of sorts by Manny Peleg, being the model representing the state generation, the country – Israel – the exclusive territory of the Jewish people, the Hebrew language is presented as the alternative Zionist – Israeli burned-in-tongue reality of all the characters in the novel. This book is described in a pendulum movement that characterizes the polyphonic novel between the renunciation of Zionism as necessary in allowing room for the selection of a language. The Hebrew language allows the novel to replay the comforting vision of the parents generation's gift to the new generation: "A new and noble world will I give you".

Is Yoel Hoffman's Story, "Katschen" – Multiculturalism, Post-modernism, or Romanticism?

Idit Kanfi

Abstract

The story "Katschen" by Yoel Hoffmann displays the Israeli reality at the end of the 1940s the beginning of the 1950s. This is the same point in the time in which the country attained independence and immigrants united to build a National Home. The issues that were at the top of the national agenda were how to create a civil society with common culture, common language and common customs. The state official ambition was to create a "melting pot" in intendment to delete the past and to create a new culture. The story illustrates this reality from the point of view of a motherless child of about seven years old, whose father is hospitalized in a sanitarium for the mentally ill. He experiences the reality while in quest for a home. The language of the story is unique by being in child language, and through this perspective, readers can observe people who came to Israel and could not integrate into "the melting pot". Thus, the author criticized some of the Zionist national ethos. Moreover, the story that places the events in a historical time and place context, can also be a parable and an example of the existence of the individual within a social system of a post-modern multicultural world, we live in.

practically became a mother for a hundred children and rehabilitates them in Israel as potential Sabras. This image was underlined in 1959, when her autobiography book, My Hundred Children, was published and turned out to be a best-seller. The article examines the origins of Lena Kichler-Silberman's perception in the Israeli discourse that are related to men's and women's role in Israeli society and its norms and stereotypes at that time.

Yehiam Weiz and S. Yizhar –
Behind the Scenes of "The Myth"

Daniel Ben Haim

Abstract

This paper examines the formation of Yehiam Weiz's myth, as revealed in the public sphere and in S. Yizhar's work. At its heart, stands Yehiam's biography with his death in a 1946 military operation and the different uses of his figure since.

After his death, Yehiam's entity grew up to be a symbol of the 'New Jew' in Palestine. A kibbutz, a number of Zionist organizations and many new-born were named after him. He was presented as the essence of his generation.

My analysis of Yizhar's work, I contend, underlies and criticizes major discursive elements of the Israeli collective memory such as the sacrifice myth, courage in the battle field and the way in which individuals, upon sacrificing their lives for the nation, become national heroes and their authentic personality detached for the sake of creating a national myth. Yizhar's personal and authentic representations of Yehiam reveal a different set of values – human, ethical and realistic.

A New and Better World I'll Give You:The Book "Neuland"
By Eshkol Nevo

Esther Adivi Shushan

Abstract

"Neuland" (2011), a book by Eshkol Nevo, aspires to greatness, as evidenced by the title corresponding with "New Land" (1902), the founding book of Theodor Herzl. This book is a continuation of Nevo›s first novel "Homesick" (2004). These two books of Nevo realize many similarities. The hero, Manny Peleg, is the ultimate Israeli and the base foundation of his successful Israeli countenance is broken down by the trauma of the Yom Kippur War. The journey from "here to there" is the main principle of this novel. The book sketches a portrait of four generations of Israelis, in which he describes and examines their relationship to "Eretz Israel" and lives within it. Frost's poem "The Road Not Taken" is used as the thematic organizing principle and explains the plot. Against the concession

the motives and mechanisms through theoretical literature and prose. In theoretical literature, the subject will be examined using two issues: the personal issue and the social issue: which in itself will be examined in the narrow-local aspect and the wider-universal aspect. The same theories are then reviewed through three study cases in prose: "The Strawberry Girl" by Savyon Liebrecht, "Address Unknown" by Kressmann Taylor and "Brown Morning" by Franck Pavloff. The merge between theoretical and fictional texts illustrates the motives and mechanisms that serve the "bystanders". The article goes on and discusses the question, how knowing the motives and mechanisms helps us in the educational, personal and social fields? As educators and as humans can we settle for only understanding, and does this understanding free us from responsibility or demands it of us.

Gender Equality? Attitudes Towards Equal Opportunity for Women in Higher Education Among Israeli Muslim Males

Dan Soen & Shiran Hanan

Abstract
The basic assumption of the paper is that Israel is practically a bi-national state, where the Arab minority constitutes about 20% of the population. The Arab minority is now in an interim state –passing from a traditional, collective way of life to a modern, individualistic one. Israeli Arabs recognize the fact that education is the key to socio-economic status. Part of the social change is the growing dominance of women in secondary and higher education in the Arab sector. Women now constitute about two thirds of Arab students in the Israeli institutions of higher education. The article sets out to explore the impact of education and religiosity of Israeli Muslim males on their attitudes towards women's rights to pursue higher education. The main finding of the research is the fact that there is wide support for women's right to higher education. Religiosity and education of the interviewees have been found to impact their attitudes.

Survivor, Teacher, Mother: The Holocaust Heroine Lena Kuchler-Silberman

Sharon Geva

Abstract
Lena Kuchler-Silberman, teacher, educator, physiologic, Holocaust survivor, directed a postwar orphanage for 100 of the few Jewish children who remained alive in Poland. Her aim was to provide physical and emotional wholeness for those children who had lived in closets or forests and for the many who had seen their parents killed. She was a public figure in the Israeli society during the 1950s while she was known as the woman who

Restoring the "Lost Reason": Enlightenment, Liberation and Oppression in Phillipe Pinel's Pioneering Psychiatry

Amnon Yuval

Abstract

Phillipe Pinel (1745-1826), a physician who managed two asylums during the turn of 18th century Paris, has a respectful place in the collective memory in general and in the medical and psychiatric literature in particular: he is identified with the liberation of mental patients from the cruel treatment methods which were common till his time, and with the adoption of a "moral treatment", which was at the same time more humane and more effective. The article will explore, by analyzing Pinel's main book and by introducing several contemporary judgments on his work, to what extent this image of liberator is based historically, philosophically and medically.

Weapons of the Weak

Eitan Ginsberg

Abstract

Who are those responsible for the downfall of "bad" regimes throughout history? Is it the 'brave', the few dissidents that exist in every political system, turning openly against it, while threatening themselves, sometimes even severely, tired of living in a lie? Or rather are they the 'cowards', those millions of subject-citizens who are not willing to risk themselves, certainly not to an extreme, engaging in a daily 'little' fully conscious subversion against the 'bad' government, and slowly but surely undermines it from within until its downfall? This weighty question will be discussed in the suggested paper. Its final attitude is based on the pioneering work made by the American anthropologist James Scott throughout the last 45 years, and his theory of the "weapons of the weak", which stands at the center of his thought.

The Banality Of The Passivity
On the Motives and the Mechanisms of the
"Bystander", in Theoretical Literature and in Prose

Gili Zoran

Abstract

This article tries to trace the factors that prevent one from taking a stand and to be a "bystander" while immoral and inappropriate actions take place. This article examines

When Sleeping Beauty Became a Superhero
The Images of Women in Children's Animated Series:
An Overview of the Changes Over A 30-year Period

Rina Shachar & Tal Tzur

Abstract

Television constitutes a principal form of media entering every stratum of our lives: business, acquaintances, learning, games, interpersonal communication, receiving diversified services and more. Television has opened new horizons for mass media, for education research, entertainment and for dialog between groups and professionals. A large part of our behavior is shaped and modeled by television and it acts as a central socialization agent especially among children. The aim of the study was to compare the women heroes portrayed by animated series for children, produced over the past 30 years, with the new series produced in recent years to the older series. The study examined the changes which have transpired in women's and men's professions, traits and characteristics as portrayed in major and minor female heroic characters in the series. A content analysis was conducted on 12 TV animated series designated for ages 5-12. The series were divided into two groups distributed equally, one comprising the older series produced until the end of the 1990's and the other comprising the newer series produced between 2000 and 2012.

The findings indicate significant changes that have transpired in the portrayal of traits, professions and characteristics such as the external appearance of the major and minor characters. Women heroes in the new series are portrayed as leaders, independent, assertive and competitive in a conspicuous manner whereas the feminine traits of shyness, apprehension, compliance and gentleness which characterized the women heroes in the past have become minor and less characteristic. A similar finding was revealed concerning professions characterizing women heroes in the newer series. In contrast to the older series where women heroes were portrayed as lacking professions and having no effect on the events, in the newer series women heroes have become initiators, professionals and leaders of events that occur in the series. The findings of this study reveal a process of social change toward gender equality which has been transpiring in Western culture and is expressed in the new children›s animated series. The findings were analyzed from a gender perspective with implications on education.

b) Student-teachers' ideal vision regarding the desirable perceptions of learning, and the tension between the students' ideal perceptions of learning and that which is implemented in the classroom.

Data assessment identified five patterns of perceptions of learning content. A majority of the patterns exhibit multiple stages of the learning process. The patterns were placed on a continuum that runs from 'deep' active learning to 'surface' passive learning.

The picture that emerges from this study is that among the group of participants there are multiple perceptions of learning that point to the activeness of the consciousness. This finding is not in accordance with other findings in literature that indicate that the majority of teachers stimulate learning approaches that focus on the teacher and the content, and do not stimulate the activeness of the learners.

Project Based Learning –
As a Basis for Significant Learning

Yael Steimberg & Hagit Sasson

Abstract

This research aims to investigate the learning experience of pupils, practicing Project Based Learning, while comparing it to pupils studying in the "traditional" method. The research's challenge is to study ways to evaluate the essence of a learning experience as a Significant Learning. During the last two years a training program for schools in the spirit of High-Tech-High has been operating in Holon. The method of learning in this process was Project Based Learning. The pilot was implemented in 2011, which included activity in several classes within six schools (junior highs and high schools). This process was accompanied by modifying evaluation, focusing on characterizing pedagogic change implementation processes of all the partners, and a summarizing evaluation of the program among the pupils. Towards the end of the year, closed questionnaires were distributed in all the classes that took part in the program (188=N). The questionnaires focused on general attitudes of the pupils to Project Based Learning and on pupils' attitudes towards the learning experience – as a significant learning. The questionnaire included a set of questions comparing between the learning experience in a Project Based Learning method and in an "ordinary" lesson. In addition, two other classes were given the questionnaires – as control groups, studying with the same teachers, but only in the "traditional" method. The findings showed clear differences in reporting on the experience of learning in the Project Based Learning method, in two levels: in comparison with the control group and in comparison with the experience of the same pupils in "ordinary" lessons.

growth among pre-service and beginning teachers, a model that focuses on desirable teaching approaches espoused by the neophyte teachers and the actual teaching approaches they implement in the classroom.

The model emphasizes that the student-teachers enter the training programs with entrenched preexisting practical teaching knowledge that is unaltered in actual teaching, together with a decline both of the reflective process and of the ongoing review of the implemented teaching teacher/subject-centered approaches.

The question therefore arises as how to design teacher training programs so that pupil centered active learning approaches will be internalized by the student-teachers.

Math Student Teachers Attitudes Toward the Use of Humor in Teaching in Elementary School

Avikam Gazit

Abstract
The aim of this paper is to present a study investigating the attitudes of pre-service elementary school mathematics teachers toward integrating elements of humor in math teaching. Mathematics and humor are not normally perceived as being in line with each other. Humor brings about a more pleasant atmosphere in class, reduces anxiety and can promote motivation and interest as well as creativity in the teaching of mathematics. A sample of 32 pre-service teachers preparing to teach mathematics in elementary school answered a questionnaire which relates to integrating humor in the math class. An important conclusion to be drawn from the findings is the positive attitudes of the pre-service teachers regarding the integration of humor in teaching mathematics, strengthening the need for including this in the training process.

To 'Fill the Bucket' or 'To Ignite the Spark'? Theory and Reality in The Learning Processes of Outstanding Students-teachers of Jewish Studies

Gilat Katz

Abstract
The goal of this study is to examine the perceptions of learning of student-teachers who are being trained to teach Jewish studies in public non-religious secondary schools over a period of nine years. The study covers the four years of training, as well as the first five years after completion of studies during which the course graduates taught. Two different aspects of this subject will be considered:
a) Perceptions of learning adopted and implemented by student-teachers.

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The Trip Experience – Poland and the Polish People as Perceived by Israeli Youth in Light of Their Journey to the Death Camps

Nitza Davidovitch & Dan Soen

Abstract

The study explores the question of how the Polish people and their country are perceived by Israeli high school students who visited Poland on journeys to memorial sites. The article points out that although the Polish people were victims of the Nazi occupation, they are often perceived as comparable to the German perpetrators of crimes against humanity. The main reason for this is the trips strong emphasis on destruction and ruin – on historical Poland and on the Jewish-Polish narrative. The Israeli delegations are socially and culturally isolated from their Polish surroundings. The study serves to show that the lack of interaction with current-day Poland transforms the experience into a means of creating a dichotomy, placing the Jews versus the Poles, who are identified with the horrors of the Holocaust. The article focuses on the trip's impact on the two main tracks in Israeli education – the secular track and the religious one. It points out that the school climate regarding the trip to Poland is different in the two tracks. It also explains that the trip's impact on the students' attitude to Poland and the Poles is much stronger in the secular track.

Between Idealism and Practice – The Professional Acclimation of Novice Teachers: A Case Study of a Jewish Education Teachers Training Program for Outstanding Students

Ori Katzin

Abstract

This article will present findings from a longitudinal qualitative research project which support a grounded theory for the professional development of novice teachers as revealed in the variance between their ideal teaching approaches and those actually implemented in the classroom.

The findings of this research indicate that the majority of the neophyte teachers, from the outset of their training, adopt teaching as transmission approaches. They continued to adhere to those approaches in the classroom as neophyte teachers. Inasmuch as there are further transformations, they reinforce teaching as transmission approaches. Accordingly, the vision of desirable teaching approaches espoused by the neophyte teacher›s wanes, and the dissonance between the ideal approaches and the actual teaching approaches implemented in the classroom dwindles.

This research supports a new three-stage model to describe the process of professional

of the advantages of each of the ways they experienced and their recommendations as to
their preferred ways for inculcating new geometric concepts.

Adolescents' Declining Motivation for
Science Learning is not Inevitable

Dana Vedder-Weiss

Abstract
This article describes a study on adolescents' motivation for science learning, in and out
of school. The study included 30 schools (elementary, middle and democratic schools),
with a population of about 2000 5th-8th grade students, 55 science teachers and about 400
parents. Employing the Achievement Goal Theory framework, this study investigated
grade related motivational changes and the environmental factors that are associated with
these changes (including teacher's aims, emphases and instructional practices, school
culture, parents' aims emphases and peers' goals orientation). The findings show that
students' motivation for science learning declines during adolescence, however this decline
is not inevitable, since it does not occur in democratic schools. Results indicate the factors
which are related to these differences and highlight the importance of goal emphases in
the educational environment.

The Road to the Principalship – Self-efficacy and Motivation of
Leadership Candidates

Koby Gutterman & Ori Katzin

Abstract
Training school leaders requires complex measures of content and hands-on training as
part of building a sense of self efficacy and increasing motivation to become school
principals. This paper examines the development of self-efficacy and motivation in
leadership training students in two consecutive programs. Conclusions drawn from this
study support existing research on building self-efficacy and motivation supported by
practical knowledge performance. Unlike the report on U.S. leadership training students,
it seems that leadership training students in this program have a high sense of self-efficacy
already and motivation at the beginning of the program primarily based on personal motives
and less on professional skills and knowledge. Recommendations indicate the need for
early detection of candidates who already pose high levels of self-efficacy as well as
strengthening the knowledge base and skills required for the position.

Student-teacher Relationships On Social Networks

Tsafi Timor

Abstract

The topic of teacher-student relationship on social networks such as Facebook is a "hot" topic nowadays which revolves around its benefits and drawbacks, ethical issues and its contribution to teaching. The article presents a study conducted among student-teachers which aimed at exploring their attitudes towards teacher-student relationships on Facebook and the arguments that support these attitudes. Another aim was to gain insights on the students' perceptions of the Essence of Education and the teacher's role in the 21st century with regard to Facebook and to technologies in education. The research tool was a content analysis carried out on the basis of an online Forum of an academic course. Findings indicated that the students' attitudes were controversial with regard to the issue. The opponents expressed fears about the right for privacy, the question of teacher's responsibilities on social networks, and the issue of boundaries of teacher-students relationships. Findings indicate that the students are aware of the need to change the traditional teaching methods and adapt themselves to the 21st century skills and requirements, and some of them are willing to incorporate Facebook in their teaching with certain precautionary measures. However, for all of them the Spirit of Education is the main issue, and it dwells on teaching values, human relations, the study of nature and the environment with exploratory methods, and above all, a willingness to educate and make a difference.

Various Ways of Inculcating New Solid Geometry Concepts

Dorit Patkin

Abstract

Acquaintance with various methods of inculcating concepts in any studied area of knowledge is one of teachers' duties, particularly mathematics teachers. Studies indicate errors and difficulties when inculcating concepts in mathematics and learning them. Many concepts have different meanings in different contexts. Hence, teachers should deal with the image of the concept by paying attention to its essence. They should also deal with misconceptions developed while inculcating the concept. The present paper describes an activity conducted with 28 teachers studying towards the M.Ed. degree in mathematics education at a teacher education college. They attended a course of solid geometry, a topic which is perceived as extremely difficult for the learners. The activity focuses on two ways of inculcating a solid geometry concept: "an angle between a lateral face and a pyramid basis" as one of the ways for developing spatial orientation. On the completion of the activity, the paper illustrates the participants responses regarding their perception