

KOL

קול המרכז

Av 5766

August 2006

HAMERCAZ



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

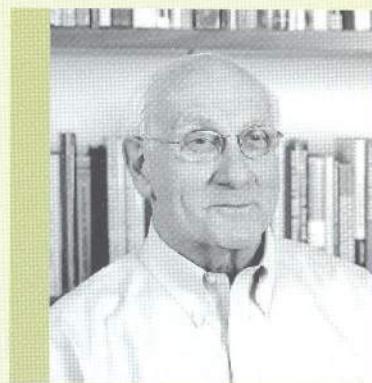
In Memory of Prof. Seymour Fox

The faculty and staff of the Melton Centre for Jewish Education at the Hebrew University are shocked and saddened by the sudden, unexpected passing of Prof. Seymour (Shlomo) Fox. Prof. Fox was the founder of the Melton Centre when it was established as a department of the University's School of Education in 1968. Since then, he has been the Centre's most ardent and active advocate, both academically and institutionally. Whether in his capacity as Director of the School of Education, Professor of Education, Chairman of the Melton Centre's Academic Committee, or Director of Program of the Mandel Foundation Worldwide – Prof. Fox has labored tirelessly to ensure the Centre's continued growth and development.

Before moving to Israel in 1966, Prof. Fox was already well known as a major Jewish educational figure in North America. As one of the chief educational theorists of Camp Ramah, as the Director of the Jewish Theological Seminary's Teacher's Institute, and as founder and Academic Director of the Seminary's Melton Research Center, he had already made a signal contribution to the academic and professional enhancement of the field of Jewish education. Within two years of his arrival in Israel, Prof. Fox was offered the position of Head of the Hebrew University's School of Education. In that capacity (in which he served from 1968 to 1982), he fostered a whole host of initiatives and innovations, including the founding of the Melton Centre (in partnership with the Institute for Contemporary Jewry), the Early Childhood Education Program, and the Research Institute for Innovation in Education. In 1981, together with the World Zionist Organization and Bank Leumi, he founded the prestigious international Jerusalem Fellows program for leadership in Jewish education. In 1992, he translated the Jerusalem Fellows model into a parallel, though significantly different program for the enhancement of Israeli education – the

School for Educational Leadership. Both programs have since come to be housed at the Mandel Leadership Institute, together with other leadership programs for educators from the Periphery, for army officers and for senior civil servants. The Mandel Leadership Institute is but one of the fruits of the long and close partnership between Prof. Fox and Mr. Morton L. Mandel – one of the most prominent visionary leaders of the North American Jewish community.

Remembering Prof. Fox more personally, one recalls an academician, educational entrepreneur and teacher who would brook no compromise in matters of standards. Whether the issue was the level and quality of a doctoral dissertation or the appropriateness and effectiveness of an administrative plan – Prof. Fox held all he worked with to the highest possible standards. He was not interested in mouthing empty words of praise if this meant reinforcing shoddy or superficial work. On the other hand, he lent warm, continuous and expansive support to those individuals and institutions whose work he valued. One of his most striking gifts was his capacity for educational diagnosis. Using the multiple conceptual frameworks that he had studied and internalized during his long career, processed through the deliberative framework he learned from his teacher at the University of Chicago, Prof. Joseph Schwab, he could “read” and assess problematic educational situations with an X-ray-like penetration. He also had the uncanny ability to inspire people of varying commitments, disciplinary orientations and walks of life to ally and devote themselves to the enterprises that he initiated and founded in response to the educational problems as he saw them. He combined a profound respect for high learning, erudition and philosophic thinking with the expectation and the demand that these be treated as resources for educational practice, and not as sterile thought-exercises. He was an exacting



○ Professor Seymour Fox 1929–2006

teacher and was not averse to maintaining a palpable level of tension in his classes. This tension, however, was conceived as conducive to accountability – and, indeed, no one in Prof. Fox's class, or in his employ, was ever “off the hook”.

He will be most sorely missed. While he took care to ensure that the institutions he founded and supported would continue to function and flourish, even after his retirement – many members of the staffs of these institutions feel something akin to being orphaned at this time. While no one could really fill his shoes – we pray for the strength we will need to carry Prof. Fox's work forward. May his memory be blessed.

Dr. Jonathan Cohen



Josh Elkin, Michael Rosenak, Alex Pomson & Deborah Meiers



Ellen Goldring



Zvi Gitelman, Chaim Feder, Gerda Feuerstein & Barry Chazan



Steven Cohen

Nobody knows for sure, but it is reasonable to estimate that today there are about 350,000 Jewish children enrolled in all-day Jewish schools worldwide. About 225,000 children are in North America, and a further 125,000 are scattered across the globe in every continent other than Antarctica.

As the number of children enrolled in schools steadily increases, educators and professionals have started to think about day schools as places that serve a range of clients far wider than the students who sit in their classrooms. They have started to pay attention to the larger social significance of day school growth. To express this development in more paradoxical terms: as the number of children enrolled in day schools increases, there has been a growing appreciation that what is at stake in day school education is more than just the teaching and learning of children.

This developing perception of the social significance of day school education is not just driven by an increase in the number of day school students, it is fuelled by three further forces:

1. The evolving function of schools: For most of the last two hundred years, the primary function of schools, Jewish or otherwise, was to ready children as productive workers in a post-agricultural industrialized society. Today, schools are asked to do much more. They are called on to take up roles once performed by families, religious institutions and workplaces. Schools are asked, for example, to instruct children in how to drink sensibly, eat healthily, vote conscientiously, and have sex responsibly.

Jewish schools have not been free from this spreading burden of responsibility. Jewish children were once expected to acquire knowledge of Judaism, develop attitudes about the Jewish world, and learn Jewish behaviors from people and places in their immediate surroundings – in the family, at the synagogue, even on the street. Today, responsibility for these outcomes has increasingly devolved to schools, and day school leaders find themselves no less challenged by these changes than their peers in public education.

2. Financial investment in day schools: In recent years, private foundations have invested unprecedented sums in the creation and development of Jewish day schools. During the last four years alone, more than \$130 million of new money has been donated to schools in the United States. In Britain, a mix of private and public funding has underwritten the creation of more than twenty new schools in less than ten years. In Australia, too, unprecedented sums have been invested in developing the infrastructure of existing

schools in Melbourne, Sydney and Perth.

With so much money being invested in schools, funders are increasingly concerned about getting greater value for their investment, that is, to figure out how schools can serve as resources for the majority of Jewish families whose children (in most communities) still do not attend day schools. Communal leaders have also become more vocal about the profound opportunity costs of investing in day schools, that is, the drain of resources away from other communal and educational institutions. To ameliorate these concerns, day school advocates are looking for ways to develop the potential of schools to serve a broader swathe of the community than was once thought possible.

3. A diversifying day school population: In many countries, day schools have been trying to recruit increasing numbers of religiously diverse families. Many of the newer families being drawn to schools lack an intensive Jewish education of their own and depend on schools to help them in developing their own Jewish cultural capital as adults. Meanwhile, day school advocates argue that those who are still suspicious of parochial schooling will only be recruited if schools can develop new partnerships with the communities beyond their walls, that is, if they demonstrate their lack of parochialism. In both instances, there is an onus on school leaders to figure out how to serve multiple (adult) communities, and not just the students in their classrooms.

These developments provided the context and impulse for an important conference held this June at the Melton Centre with the support of the Jewish Agency for Israel, the Joint Distribution Committee, and the Partnership for Excellence in Jewish Education. This event was convened with the specific intent of provoking the research community to think in new ways about the social functions of Jewish day schools. Entitled "Reframing Jewish day school education worldwide: The school in the community ~ The community in the school", the conference sought to reframe day school research in three ways: first, by focusing not just on the learner in the day school classroom, we wanted to view schools as agents *of and for* the community; second, by bringing a truly international perspective to the study of day schools, we wanted to understand schools in relation to the socio-cultural contexts from which they emerge and where they have impact; and, finally, by inviting keynote presentations from premier practitioners and researchers of public schooling, we sought to re-view day school education in relation to insights derived from the study and practice of non-parochial education.

With more than 45 papers presented and more than 150 participants in attendance from twelve different countries, these goals were satisfied in style. In the coming months we intend to publish a selection of papers from the conference, and to launch a number of new research and development projects which we hope will further contribute to a better appreciation of the social significance of day school education for Jewish communities worldwide. Conference abstracts may be

accessed at "<http://kingdom.mssc.huji.ac.il/melton/sites/center/5-act-current2.php>"; and video recordings of the 4 keynote addresses are available at "<http://kingdom.mssc.huji.ac.il/melton/sites/center/5-act-current1.php>" For more information about the conference and future projects, please contact Alex Pomson at apomson@mssc.huji.ac.il.

Melton Centre's International Advisory Board

The Melton Centre's International Advisory Board met in Jerusalem in June for 2 days of discussions on the needs of the field and Melton's current and future programs. The Board met with Prof. Rachel Elior, Head of the Department of Jewish Thought and member of Melton's Academic Committee, had a shiur with Prof. Dalia Ofer, and held consultations with Mr. Mendel Kaplan who, in his capacity as Head of the Committee on Jewish Education of the Jewish Agency in the 1980s, played an important role in the establishment of a number of Melton's programs. The Board

members also hosted a celebratory dinner saluting Melton's 44 MA graduates – the largest graduating class in the history of the Centre – at which Prof. Isaiah Gafni, Chair of the Mandel Institute of Jewish Studies, gave greetings, Mr. Joseph Steiner spoke on behalf of the Board, and Ms. Michal Cahlon spoke on behalf of the graduates.

We are delighted to announce that Ms. Nancy Hamburger from Potomac, Maryland, and Mr. Michael Shine from Ra'anana have joined the Advisory Board.

The David & Inez Myers Foundation Board at the Hebrew University

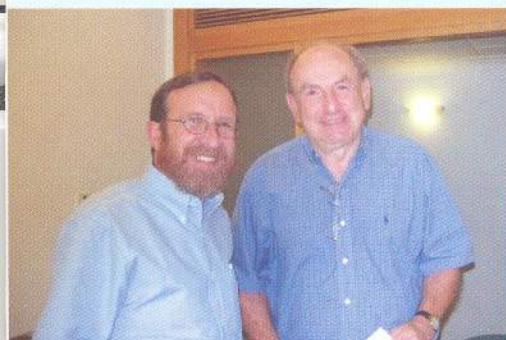
The participants in the Melton Program for Senior Educators from the Former Soviet Union met at a lunch in Jerusalem with Mr. Lee Kohrman of the Myers Foundation of Cleveland, Ohio, and a group of Board members. Although the Melton program has been generously supported by the Myers Foundation, this was the Board's first opportunity to actually meet a group of participants. Despite the language barrier, real efforts were made to communicate and, with a combination of languages and help from people around the table, there were some lively discussions. What was very clear to all is

the importance of the Melton program that is taught in Russian for educators who are highly motivated but cannot interact freely in either Hebrew or English. The members of the Board also heard a short presentation by Prof. Shaul Stampfer, Director of the Program, and this was followed by a stimulating and thought-provoking exchange of ideas. Melton's Program for Senior Educators from the Former Soviet Union is supported by the Myers Foundation and the Jewish Agency for Israel.

At the Centre

Prof. Suzanne Wilson – Director of Michigan State University's Center for the Scholarship of Teaching – spent two weeks at the Melton Centre during the past academic year. Prof. Wilson met with Melton doctoral students and faculty in a number of forums as well as with the administration of Revivim, and updated Melton's Steering Committee on new developments in Schools of Education in the US. In January, she gave the keynote address at the **Jerusalem Forum**, speaking on *What Good is Teacher Education?* to which Prof. Miriam Ben Peretz from Haifa University & Melton's Dr. Michael Gillis responded.

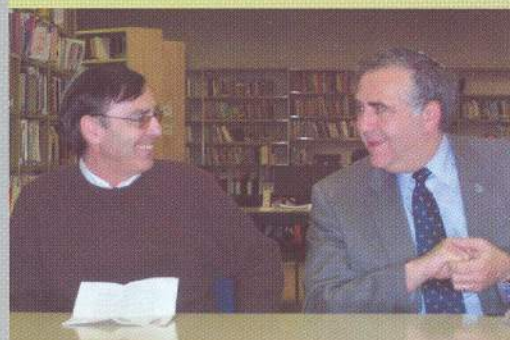
Over the past year, six **Departmental Seminars** were addressed by visitors to the Centre. In December, 2005, Dr. Scott Goldberg (Azrieli Graduate School of Jewish Education and Administration, Yeshiva University, NY), presented a paper on *Anti-Social Behavior of Orthodox Jewish American Students*. In January, Prof. Philip A. Cussick (Michigan State University) presented a paper entitled *A Passion for Learning: The Education of Seven Eminent Americans*; Mr. Richard Joel (President of Yeshiva University, NY) discussed the challenges facing Jewish education today; and Prof. Deborah Britzman (York University, Toronto) discussed psychoanalysis and education, curriculum theory and history, and epistemology and learning. In April, Profs. Diane Tickton Schuster & Lisa Grant (Hebrew Union College – Jewish Institute of Religion, LA) presented a paper on *Adult Jewish Learning: Emerging Themes and Recent Research*, and in June, Prof. Joseph Lukinsky (Professor Emeritus from the JTS) presented a paper on *Joseph Schwab and the Directors of Camp Ramah*.



Shaul Stampfer & Lee Kohrman



Michael Gillis, Suzanne Wilson & Miriam Ben-Peretz



Howard Deitcher & Richard Joel

Educational Seminars at the Melton Centre

The Melton Centre hosted more than 140 educators, lay leaders and adult learners during the summer of 2006 for workshops and on-site learning in Israel.

Charles E. Smith Jewish Day School Seminar

In the middle of June, eight faculty members of the Charles E. Smith School, Washington DC, participated in a 10-day workshop under the supervision of Dr. Zeev Mankowitz and coordinated by Drs. Marla Frankel and Beverly Gribetz. The program included teacher training, lectures and activities related to Bible and reading rabbinic texts as a tool for teaching and learning in the school. The seminar produced curricular materials that will be piloted in the coming academic year.

'Teaching Israel' Seminar for Australian Educators

As part of the Meaningful Engagement with Israel project discussed in the December 2005 newsletter, a group of sixteen educators from nine Jewish day schools across Australia participated in a 2-week seminar that took place in Jerusalem in July. The seminar was coordinated by Drs. Alex Pomson and Alick Isaacs.

Baltimore Hebrew University Seminar

Sixteen second year MA students in Jewish Education at BHU participated in a seminar entitled 'Jewish Education in the State of Israel – The Different Streams in the Education System'. The seminar, which is part of their formal MA studies, included lectures and meetings with Melton Centre faculty to discuss issues such as Religious-Zionist Jewish education, the education systems of the Conservative and Reform movements and of state schools, Jewish education and adult education, learning communities, and the secular Beit Midrash, as well as visits to schools, colleges and educational centers. Dr. David Mendelson coordinated the seminar.

Philadelphia Seminar

In late June, the Centre hosted a group of twenty educators from various denominational synagogue and supplementary schools in Philadelphia. The purpose of the first week of their seminar was to acquire tools for text-based teaching, using Jerusalem and its environs for on-site learning, in addition to their classroom sessions. Mr. Haim Aronovitz and Ms. Esther Lopian coordinated the seminar, which continued in the southern region for an additional week coordinated by Dr. Marc Rosenstein of Shorashim.

Florence Melton Adult Mini-School Institute Israel Seminars

In June and July, four groups attended the regular Israel Seminar offered for Melton Mini-School students, while a fifth group came as 'Returnees', graduates of the regular seminar. In all, we hosted over eighty students, whose travels took them through thousands of years of history from the Golan to the Negev, as they encountered ancient and contemporary Jewish and Israeli issues, while studying appropriate texts on site and in context.

It should be noted that despite the outbreak of hostilities in the north and south in July, all the participants in our seminars stayed on, their programs being adapted to the new security realities.

BRACHOT

Inbar Galili-Schachter, doctoral student at the Melton Centre, has been awarded the Hebrew University's Fay Kaufman Memorial Prize, one of the Canadian Friends of the Hebrew University's prestigious Prizes of Excellence. Inbar's research on 'Teachers as Interpreters: Hermeneutics in the Teaching of Jewish Thought' is conducted under the supervision of Drs. Jonathan Cohen and Asher Shkedi.

Senior Educators Program Alumni:

- **Jeffrey Lasday** (SEP class of 1988), currently Executive Vice President of St. Louis' Central Agency for Jewish Education, will assume the position of Executive Director of the Coalition for the Advancement of Jewish Education (CAJE) in December 2006.
- **Andi Meiseles** (SEP class of 1991), currently Director of Education for the Alexander Muss Institute for Israel Education, has been elected Director of the New York office of the Jewish Educator Recruitment and Retention Initiative (JERRI) – a project of JESNA.



SEP Class of 2006

As this newsletter goes to press, war rages in northern and southern Israel and in southern Lebanon. We pray for the safety of our students and faculty called-up in the Reserves, of all IDF soldiers, of the residents of Israel and of all civilians caught in the cross-fire.

THE MELTON CENTRE FOR JEWISH EDUCATION
THE HEBREW UNIVERSITY OF JERUSALEM
Director: Dr. Howard Deitcher
Associate Director: Ms. Carmen Sharon

The Melton Centre for Jewish Education
The Hebrew University of Jerusalem
Mount Scopus Campus, Jerusalem 91905, Israel.

Tel: +972-2-588-2033/34 Fax: +972-2-532-2211
Email: msmelton@mscc.huji.ac.il
Website: <http://melton.huji.ac.il/>

kol hamercaz is published by the Melton Centre for Jewish Education of the Hebrew University
Editor: Vivienne Burstein Art Direction: Michael Dinitz Design: Idit Elnatan-Katz