



Siegal College of Judaic Studies Presents

*Unfinished Revolutions
in Jewish Education*

A Continuation of the Eilu V'Eilu Dialogues
of Moreh L'Morim
Summer 2010

Fridays, 9:00-11:30am

December 3, January 14, February 25 and
March 25



Featuring:

American Jewish Educators

Dr. Carol Ingall and Dr. Jonathan Krasner

And Israeli Educators

Muki Tsur and Dr. Jen Glaser

Sometimes Jewish education moves along a steady course. Sometimes there are paradigm shifts that unfold almost imperceptibly over time. Then again, sometimes there are

REVOLUTIONS

in the way we think about and do our work. Come join these acclaimed guest scholars as we consider the continued ripples into our times of the educational revolutions of the last century.

Program and Registration Information

- The series is open to all involved in Jewish education: teachers, education directors, family educators, youth professionals, early childhood educators, rabbis and lay leaders.
- Registration for the series as a whole or any individual sessions is \$18.
- This course may be taken for 1 academic credit. The cost for one credit is \$351. Stipends are available to eligible students.
- This series is open to participants via desktop learning. Desktop participants pay a \$60 technology fee.

To register call Ruth Kronick, Director of Student Services at 216-464-4050 x.101 or e-mail rkronick@siegalcollege.edu

December 3 - Dr. Carol Ingall, "The Women Who 'Kidnapped' Jewish Education: Their Goals and Their Legacy"

Dr. Carol K. Ingall is the Dr. Bernard Heller Professor of Jewish Education at The Jewish Theological Seminary. Her areas of expertise are curriculum and instruction, moral education, and the history of American Jewish education, affording her ample opportunities to teach and explore what constitutes effective Jewish education. She is the author of *The Women Who Reconstructed American Jewish Education, 1910-1965* (Brandeis University Press, 2010.)



February 25 - Dr. Jen Glaser, "Can Any Jewish Concept be Taught in Some Intellectually Honest Way to Any Aged Child?" (In honor of the 50th anniversary of the publication of Jerome Bruner's *The Process of Education*)

Dr. Jen Glaser is a senior member of faculty at the Mandel Leadership Institute, Jerusalem; and is adjunct faculty of the Melton Centre for Jewish Education at the Hebrew University. She is the immediate past president of ICPIC (the International Council of Philosophical Inquiry with children) and Co-director of the Israel Centre for Philosophy in Education – "Philosophy for Life".



January 14 - Muki Tsur, "Against the Grain: Educational Counter-Culture in the Yishuv and Contemporary Israel"

Muki Tsur was born in Jerusalem in 1938. As a diplomat's son, he lived with his parents in Argentina, Uruguay and later France. He served in the kibbutz Youth Brigade (nachal) and since 1956 is a kibbutz member in Ein Gev situated on the shores of the Kinneret. He studied Jewish Philosophy and Kabbala at the Hebrew University and researched early Zionist movement in Eretz Yisrael. Muki served as a shaliach to Habonim and Jewish students in the late 1960's and early 1970's and had significant impact on many lives. He was among the founders of Hamidrasha in Oranim as well as BINA. Muki continues to guide and teach in both organizations and in many others and served as the secretary of the Kibbutz Movement for 7 years. He is renowned as one of the kibbutz movement most prominent thinkers and for his storytelling abilities, weaving history and folklore in a magical and enduring way.



March 25 - Dr. Jonathan Krasner, "The Legacy of the Founders: The Kaplan-Benderly Paradigm Revisited"

Dr. Jonathan Krasner is assistant professor of the American Jewish experience at Hebrew Union College - Jewish Institute of Religion in New York. His forthcoming book, *The Benderly Boys and American Jewish Education* will be published by Brandeis University Press in March 2011. His recent articles include an analysis of playwright Clifford Odets's Depression era Jewish family drama "Awake and Sing," and an exploration of the career of Jewish children's author Sadie Rose Weilerstein, who wrote the popular K'tonton books.



The Four Questions Linking the Presentations

1. In what ways do any of these revolutions seek to privilege one of the four Schwabian commonplaces? In what ways are they cognizant of the "dance" and interaction between the commonplaces?
2. Is there a hidden as well as an overt agenda to these revolutions?
3. Is "unfinished" the right description of these revolutions? What happens if we substitute a different word: "partial", "incomplete", "tentative" or even "misguided"?
4. What legacy has each revolution left us that warrants deeper understanding by those who are the present leaders of Jewish education?