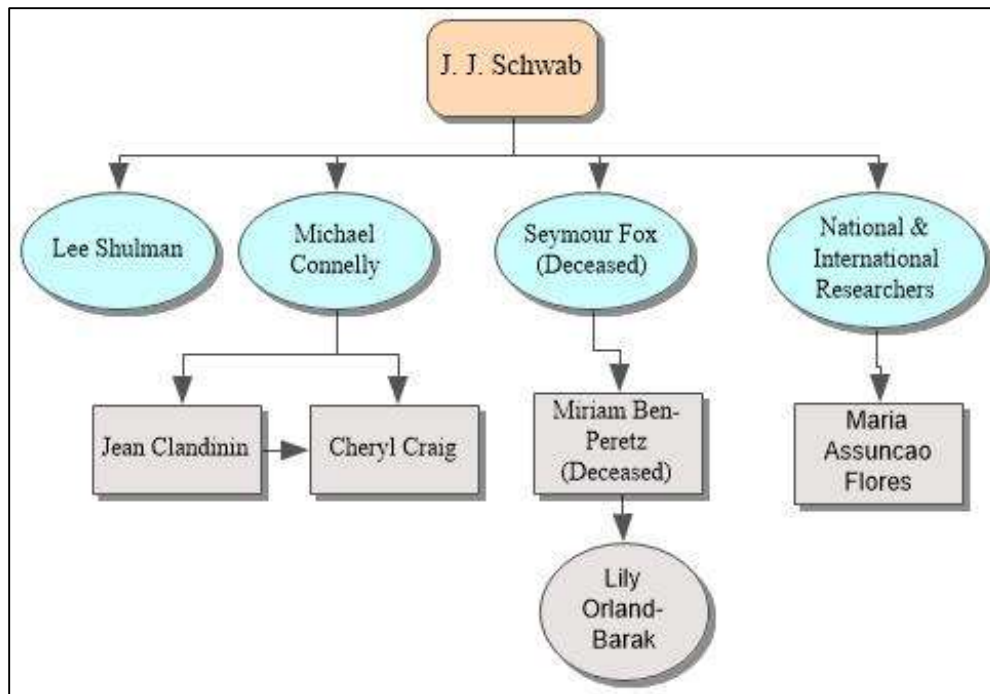


Remembering Miriam

My first memory of Miriam Ben-Peretz reaches back to 1990. Miriam visited Jean Clandinin at the Centre for Research for Teacher Education and Development (CRTED) at the University of Alberta, Edmonton, Canada as a visiting scholar every summer. At that time, I had no idea of how famous Miriam was. She was a kindly soul who attended lectures, offered constructive feedback and met privately with Jean. One day, I presented my concept of teachers' knowledge communities at the Centre. Miriam was one of the faculty attending my talk. She sent feedback to me via my doctoral colleague, Margaret Olson. Margaret whispered to me on the elevator as we left the Centre: "Dr. Ben-Peretz really likes your conceptualization. She thinks you should alternately call it 'communities of knowing.'" Since that day, I have used knowledge communities and communities of knowing interchangeably in my published work. In a tangible way, the advice Miriam Ben-Peretz proffered three decades ago remains a vital part of my research program today.

I not only met Miriam in western Canada, I also met her in eastern Canada at the Joint Centre at the Ontario Institute for Studies of Education in Toronto where I completed my post-doctoral research fellowship with Michael Connelly. By then I had figured out that something other than friendship and Canada's mild summers precipitated Miriam's meetings with my mentors. Around that time, a senior professor from Teachers College New York, who was a discussant for one of my AERA papers, dropped a hint as to what that might be. His clue spurred me to travel to Illinois to dig into the files in the Joseph J. Schwab archive at the University of Chicago (UC)'s Regenstein Library. It was there that I was able to confirm that we were all part of the same academic family. Miriam's advisor, Seymour Fox (deceased), like Michael Connelly, had Joseph J. Schwab as an advisor. Elliot Eisner (deceased) and Lee Shulman studied with Schwab as well. Still others whom I knew were part of the 'family tree.' I also learned about some of the illustrious UC professors at that time, which included Benjamin Bloom, Philip Jackson, Richard McKeon (student of John Dewey), Ralph Tyler and Ian Westbury (who co-edited Schwab's collected works). When I synthesized the information I had accumulated, I could see that our line of research had left a significant mark on educational history. Later I made a graphic for an article that Miriam and I would publish after a few less-than-successful attempts (Ben-Peretz & Craig, 2018). I include it here because Miriam insisted that it also be a figure in the chapter we were about to write about Joseph J. Schwab in the forthcoming *Encyclopedia of Education*, but I am jumping ahead of myself.



After this development came a period of years where I visited Miriam and Moshe at their home in Israel and when I would have lunch or dinner with Miriam at AERA when she flew to the U.S. to attend the meetings. During this swath of time, Miriam Ben-Peretz wrote reference letters for me and I compiled her nomination packages that led to her receipt of the AERA Fellow Award and the AERA Division K Legacy Award.

Then, in 2009, Miriam Ben-Peretz and I both gave plenary addresses at a conference honoring the scholarly contributions of Joseph J. Schwab in Beijing, China. Dr. Yuzhen Xu from Capital Normal University, who incidentally came to Schwab's work through Ian Westbury, hosted the meeting. At that conference, I spent a great deal of quality time with Miriam. We appreciated the beautiful silk jackets that the President of Capital Normal University had given us, which effectively made us "twins." We talked extensively about our love of Schwab's work. In Shanghai, we discovered another commonality: Schwab's *Eros and education: A discussion of one aspect of discussion* (Schwab, 1954/1978) was both her and my favorite among Schwab's many works. After that conference, I went on to acknowledge Miriam's discussion of retired teachers (Ben-Peretz, 1995) as an inspiration that fueled my best-loved self strand of research (Craig, 2013, 2017, in press), whose roots trace to our favorite paper. After that conference, we pooled my North American knowledge and Schwab archival research with Miriam's Israeli and international knowledge of the curriculum, teaching and teaching educational fields and wrote the article, *Intergenerational impact of a curriculum enigma: The scholarly legacy of Joseph J. Schwab* (Ben-Peretz & Craig, 2018). The aforementioned article is important from a gender perspective as it is the first time that female scholars—internationally, nonetheless—have been able to work around journal gatekeepers and declare that we too have knowledge and views about Schwab's contributions to the field.

Our success with the Schwab legacy article catapulted us into being the leading candidates to author the Schwab chapter in the forthcoming *Encyclopedia of Education*, which also is a breakthrough. Miriam and I had some preliminary dialogue about the content of that work before her death. For example, I knew she wanted the academic family tree (which I have since updated) included as well as a discussion of Schwab's best-loved self work, with the best-loved self being one of the major insights that *Eros and education* brings to the fore for deliberation and possible action.

Unfortunately, Miriam stopped corresponding after that. My growing concern led me to contact Lily Orland-Barak, a dear academic friend, a co-author/co-editor (Orland-Barak & Craig, 2015), and one of Miriam's former doctoral students, to inquire about Miriam's health. Two days later, Miriam's daughter officially informed me that her mother, Dean Emerita of the University of Haifa, AERA Fellow, Israel Scholar (2006), and awardee of a long string of other dazzling prizes—had died.

The single-authored *Encyclopedia* chapter has been dedicated to the memory of Dr. Miriam Ben-Peretz, my deceased co-author and forever friend. It includes the two non-negotiable items that she requested be a part of it. I additionally showcased an exemplar crafted around Miriam's beloved MOFET Institute work in Israel (Ben-Peretz et al., 2010), which highlights her exceptional abilities to bring theory, practice and policy together in productive ways. I included a description of Miriam excerpted from Michael Connelly's Foreword to her autobiographical book published in Hebrew. In that work, Michael Connelly describes his and our long-time, much-loved ISATT member, Dr. Miriam Ben-Peretz, as "a marvelous modern day vessel for Schwab's ideas and the idea stream that influenced him" (Connelly, 2017). This is how Miriam will live on in my memory, and how her solid academic contributions will continue to inform my future research.

Lily Orland-Barak and Maria Assunção Flores (Ben-Peretz & Flores, 2018), who also have been significantly shaped by Miriam's idea stream, are joining me to commemorate Miriam's achievements using the framework that Miriam and I developed to capture Schwab's legacy, the same one that Maria Assunção Flores and I subsequently used to analyze Philip Jackson's impact (Craig & Flores, 2020). Immortalizing Miriam as a trail-blazing female scholar will illuminate how she, too, has left a lasting imprint on educational history in the tradition of her intellectual forbearers whose enduring influence has been both national and international.

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