2000/01) provides a rich array of evidence about who utilizes various sorts of Jewish education, and the impact of Jewish education upon different aspects of Jewish identity and involvement. This session will begin with an analysis of these two issues, followed by a discussion of their implications for policymakers and practitioners in Jewish education.

STUDYING THE COMPLEXITIES OF CHANGE IN PROFESSIONAL DEVELOPMENT— IMPLICATIONS FOR FUTURE RESEARCH

Gail Dorph and Barry Holtz, Susan Stodolsky, Sharon Feiman-Nemser, Shirah Hecht
This session will examine recent research findings about the Teacher Educator Institute (TEI), a program of the Mandel Foundation aimed at developing a cadre of “teachers of teachers,” individuals who are able to design and implement professional development for teachers in Jewish settings. The session will allow those who attend an opportunity to learn about evaluation studies that have looked at the impact of the TEI program on participants and it will give time for an open discussion about various ways that researchers might study the process of change in educators and in the institutions in which they work.

GOING PUBLIC ABOUT NARRATIVE

Alex Pomson, Lisa Grant, Carol Ingall
The conveners of this session all work with narrative in the study of educational experience, and have advocated for its use in Jewish educational research. In this session a critical stance is adopted towards practices, and questions are raised about the craft that are often left unasked in collegial settings. Drawing on examples from work-in-progress, participants

are invited to consider: the implications of researchers acting as co-constructors of narrative; the issues involved when respondents tell inaccurate stories; the influence of researchers on the narrative plots respondents employ.

THE MAKING OF KOTEL: JEWISH TEENS ON GENDER AND TRADITION: THE OPPORTUNITIES AND CHALLENGES OF DIGITALIZED RESEARCH

Stuart Charme
This session will focus on the documentary film “Kotel: Jewish Teens on Gender and Tradition” which uses excerpts from video interviews and historical materials to show the variety of ways liberal and Orthodox teenagers explain, justify and resist the separation of men and women at the Kotel. The session will discuss issues in the making of the film as well as the challenges and promises of digital video for presenting data like this.

Dear Graduate Student,

Come join us in Cincinnati on June 1-3 for the 2003 Network for Research in Jewish Education Conference! The NRJE Conference offers a unique opportunity for you to hear and discuss the latest research in Jewish education; share your ideas in a friendly and supportive environment; network with fellow graduate students and senior academics and Jewish professionals; and help shape the growing field of Jewish education research.

Whether you wish to present your own work, or respond to and reflect upon the work of others, the NRJE Conference provides numerous formats ranging from panel presentations to poster sessions to informal mealtime “shmoozing.” The NRJE is dedicated to supporting the work of new scholars, and the conference experience is one that is especially welcoming to students. Particularly for students who are just entering the field, the NRJE Conference offers fertile ground in which to germinate a research agenda and launch your graduate career.

This year’s conference will be held on the campus of Hebrew Union College in Cincinnati, one of the country’s leading academic and research institutions. In this newsletter you will find more information on conference registration and program details.

We hope to see you in June!

Meredith Woocher, *Graduate Student Representative*

**WELCOME TO CINCINNATI AND THE HEBREW UNION COLLEGE:
SITE OF UPCOMING RESEARCH NETWORK CONFERENCE**

Sam Joseph, Conference Chair

All of us at HUC-JIR in Cincinnati are excited about welcoming you to our campus June 1-3, 2003. This is the first time we have had the honor to host the Network and we are rolling out the "Shalom mat." We know that you will have a very interesting and enjoyable conference in Cincinnati. As Conference Chair of the 2003 Network conference, I look forward to personally greeting you here in Cincinnati.

Please know that all the facilities of the College-Institute will be open and available to you. Should you desire to use the library, American Jewish Archives, the Center for Holocaust and Humanities Education, the rare book collection, our staff will be more than happy to assist you. A few paragraphs below you will find details about our school and facilities.

All conference programs and meals will take place on campus. We will be staying a few minutes away at the University of Cincinnati's Marriott Kingsgate Conference Center. There will be dormitory rooms available for those who desire that type of accommodation. For those who may be able to take advantage of being in Cincinnati, the city and its surroundings, look at www.cincinnati.com/visitors-guide. I am sure you will find things to see and do.

Cincinnati is the historic center of Reform Judaism where Rabbi Isaac Mayer Wise first established the UAHC in 1873 as the financial mechanism to fund the creation and operation of a school to train Reform rabbis. Once the UAHC was established, Rabbi Wise was able to found Hebrew Union College in 1875 as the first institution of higher Jewish learning in the Western Hemisphere.

The Cincinnati School is a center for the four stateside years of the rabbinical program, culminating in ordination. The School of Graduate Studies, established in 1948, serves as a premier center for advanced graduate study, training scholars and academics of all faiths for universities and seminaries worldwide and offers a joint graduate program in classics and Greco-Roman studies with the University of Cincinnati, as well as a joint doctoral program in comparative law and legal ethics with the University of Cincinnati School of Law.

The Cincinnati campus, situated adjacent to the University of Cincinnati, comprises twenty acres of land and nine buildings. These include the Cecil W. Herrman Learning Center, which houses classrooms, the S.H. and Helen R. Scheuer Chapel and the College Store of textbooks and Judaica; the Sisterhood Dormitory, containing the faculty and student dining room and various social rooms; the New Dormitory; the Klau Library; the Dalsheimer Rare Book Building; the Jacob Rader Marcus Center and Edwin A.

Malloy Education Building of the American Jewish Archives; the National Administration Building; the Manuel D. and Rhoda Mayerson Hall, which houses the Skirball Museum Cincinnati Branch, the HUC-UC Center for the Study of Ethics and Contemporary Moral Problems, the Starkoff Institute of Ethics, and the Center for Holocaust Education; and the Freiberg Gymnasium.

THE KLAU LIBRARY (<http://huc.edu/libraries/cincinnati.html>) is one of the most extensive Jewish libraries in the world. With 420,000 printed items of Judaica, the Library is the second largest collection of printed Judaica in the world - second only to the Jewish National and University Library, Jerusalem. It contains over 700,000 volumes, among them 150 incunabula, more than 2,000 manuscript codices, and many thousands of pages of archival documents. Special collections include Jewish Americana, music, an outstanding Spinoza collection, and extensive microforms. It also houses the American Jewish Periodical Center, which preserves American Jewish periodicals and newspapers on microfilm. More than 875 titles, with over 12,000,000 pages, are available in the Center.

THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES (<http://huc.edu/aja>) is a major center of study, research, and publication in the field of American Jewish history. The Archives collects and catalogues material, both published and manuscript, reflecting the life and history of American Jewry. It is the repository of the archive of the Union of American Hebrew Congregations, the Women of Reform Judaism, and the College-Institute. It now has approximately 15 million pages of documents, two million of which are from the archives of the World Jewish Congress. This collection makes the Archives one of the major research institutions on the Holocaust in the United States. Scholars from various parts of the world participate in the doctoral and postdoctoral fellowship programs of the American Jewish Archives in the field of Jewish history of the Americas.

THE CENTER FOR THE STUDY OF ETHICS AND CONTEMPORARY MORAL PROBLEMS (<http://huc.edu/ethics>), a joint project of HUC-JIR and the University of Cincinnati, is a national resource center for the exploration of critical ethical and moral issues. The Center's activities include lectures, conferences, symposia, and publications, as well as courses taught by visiting faculty and faculty from the College-Institute and the University of Cincinnati.

THE SKIRBALL MUSEUM CINCINNATI BRANCH (<http://huc.edu/museums/index.shtml>) houses The Archaeology Center (<http://huc.edu/libcenters/centers.shtml>), a permanent collection of Jewish archaeological artifacts from The Nelson Glueck School of Biblical Archaeology in Jerusalem, and

Jewish ceremonial and ritual objects. Additional exhibits depict Torah study, American Judaism with an emphasis on Cincinnati and HUC-JIR, aspects of the Holocaust, and modern Israel. Temporary exhibits are displayed in the special, changing exhibition gallery.

THE CENTER FOR HOLOCAUST AND HUMANITY EDUCATION

(<http://huc.edu/chhe>) is a local and national research and teaching institution. The Center is a teacher resource center for public and parochial schools, focusing on the Holocaust and on tolerance education. In cooperation with the Jacob Rader Marcus Center of the American Jewish Archives and the Skirball Museum, the Center for Holocaust Education will collect important documents and create educational displays.

The College-Institute has established joint academic programs with the University of Cincinnati and with the other eleven institutions, which make up the Greater Cincinnati Consortium of Colleges and Universities. The B'nai B'rith Hillel Foundation at the University of Cincinnati serves as a training center for HUC-JIR students and is an integral part of HUC-JIR's students' social, academic, and cultural life. HUC-JIR also has a close relationship with the Jewish Federation of Cincinnati and its constituent agencies.

Students enrolled in Clinical Pastoral Education programs serve as hospital chaplains at the Jewish Hospital of Cincinnati and at other hospitals in the region.

THE ACADEMY FOR ADULT INTERFAITH STUDIES (<http://huc.edu/academics/continuing/adult.shtml>) is a unique community education program providing adult learning to all religious faiths and denominations.

The centrality of the Cincinnati School's location facilitates the service of students and faculty throughout mid-America, through students' clinical training programs and internship placements and faculty's outreach as scholars-in-residence.

POSITION AVAILABLE

HEBREW COLLEGE • NEWTOWN CENTRE, MASSACHUSETTS

JEWISH EDUCATION FACULTY POSITION

The Shoolman Graduate School of Jewish Education at Hebrew College seeks candidates for a senior level faculty position in Jewish educational research. The individual selected for this position will have a key role in teaching, research, dissertation advising, and program development in the School of Education's new doctoral program. This new program accords substantial attention to purposes and interpretations of Judaism and Jewish peoplehood, to the relationship between ideational and curricular dimensions of Jewish education, and to the full range of communal, religious and cultural practices that are indeed educative. We are seeking candidates with research expertise in qualitative methods including, but not necessarily limited to, ethnography, narrative inquiry, and hermeneutics, drawing on the disciplines of philosophy, psychology, sociology, and anthropology. Candidates should also be well versed with the positive potential of quantitative research methods for informing Jewish educational theory and practice. Subject specializations may include curriculum studies, teacher education, Hebrew language education, Jewish organizational development, and Jewish educational leadership. The College prefers candidates who have the combined qualities of Jewish educational expertise, advanced Jewish studies knowledge, and Hebrew language fluency.

Hebrew College, as part of its dramatic expansion in Jewish educational graduate study and professional development will open its doctoral program in Jewish education in the fall of 2003. The program is designed to attract students interested in research, policy studies, and higher education teaching, as well as students in senior level leadership positions. The doctoral program will provide a context for reflecting on, challenging, and advancing Jewish education, creating research and fostering leadership that the field needs to refine and renew its purposes and directions. Candidates should have a doctorate in Jewish education or its equivalent and experience teaching in a university setting.

The position begins in the summer, 2003. Letters of application or nomination, accompanied by a recent curriculum vitae and one published article, should be sent to Dr. Harvey Shapiro, Dean, Shoolman Graduate School of Jewish Education, Hebrew College, 160 Herrick Road, Newton Centre, MA 02459; hshapiro@hebrewcollege.edu.

Review of applications will take place from February 15 to April 1, 2003.

RENEWING NETWORK MEMBERSHIP • Alex Pomson, 2003 Membership Chair

Even if you can't attend this year's Network conference, I invite you to renew your membership in our organization. The Network for Research in Jewish Education has flourished over the last few years and includes an increasing number of members who cannot attend all of our conferences but who appreciate the opportunity to be connected with other producers and users of Jewish educational research. Among our members today are professionals in schools, central agencies and foundations, as well as researchers and scholars in North America, Europe and Israel.

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. You will receive a subscription to the Journal of Jewish Education, two newsletters a year, a full set of conference paper abstracts, and you'll get a first crack at calls for papers.

Because our organization has evolved, with some members regularly attending conferences and others not, from this fall we will be asking people to renew their membership in a separate cycle from conference registration. Meanwhile, though, you can renew your affiliation at any time by completing the application materials at http://www.jesna.org/pdfs/re_netapp1.pdf.

If you have any questions about these matters please free to contact me at apomson@edu.yorku.ca or Wendy Rosov, the Network treasurer, at wendy@jesna.org.

EDUCATION AT THE ASSOCIATION FOR JEWISH STUDIES 2002

This past conference for the Association for Jewish Studies (December 2002, Los Angeles) featured several presentations on Jewish educations, and the program featured many Network members. We are proud to note the following papers and panels presented at the AJS conference (if we missed you on this list, let us know!).

PANEL: Redefining the Bet Midrash: Jewish Adult Educators as Agents of Social Change

Presenters:

LADIES, GIRLS, AND MOTHERS: DEFINING JEWISH WOMANHOOD IN THE SETTLEMENT HOUSE

Miriam Heller Stern (*Stanford University*)

MEANING-MAKING AT THE MELTON MINI-SCHOOLS: INTERSECTIONS IN ADULT JEWISH LEARNING

Diane Tickton Schuster (*Claremont Graduate University*) and Lisa D. Grant (*Hebrew Union College-Jewish Institute of Religion*)
Coauthors

THREE CHEERS FOR ANNA: A PORTRAIT OF ANNA G. SHERMAN

Carol K. Ingall (*Jewish Theological Seminary*)

PANEL: Bridging Academics and Social Competence in the Jewish Classroom: Theory, Research, and Methods

Presenters:

THE ARTS IN JEWISH EDUCATION: BUILDING PERSONAL INTELLIGENCE AND CONNECTIONS TO JEWISH TEXTS

Ofra Backenroth (*Jewish Theological Seminary*)

SOCIAL AND EMOTIONAL COMPETENCE TRAINING IN JEWISH EDUCATION: A MODEL FOR CURRICULAR INTEGRATION

Ian Cohen (*Temple University*)

DIDACTICS AND DIALECTICS: VIEWING EMOTIONAL INTELLIGENCE THROUGH THE LENS OF TALMUD INSTRUCTION

Marjorie S. Lehman and Jeffrey Kress (*Jewish Theological Seminary*)

USING DIALOGICAL HERMENEUTICS TO TEACH THE 'MATSAV': BUBER, ZAKOVITCH AND THE KNESSET

Alex Sinclair (*Jewish Theological Seminary*)

PANEL: Applying Social Network Analysis to the Study of Jewish Life

Chair and Respondent: Sylvia Barack Fishman (Brandeis University)

Presenters:

SOCIAL NETWORK ANALYSIS "AL REGEL 'ACHAT"

Charles Kadushin (*Brandeis University*)

SCHOOL FRIENDS AND CAMP FRIENDS: THE SOCIAL NETWORKS OF JEWISH TEENAGERS

Shaul Kelner (*Brandeis University*)

SIX DEGREES FROM ELIJAH THE PROPHET: SAMPLING JEWS THROUGH SEDER NETWORKS

Leonard Saxe (*Brandeis University*)

PANEL: Issues in Religious and Supplementary Education

Presenters:

SOME DILEMMAS OF SUPPLEMENTARY EDUCATION: REFLECTIONS ON THE FUTURE

Stuart Schoenfeld (*Glendon College of York University*) and Alex Pomson (*York University*)
Coauthors

TEACHING ABOUT THE HOLOCAUST IN A FUNDAMENTALIST CHRISTIAN SCHOOL

Simone Schweber (*University of Wisconsin*)

TEXTS IN TENSION: NEGOTIATING JEWISH VALUES AND IDENTITIES WITHIN THE ADULT JEWISH LEARNING CLASSROOM

Meredith L. Woocher (*Brandeis University*)

IMAGES OF "NEW JEWS" IN AN OLD/NEW LAND: AN ANALYSIS OF INTERWAR ZIONIST TEXTBOOKS

Jonathan Krasner (*Hebrew Union College-Jewish Institute of Religion*)

CANDLE TAX: GOOD FOR THE JEWS?

Eliyana R. Adler (*University of Maryland*)

SOLOMON SCHECHTER IN BRITAIN: THE RUMANIAN JEW ENCOUNTERS THE VICTORIAN AGE

David B. Starr (*Hebrew College*)

JEWISH TEENAGERS ON GENDER AND TRADITION: A VIDEO DOCUMENTARY APPROACH

Chair: Stuart Z. Charmé (Rutgers University)

CONFERENCES OF INTEREST

SHUSTERMAN HILLEL INTERNATIONAL LAY LEADERSHIP CONFERENCE

April 5 - 7, 2003 • Grand Hyatt, Washington Center • Washington, D.C.

CONTACT: Julie Epstein • 202.857.6623

ALLIANCE FOR ADULT JEWISH LEARNING CONFERENCE

June 8 - 10, 2003 • Holiday Inn-Historic District • Philadelphia, PA

Keynote Speaker: Diane Tickton Schuster

CONTACT: Andrea Fram • 212.284.6903 / andrea.fram@ujc.org

CAJE DAY SCHOOL CONFERENCE

June 22 - 25, 2003 • New York, NY

CONTACT: 212.268.4210

THE JEWISH EDUCATORS NETWORK AT NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)

June 29 - July 2, 2003

Washington State Convention and Trade Center • Seattle, WA

CONTACT: Elisa Haidt • 212.284.6898 / ehaidt@jesna.org

WHIZIN INSTITUTE PROGRAM FOR JEWISH FAMILY EDUCATORS (Part of the Summer Institute for Jewish Educators)

June 29th- July 3rd 2003 • University of Judaism

CONTACT: Lauren • 310.440.1279

CAJE 28 CONFERENCE (CONFERENCE ON ALTERNATIVES IN JEWISH EDUCATION)

August 17th- August 21st 2003 • Ohio State University

CONTACT: 212.268.4210

UJC GENERAL ASSEMBLY

November 16 - 19, 2003 • Jerusalem, Israel

CONTACT: 212.284.6728

RESEARCH SPOTLIGHT: Notes from the Field

Evie Levy Rotstein, *Davidson School, Jewish Theological Seminary*

For the past 25 years I have been working in the field of Jewish education as a principal of a supplementary religious school without much awareness of the various family backgrounds of the students in my school. It is only in the last five years, that while doing research as a doctoral student, I have become acutely sensitive to the number of students from interfaith families whose specific home experience has remained unrecognized and somewhat ignored. Though the number of interfaith families who raise their children exclusively as Jews is low (18%), those of us who work within the realm of Jewish education must address this population. How does the supplementary religious school deal with some of the specific concerns and challenges facing these students?

My interest in this subject has led me to explore the factors that contribute to the decision for teenagers from interfaith families to continue their Jewish education post Bar/Bat Mitzvah. I am interested in looking at how these teens perceive the various influences in their lives; peers, family, Jewish educational experiences and other social interactions. The teenage years have historically been a time of marked decline in the participation of both formal and informal Jewish educational programs. Much of the research indicates that the number of years of parents' education is reflected in the number years of education being given to their children. How does this finding affect teens from interfaith families? I hope that the insights I discover will assist the organized Jewish community in developing effective programs for adolescent socialization that will both strengthen Jewish identity and increase a commitment to Jewish life as young adults.

NEWS FROM OUR MEMBERS

Publications

DR. DIANE TICKTON SCHUSTER's book, *Jewish Lives, Jewish Learning*, will be published by the UAHC press in the summer of 2003. She recently co-authored *Meaning, Connection and Practice: Contemporary Issues in Adult Jewish Learning* with Lisa Grant, Meredith Woocher, and Steven M. Cohen.

This summer will see the publication of a book that **DR. BARRY HOLTZ** has been working on for the past several years. *Textual Knowledge: Teaching the Bible in Theory and Practice* will be published by Jewish Theological Seminary Press. In this work he uses scholarship (from Lee Shulman, Pamela Grossman and others) on the issue of the relationship between subject matter and pedagogy and applies it to questions related to the teaching of Bible. The book draws on recent literary theory, biblical scholarship and philosophy

of education to reflect on the question of pedagogic goals and offers practical advice on teacher preparation and curriculum in the light of these findings.

Barry's most recent articles include: "The Torah as Truth: Teaching the Bible in a Skeptical Age" *Journal of Jewish Education* 68:1 (Spring, 2002) and "Whose Discipline is it Anyway?" in *Essays in Education and Judaism in Honor of Joseph S. Lukinsky* edited by B. Cohen and A. Ofek (Jewish Theological Seminary Press, 2002).

SHAUL KELNER completed his dissertation in September 2002 entitled: *Almost Pilgrims: Authenticity, Identity and the Extra-Ordinary on a Jewish Tour of Israel*. The dissertation is an ethnographic study of study of birthright Israel.

The Jewish Early Childhood Education Partnership completed two research projects this past year. "Untapped Potential: The Status of Jewish Early Childhood Education in America" (**ILENE VOGELSTEIN** and Kaplan, D., 2002) and *Jewish Preschools as Gateways to Jewish Life: A Survey of Jewish Preschool Parents in Three Cities* (Pearl Beck, 2002).

OFRA ARIEL BACKENROTH essay "Art and Bible; A Portrait of a Teacher," was accepted for publication by *Religious Education*.

Appointments

DR. DIANE TICKTON SCHUSTER will be the director of the Institute for Teaching Jewish Adults (ITJA) established by Hebrew Union College - Jewish Institute for Religion (HUC-JIR). The ITJA, the first of its kind in the USA, will be based at HUC-JIR in Los Angeles with the goal of developing programs and resources to enhance the professional development of rabbis, cantors, educators and communal professionals. For further information: www.huc.edu/newspubs/pressroom/2003/itja.html

DR. BARRY HOLTZ will serve as general editor of a new series of books from the Jewish Theological Seminary Press devoted to scholarship in the field of Jewish Education. This will mark the first time that a university press has committed itself to a book publishing program in our field and it marks an important step forward for members of the Network. The publications committee includes Dr. Steven Brown, Professor Alan Cooper and Professor Carol Ingall. For further information please contact Dr. Barry Holtz directly.

The Jewish Early Childhood Education Partnership recently transferred its entire operation to the newly established Early Childhood Department at CAJE. **ILENE VOGELSTEIN**, the director of Jewish Early Childhood Education Partnership is now the Coordinator of the Early Childhood Department. For further information: www.caje.org/earlychildhood/index.html



NEWSLETTER OF THE NETWORK FOR RESEARCH IN JEWISH EDUCATION • SPRING 2003

When scholars vie, wisdom mounts.

- Talmud, Bava Batra