

Index

Abraham, 84, 99 absolute values, 134-35, 209-11, 216 administrators, 39-40, 279 adult education: and development of understanding, 31; hergel and, 92; informal settings for, 21, 36, 38, 172, 253; program assessment and, 201; texts and, 39, 159-60, 258 aesthetic-personal values, 210-11, 214 aesthetics, study of, 204-5 affective education, 226-27 afternoon schools, 162, 173 aggadah, 71-72, 87, 203, 205 Agnon, S. Y., 197-98 Ahad Ha-Am, 21, 95-96, 99, 101, 104, 107-10, 112-13; "Between the Sacred and the Profane," 193; "The Law of the Heart," 109; "Slavery in Freedom," 108-9 ahavat Hashem (love of God), 10, 19, 50, 63-64, 69, 81, 83-85, 273 Akiva, Rabbi, 60, 125, 203 alienation, 7, 48, 129, 192, 215 aliyah, 102, 116, 129, 169 allegiance. See loyalty and allegiance Alma Hebrew College, 39, 258-59 Alon, Yigal, 287 Amir, Yigal, 142 Amos, 126 anti-Semitism, 92, 95, 102, 175

Arabic language, 25, 104 Aramaic language, 25, 141 Aranne, Zalman, 195, 286 Aristotle and Aristotelianism, 9-10 arts, study of, 7, 123, 204-5, 299 assessment, program, 42, 201, 270, 325-27 assimilation, 15–16, 92, 110, 112–14; barriers to, 96; collective, 116, 119; in the Diaspora, 11-12, 106, 112, 152-53; in Israel, 15; progressive Judaism and, 164; study of, 102 Association for a Progressive Reform Judaism, 169 atheism, 154 authenticity, 22, 117-18, 211 authoritarianism, 173, 190, 210 authority, 15, 24, 176, 190-91, 235 autonomism, 100, 102 autonomy, 23, 28-29, 31, 150, 154, 169-70, 176, 211, 229 avodat Hashem (worship of God), 19, 50, 81, 83-85, 273

Baeck, Leo, 149, 158
Baḥya ibn Pakuda, 58, 139–40
Bar Kokhba, 99–100
Bar Mitzvah, 172, 296
beauty, 202, 204–5
belles lettres, 99, 104

341



342 Index

belonging, 22, 24, 106, 108, 115, 156, care and caring, 223-25, 229 260, 305 case methods analysis, 229 Ben Azzai, 125, 203 Celan, Paul, 104 Ben-Gurion, David, 101, 309 Central Conference of American Rabbis, Berdyczewski, Micha Josef, 21, 95-96, 163, 165-66, 168-69 99, 101, 103, 110-13, 115; "The Chajes, Zvi Hirsch, 127 Question of Culture," 111-12; character education, 10, 78, 87, 242, "Wrecking and Building," 110-11 262-65, 272 Berger, Brigitte, 208 charity (tzedakah), 28, 77, 79, 145, 264 Berger, Peter, 208, 215 Christianity, 29, 81, 137, 153, 215, 237, Berkowitz, Yitzhak Dov, 103 Bezalel, 204 Coalition of Essential Schools, 305 Bialik, Ḥayyim Naḥman, 7, 49, 101, 103, cognitive perspective, 34-36, 220-23, 227 - 29104, 117 Cohen, David, 255, 290 Bible (Tanakh): hergel and, 20; sacredness of, 32, 146; study of, 16, 26, 56-57, Cohen, Hermann, 95 87, 99, 103, 123, 162, 173; as symbol, Coleman, James, 270, 286 139. See also Written Law (Mikra) Coles, Robert, 260 Borochov, Ber, 101-2 Columbus Platform (1937), 165, 169 Brenner, Yosef Hayyim, 21, 95-96, 101, commandments. See mitzvot 103, 112-14; "On the Threat of commentary, tradition of, 123, 126-28, Assimilation," 113-14 133, 140-42, 180, 205, 260 Brinker, Menachem, 21-25, 95-123; Commission on Jewish Education, 92, belonging and, 22, 24, 106, 108, 115, 172, 282 260, 305; character education and, commonplaces, 255, 267-68, 280, 285 262; curriculum content and, 23-24, communications media, 35, 226 98, 102, 106; early childhood community: case study of, 42, 307-9; concern for, 195-98; cultural education and, 23, 259; educators' roles and, 22-23, 98-100, 253, transmission and, 89, 95-96, 190; 269, 271, 283; freedom of feasibility of, 189-91; identity and, 26, 28, 31-33, 38, 128, 160, 172, 187, thought/decision and, 22-24, 28, 31, 96-98, 102, 105, 119, 257, 269; 299; Knesset Yisrael and, 202-3; history and, 22-23, 99-100, 102, 279; language and, 32-33, 183, 192-93 language/literature and, 23, 25, 28, community centers, 28, 38, 253, 263-65 31, 103, 120; mentioned, 1, 13, 33, community leaders, 8, 39. See also lay 36, 182, 184, 302; philosophy and, 23, 25; pluralism and, 22-23, 28, 99, Community School movement, 264 114-15; spirituality and, 119; texts community service, 271 and, 23, 99, 101-3, 269 confirmation ceremonies, 172 Buber, Martin, 7, 101 Conservative Judaism, 166, 168, 170, Buddhism, 268 281 Bund, 100, 102 content analysis, 303-5 conversation and discussion, 28, 225-26, 229-30; Visions Project and, 13-15, Calderon, Ruth, 39, 258-59 Camp Ramah, 37 17



Index 343

conversion, 171. See also Jews by choice Council for Higher Education (Israel), 287
covenant theology, 167
Creation story, 27, 60–61
Cremin, Lawrence, 287, 309
critical thinking, 9, 24, 33–34, 100, 102, 159, 188, 224, 235
cultural interchange, Jewish/non-Jewish: appreciation of other cultures and, 36, 136–38; boundaries of, 133, 153; enrichment potential of, 22–23, 25, 27–28, 32, 173–74, 186, 230–31; open societies and, 207–16
culture, Jewish, 137; assimilation and, 12, 92, 106, 110, 112–14, 116, 119.

culture, Jewish, 137; assimilation and, 12, 92, 106, 110, 112–14, 116, 119; authenticity and, 22, 117–18, 211; language/literature and, 25, 32, 180–81, 184–85, 229; particularism and, 115–16; strains on, 107, 116–18, 182–83; transmission of, 89, 95–96, 162–63, 187–88, 190, 236–37; Zionism and, 11. See also identity, Jewish

curriculum content, 7, 254; general education and, 22–23, 87, 90–91, 105, 116, 207; time allotted to study and, 53, 102, 226–27; visions of, 16, 20–21, 23–24, 26, 30, 33–36, 52, 86–89, 98, 102, 106, 157–59, 226–27, 256, 266. See also specific subjects curriculum specialists, 39, 274, 278

da'at, 202, 205–7
Dan, Joseph, 138
day care programs, 226
day schools, 7, 153, 162, 172–73, 207, 271, 278, 288–89
democratic values, 24, 133, 241–43, 268
Department of Jewish Education (UAHC), 172
Dewey, John, 9–10, 222
Diaspora: assimilation and, 11–12, 15–16, 106, 112; cultural transmission in, 190;

curriculum content in, 24–25; education in, 35, 228, 264, 271, 277, 281–83, 289; Hebrew language and, 25, 27, 103, 130, 261; loyalty/ allegiance in, 15, 25, 128–30, 153; relations with Israel, 7, 16, 27, 30–31, 129, 158, 175; religious rifts and, 11, 88; retention of identity in, 7, 28, 31, 97–98, 120

dignity, 187, 208–9, 211, 214, 216 Dinur, Benzion, 7 discussion. *See* conversation and discussion Dubnow, Simon, 95, 100, 101

early childhood education, 23, 31, 39, 201, 259–62. *See also* family life Eastern religions, 29, 118, 153
Ecclesiastes, 99, 203, 258
ecology, study of, 203, 304–5. *See also* environmentalism
Edmonds, Ronald, 270
"educated Jew," 178, 184–89; cultural vision of, 179–81; definition of, 29, 32, 50, 83, 120, 123, 151–52, 181,

vision of, 179–81; definition of, 29, 32, 50, 83, 120, 123, 151–52, 181, 309; existential vision of, 181; philosophical vision of, 179, 296 "educated person," definitions of, 34–36, 50, 123, 181, 220–26, 258 educators: administrators, 39–40, 279;

community leaders, 8, 39; curriculum specialists, 39, 274, 278; lay leaders, 40, 173, 279–80, 282–85; policy makers, 40, 280–88; principals, 40, 270–73, 278–79; psychologists, 39; rabbis, 169, 173, 176, 281; teachers, 21, 28, 30, 34–35, 39–40, 78, 87, 89–90, 92, 154–55, 157, 173, 219–20, 224–26, 229–30, 254–55, 260–61, 273–78, 280; teams of, 39, 278–80, 297–98

elementary schools, 222 elitism, 21, 85–86, 258 emancipation, Jewish, 5–6, 102, 107–9, 164, 237 Emerson, Ralph Waldo, 323



English language, 25, 104, 120, 138

344 Index

Enlightenment, Jewish, 21, 49, 100, 102, 110, 152, 175, 269 environmentalism, 173, 194. See also ecology, study of Essenes, 100 Esther, Book of, 142 ethics, study of, 105, 203 ethnicity, Jewish, 29-30, 158, 172, 175, 300 ethnographic studies, 303 "Euro-Hebrew," 110, 115-16 evaluation, 42, 201, 270, 325-27 existence proofs, 262 existential questions and existentialism, 28, 30, 98, 124, 129, 152, 167, 181, 202-3, 208. See also meaning; ultimate Exodus story, 160 experience, 10, 79, 152, 174 experiment(s). See scientific method family education programs, 36 family life, 35, 145-46, 226; cultural transmission and, 89, 95-96, 154, 162-63; hergel and, 19-21; identity and, 15, 29-31, 38, 97, 137, 152, 156-57; loyalty/allegiance and, 15 - 16fanaticism, 100, 105, 119, 210 fascism, 119 feminism, 133, 169-70, 268 festivals, religious, 28, 162, 165, 169, foreign languages, study of, 203 foundations, Jewish, 40, 262, 273, 282 Fowler, J. W., 260 Fox, Seymour, 37–40, 253–95; content

analysis and, 298, 303, 316, 321, 328;

curriculum content and, 264-65, 284;

early childhood education and, 39,

259-62; educators' roles and, 38-39,

266-67, 270-88, 302; evaluation and,

327; informal education and, 37-38,

40, 262-65, 279; lifelong learning and, 39, 256-59; mentioned, 2, 13, 298, 302-3, 316, 327, 328; personality theory and, 255; texts and, 39, 265 - 70France, 166, 264 freedom, 211, 269; autonomy and, 23, 28-29, 31, 150, 154, 169-70, 176, 211, 229; of interpretation, 119; of thought and decision, 22, 24-25, 31, 96–98, 102, 105, 176, 257 Frischmann, David, 95, 101 Fromm, Erich, 208 fundamentalism, religious, 17, 107, 119, 133, 142, 268 Gal, Michael, 287 Gamoran, Emanuel, 172, 282 Gaon, Elijah, 55 Gartner, Lloyd, 330 Geiger, Abraham, 101 Gemara. See Oral Law (Gemara or Mishna) gender equality, 169-70 Genesis, Book of, 27, 267 gentiles, 143-44 German language, 104 Germany, 21, 110, 151-52, 164-65, 171 Glock, C. Y., 212-13 Gnessin, Menahem, 103 Goals Project, 296–98 God: knowledge of (da'at Hashem), 50, 67; love of (ahavat Hashem), 10, 19, 50, 63-64, 69, 81, 83-85, 273; nature of, 149; prayer and, 79, 204; survival of Judaism and, 91; worship of (avodat Hashem), 19, 50, 81, 83-85, 273 Goldman, R. G., 260 Goldstein, Baruch, 17, 142 Gordon, A. D., 104 Great Britain, 166 Greco-Roman culture, 29, 153 Green, Arthur, 322 Green, Thomas, 181 Greenberg, Irving (Yitz), 182



Index 345

Greenberg, Moshe, 25-28, 122-48; adult education and, 258; character education and, 263; commentary tradition (parshanut) and, 126-28, 133, 140-42, 260; community and, 38, 128, 271; culture and, 136-39; curriculum content and, 26, 38, 141; early childhood education and, 38, 253, 260-61; educators' roles and, 27, 38, 141-42, 266, 268, 271, 274-75, 279, 283; family life and, 145–46; freedom of interpretation and, 25; history and, 27, 131n2, 133, 141; informal education and, 28, 39; language and, 28, 138, 141, 144, 255, 261, 263; meaning and, 26, 31, 122-23, 133; mentioned, 1, 13, 36, 182, 184, 302; prayer and, 28, 267, 324; religious symbols and, 134-35, 139-40; spirituality and, 38, 133, 254, 260; texts and, 26-27, 39, 122-24, 133, 139–45, 259, 261, 263, 267–68; theory of religion and, 134-39

habituation, 10, 19, 78, 123
HaGlili, Yossi, 104
halakhah (Jewish law), 78–81;
commentary and, 127; as educational
core, 24–25, 31, 47; hergel and, 88–89;
Jewish culture and, 154, 156; Knesset
Yisrael and, 202–3; as language/
literature, 180–81; lifelong learning
and, 256–57; loyalty/allegiance and,
22; Mishneh Torah and, 81–82; mitzvot
and, 52, 68; Reform Judaism and,
167–68; study of, 162; as survival tool,
5–6, 91–92; understanding and, 19,
205

Ḥalutzim. See pioneers (Ḥalutzim)
Hammer, Zvulun, 287
Ḥaredim. See ultra-Orthodox (Ḥaredim)
Harvard Philosophy of Education
Research Center (PERC), 1, 297
Hasidim, 23, 102, 118, 149, 181
Haskalah. See Enlightenment, Jewish

havurot. See study groups (havurot) Hebrew language and literature: community and, 30, 32, 238; Diaspora and, 25, 27, 103, 130, 261; early childhood education and, 23, 261; as educational indicator, 201; English and, 120; Israel and, 25, 28, 31, 101-4, 157; parshanut and, 141; Reform Judaism and, 173; translation of, 120; as transmitter of religious thought, 28, 30, 157, 263; as a vernacular, 110; Zionism and, 11, Hebrew Union College, 162, 165–66, Hebrew University, 266, 286 Hebron massacre, 17, 142 Hellenistic culture, 96, 118 Herbart, Johann Friedrich, 9 Herder, Johann Gottfried, 96, 104 hergel, 19-21, 82-83; as attractive for today's youth, 37; lifelong learning and, 21, 37, 80, 92; love/worship of God and, 81, 85, 273-74; stages of, 78, 88–89, 260 Herzl, Theodor, 101-2 hiddur. See beauty Hillel, 17, 99, 104, 109 hinukh, 82, 97 Hirsch, Samson Raphael, 95, 101 Histadrut ha-Morim (Teachers Union), 260, 278 history, 34, 36, 123, 223, 231 history, Jewish: as assessment indicator, 201; early childhood education and, 23; ethnicity and, 30; freedom and, 22; memory and, 95, 155-56; pluralism and, 99-100, 102; Reform Judaism and, 173; role of, in curriculum, 17, 23, 131n2, 133, 141, 158, 162, 238; texts and, 27; Zionism and, 11 Holocaust, 6, 30, 92, 158, 165-66, 238 honor, 208-9, 216 humanities, study of, 146 humanity, 22, 24, 187, 202-3, 209-10



346 Index

identity, individual, 208 identity, Jewish: ahavat Yisrael and, 91-93, 185-86, 238-39, 256-57, 288; assimilation and, 15-16, 96; belonging and, 22, 24, 106, 108, 115, 156, 260, 305; case study of, 300-301; choice and, 97, 119, 151, 166, 172, 175; community and, 26, 28, 31-33, 38, 120, 128, 160, 172, 187, 299; confirmation ceremonies and, 172; education and, 122; family and, 15, 29-31, 38, 95, 97, 137, 152, 155-57; language and, 103, 144; modernity and, 163-64; particularism and, 115-16, 170, 174-75; as a psychology, 310; Reform Judaism and, 172-76; religious ideology and, 15; texts and, 26-27; uniqueness of, 36, 116, 152-53, 173-74; Zionism and, 11. See also culture, Jewish; peoplehood, **Jewish** idolatry, 173, 210, 216 imitation, 19-20, 88, 260 independent thinking. See critical thinking individualism, 323 informal education: community centers, 28, 38, 253, 263-64, 288; family education programs, 36; importance of, 7, 35-36, 97, 226-27, 263-65, 279, 287; media and, 35, 226; Reform Judaism and, 172–73; study groups, 21, 172; summer camps, 21, 28, 36, 38, 152, 162, 172, 253, 264; travel, 11, 21, 156, 264, 317–19, 325–26; youth groups, 21, 28, 172, 263-64. See also adult education; family life information, 220-21 instrumental values, 210 intellectualism, 64-65, 80 intermarriage, 16, 102, 152, 169 interpersonal realm (bein adam le-haveiro), 79,89 Isaiah, 126 Ishmael, Rabbi, 104 Islam, 104, 237, 268

Israel, State of: assimilation and, 15; curriculum content in, 24-25; democracy, threats to, in, 24, 105, 119; early childhood education in, 260-61; education in, 28, 102, 105, 107, 138, 260, 262-63, 271, 278, 280-81, 286-90; establishment of, 6, 11, 165-66, 168-69, 263; Hebrew language and, 25, 28, 31, 102-4, 157; immigration to, 102, 116, 129, 169; "Jewish Consciousness" programs in, 195; relations with the Diaspora, 7, 16, 27, 30-31, 129, 158, 175; religious rifts and, 11, 88, 116-18, 182-83; retention of Jewish identity in, 7, 28, 31, 98; roles of, 77, 129, 169, 175, 317; trips to, as learning experience, 21, 156, 317–19; violence in, 17, 142, 325-26; youth movements in, 263-64; Zionism/post-Zionism and, 11, 114-15, 138 Israel Association of Community Centers, Israel Broadcasting Authority, 195-96 Israeli Defense Forces, 113 Jabes, Edmond, 104 Jabotinsky, Vladimir, 101 "Jewish civics" programs, 201 "Jewish Consciousness" program, 195 Jewish Education, Department of (UAHC), 172 Jewish people. See peoplehood, Jewish Jewish Theological Seminary, 275 Jews by choice, 159, 166, 172, 175 Job, Book of, 203 Judah HaLevi, 62, 99, 104 Judah HaNassi, 20, 54, 58, 60 junior high schools, 286 kabbalists, 85 Kafka, Franz, 104 Kallen, Horace, 120 Kant, Immanuel, 96 Kaplan, Mordecai, 120 Karo, Joseph, 88



Index

Katz, Jacob, 48
Katznelson, Berl, 101
Kaufmann, Yehezkel, 7, 49, 240
kedushah. See sanctity
Kellner, Hansfried, 208
kibbutz movement, 113, 117, 169, 260
Kimḥi, David, 127
Klatzkin, Jacob, 101
Knesset, 195
Knesset Yisrael, 202–3
Kollek, Teddy, 287
Kook, Abraham I., 101, 104, 205

Ladino language, 193 language, as cultural concept, 30, 32-33, 180-81, 184-85, 272. See also Hebrew language and literature Latin language, 110 lay leaders, 40, 173, 279-80, 282-85. See also community leaders learning by doing, 9-10 learning methodologies, 8; case methods analysis, 229; discussion/conversation, 28, 225-26, 229-30; imitation, 19-20, 88, 260; learning by doing, 9–10; lecture method, 274; rote learning, 35, 227; teaching by inquiry, 274-75. See also scientific method lecture method, 274 Lee, Sara, 163 Leibowitz, Nechama, 196, 281 liberalism, 15, 28, 95, 102, 149, 150, 155

Liebman, Charles, 192 life-cycle ceremonies, 168, 172–73 lifelong learning, 7, 35, 39, 156, 160–61, 227, 256–59; hergel as, 19–21, 37, 80, 92

Lilienblum, Moses Leib, 95, 101 literature: as cultural concept, 180, 184–85; study of, 90, 105, 123, 158, 203 loan funds, 26, 128

Locke, John, 323

loyalty and allegiance, 7, 15-16, 22, 25,

347

29, 33, 37, 128–30, 153

Maimonides, 19-21, 47-76; aggadah and, 71-72; curriculum content and, 52; elitism and, 85-86; hergel and, 19-21, 37, 78, 82-83, 85; hinukh and, 82; insincerity and, 69-71; love of God and, 10, 50, 63-64, 69, 83-85; mentioned, 99, 104, 127, 261; mitzvot and, 50–52, 54, 65–69, 83–85; philosophy and, 10, 54, 60-63; worship of God and, 50, 83-85; The Book of Commandments, 50; The Book of Knowledge, 60, 65; Commentary on the Mishnah, 50, 54, 57, 59-62, 70, 82; Eight Chapters, 50, 57; The Epistle to Yemen, 50-51, 68; The Essay on the Resurrection of the Dead, 50; The Guide of the Perplexed, 10, 23, 50, 62, 64, 67, 70, 72, 83; Laws of Moral Dispositions and Ethical Conduct, 71, 83; Laws of Slaves, 68-69; Laws of Substitute Offerings, 66-67; Laws of the Basic Principles of the Torah, 60, 62, 64, 69; Laws of the Mezuzah, 68; Laws of Torah Study, 10, 53, 57, 77; Laws of Trespass, 65; Laws of Repentance, 63-64, 83-84; Mishneh Torah, 10, 23, 49-50, 54-59, 62-63, 81-82, 86, 88; Perek Helek,

Malamud, Bernard, 104
Mandel Foundation, vi, 1, 13, 41, 297–98
Marom, Daniel, 40–43, 296–331;
community and, 42, 307–9, 328–30;
decoding vision and, 303–5;
evaluation and, 42, 325–27;
framework definition/refinement and, 314–21; mentioned, 2, 13; readiness for change and, 305–14; reflection and, 40–41, 301, 306; strategy development and, 325–30; study/scholarship and, 321–25; vision philosophy and, 40–41, 296–98

Maimonides, Abraham, 55, 57



348 Index

maskilim. See Enlightenment, Jewish meaning, 9-10, 19, 26, 31, 67, 122-23, 133, 205. See also existential questions and existentialism media, communications, 35, 226 Meir, Rabbi, 127 Melton Centre for Jewish Education in the Diaspora (Hebrew University), 266 Melton curriculum, 275 Melton Research Center for Jewish Education (Jewish Theological Seminary), 275 memory, 95, 155-56, 159-60 Mendele, 103 Mendelssohn, Moses, 95 messianism, 96 metaphysics, study of, 60, 62 Meyer, Michael A., 28-31, 149-77; adult education and, 30-31, 39, 159-60, 259; autonomy and, 28-29, 31, 150, 154, 169-70, 176; character education and, 262; community and, 31, 160; curriculum content and, 30, 157-59; early childhood education and, 31, 38, 152, 159-60, 162, 259; educators' roles and, 30, 154-55, 157, 173, 176, 253, 255, 269-70, 283; family life and, 29-31, 38, 156-57, 259; halakhah and, 156, 167-68; history and, 30, 155, 158-59, 162; language/literature and, 30-31, 157, 279; mentioned, 1-2, 13, 14, 182, 184, 302; modernity and, 28-29, 149-50, 159, 163-64, 262; non-Jewish cultures and, 29, 36; secularism and, 31; texts and, 29-30, 150, 158-59, 269; tradition and, 28–29, 262; Response to Modernity, 282 Micah, 126 Midrash, 23, 26, 99, 102, 123, 140, 155, 159 - 60Mikra. See Written Law (Mikra) Milgrom, Ezra, 281 Mill, John Stuart, 323 Ministry of Education (Israel), 40, 260, 262, 281, 286-87

Mishnah. See Oral Law (Gemara or Mishnah) mithanekh. See self-educating person Mitnagdim, 149 mitzvot, 19, 50-52, 54, 79-81, 230; habituation and, 10; love of God and, 26, 83-85, 124; moral values and, 68-69; rationales for, 50, 65-68, 87, 160, 205; Reform Judaism and, 168; Ten Commandments and, 125 modernity, 28-29, 149-50, 159, 163-64, 214-15, 237-38, 262 Modern Orthodoxy, 180, 183, 202-7 moral education, 34, 222, 226, 243-47 moral values: social action and, 167, 173; texts as guide to, 26, 35, 50, 68-69, 122, 125-28 Moses, 51, 204, 262, 273 museums, 156, 223 mysticism, 104, 123, 180 Nahman of Bratslav, 99 National Association of Temple Educators (NATE), 172 national consciousness, Jewish, 11, 27, 47, 114, 138, 165, 300 National Council of Jewish Women, 286 nature, study and appreciation of. See ecology, study of Nietzsche, Friedrich, 104 nihilists and nihilism, 119, 224 nondiscrimination, 173. See also racial desegregation Nordau, Max, 101 open societies, 5, 7, 153, 207-16, 242 Oral Law (Gemara or Mishnah), 20, 53-56, 57-60, 63, 77, 88-89, 99,

102-3, 109, 159

philosophy of, 150; language/literature and, 180;

Orthodox Judaism: educational

peoplehood and, 18; religious rifts

Minkowich, Abraham, 286



Index

349

and, 11, 116-18, 169-70, 182-83, 186; study of, 100, 102; texts and, 32

pagan religions, 144, 324 Pardes. See philosophy, study of parents, 19-21, 88-89, 97-98, 137, 145, 154, 163 parshanut. See commentary, tradition of particularism, 22, 115-16, 169-70, 174-75, 183, 194 Passmore, John, 224, 230-31 paternalism, 192 Pekarsky, Daniel, 322–23, 327 peoplehood, Jewish, 18, 22, 128-30, 175, 201. See also identity, Jewish "people of the book," 109 Perry, Ralph Barton, 242 personal-aesthetic values, 210-11 peshat, 88, 127 Pestalozzi, Johann Heinrich, 9 Peters, R. S., 220, 221, 223-24, 228 Pharisees, 100 Phenix, Philip, 205, 213-14 philosophy, study of, 89-91, 102, 105,

Philosophy of Education Research Center (Harvard University), 1, 297 physics, study of, 60, 62 pioneers (halutzim), 11, 16, 101, 181 Pittsburgh Platform (1885), 165, 167; (1999), 169

123, 141, 205-6; decision making and,

19-21; as literature, 180; love of God

and, 64; modern Jewish thought and,

23-24, 99, 102; non-Jewish thought

and, 21, 25; Oral Law and, 54, 60-63,

302; halakhah and, 25; hergel and,

Plato, 9, 243, 323 pluralism: covenant of fate and, 191-92; educational views and, 182, 287, 332; history, Jewish and, 23; ideological, 92, 99, 110, 201, 234-35; religious rifts and, 11, 99-100, 182-83, 192, 196; values and, 207

Poalai Agudat Yisrael (political party), 195-96 poetry, 23, 99, 103, 180, 202-3 policy makers, 40, 280-88 political science, study of, 105 postmodernism, 149 post-Zionism, 114-15, 138-39 practice: as experience, 10, 40-41; as observance, 19, 80-81, 83, 194 Prawer, Joshua, 286 prayer, 28, 30, 77, 79, 157, 204, 267; case study of, 300, 319-21, 323-25 priests, ancient, 28, 149 principals, 40, 270-73, 278-79 problem solving, 188-89, 194, 202-4 prophets, ancient, 23, 28, 102, 125, 149 provincialism, 22, 104 Psalms, 203 psychologists, 39

rabbis, 169, 173, 176, 281 Rabin, Yitzhak, 17, 142-43, 325 racial desegregation, 167. See also nondiscrimination Rashi, 123, 206 Rathenau, Walter, 184 rationalism, 64, 80, 167 readiness for change, 268, 305-14 reading skills, 20, 88 reason, 80, 175. See also rationalism Reconstructionist Rabbinical College, 300

Rabbeinu Asher, 49

reflection, 8, 28, 40-41, 54, 67, 92, 235; case study of, 301, 306; Visions Project and, 13-15

Reform Judaism: educational philosophy of, 150-51, 157, 162-63, 171-76, 281; halakhah and, 167-68; history of, 163-71; Jewish identity and, 172-76; language/literature and, 173, 180; mitzvot and, 168; secularism and, 158; study of, 100, 102; texts and, 32, 158-59, 180; Zionism and, 166, 168-69



350 Index

Religious Action Center, 167 respect, 34-35, 89, 143, 224-25, 332 reverence for life, 173, 210 Rhea Hirsch School of Education (Hebrew Union College), 162 Rinott, Hanoch, 195-96 ritual practice, 162, 165, 168, 170, 239-41 Rosenak, Michael, 31-34, 178-218; community and, 187, 189-94, 256, 288, 311; curriculum content and, 33-34, 256, 266; educators' roles and, 187–88; language/literature and, 32-33, 180, 184-85, 192-94, 202; mentioned, 2, 13, 36; pluralism and, 182, 207; problem solving and, 188-89, 194, 202-4; texts and, 32-33, 180, 184, 192-93; "Religious Education in an Open Society," 207-16; "Towards a Curriculum for the Modern Orthodox School," 202-7 Rosenzweig, Franz, 101 rote learning, 35, 227, 268 Roth, Leon, 5 Roth, Philip, 104, 279, 309-10 Rousseau, Jean-Jacques, 9, 323 Russian language, 104 Ruth, Book of, 266

Sabbath, 165
sacraments, 144
sacred texts. See texts
Sadducees, 100
Sages, 71, 125–27, 257
sanctity, 124, 126, 145
San Francisco Platform (1976), 169
Sarason, Seymour, 307
Sarna, Nahum, 267
Scheffler, Israel, 34–37, 219–49; cognitive perspective and, 34–36, 220–23, 227–29; curriculum content and, 35–36, 226–27; democratic values and, 241–43; educators' roles and, 35, 230, 233–34, 271, 280, 283; history

and, 36, 238-39; informal education and, 35-36, 226-27; language/ literature and, 229; Magnes School project and, 302; mentioned, 2, 13, 182, 184, 258; modernity and, 237-38; philosophy and, 37, 234-35, 239, 306; pluralism and, 234-35; rituals and, 239-41; symbols and, 236, 240-41; texts and, 35, 234-35, 239; "Jewish Education: Purposes, Problems and Possibilities," 236–41; "Moral Education and the Democratic Ideal," 241-48; Of Human Potential, 280; Teachers of My Youth, 233-36 Schneersohn, Menachem Mendel, 49 scholars and intellectuals, 39, 141-42, 146-47, 279, 281, 289-90, 321-25 Scholem, Gershom, 181 schools: afternoon, 162, 173; changing roles of, 226-27; as community, 26, 157, 301; day, 7, 153, 162, 172-73, 207, 271, 278, 288-89; elementary, 222; as formal educational settings, 28, 35, 38, 253, 263; goals projects and, 300; junior high, 286; public, 171; secondary, 222; Sunday, 173; supplementary, 271, 289 school uniforms, 210 Schwab, Joseph, 255, 267-68, 280, 285 sciences, study of, 61-62, 90, 122-23, 146, 203–4, 224, 245–46, 247, 274 scientific method, 10, 203-4, 235-36, 245, 247 secondary schools, 222 sectarianism, 171, 215 secularism, 233; idolatry and, 173; Jewish identity and, 30-31, 158; liberalism and, 155; problem solving and, 188-89; Reform Judaism and, 158; religious rifts and, 11, 88, 116-18, 182-83 secularity, 48, 99-101, 104 self-educating person, 97-105, 257, 269



Index

Shimon bar Yohai, 127 Shofman, Gershon, 103 Shulman, Lee, 255, 262 Simlai, Rabbi, 125 Skinner, B. F., 223 Smilansky, Moshe, 286 Smolenskin, Peretz, 21, 95 social action, 28, 128, 166-67, 194 socialism, 100, 102 social studies, 203 Solomon ibn Gabirol, 23, 104 Soloveitchik, Joseph B., 90-91, 186, 189, 202, 204, 257, 281 Song of Songs, 99 Spinoza, Baruch, 99-100 spirituality, 16, 38, 119, 122-24, 133, 254, 260 Stark, R., 212-13 stories, 27, 30, 159-60, 202 students, 34-35, 78, 87, 89, 157, 224study groups (havurot), 21, 172 summer camps, 21, 28, 36, 38, 152, 162, 172, 253, 264 Sumner, William Graham, 323 Sunday schools, 173 supplementary schools, 271, 289. See also Sunday schools symbols, 124, 134-35, 139-40, 236, 240-41, 299 synagogues, 26, 30, 39, 88, 128, 157, 162, 171, 259 syncretism, 171 Syrkin, Nachman, 101 ta'amei mitzvot, 50, 65-68, 87, 205 Tali schools, 287 Talmud: hergel and, 20-21; Mishneh Torah and, 49; as resource text, 23; sacredness of, 32; study of, 26, 53-56, 59-60, 77, 87-88, 102-3, 123 Tanakh. See Bible (Tanakh)

with "education," 219-20, 224; conversation/discussion and, 28, 225-26, 229-30; halakhah and, 78, 87; Maimonidean oath for, 92; as models and fellow learners, 30, 157; respect and, 34-35, 89, 224-25; salaries and benefits for, 40, 261, 276-78; selection and training of, 21, 39-40, 89-90, 173, 255, 260-61, 275-77, 280; theory into practice and, 39, 254-55 Teachers Union (Histadrut ha-Morim), 260, 278 teaching by inquiry, 274-75 Ten Commandments, 125 texts, 265-70; adult education and, 39, 159-60, 258-59; commentary and, 126-28, 133, 140-42; commonplaces and, 267-68; critical thinking and, 101-3, 109, 150, 159; as cultural language, 32, 184-85, 192-93; existential questions and, 26-28; as foundation of education, 15-17, 21, 24, 27, 29-30, 239; fundamentalist readings of, 17, 142; Hebrew instruction and, 103; hergel and, 21, 37; historical context and, 155, 159; as literature, 180; modern, 23, 99; philosophical study of, 234-35; Reform Judaism and, 32, 158-59, 180; spirituality and, 16, 122-24, 133; as stories, 27, 30, 159-60, 202; as symbols, 133, 139-40; value-ladenness of, 30, 146-47; values education and, 26, 30, 35, 122-24, 263, 267. See also specific texts theory into practice, 16, 37-38, 253-Thoreau, Henry David, 323 Tillich, Paul, 213 Torah: community and, 192-93; as language, 30, 157, 180; love of learning, 26, 124; as moral guide, 26, 50, 68-69, 125-28; Reform Judaism and, 158; sacredness of, 145; study of, 23, 89, 102, 202, 210-11

351

Tarbut School (Mexico City), 261,

teachers and teaching, 273-78; contrasted



352 Index

tradition, 28-29, 36, 48, 154, 207 training, 34, 220 travel, educational, 11, 21, 156, 264, 317-19, 325-26 Twersky, Atara, 281 Twersky, Isadore, 19-21, 47-94; adult education and, 21, 92; ahavat Yisrael and, 91-93, 256-57, 288; curriculum content and, 52, 86-89; early childhood education and, 19-21, 31, 37, 253-54, 260; educators' role and, 21, 89-90, 92, 268, 273-75, 283; elitism and, 21, 85-86; halakhah and, 19, 24–25, 28, 31, 37, 47–48, 52, 78-81, 256, 262; hergel and, 19-21, 37, 78, 80–83, 85, 88–89, 260, 273–74; history and, 47-48, 87; language and, 25, 28; love/worship of God and, 19, 50, 81, 83-85, 273; mentioned, 1, 13, 15, 33, 182, 184, 281, 302; philosophy and, 19-21, 25, 54, 60-63, 77, 89-91; prayer and, 268; texts and, 21, 24, 37, 268-70; Introduction to the Code of Maimonides, 51, 81 Tyler, Ralph, 255, 286

Ulich, Robert, 222 ultimate concerns, 32, 186-87, 192, 213-15, 236. See also existential questions and existentialism ultra-Orthodox (Haredim), 183, 188-89, 192, 196, 206 understanding, 31, 80, 202, 205-7,

tzedakah. See charity (tzedakah)

220-21, 223-24, 228. See also hergel

Union of American Hebrew Congregations (UAHC), 165-66, 168 - 69

United States, 11-12, 102, 152-53, 165-71, 226, 270-71, 299 United Synagogue Commission on Jewish Education, 281

universal education, 78, 87

universalism, 150, 155, 167, 169-70, 175, 183, 194, 233 universal values, 22, 32, 130, 169, universities, 146-47, 223, 287

value conditions, 220, 227-28 values: absolute, 134-35, 209-11, 216; aesthetic-personal, 210-11, 214; democratic, 24, 133, 241-43, 268; instrumental, 210; moral, 26, 34–35, 50, 68-69, 122, 125-28, 167, 173, 222, 226, 243-47; pluralistic, 207; universal, 22, 32, 130, 169, 186 values education: case study of, 310-14; curriculum for, 266; halakhah and, 78, 87; transmission of, 119, 123-24 Vietnam War, 167

vision, concept of, 8-12, 13, 37, 253-54, 296-98, 306

Visions Project, 13–18, 302, 334–40

Wachs, Saul, 320 Weltanschauung, 95, 99, 105 Whitehead, A. N., 222-23 Winch, Peter, 206 Wise, Isaac Mayer, 165 World Union for Progressive Judaism, 165-66, 169 World Zionist Organization, 169 Written Law (Mikra), 20, 53, 56-57, 77, 88, 159

Yiddish language, 25, 104, 193 Yoḥanan ben Zakkai, 100 Yosef ben Yehudah, 56 youth groups, 21, 28, 172, 263-64

Zionism, 106, 114-16; educational goals of, 11, 118; Hebrew language/literature and, 11, 180; Jewish Enlightenment and, 21; Reform Judaism and, 166, 168-69; study of, 100, 102, 175. See also post-Zionism