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Newsletter of the Melton Centre for Jewish Education
The Hebrew University of Jerusalem

From the Director

Zvi Bekerman



As another successful academic year draws to a close, we are proud to announce that at this year's graduation ceremonies for the School of Education, 12 Melton students graduated with an M.A. and two received their Ph.D.

We have made great efforts to increase our student body for next year and are investing in publicizing our programs through multiple media channels. In doing so, we have again appreciated the wide range of populations we serve and the complexities we are dealing with when being involved in Jewish Education

Only minutes after sending out a publicity SMS message, we were swamped with over 60 telephone calls. Two of the calls, which I personally answered, were of particular interest. One was from a teacher who defined herself as "ultra-orthodox" and "very religious." She wondered if she could apply to the program and if it would be appropriate for her. The second was from a teacher who emphasized that she was not religious and quite detached from traditions; she too wondered if the program would suit her needs. It seems the two had yet to understand the academic tradition of systematic critical inquiry. Both received the same reply: of course they could participate!

In addition to enquiries like this, every year one or two Korean students participate in our program as well. The presence of non-Jewish students from Asia should not surprise us. Many are curious about the Jewish people, and strongly believe that there is something unique in the way Jews raise and educate their children, and they come to learn about our 'secret'. Recently, a Chinese education delegation visited the School of Education and I was invited to a meeting with them. One of my colleagues inquired about my presence at the meeting, convinced that the issue of Jewish education would not be of interest to our Chinese guests. To their surprise, one of the first questions the delegates asked related to Jewish education. In the past, we have also welcomed Tibetan and Basque delegations who have visited

us in order to better understand the ways Jews preserve their cultural heritage through education in a world going global.

However, Jewish education is not an easy task. Socio-political contexts organize a reality in which concepts related to Jewish education are ideologically loaded and open to multiple interpretations.

When reflecting upon the above a couple of thoughts come to mind

On the one hand, when considering education for Jews in Israel and abroad, we need to conceptualize Jewish education as intersecting with civic education. In the West, civics is seen as that education which prepares people for their role as citizens, a role which also requires human qualities that will lead people to participate, to want to participate, and to have a disposition to participate morally in public and political spheres. The foundations of this political and moral education are drawn from Greco-Christian traditions. However, for us Jews, the foundations of civic education ought to draw from Jewish traditions. Given that Jews live in multicultural societies, Israel included, we need also to acknowledge the importance of other cultural/religious traditions in all educational efforts to produce responsible and concerned citizens.

On the other hand, when considering education for those others who express an interest in our civilization, Jewish education should be seen as a unique model for the development of educational policies, curricula, and pedagogies for minority groups concerned with the sustainability of their cultural/religious traditions.

Whether you choose to look inward or outward, the Melton Centre has much to offer to both Jews and non-Jews living in Israel and abroad.

Zvi Bekerman

Director



A South Korean TV Station Interviewing Zvi Bekerman

Memorial to Prof. Michael Rosenak

Jonathan Cohen

All of us at the Melton Centre were deeply saddened to hear of the passing of Prof. Michael Rosenak – the "éminence grise" of the Center, one of the founders and fathers of what I believe can be called the "Jerusalem School" of Jewish education. "Mike" – as we all called him, touched the hearts and minds of many students and colleagues during his long tenure at the University (from 1968, when the Center was founded, until 2000 – when he retired from formal teaching). His disciples can be found all over the Jewish world, in Israel and in the Diaspora, in both academic and educational circles – actively disseminating and exemplifying his ideas and concerns.

Prof. Rosenak, together with Prof. Seymour Fox and Prof. Barry Chazan, founded the field of Philosophy of Jewish Education as an academic discipline at the Melton Centre in the 70's and 80's. They insisted that Jewish educators must devote time, resources and sustained thought to clarifying **questions of principle** on fundamental issues – such as the nature of Judaism, the image of the educated Jew, the healthy Jewish community and the ends and means of teaching. The assumption was that by encouraging philosophical reflection and raising the level of discourse with regard to issues like these, the **effectiveness** of Jewish education as a practical activity would also be enhanced. I am grateful to have inherited this orientation from Mike, Seymour and Barry – and am privileged to carry it on in my own work.

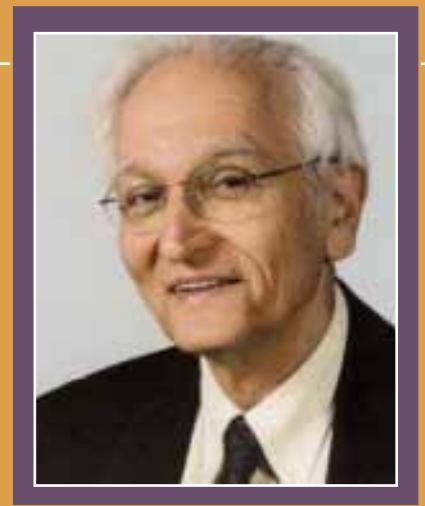
When I first came to what was called the "Centre for Jewish Education in the Diaspora" as a student in 1969, I was introduced to "Mike" when I took his fascinating course called: "Israel: Society and Education." He immediately revealed himself to be a brilliant thinker and teacher, a rare human being who was profoundly committed to the Jewish tradition yet intellectually honest and incredibly open-minded. He was equally dedicated to what he would later call "authenticity" (representing the Jewish tradition as much as possible in its own terms, without the distortions that

often accompany popularization) and "relevance" (showing how the tradition, in and of itself, concerns itself with issues that are of abiding and contemporary concern).

Michael Rosenak was born in Bremen, Germany in 1932. His family moved to the United States in 1938, where he lived until he made Aliyah in 1957. His English speech and written prose were especially elegant and rich. His Hebrew was equally fluent and profound, although it was tinged with a slight German accent. While in America, he was active in a Religious-Socialist Zionist movement called HaShomer HaDati, and later served as educational director of the General Zionist movement known as Young Judaea. He majored in Sociology at Yeshiva University and obtained an MA in History from Columbia University. While at Yeshiva, he edited the student paper, called Commentator. After his Aliyah to Israel, he taught history at Yavneh High School and at Midrashi'at Noam. For a number of years, he also edited the English section of their educational publication – called Niv HaMidrashia. In 1958 he married Geula Goldrei, a second cousin, also of German-Jewish stock, who was, throughout his rich and eventful life, always his beloved partner and best friend.

In 1962, the couple moved to Jerusalem where Mike began teaching at the Machon LeMadrachei Chutz La'Aretz of the Youth and HeChalutz Dept. He eventually became educational director of the Machon, and Geula served as head librarian at their campus at Kiryat Moriah for many years. In 1968, Mike began teaching at the newly-founded Mercaz and by 1976 he had completed his doctorate on the implications of the theologies of Emil Fackenheim and Joseph B. Soloveitchik for Jewish education. From 1978 he took a term as Director of the Melton Centre, lending it new status and gravitas.

During all the years he taught and wrote at the University, he continued to take an active part in many important and groundbreaking Jewish educational projects. He taught and later served on the board of Pardes, a pluralistic co-ed



Institute for Jewish Studies that was first launched by the Youth and HeChalutz Dept. He was one of the founders and mainstays of the prestigious Jerusalem Fellows Program for Jewish Educational Leadership in the Diaspora, laying the groundwork of this highly influential program (it ran for almost 30 years) together with Seymour Fox, Mordechai Nisan, Nathan Rotenstreich, Walter Ackerman, Janet Aviad and others. The program was launched by the WZO and Bank Leumi, and was then "adopted" by the Mandel Leadership Institute and funded by the Mandel Foundation.

While at the University and afterward, Mike contributed many articles to **Studies in Jewish Education**, an academic series initiated and edited by members of the Melton Centre faculty. To help set this series in motion, he contributed a seminal article to its first volume in 1983 and edited its second volume in 1984. Upon his retirement in 2000, I had the privilege of editing a special issue in his honor, called **In Search of a Jewish Paideia** (a term Mike adopted from Werner Jaeger, used to denote the vision of the educated person typical of a particular culture). On the occasion of his 70th birthday, work was begun on a 2-volume Jubilee edition, eventually published in 2005 under the title **Languages and Literatures in Jewish Education** (terms Mike adopted from Michael Oakeshott, denoting both the foundational and creative elements of a culture).

Prof. Rosenak's most impressive list of publications led to his promotion to full professor at the Hebrew University in 1997. Among his books, **Teaching Jewish Values: a Conceptual Guide** (1986) served as a companion volume to the Jewish Values Curriculum, a wide-ranging educational project founded

and led by Mike. The book - and the project - articulated a new way of conceptualizing Jewish sources as settings for the enactment of value-conflicts. **Commandments and Concerns** (1987) dealt with the fundamental issues attendant on the attempt to re-constitute Jewish religious education in a secular age. In **Roads to the Palace** (1995) he wrestled, among other things, with the problem of re-casting the Jewish educational ideal of "Yir'at Shamayim" (the fear of heaven) in a secular setting. **Tree of Life, Tree of Knowledge: Conversations with the Torah** (2001) represents an attempt to read the "portion of the week" from the Torah from the perspective of Jewish educational thought. In his Hebrew book **Tzarich Iyyun (On Second Thought)** (2003) the chapters focus on some of the central themes of Mike's oeuvre, such as the problem of indoctrination, autonomy in education, values in education, the teaching of the Holocaust – and others. His most recent book, published only a few months before his death, called **Covenant and Community** (2013) bears witness to the intensity and vitality with which he pursued the philosophy of Jewish education throughout his life.

Prof. Michael Rosenak was, for many of us, a mentor and role model. We would measure ourselves against his example (always coming up short). He represented the Melton Centre's ideal image of itself – as a Center for creative thought, wide-ranging research and inspired teaching – dedicated to the enhancement of Jewish education in the contemporary age. His personal warmth, his unusual blend of loyalty and openness, his inexhaustible humor and his overall "menschlichkeit" – will be sorely missed among us. Let us rededicate ourselves to the perpetuation of his example and the realization of his vision. May his memory be blessed.



for Jewish Education on "Proklos' Elementatio Theologica: A Late Antique Handbook for Teaching Theology".

The Doeblers and our own **Prof. Marc Hirshman** are working on a new grant proposal after receiving an enthusiastic response to their previous collaboration, "Education and Religion in Late Antiquity".

Centre Hosts Distinguished German Scholars

In April, the Melton Centre hosted two distinguished scholars from Germany, **Prof. Dr. Ilinca Tanaseanu-Doebler** (Georg-August Universität, Göttingen), and her husband **Dr. Marvin Doebler** (University of Bremen).

Dr. Doebler led a fascinating workshop at the Melton Centre on "Conceptualizing Religious Education". A lively discussion with the faculty ensued. The next day, Prof. Dr. Tanaseanu-Doebler delivered a masterful and stimulating lecture at a joint seminar of The Department of Classics and the Melton Centre



Dalia Pollak

Foundation Stone Laid for Interactive Museum of Jewish History in Chile

On 28 May, 2013 a special ceremony was held in Santiago de Chile to lay the foundation stone for the new **Interactive Museum of Jewish History in memory of Jaime Pollak**, which will open later this year. Among the important dignitaries attending were Israel's ambassador to Chile, the President of the Jewish Community, community rabbis and The Hebrew University's representative in Chile.

This museum is the brainchild of the **Pollak Family**, who were seeking a fitting way to honor the memory of **Jaime Pollak Ganz** (z"l) as well as to honor his widow, **Yoná Ben-David (Davidovits) Kain Pollak**. To realize the idea of a museum, they approached the Department of External Relations at Hebrew University, which referred them to the Melton Centre for Jewish Education. The Melton Centre agreed to lead the academic work on the project.

This exciting project integrates knowledge and academic expertise with an educational service to the Jewish world. It also provides a promising opportunity for research in the field of museum education as well as for research into aspects of identity, education, and perceptions of Judaism among Jewish and non-Jewish school children in Chile.

An academic committee was established, chaired by **Prof. Gabriel Horenczyk**. Its members include **Dr. Dan Porat**, **Dr. Adolfo Roitman**, **Dr. Marc Silverman**, and **Dr. Marcelo Dorfsman**, who heads the project on behalf of the Melton Centre. The Museum is fortunate to have received academic input from a number of senior faculty members of the Hebrew University and of Yad Vashem: **Prof. Gideon Shimoni**, **Prof. Isaiah Gafni**, **Prof. Dalia Ofer**, **Prof. Mario Sznajder**, **Dr. Nili Wazana**, **Dr. Aliza Moreno**, **Dr. Michael Gillis**, **Dr. Howard Deitcher**, **Dr. Yossi Goldstein**, **Dr. Geoffrey Herman** and **Dr. Avraham Milgram**.

Meet a Melton Student: Jiyong Kim-Yoon

Towards the end of her first year at the Melton Centre, I sat down with **Jiyong Kim-Yoon**, a South Korean student in our M.A. program, to discuss her experiences both in Israel and at the Hebrew University, and to hear a different perspective on Israeli education, the aura around it in the Far East in general, and the admiration it receives in Korea, as well as to look at the world of Jewish Education through her eyes.

Jiyong came to Israel for her husband to further his studies in archeology. When her husband decided to continue on to a Ph.D. at Tel Aviv University, Jiyong, after much deliberation, decided to return to studying. She has a first degree in English Literature from the Yonsei University and is now half way to completing her M.A. in Jewish Education, an unusual choice for Koreans.

During their first years in Israel, besides for ulpan classes, Jiyong was a stay-at-home mom. This was a conscious decision as she felt she needed to give her two children, **Dongwoo** (15) and **Daneem** (11), what they could not receive in an Israeli school. She needed to be the Korean and Christian influence in their lives. This is a decision she does not regret. She too was raised as a Korean living in the 'diaspora', and knows about the daily struggle to preserve one's Korean identity, yet be part of the society in which one lives.

However, being a stay-at-home mom meant helping with homework and this is what ignited her interest in Israeli education, in particular school curricula. All her life she was aware of the huge interest around the success of Israel. It wasn't something she quite understood, it was very abstract, but it was always there: What was the 'secret' behind Israeli education? She knew what she was looking for - a comprehensive program which would give her an in-depth understanding of Jewish education. When she found the M.A. program at Melton she knew this was the program for her: a wide range of elective courses and students from all fields and different backgrounds, so she knew she could find her place at Melton. After two years, she knows her choice was correct.

How did her fellow students welcome her?

The Melton Centre has over the years welcomed students from all around the world. Jiyong feels very comfortable among her fellow students. Language might prevent her at times from contributing to the conversation, as does her lack of background in Jewish Education, but the lecturers and fellow students are very open, respectful and sensitive. "This has been an experience of a lifetime, the opportunity to meet people from all streams of Jewish life and different

educational settings." After all, where else would she have the opportunity to meet a Chabad educator alongside a professed non-observant Israeli teacher? This learning from experience could never be matched by books.

What is unique about the Melton Centre?

Jiyong is envious that there is a Melton Centre at all. This is an exceptional academic institute, where studies cover all aspects of Jewish Education, sociology, psychology, philosophy, innovation, Bible, and more. Jiyong's dream is to establish such a center in Korea for Korean educators from both Korea and abroad to come and study Korean education and culture, to initiate educational projects for Koreans both in and beyond the borders of the country, and to strengthen Korean identity.

What does she take from the classroom?

Firstly, Jiyong is impressed with the level of the classes. "The lecturers are outstanding and the classes are captivating. The discussions are thought provoking and often carry on well into the break."

Jiyong's thinking is oriented to Christian and Korean life. That's the basis from which she starts, but her studies at Melton have opened up a whole new world. The class in Talmud has helped her to better understand Jewish culture and given her a better understanding of Jewish interpretation of the Bible. She is able to see different points of view and even criticisms of Christianity don't bother her as she has learnt to understand the point that is being made.

"I am honored to be a part of the discussions and to hear my fellow students discuss their Jewish education; I have gained insight into a unique world."

What does Jiyong plan to do with her Jewish Education?

"Throughout my studies, in every class, Korean education is always on my mind. How can I adapt what I am learning? What can I take back with me?" There is so much in common between Jewish and Korean cultures: the importance of education, family, and community. Looking outside in one sees aspects that one could not necessarily see from within. And of course there is no specific secret to the success. Jiyong believes it's all rooted in a strong Jewish identity and the constant struggle to preserve this identity and Jewish heritage... and of course the informality of this society, where everyone feels free to do and say as they please, leading to fruitful discussions and endless creativity.

Jiyong has another year to go before graduating. Once she and her husband complete their studies, the family will return home. Jiyong will take back with her a newly discovered 'secret' for Korean education: Koreans should value their unique heritage and be open to criticism as long as it is for the good of Korean education.

We look forward to hearing about Jiyong's educational activities in Korea on her return.



Admin Profile: Carmela Hariri



For over 20 years **Carmela Hariri** has been an integral part of the Melton family. Most students, graduates, faculty and staff cannot remember the Melton Centre without Carmela. Her Hebrew University career began at the National Library in 1981 after which she moved on via *Hora'a Mada'it* and the Finance Department, to finally arrive at the Melton Centre in 1992.

Carmela has advanced Bookkeeping Certification and her job profile focuses on budgets and human resources. All aspects of the Melton budget, income and expenditure, grants, scholarships, salaries, and more are in the responsible hands of Carmela. She takes care of the administrative and academic staff, ensuring contracts are signed, salaries are paid, research funding is in order and so much more. In addition, she played an active role in the Senior Educators and Former Soviet Union Senior Educator programs, eventually becoming administrative coordinator of the FSU program. The wheels of the Melton Centre administration turn smoothly with Carmela's expertise and years of dedication to the institute.

For Carmela the Centre is her second home. This is the place where she has 'grown up', matured and developed professionally. She loves her work and feels fortunate to enjoy an interesting combination of administrative work and meeting with dedicated Jewish educators from Israel and around the world. She is deeply connected to Melton's activities and identifies with its mission and hopes to see an even stronger connection between Israel and Jewish communities abroad. Carmela takes great pride in the large number of Jewish educators who have benefitted from the activities offered by Melton and have returned to their communities to become outstanding ambassadors for The Hebrew University.

Carmela has been married to **Zion** for 36 years, and together they have five daughters – **Meital, Michal, Elinor, Liron** and **Shani** – and five grandchildren.

Carmela is currently the acting Executive Director of the Melton Centre. We wish her much success in this role.

2013 Graduates of the Jewish Education Track

The Melton Centre is proud to announce that 12 graduate students received their M.A. in Jewish Education at the annual graduation ceremony held this past month on Mt. Scopus. Among those who received their M.A. degrees was **Merav Binyamin**, who completed her degree cum laude.

Ph.D. Recipients

Also this past month, The Hebrew University held its annual ceremony for conferring Doctor of Philosophy degrees at which Melton students **Julia Schlam** and **Arieh Haskin** were awarded their doctorates.

Julia Schlam's thesis, under the supervision of **Prof. Elite Olshtain** and **Dr. Zvi Bekerman**, was on: *Doing and Undoing Power: A Cross Cultural Study of English Language Learners in Monolingual and Bilingual Israeli State Schools*. In her dissertation Julia wrote: "I am indebted to the Melton Centre for exemplifying the true spirit of collegiality. Their multidisciplinary approach to educational research enabled me to find unexpected collaborators across a wide range of fields and disciplines."

Mazal tov to all our graduates!



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kol hamercaz

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