



**The Ethics of Research
Carol K. Ingall**

I have long been a fan of Magdalene Lampert's research. For those of you who aren't familiar with her or her work, Maggie Lampert is a teacher educator whose area of expertise is the teaching of mathematics. She has taught fifth-grade mathematics in a public school while simultaneously teaching in the university, offering a vivid example of what school-university partnerships might look like, an appealing, but daunting model for those of us in Jewish teacher education in the academy.

Let me briefly state my *bona fides* in mathematics: I have none. I admit to applying to only those colleges that required no mathematics. While in graduate school, I postponed taking statistics for as long as I possibly could. Having come clean, I still assign Lampert's reflection, *The teacher's role in reinventing the meaning of mathematical knowing in the classroom*, to my students in an introductory course in Jewish education. My rationale for assigning this piece, an exploration of hypothesis-making and testing in factoring, is that Lampert's process for getting students of mathematics to think like mathematicians stunningly resembles the kind of thinking about Jewish studies we hope to encourage in our students, and that they, in turn, will encourage in theirs.

Citing Polya, Lampert defines the moral qualities embedded in the acquiring of mathematical knowledge: intellectual courage (readiness to revise our beliefs), intellectual honesty (changing our beliefs when there is a good reason to do so), and wise restraint (not changing a belief without some good reason and/or serious examination.) *

As I think about our 15th annual meeting of the Network for Research in Jewish Education in Toronto (June 3-5), Lampert's caveats to teachers of mathematics seem equally appropriate for us researchers. Reading and writing educational research requires a moral framework. Whether reading or hearing a colleague's work, or pursuing our own research agendas, Lampert and Polya's virtues of courage, honesty, and restraint offer a framework for the work we do.

Acknowledging the moral underpinnings of research fosters a paradoxical blend of modesty and daring.

It is humbling, yet essential, to discard an appealing hypothesis because it is not supported by a number of independent data sources. And just as Lampert and Polya claim that risk-taking is central to doing good mathematics, it is at the heart of doing good educational research as well. Hiding behind one's data is all too easy; using that data to build theory which provokes and challenges is often all too difficult.

Reading and listening to research presentations require these moral qualities as well. One aspect of the Network that I find most appealing is that friendly criticism is the norm, rather than playing "Gotcha," the mood of so many academic conferences. I want to invite all of you to come to York University this June, where we can learn from one another and enjoy one another's company in a community which continues to honor the ethical imperatives of our profession and our people.

* Lampert, M. (1988). *The teacher's role in reinventing the meaning of mathematical knowing in the classroom*. Research series no. 186. East Lansing, MI: The Institute for Research on Teaching, College of Education, Michigan State University.

Carol K. Ingall is the Network Chair and an associate professor of Jewish Education at the Jewish Theological Seminary.

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The Lowdown on York University Alex Pomson

This year, the Network for Research in Jewish Education is travelling north of the 49th parallel for the first time. York University, the conference host, has

shown a deep commitment to Jewish education over the last few decades, a commitment which may seem surprising to those unfamiliar with the Canadian scene. York is a public university; it is the third largest in a country where, until recently, there were no private universities. For more than twenty years, York has been one of the very few universities outside Israel undertaking to prepare teachers for Jewish schools. I have been asked to provide a brief introduction to the university, as the 2001 conference chair.

In Canada, there is no high wall of separation between religion and state. Public money funds Catholic schools, and in all provinces apart from Ontario, those of other denominations. Public universities prepare teachers for parochial as well as public schools. In Canada, it is legitimate to meet the needs of the country's ethnic or religious communities in a public institution. When, more than twenty years ago, some far-sighted faculty in York's Centre for Jewish Studies suggested that the university establish a Jewish teacher education program to meet the growing need for day school teachers in Toronto, both the university and the organized Jewish community saw good reason to cooperate in designing a model for teacher preparation which drew on the special strengths of each partner.

The program that emerged in 1979 is unique in North America. It prepares teachers for positions in both Jewish and public schools, and its graduates are qualified to teach the entire day school curriculum, both Jewish and general studies. Those who complete the program receive two degrees, a B.A. and a B.Ed., and two certifications, as teachers of general studies from the Ontario College of Teachers, and as teachers of Judaic studies from the Board of Jewish Education. Graduates of the program bring a rich and integrative perspective to Jewish schools, thanks to their exposure to one of Canada's most dynamic Faculties of Education, distinguished for operating a staffing model in which full-time faculty members work jointly with educators seconded from school boards.

In its early years, there were few qualified applicants to the program - three or four a year. But recently, as graduates have established themselves in schools and begun to serve as role models for young people considering a career in Jewish education, it has been possible to admit as many as 15 of the best applicants each year. In the coming year there will be some 40 students in the

program.

The program's growth over its first decade and a half was especially remarkable because program leadership came from faculty members whose expertise was in fields of Jewish Studies other than education or pedagogy. Program growth made compelling the appointment, five years ago, of a full-time faculty member in the field of Jewish education, an appointment made possible with funding from the university and from the Israel Koschitzky Foundation, a fund established by a philanthropic Toronto family long committed to Jewish education. Last year, a second appointment - although contractually limited - was also made.

These appointments have enabled the program to move in new directions, for example, in developing partnerships for in-service teacher and principal education with the Board of Jewish Education and with individual schools. It has been possible, also, to establish partnerships for teacher recruitment and development with communities far beyond the Toronto area. A Covenant Foundation grant supports an initiative with the Western Canadian Coalition of Jewish Educators to meet the Jewish teacher shortage in Canada's western provinces. A new grant from the Pincus Fund will support the creation of web-based in-service courses.

Last, but not least, increased funding for Jewish teacher education, most specifically with the creation of a chair in Jewish education, has made possible the development of a distinctive research dimension within the program. Because of the close relationship between the University, the Board of Jewish Education and day schools, York has been able to launch collaborative research initiatives which explore and enrich the professional lives of day school teachers. One ongoing study aims to track teachers' career paths in order to understand better what motivates them. Projects such as this, together with the appointment of additional faculty in Jewish education, have facilitated the recruitment of a substantial number of graduate students (most of whom are practising day school teachers) to pursue research with a Jewish education focus.

It is this research community, together with the more than fifty members of York's Centre for Jewish Studies, who welcome the Network to our home. We are a somewhat idiosyncratic bunch. We are Jewish educators who draw upon and contribute to a public university characterized by the intensity of its social engagement and by the diversity of its student body. Many of those who engage in research in Jewish education here are also practitioners in congregational and day schools. They are as much in the field as in the academy. In short, we may differ in important ways from many of our colleagues south of the border, but we feel we have something distinctive to say. We look forward to having you with us.



Message from the Program Chair Alisa Rubin Kurshan

This June's 15th Annual Network for Research in Jewish Education conference promises to be most exciting and intellectually stimulating. We are pleased to report that we have received papers

from many new members of the Network. In addition, this year features a collaboration with the Alliance for Adult Jewish Learning (AJAL), which will be holding its annual meeting on Tuesday June 5-Wednesday June 6. We are fortunate to be partnering with AJAL on Tuesday for a full array of papers on adult Jewish learning.

We warmly welcome graduate students, researchers and practitioners who have never before attended a Network for Research conference. My first Network conference was as a graduate student and I remember feeling immediately welcomed as a full participant among many professors with whom my only prior contact had been through their research.

I would also like to thank my colleagues on the planning committee and the paper reviewers who have contributed their time and energy in preparation for this conference. A special thank you to Alex Pomson and Carol Ingall for their expertise and knowledge in all aspects of the programmatic content and organization of this conference. It has been a wonderful team effort!

We are most fortunate to have secured our own, Dr. Carol Ingall, as our keynote and featured speaker on Sunday evening. Dr. Ingall's keynote address on June 5 is entitled "Pendulum Politics: Moral Education in Public and Jewish Schools." Moral education is one of the most highly charged aspects of school curriculum, reflecting the cultural politics of a specific time and place. "Pendulum Politics" will explore the similarities and dissimilarities between the contemporary culture wars of American public schools and those of their counterparts, our Jewish schools.

Dr. Carol K. Ingall holds the Dr. Bernard Heller chair in Jewish Education at the Jewish Theological Seminary where she is an associate professor. She has written widely on moral education, including two books on the subject. *Maps, Metaphors, and Mirrors: Moral Education in Middle Schools* (Ablex, 1997) is a series of portraits of teachers in secular and Jewish schools who use heroes and role models as the mainstay of their teaching. *Transmission and Transformation: A Jewish Perspective on Moral Education* (Melton, 1999) won the National Jewish Book Award in Education in 1999.

We are delighted that we will enjoy social time together on Monday evening with dinner out on the town at King Solomon's Table restaurant at which time we will also enjoy learning some Torah with Dr. Marty Lockshin, Professor of Rabbinics in the Humanities Department at York University.

In addition to many diverse research paper presentations ranging from Jewish day schooling, to Jewish identity and Bible, we will also have opportunities for Practitioner Inquiries, Consultations and Spotlight Sessions. Some highlights from the Spotlight Sessions include:

What Influence, If Any, Does Formal Jewish Education Have on Jewish Identity? -

Arnold Dashefsky, University of Connecticut, convener

This session is based on a comprehensive paper that Dr. Dashefsky wrote reviewing empirical literature on the subject of the influence of the continued involvement of children in Jewish study on adult commitment to Jewish identity as measured by varying attitudes and behaviors. The focus of the session will be on efforts to move beyond the existing research, and through interactive discussions, develop some new lines of investigation both at the quantitative and qualitative levels.

Teachers as Researchers: Bringing a New Research Dimension to Jewish Schools

Alex Pomson, York University, convener

This spotlight session proceeds from an assumption that teacher research can make an important contribution to theory and practice in Jewish education. Presentation of some compelling examples of teacher research will lead to an exploration of how best to support the potentialities in this form of research and how to avoid some of the political and ethical pitfalls that can subvert this work.

Learning from the Melton Mini-Schools: What's Unique? What's Generalized?

Diane Tickton Schuster, Claremont Graduate University, convener

Key findings from Dr. Schuster's research on the Melton Mini School will be presented with a focus on how the mini-school experience informs our understanding of the changing world of Jewish adult education. Discussion of the characteristics of Jewish adult learners, key elements in the Jewish adult learning process, and characteristics of effective Jewish adult educators will take place in small groups.

Using Qualitative Research: Rationales and Limitations of Ethnographies, Portraits, and Case Studies in Jewish Educational Research

Carol Ingall, Jewish Theological Seminary, convener

This session will focus on how educational research based on interviews (the narrative school) and portraiture (a combination of interviewing and ethnography) have come under attack as "post-modern methodologies" with all the failings of post-modernism: idiosyncrasy, relevance, and sloppy interpretation. The discussants will speak about their use of various forms of ethnography and interviewing methodologies in their work and how they might answer their positivist critics.

Consulting in Jewish Day Schools: Mental Models and What They Mean

Michael Zeldin, Hebrew Union College, convener

Based on 5 years of consulting experience as part of Jewish Day Schools for the 21st Century, an action research project by the Rhea Hirsch School of Education, this session will explore alternative mental models for consulting. The goals of the session are to provide participants with a rich and textured understanding of mental models as alternatives to "consultant as expert," to explore the outcomes of consulting, and to help participants consider the implications of adopting multiple mental models for the training and preparation of consultants.

Integration in the Jewish Day School: Theory, Reality, and Change

Rachael Turkienicz, York University, convener

This session addresses the issue of integration of Jewish Studies and General Studies into an average Jewish day school. The format of the session will involve participants "solving" a dilemma of a fictitious Jewish school. The areas addressed through the presentation of the fictitious school will include the philosophical curricular and sociological elements of integration. The focus will be on broadening the definition and understanding of the word 'integration' and the many forms it can take.

I look forward to seeing all of you in Toronto, June 3-5, 2001!

Alisa Rubin Kurshan is the program chair and is Vice-President for Planning at UJA-Federation of New York.



Reflections on the Network Conference 2000: Communication and Connections
Jeff Kress

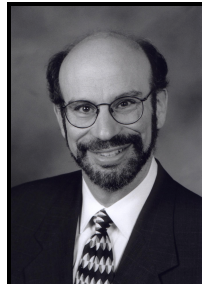
I was asked to write a brief piece about the Network for Research in Jewish Education (June 2000) from the perspective of a first-time attendee. I am glad for this opportunity to reflect as I settle into my current position as Senior Research Associate at the Wm. Davidson Graduate School of Jewish Education at JTS, which I began several months ago. Along with the request to write this article came several helpful suggestions for the content, most notably: a) reflections on the conference and the field as a whole, and b) what I hope to get out of being a member of the Network.

I began by thinking about the Network conference. I was honored to have a chance to present data on the educational implications of research I had done on Jewish identity in pre-adolescents. The conference was a chance for me to share ideas with others in the field, to receive their input and suggestions, and to absorb their excitement and enthusiasm. As someone relatively new to the field, the opportunity to share in these discussions was particularly meaningful. The creation of a community of professionals involved in providing one another with ideas, support, and critical review is an important task for the Network. Relatedly, the Network can provide a forum for pulling together converging streams of research to better elaborate on common themes. For example, several presenters at the Conference touched on the importance of interpersonal relationships (between learners themselves, and between learners and teachers/researchers/mentors) in facilitating the learning and identity development processes. Exploring the various settings in which such themes play out can provide a greater understanding of the phenomenon.

In further reflecting on the conference, and more broadly on the field, I was struck by questions of communication. On the one hand, the question is internal to the group itself. How can members best maintain the generative connections formed at the conference, and move forward on collaborative work? What opportunities for "networking" exist in-between Network conferences? Importantly, though, the question goes beyond Network membership: How do we communicate and collaborate with educators in the field in a meaningful way - are we involved in a process of learning which involves researchers and practitioners in dialogue? Further, issues of interest to our field - development, leadership, identity, adult learning, and the like - are areas of study outside of the Jewish community as well, and building bridges with researchers in these areas can strengthen the work we do. How can we best share with, and learn from, researchers from fields that parallel ours?

These dual goals - building connections both among Network members and between the Network and those outside this group - present a challenge. Often the achievement of group identity is seen by social scientists as standing in contrast to building ties with those outside the group. However, in order to strengthen the work we do, we must be willing to move ahead with both of these goals in mind.

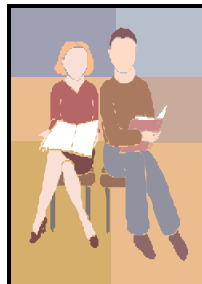
Jeff Kress is a member of the Research Network and a Senior Research Associate at the Wm. Davidson Graduate School of Jewish



"Is there a 'Research Tradition' in Jewish Education?"
Special Graduate Student Meeting with Professor Michael Zeldin

Graduate students attending this year's conference in Toronto will have the opportunity to participate in an interactive discussion with Michael Zeldin. The discussion will focus on the question of where students' current or proposed research fits in the "research tradition" in Jewish Education. Michael will lay out the "map" of Jewish educational research over the past half century, participants will situate their own research on the map, and the group will deliberate on future directions for research. The session is open to all graduate students studying in programs in Jewish education. Students who are currently involved in research, or who are in programs with a research component, should be prepared to give a brief (3-5 minute) description of their research project or their research interests.

Michael Zeldin is a professor of Jewish Education at the Rhea Hirsch School of Education of HUC-JIR and immediate past chair of the network.



Calling all Graduate Students: Come to Canada!
Danna Livstone

Maybe you thought the Network conference was just for researchers already deep in the field. Not so! The conference can be a warm and welcoming place for students just beginning their studies as well as those deep into their theses. You can get feedback on your ideas, hear about the newest work in the field, meet the professors who have written some of your favorite books and articles, and talk with other students from across North America. Since the conference is relatively small, there is a real opportunity for you to make some networking contacts of your own. It is also a chance to get your feet wet by doing a consultation or presenting a paper! Special funding is available to help offset student travel expenses. So come to Canada! I hope to meet you there!

Danna Livstone is a member of the Research Network and a full-time graduate student at the Jewish Theological Seminary studying for her Ph.D. in Jewish Education.

THE ALLIANCE FOR ADULT JEWISH LEARNING

REGISTRATION FORM

THIRD ANNUAL MEETING
JUNE 5-6, 2001
TORONTO, ONTARIO
CANADA

Last Name (Surname) _____ First Name (Given name(s)) _____

Telephone Number _____

Address _____

City _____ State _____ Zip (Postal) _____ Country _____
Code _____

FEES

Local One-Day Registration - Network for Research in Jewish Education

Includes participation in one day of the conference, including meals.

SEE NETWORK REGISTRATION MATERIALS TO SIGN UP!

AAJL Conference Registration Fee \$60

Includes participation in the meeting and meals from the evening of Tuesday, June 5 (dinner) through the afternoon of Wednesday, June 6 (breakfast and lunch).

AAJL Membership Dues \$18

All participants must have paid current AAJL dues.

Registration \$ _____

Total Fees Due \$ _____

(Membership Plus Registration)

** Please enclose a short description of your interests in adult Jewish learning, which will be compiled and emailed to all participants for networking purposes. **

PLEASE SEND REGISTRATION FOR THE AAJL MEETING TO:

**DR. PAUL A. FLEXNER
JESNA**

**111 EIGHTH AVENUE, 11TH FLOOR
NEW YORK, NY 10011-5201**

MAKE CHECKS PAYABLE, IN US FUNDS, TO:

Network for Research in Jewish Education

Conference 2001 Registration

Please complete the following form and send it with your check made out to the **Network for Research in Jewish Education** by **May 21, 2001** to:

Ms. Pat Brathwaite
Dean's Office, Faculty of Education ♦ York University
4700 Keele Street ♦ Toronto, Ontario, Canada M3J 1P3

Are you a graduate student? Yes No

Title _____ First Name _____ Middle Initial _____ Last Name _____

Institutional Affiliation _____

Address _____

City _____ State _____ Zip Code _____ Country _____

Phone Number _____ Fax Number _____ Email _____

FEES

MEMBERSHIP DUES:

- All participants must have paid current 2001-2002 dues.
- Membership dues include a subscription to *The Journal of Jewish Education*.

- \$50 (CA \$75) - Full Member
- \$25 (CA \$37) - Student Member

REGISTRATION OPTIONS (SELECT ONE):

- Full Conference Registration \$175 (CA \$261)
Includes dinner on Sunday; breakfast, lunch, and dinner on Monday; and breakfast and boxed lunch on Tuesday.
- Graduate Student Registration \$100 (CA \$149)
Includes dinner on Sunday; breakfast, lunch, and dinner on Monday; and breakfast and boxed lunch on Tuesday.
- Local One-Day Registration \$60 (CA \$89)
Includes participation in one day of the conference, including meals.

Registration \$ _____

Total Fees Due \$ _____
(Membership Plus Registration)

LODGING:

- Novotel Hotel, North York \$80 (CA \$119) per night/per person.
Reservations can be made directly with the hotel by calling 416-733-2929 or toll-free 1-800-NOVOTEL.
- Tatham Hall, York University \$30 (CA \$43.68) per night in a single room. See back of this form to reserve a room.
The reservation deadline is **MAY 21, 2001**.
- Other

REQUEST FOR LODGING AT TATHAM HALL

* For accommodation at Tatham Hall, please make checks payable to **York University**.

Last Name (Surname) _____ First Name (Given name(s)) _____

Telephone Number _____

Address _____

City _____ State _____ Zip (Postal) Code _____ Country _____

Arrival Date: _____

Departure Date: _____

Should you wish to book additional nights before and/or after the conference dates, please indicate so in the spaces provided above.

Accommodations are air-conditioned undergraduate 'dormitory' style residences with shared washroom facilities on every floor. Linen and towels are provided.

SINGLE ROOM: US \$30.00 per night
CA \$43.68 per night
(\$39.00 plus 5% P.S.T. and 7% G.S.T.)

PLEASE NOTE: Payment for lodging can be made in US or Canadian funds.

Please make **checks for lodging payable to York University**. Please note that separate checks must be submitted for conference registration and lodging.

Send this form along with a **check payable to York University** by **MAY 21, 2001** to:

**Ms. Pat Brathwaite
Dean's Office, Faculty of Education
York University
4700 Keele Street
Toronto, Ontario M3J 1P3
Canada**



Conferences of Interest

❖ NATIONAL EDUCATIONAL COMPUTING CONFERENCE (NECC)

Thousands of educators will converge to explore the opportunities and innovations of education in the 21st century.

When: June 25-27, 2001
Where : McCormick Place, Chicago, IL
Contact: Registration Information/Questions
registration@neccsite.org
800.280.6218 (phone)
www.neccsite.org

❖ INTERNATIONAL CONFERENCE ON CHILDREN'S SPIRITUALITY

The Conference seeks to provide an international and multi-cultural forum for those involved in research and the development of children's and young people's spirituality.

When: July 29-August 2
Where: Haifa, Israel
Contact: Professor Hanan Alexander
chezifim@zahav.net.il
www.cwvp.ucc.ack.uk

❖ CONFERENCE ON ALTERNATIVES IN JEWISH EDUCATION

Jewish educators and people interested in all facets of Jewish education gather for the Conference. There will be over 600 sessions on many subjects during the day, and entertainment at night.

When: August 5-9, 2001
Where: Colorado State University Fort, Collins, CO
Contact: CAJE
Phone: (212)-268-4210
caje26@caje.org

❖ THE THIRTEENTH WORLD CONGRESS OF JEWISH STUDIES

The World Congress of Jewish Studies, which takes place every four years, is a central event in the world of academic Jewish studies.

When: August 12-17, 2001
Where: Jerusalem, Israel
Contact: World Union of Jewish Studies
JEWISHST@VMS.huji.ac.il
www.hum.huji.ac.il/jewish/worldu

❖ KOL HANA'AR CONFERENCE

A forum for community professionals and volunteer working with Jewish youth.

When: October 14-17, 2001
Where: The Oakland Marriott, San Francisco Bay, CA
Contact: Devorah Silverman, JESNA
Phone: (212) 284-6887
devorah@jesna.org

❖ JEA 50TH ANNIVERSARY CELEBRATION

This celebration honors outstanding leaders in the Jewish education field.

When: November 18-19, 2001
Where: Jewish Theological Seminary, New York, NY
Contact: Susan Mitrani Knapp, JEA



**The Alliance
for Adult Jewish
Education**
**Betsy Dolgin Katz &
Jane Shapiro**



The Alliance for Adult Jewish Learning was founded in 1997 to serve the diverse field of professionals in adult learning. Last year's conference which was co-sponsored by the Alliance and the Hadassah Institute for Research on Jewish Women demonstrated that increased dialogue between practitioners and researchers yielded deeper discussion, new thinking and new avenues for research. To that end, the Alliance is joining its annual meeting to the Network conference in Toronto.

Portions of the Network meeting will include current research being conducted on students. The Alliance meeting will follow the pedagogic framework of David Hawkins, the triangle balancing the teacher, student and subject matter. A session will be devoted to each of these three subjects. Building on the research, small groups will be focusing on discrete categories of adult learners and their needs. In the teacher section, sample lessons will be focusing on the individual stance of a teacher and how it informs their practice. The subject matter session will analyze the relationship of certain types of material to transformative learning.

The structure of this meeting will model good practice in adult learning, and encourage heightened cooperative learning and discussion among the participants.

Betsy Dolgin Katz is the chairperson of AAJL and the North American Director of the Florence Melton Adult Mini-School. Jane Shapiro is the Conference



**Tentative
Conference Programs**

Network Conference Program

- 2:00-3:15 Graduate Session
- 3:15 -3:45 First time conference attendee session
- 4:00 General introduction
- 4:15 -6:15 Spotlight Sessions
- 6:30-7:45 Dinner
- 7:45-9:30 Keynote presentation

Monday June 4

- 7:15-8:15 Breakfast
- 8:30-10:30 Spotlight Sessions
- 10:45-12:45 Paper Sessions (including practitioner inquiries)
- 12:45-2:00 Lunch
- 2:15-4:15 Paper sessions
- 4:30-5:30 Consultations
- 6:30-7:00 Travel
- 7:00-9:30 Dinner at King Solomon's restaurant & Limmud Torah

Tuesday, June 5

- 7:15-8:15 Breakfast
- 8:30-10:30 Paper Sessions
- 10:45-12:45 Spotlight Sessions
- 12:45-2:00 Lunch and Closing;
Alliance Conference begins

Alliance Conference Program

Tuesday, June 5

- 2:00 Welcome
- 2:15-4:45 Session I: Focus on the Adult Learner
- 5:00 Departure from York for Toronto Kolel
- 6:00 Tour of Kolel
- 6:30 Dinner
- 7:15-9:30 Session II: Focus on the Curriculum & Closing

Wednesday, June 6

- 7:15-8:15 Breakfast
- 8:15-9:00 Alliance Business Meeting
- 9:00-11:30 Session III: Focus on the Curriculum & Closing

Happy Holiday חג שמחה

~ The Network for Research in Jewish Education

Cheese Blintzes

CREPES:

- 3 eggs
- 1/2 cup of milk (preferably warm)
- 1 1/2 a cup of flour
- Oil or pam

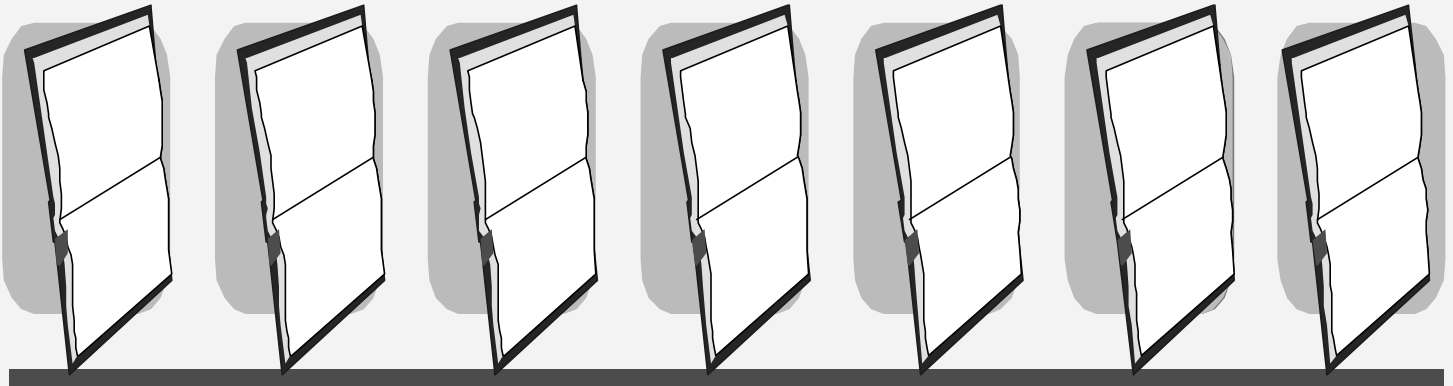
For the Crepes: Mix the eggs, milk, and flour, until you get the right consistency. Spray pan with pam or coat with oil. Over high heat, pour mixture into pan to coat bottom and pour off excess. Crepe will cook through very quickly and turn on other side for a few seconds.

CHEESE FILLING:

- 1lb of farmer cheese
- 2 eggs
- 1 tbsp. of butter
- 3/4 a cup of sugar

For Cheese Filling: Mix the eggs, cheese, butter, and sugar well and then when crepes are finished fill crepes with mixture and fold crepes. Then bake or fry the blintzes.





Network for Research in Jewish Education
C/o JESNA
111 Eighth Avenue
11th Floor
New York, NY 10011-5201

Education is not the filling of a pail, but the lighting of a fire. --William Butler Yeats