

National Havurah Committee • Summer Institute • 2002



Franklin Pierce College • Rindge, New Hampshire • August 5-11, 2002
National Havurah Committee (215) 248-1335

halleluhu b'teka shofar Praise God with the blast of the shofar

The National Havurah Committee's 24th Annual Summer Institute



WHAT IS THE NHC?

The National Havurah Committee (NHC) is a diverse network of individuals and havurah communities dedicated to Jewish learning and renewal, community building, and tikkun olam.

The NHC creates a safe, egalitarian environment for participatory Jewish living and learning and at our week-long summer Institute and regional weekend retreats in New England, Canada, and California.

The NHC strengthens communities and the Jewish community at large by providing programming resources to individuals and havurot across North America. These include maintaining a list of havurot across the country, providing an online forum for discussion of havurah issues (mail-havurah), and publishing the Havurah! newsletter.

The NHC supports tikkun olam by bringing like-minded people together to participate in activities that will renew Jewish values in our Jewish communities and in the larger culture. For more information about the NHC and our projects

and activities, please see our web page at <http://www.havurah.org>.

Havurot are egalitarian, welcoming all Jews and accommodating differences in backgrounds. Havurot can be independent or organized within the framework of a synagogue. In a havurah, a group of friends meets regularly to share Jewish experiences which may range from prayer and study to social action and life-cycle rituals in an informal, welcoming setting. Members of havurot often attend the NHC Summer Institute to share ideas that may invigorate their home communities.

COURSES

At the center of the Institute experience are courses of study that each participant selects from among the offerings described on pages 6-12. Each participant takes one morning and one afternoon class. Courses are small (generally no more than 20 participants in each) and intensive (meeting on four consecutive days for 1 1/2-hour sessions, except for extended format courses,

which meet for 2 1/2 hours).

At the NHC Summer Institute, every learner is also a teacher, and every teacher is also a student. Our artists-in-residence and our teachers are themselves Institute participants. They present material they love in an inclusive havurah style that encourages participation by all. Texts are available in translation; no knowledge of Hebrew is necessary unless specified.

Courses are filled on a first-come, first-served basis: the earlier you register, the more likely it is that you will be enrolled in your first choice of courses.

In mid-July you will be notified of the classes in which you are enrolled and, where appropriate, you will receive reading lists prepared by your instructors.

WORKSHOPS

The Institute includes informal learning on basic Jewish skills, social concerns, and special interests within the havurah community. Workshops are led by Institute participants who wish to share skills and explore issues. To discuss your ideas about a workshop

proposal, please contact the NHC office.

Workshops offered in recent years include:

- Torah Trope and Leyning
- Tallit and Kippah Making
- Song Swap: Zemirot (Shabbat songs) and Niggunim (wordless tunes)
- Jewish Bioethics
- Jewish Meditation
- Sacred Dance
- How to Give a D'var Torah
- Solutions to Repair the World: Tzedakah in Action
- Do the Prophets Still Speak?



CREATING COMMUNITY

More than 300 adults and children attend the NHC Summer Institute. Singles and couples, children, teenagers, and seniors join together to create an inclusive community to celebrate the multiplicity of Jewish experience. While many participants are members of independent havurot in their home communities, others are members of synagogues or are unaffiliated. About one-third of the participants each year are first-time attendees, for whom mentors will be available upon request. The NHC is committed to creating a community that welcomes Jewish women and men of every age, stage, and orientation. Whatever your Jewish education or denominational affiliation, whether you are Sephardi or Ashkenazi, whether you were born Jewish or became Jewish, you will be a valued thread in the Institute tapestry.

We are also committed to providing access to all NHC programs for those at various levels of financial ability. Please see the Scholarship/Work Study section of the registration form for more information.

A DAY AT THE INSTITUTE

Your typical weekday schedule may include:

- Movement, yoga, silent meditation, or traditional Minyan
- Breakfast
- Alternative morning minyan (prayer service) or study session
- Joining the family segments of children's programming
- Morning class
- Morning workshop
- Lunch
- Afternoon class
- Afternoon workshop
- Free time
- Dinner

- Concert, performance or discussion (baby-sitting provided)
- Snacks
- Late-night conversation, singing, Israeli dancing, games...

MINYANIM (PRAYER SERVICES)

Each weekday morning, optional minyanim are offered. On any given morning there is a choice of prayer styles; including traditional egalitarian (before breakfast), havurah-style, family, feminist, four-worlds, meditative, and chanting. A "learner's minyan" enables those who are not yet familiar with the structure of the morning service to learn and pray together. Some services are led mostly in Hebrew; others use a mixture of Hebrew and English. Most have lots of singing. Prayer books provide translation and some transliteration of the Hebrew.

A study session during minyan time may be available for those who would like to use this time for learning together.

Mincha (afternoon) and Ma'ariv (evening) services are also scheduled daily.

CHILDREN'S CAMP

The NHC children's camp is guided by a staff of professional educators many of whom have been returning for years. They create Jewish experiences based on the havurah model — participatory, diverse, and age-appropriate. The program also makes full use of the adult teaching faculty, Artists-in-Residence, and other members of the Institute community. It operates during scheduled program times, offering children the opportunity to create their own havurah community at the Institute.

- Jewish-oriented playtime for babies and toddlers

- Creative, developmentally appropriate Jewish learning for preschool children
- Community-building with fun and Judaic content for children of elementary-school age
- Short, meaningful prayer services each morning
- field trips around campus
- Creative Shabbat service developed and led by the young people
- The Great Outdoors — supervised recreation in a safe environment

The Children's Camp is designed for children from six months to twelve years old who can participate in an all-day creative program. We do our best to accommodate all children. Please contact the office if your child receives special assistance in school during the year, so we can help you plan for your child's needs in the context of the children's community as a whole. Free baby-sitting is available during evening programs.

TEEN PROGRAM

Every year teenagers at the Institute build a teen community. Its purpose is to complement the adult activities and classes in which the teens participate. The community provides a home base and an inclusive and spirited group of friends for all NHC teen participants, some of whom attend with their families. The teen community strives to make the NHC experience even richer both spiritually and socially. Adult advisors, themselves Institute attendees, are available to teenagers for checking-in and troubleshooting. If you have any questions call the NHC office for assistance or to be connected with a current NHC teen.

Teens may work in the Children's Camp or the institute office for a reduction

in attendance fees. See the section on page 14 or call the NHC office for more information.

SPECIAL PROGRAMS

Evening and Shabbat programs bring the community together for friendship, learning, prayer, music, dance and family fun. The week starts with a community gathering and ends with a closing circle. During the week, we have presentations by our Poretsky Artists-in-Residence and their students, an annual auction to raise scholarship funds, an evening of learning, concerts, dancing, and many other special treats.

SHABBAT

The Institute week culminates with Shabbat. The intense experience in Jewish living, the sense of community, the intellectual and spiritual excitement of the classes and workshops, and friendships made during the week come together as we welcome Shabbat with a Kabbalat Shabbat service and festive Friday evening meal. Singing, story-telling, and socializing round out the evening.

Our Shabbat morning schedule includes morning services in various styles, followed by lunch, more singing, and special presentations throughout the afternoon — or you can simply relax and just enjoy the lovely natural setting. Following *Seudah Shlishit* (the third Shabbat meal), we end Shabbat with a joyful Havdalah ceremony.



EVERETT FELLOWS PROGRAM

A generous grant from Edith and Henry Everett underwrites the Everett Fellows Program for young adults who have demonstrated their potential for leadership in the Jewish community and as advocates for Jewish causes. The Everett Fellowships support individuals in their twenties who are willing to immerse themselves in a week of study, discussion, and spiritual reflection. Fellows come from varied walks of life, and may or may not have experienced havurah-style Judaism. Fellows participate in the full Institute program and in activities designed for them. More than 100 Fellows have attended and enlivened the Institute since the program was initiated. Many have returned as participants and teachers.

Everett Fellowships provide full scholarships to first-time Fellows, and half-scholarships to a limited number of returning Fellows. Please call the Institute office for an application form or for more information. The deadline for submitting an application is June 1.

NHC ON LINE

The NHC also sponsors a moderated e-mail list on the Internet called mail-havurah. For late-breaking Institute information, please check our web site at www.havurah.org—and to take part in our on-line discussion, subscribe to mail-havurah. This is an electronic forum for discussing issues related to programs, activities, and concerns of NHC members and interested friends. Mail-havurah is a good source for early information regarding programs at the 2002 Institute. You can get to know some of the people who will be attending. Afterward you can keep in touch by continuing the learning and conversations that started at the Institute.

To subscribe, send e-mail to listproc@shamash.org with a blank subject line, and the message "subscribe mail-havurah" plus your name (your first and last name). To send a message to the list, use the address mail-havurah@shamash.org.

THANK YOU

The Institute 2002 Planning and Course Committee members are grateful to all those whose time and energy make the NHC Summer Institute possible. We always receive more wonderful proposals for courses, workshops, and programs than we can accommodate. The participation and generosity of so many different individuals demonstrates the breadth and vitality of havurah Judaism in North America.



ABOUT THE SITE

Franklin Pierce College is situated amid forests, lakes and mountains in southern New Hampshire. The modern campus, just 90 minutes from Boston and 4 hours from New York City, has two small theaters, large meeting areas, well-lit classrooms and dining rooms with terraces and views.

Mt. Monadnock and the White Mountains overlook a beautiful campus with numerous hiking trails and a lake, with canoeing, sailing, fishing and a swimming beach with lifeguard. Recreational facilities include tennis, soccer, baseball, a fitness center and an indoor sports dome. Housing options include apartments and dormitory suites.



Photo: Courtesy Franklin Pierce College

SPECIAL WORKSHOPS

Elyse Goldstein

WOMEN ARE FROM GENESIS, MEN ARE
FROM LEVITICUS: FEMINIST TORAH
COMMENTARY

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BEYOND "INFORMATION": ADULT
EDUCATION FOR TRANSFORMATION



Elyse Goldstein will lead several special workshops during the Institute. Women are From Genesis, Men are from Leviticus: Feminist Torah Commentary will be a two-session workshop, based on social theories of gender differentiation, in which we will analyze how putting on feminist lenses can alter the old familiar Torah narratives. Session one introduces us to the methodology of feminist Torah commentary, and session two will put the methodology into practice on several Torah portions.

Beyond "Information": Adult Education for Transformation. "Pedagogy" is teaching kids. "Andragogy" is the science and art of teaching adults. Is there a difference? What do we need to know about ourselves as adult learners to help us plan more effective adult education programming in our home communities? This two-session workshop will take the growing new secular field of andragogy and present it in Jewish terms. Session one will introduce participants to the theories of adult education. What are the differences in the ways we learn and teach as adults? Session two will focus on the particulars, the "who, what, why, when, and how" of successful adult education programming. We will look at marketing approaches and recent demographic surveys to determine who is coming to our programs, why, and how to better serve them.

On Shabbat, Elyse will offer a text study: A Shabbat "Dip": Blood, Water, and Meaning. Our ancestors seemed to relate to their physicality differently than we do. This is especially true when it comes to women. How can we moderns make sense of the ancient menstrual taboos of Leviticus? Is blood in the Torah holy, defiling, or a little of both? Through studying the nature of blood and water in several different Torah texts, we will attempt to reconstruct a piece of the original meaning of the Biblical categories of "pure" and "impure."

Elyse Goldstein is the founding Rabbic Director/Rosh Yeshiva of Kolel: The Adult Centre for Liberal Jewish Learning, a full-time pluralistic Jewish Adult education center in Toronto. She has been recognized as a leading thinker in the fields of Jewish feminism and Jewish adult education. She is the author of ReVisions: Seeing Torah through a Feminist Lens, and the editor of the Women's Torah Commentary: New Insights from Women Rabbis on the 54 Torah Portions (Jewish Lights). She is currently working on her third book, a self-guided adult text book on Women and Judaism, to be published by UAHC Press.

Jody Seltzer

CREATING AND NURTURING HAVUROT



This special workshop is for those who care about creating and sustaining havurot in their own communities. One of the primary goals of the NHC is providing resources to strengthen the religious mini-communities know as havurot. These four one-hour sessions will be devoted to creating a havurah *minhag* (a kind of flexible law) you can take back home with you. Using facilitated discussions, experiential techniques, and *hevruta* (partnered) study, we will seek to share organizing strategies, group dynamic issues, and learn from our own experiences as havurah members or creators. Bring your own resources and ideas and plan to leave with more than you brought!

Jody Seltzer is a Jewish Educator from the San Francisco Bay area. She has extensive experience organizing havurot and has actively participated in the summer institute and the NHC West Coast retreat.



A R T I S T S - I N - R E S I D E N C E

Barbara Smolen / M1

IMAGES OF CREATION AND DESTRUCTION:
A COMPANION TO THE
EXPERIENCE OF THE SHOFAR.

In this class we will begin each day with a brief discussion of the Biblical text concerning the six days of creation; then we'll do an artistic exercise exploring these ideas in visual form. Alongside God's creative powers we will consider destructive powers and we will reflect on the awe that both creation and destruction inspire. We will visually and intellectually connect this feeling of awe with the power of the High Holiday shofar experience in a class mural.



We will experiment with a variety of media (charcoal, paint), tools (twigs, brushes), forms (line, tone, gesture, color) and ideas (scale, proportion, composition, translating ideas into two dimensions, positive and negative space). The class will culminate in the creation of a collaborative mural on prepared panels. We will learn the "gridding up" process for scaling a small work to mural size. This class will emphasize experimentation, critique, expansion of your visual vocabulary and learning to think like an artist. No experience necessary. Be prepared to get messy and see things differently!

Barbara Smolen is a painter and muralist with a background in figurative painting, drawing, and color. Her specialty is in the visual expression and communication of ideas. She has painted six large-scale murals in the Philadelphia area. Her subject matter has ranged from The Winding Roses Mural (with 8-foot high roses) to a memorial to 15 victims of murder in Southwest Philadelphia. Two of Barbara's murals were highlighted in "mural minutes" promotional television spots for MURAL and WHY documentaries.



Lloyd Wolf / A2

AYIN TOV, AYIN HARA - SEEING AND
BELIEF: A PHOTOGRAPHY OF MEANING

This class will include a series of activities and workshops designed to deepen one's experience of photography and of seeing that can engage a range of participants from complete novices to accomplished practitioners. We will explore a series of exercises designed to help participants learn to see more fully and to have a better understanding of how both a camera sees (and works) and how we experience sight and memory. Participants will be encouraged to use photography to create personal, family, and community visual histories.



The exercises will include guided imagery, image exploration, and discussions. These sessions will enrich the poetic understanding of each participant, enabling him or her to better integrate ideas and to expand their ability to see and create meaningful images.

Participants with portfolios are encouraged to bring their work to share and show. Those with cameras should bring color print film. We may engage the service of a nearby one hour lab to facilitate timely feedback on the workshop members progress during the week.

Lloyd Wolf has given workshops and lectures in Washington, DC at the Corcoran School of Art, the National Gallery of Art, Institute for Policy Studies, Kellogg Fellows Foundation, Georgetown University, Earlham College, Washington Board of Jewish Education, the Smithsonian Institution, and at colleges and synagogues throughout the country. He has been chosen as one of Washington, DC's "Twelve Top Photographers," was cited by Eastman Kodak as one of the top 15 high school photography teachers in the country, and was the recipient of a National Endowment for the Arts photo-documentary grant. His photographs are in several major museum collections and have won awards around the world. His most recent book, Jewish Mothers: Strength Wisdom Compassion, has garnered praise since its publication.

**Both Artist-in-Residence classes are extended format.
For Lloyd Wolf's class, no cameras or darkroom experience are needed.**

Barbara Smolen / M1

IMAGES OF CREATION AND
DESTRUCTION: A COMPANION TO THE
EXPERIENCE OF THE SHOFAR.

PORETSKY ARTIST-IN-RESIDENCE
(See course description on page 6.)

MORNING CLASSES

Barbara Smolen / M1

IMAGES OF CREATION AND
DESTRUCTION: A COMPANION TO THE
EXPERIENCE OF THE SHOFAR.

PORETSKY ARTIST-IN-RESIDENCE
(See course description on page 6.)

Alison Adler / M3

THE SPLEEN LAUGHS AND THE STOMACH
SLEEPS (BERACHOT 61B): THE WISDOM
OF THE BODY

Jewish texts are full of images and teachings about various body parts. From the head to the liver to the feet, Talmudic texts bring body parts to life. According to midrash, Adam, the first human, is created as a microcosm — each organ reflecting something in the larger universe. Rebbe Nachman of Breslov teaches that there is inherent spiritual power in each organ. Contemplation of the marvels of the body leads us to recognize that we are truly created with Wisdom. Through text study (of select body parts), discussion, and ritual we will explore sometimes silly and often profound insights into the nature of the human body — and of course, add our own.

Alison Adler has led workshops on body image, food, and Judaism for teens, college students, and adults and was the coordinator of a conference on the subject. She holds graduate degrees in Counseling and Jewish Studies, and currently works as an educator at Temple Aliyah in Needham, MA. This will be Alison's seventh Institute.

Contemporary Issues; Gender and Feminism;
Text for Everyone.

Michele Alperin and
Robert Karp / M5

IS AMALEK AN EXCUSE FOR WAR?

This year the United States “went to war,” and we have been forced to ask difficult questions about the origins of the conflict and our role in it. In this class, we will derive from Jewish texts a framework for ethical responses to violent conflict, focusing particularly on the following questions: How do we define “the enemy,” and how do interactions with said enemy differ before, during, and after a war? Under what conditions can a nation decide to go to war? And under what circumstances, if any, is one nation permitted to intervene in other nations’ conflicts? What methods are justified in the pursuit of a war? What individual responses are demanded in response to war? Are there Jewish provisions that support conscientious objection? In the sessions, we plan to have an interplay between the origins and authenticity of uniquely Jewish approaches to conflict resolution and the prevention of violence and the realities of United States history and law. We will prepare ourselves to speak and act with intelligence and compassion in the face of the conflict around us.

Michele Alperin has a Masters in Jewish Education from the Jewish Theological Seminary and has been involved in the havurah movement for years. She served for three years as coordinator of Fabrangen in Washington, DC; has taught at a regional institute; and has attended six National Havurah Institutes. Today she is active in the Havurah Minyan at the Jewish Center in Princeton, NJ.

Robert Karp's contribution to the preparation was derived from his experience as a Jewish conscientious objector who went through the experience of application, acceptance and alternative service during the Viet Nam War.

Text for Everyone; Contemporary Issues.

Moshe Budmor / M7

BECOME YOUR OWN COMPOSER

Shir Hashirim—The Song Of Songs is one of the most expressive love songs ever written. Its richness of sensual images, eloquent descriptions of nature, emotional intensity and uplifting spirituality has inspired composers throughout the ages. In this course each participant will be led, step by step, through musical games and improvisations, to compose music to a poem of their choice from *Shir Hashirim*. We will use the beautiful English version of Marcia Falk. The course is designed to be interesting for people with a great deal of musical background as well as for those with very little musical background. No knowledge of musical notation is required, all that is needed is a musical ear and a sense of adventure. This class will be conducted in the extended two and a half hour format. The participant must be absolutely committed to participate in all four sessions. The class will be limited to 15 participants.

Although this is not required, participants are encouraged to take course A8 about *Shir Hashirim* offered by Marcia Falk. These two courses will enrich each other and will certainly enrich the experience.

Moshe Budmor is a composer and retired professor of music, currently director of LASHIR, the Jewish community chorus of Princeton NJ. One of his specialties is to enable people of different musical backgrounds to create and perform music together.

Multigenerational; Music; Extended Format.

Mitch Chefitz / M9

FROM FEAR OF GOD TO RADICAL
AMAZEMENT

“*Yirat Ha-Shem*” — What does it mean to be God-fearing? Should one be afraid of God? In awe of God? Amazed to one’s very root in the presence of God? We’ll begin with the experience of the High Priest as he entered the Holy of Holies, risking his life on Yom Kippur. Then on to Midrash and Talmud, an exploration of early rabbinic tradition. That should leave us ample time for some stories of the early Hasidic masters before we begin the real work: selections from the writings of Abraham Joshua Heschel. The course is more intimidating than it sounds, but there’s good news for beginners: everything, other than the two words “*Yirat Ha-Shem*,” will be in English.

The only prerequisite is a willingness to take a risk. Radical amazement does not come without substantial exposure.

Mitch Chefitz is the author of two novels The Seventh Telling and The Thirty-third Hour. The third of the trilogy is nearing completion. He has been the rabbi of the Havurah of South Florida for over twenty years.

Text for Everyone; Kabbalah/Spirituality.

Harold Gorvine / M11

DO THE JEWISH STATE AND ZIONISM
HAVE A FUTURE?: THE POST-
ZIONIST/ZIONIST DEBATES.

This course will focus on current debates between Zionists and post-Zionists. Was / is Zionism morally flawed? Are a Jewish state and democratic polity reconcilable? Should Israel repeal its Law of Return that allows any Jew to make aliyah? Should Israel allow all 1948 Palestinian refugees and their descendants to return to Israel? Should Israel become a state for all its citizens even if that

means sacrificing a Jewish majority? Readings will include short selections from such writers as Martin Buber, Boaz Evron, Aharon Megged, Yoram Hazony, Benny Morris, Tom Segev, Moshe Zimmermann, Amnon Rubinstein, and Shabtai Teveth. Methods of instruction will be group discussions and hevruta.

Harold Gorvine was honored in June 2001 by the Alumni Association of Akiba Hebrew Academy (suburban Philadelphia) for 35 years of being an outstanding teacher of history and Jewish studies. This is his fifth NHC Institute.

Text for Everyone; Contemporary Issues.

Reza Green / M13

"IT DON'T MEAN A THING IF IT
AIN'T GOT. . .": UNLOCKING THE
MYSTERIES OF TAAMEI HAMIKRA

Taamei hamikra are much more than cantillation signs that indicate how to chant the Torah; they are interpretative aids that are part of the oral tradition. With some instruction, you can put in the taamim by yourself! In this course, we will use the pedagogical system developed by Mechel Perlman z"l, a biblical scholar from *Kibbutz Yavneh*, to learn how to parse *p'sukim* (verses) on our own, and, in the process, achieve an understanding of textual structure and develop a powerful tool for Torah study.

Reza Green has incorporated her early study of taamei hamikra into subsequent decades of Torah reading and studying. At other times, she practices patent law.

Intermediate text

Prerequisites: Basic working knowledge of biblical Hebrew/sentence structure (texts will be translated as necessary). No cantillation skills or experience required—no music necessary!

Ronnie Levin / M15 MEN, WOMEN, MARRIAGE AND SEX IN THE TALMUD

This is an introduction to the Talmud, using juicy texts. We will look at the various genres and forms of Rabbinic texts: Mishnah, Gemarah, Halachah, Midrash, and even some Braita (Rabbinic teachings). All texts will be in translation.

Ronnie Levin is a long-time member of the Havurah community, with a graduate degree in Bible and tefillah. In real life, she does risk assessment and cost-benefit analysis for the US Environmental Protection Agency.

Larry Magarik / M17

"AS IF YOU WERE THERE": PASSOVER
HAGGADAH AS PARADIGM SHIFT

The Passover Seder is our most popular celebration, yet the traditional Haggadah is a confusing maze. Through hevruta pairs, group study, music and meditation, we will unearth historical changes embedded in the text. We will explore the narrative of Psalm 114 (*B'tzeyt Yisrael*) and sectarian polemics among "The Four Children". Drawing on modern scholarship, we will uncover the original intent of the *Magid* ("Telling") section of the Haggadah, and learn how the Passover story truly is "When do we eat?" No knowledge of Hebrew is required — only a critical mind and imagination.

*Larry Magarik is a cantor at East Midwood Jewish Center, founder of Brooklyn Experimental Tefilah, long-time member of the Brooklyn Study Havurah, and has taught at the Institute and NHC retreats. He is the author of articles on the Haggadah in *Kedem* and *Jewish Bible Quarterly*. He is also a labor and benefits attorney.*

Miriam and Bob Minkoff / M19 SOUL FOOD: THE TAKE HOME MENU

Through teaching and collaborative effort the group will learn to lead Jewish spiritual dances and participate in the creation of new dances to celebrate the sacredness of life. Participants will also learn and practice story telling. Exploring the use of stories for teaching Torah; recognizing the spiritual guidance in our lives and creating family continuity.

Participants will demonstrate their new skills by leading dances and telling stories with the larger Institute community.

Bob Minkoff, Ph.D., is a Professor of Psychology, a therapist in private practice, and a teller of sacred Jewish and therapeutic stories. Miriam Minkoff has lead and created sacred Jewish circle dances for the past 25 years. Currently she directs the Community Schools Create program, bringing multi-cultural rhythms and dance to Buffalo's inner city schools.

Ritual & Prayer; Music.

Mindy Novick / M21

SEEKING MIRIAM'S WELL

Miriam's Well was a source of water which sustained the Hebrews in their desert wanderings by moving wherever Miriam went. The well became revered as a powerful source of wisdom sought by our ancestors hoping to receive the blessing of the prophetess Miriam. In this class we will expand selected Torah and Talmud texts, Midrash, and stories about Miriam's Well using partner study, movement, and drama. Through these interactive and creative learning processes, we will invoke Miriam's presence as a leader of sacred dance and source of spiritual blessing.

Mindy Ruth Novick, Ph.D., is an educator and facilitator with twenty years experience teaching children and adults in schools and spiritual communities. Her teaching utilizes interactive and creative processes to provide integrated learning

experiences which promote growth and insight. Her specialty is facilitating transformation through Torah, which she developed in her graduate work focusing on ancient Hebrew Spiritual traditions.

Text for Everyone, Dance/Movement.

This class is designed to include everyone, including post- Bar/Bat Mitzvah age young people.

Alicia Ostriker / M23

WAR AND PEACE IN BIBLICAL TEXTS

We will be reading (in English) Biblical texts containing powerful images of war and peace, including selected episodes from the *Book of Judges, Ruth, Esther*, and the *Song of Songs*, and discussing their meaning for us today. What do these texts have to tell us about society and social roles and relationships in times of war and peace? What do they tell us about concepts of God in wartime and peacetime? Each day we will try to make connections between these stories and our own lives, and each day will end with an experience of midrash writing.

*Alicia Ostriker is a major American poet and critic. She has published nine volumes of poetry, most recently *The Little Space: Poems Selected and New*, which was a National Book Award finalist in 1998. Her work has appeared in numerous anthologies of Jewish poetry. She is also the author of *The Nakedness of the Fathers: Biblical Visions and Revisions*, a combination of midrash and autobiography. Ostriker is a Professor of English at Rutgers University, and has taught midrash writing in the USA and abroad. She was an Artist in Residence at the 2000 NHC Summer Institute.*

**Art and literature; Contemporary Issues,
Text for Everyone.**

Arielle Parker / M25

A LIFE OF WHOLENESS: EMBODIMENT
IN JEWISH TRADITION

Jewish tradition embraces the embodied

nature of human experience. Our inclinations, emotions, and senses are not only essential dimensions of life, but also are intrinsic to our encounter with holiness and wonder. In this course, we will explore the miracles of our embodiment, as appreciated in traditional liturgy and blessings. Delving into the sensory rituals of our people, we will seek to expand our awareness of their effect upon our consciousness. With what mindfulness were these customs formulated, honored, and encouraged, and how might we bring this sensitivity in new living practices? Using a Buddhist compassion meditation, we will immerse in the Jewish attempt to attend and understand with our heart-mind.

Arielle Parker is a rabbinical student at the Ziegler School of the University of Judaism in Los Angeles. She is most fulfilled by exploring the depth and the flowering potential of Jewish texts and tradition in diverse, passionate community. She has been teaching this way for the past nine years in various Reform and Reconstructionist, Conservative, Havurah, and unlabeled communities.

Kedushah/holiness; Prayer/Ritual; Intermediate text.

Adele Reinhartz / M27
WOMEN IN PUBLIC LIFE IN EARLY JUDAISM

It is often said that strict gender roles dictated the possibilities for men and women in Jewish communal and religious life in the first few centuries of the Common Era. These roles relegated men to public life – government, business, synagogue – and women to private life – the home. There is considerable evidence to suggest, however, that many Jewish women were in fact active in the same public arenas that are often thought to belong exclusively to men. In this course we will meet four such women: Helen, queen of Adiabene; Babatha, a business woman from the

Judean Desert; Beruriah, a teacher and halakhic authority in Palestine; and Rufina, head of the synagogue in Smyrna. We will bring these women to life by looking at a variety of sources, including papyri, inscriptions, the writings of the first-century historian Flavius Josephus, and rabbinic texts. The texts will be provided in English translation, but will also be made available in the original languages for those who are interested.

Adele Reinhartz is professor of Biblical Studies in the Department of Religious Studies at McMaster University, Hamilton, Ontario, and a long-time Institute teacher and learner. She has published extensively in the areas of feminist biblical criticism, biblical narrative, early Christianity, and Bible and film.

Text for Everyone

Joe Rosenstein / M29

“PRAYER: WHY, WHAT, . . . AND TO WHOM?”

Prayer is an important component of Jewish spirituality, but many of us experience obstacles to meaningful prayer. We respond to many phrases in the traditional prayer book with re-interpretation, ambivalence, or even rejection. In times of distress, when God seems absent, prayer sometimes becomes more difficult, and we can, as a result, lose our connection with an important source of hope and healing. We will explore, through study, discussion, and meditation, the meanings of key passages in the siddur, and discuss how prayer can help us connect, or reconnect, with God. Participants will have opportunities to present and explore their views about God (“whom”), prayer (“what”), and spirituality (“why”) in an open and non-threatening setting.

Joseph G. Rosenstein has taught courses related to prayer and meditation at many NHC summer institutes and regional retreats. He is a founder and former chair of the NHC and the Institute, and a mem-

ber of the Highland Park Minyan. He teaches mathematics at Rutgers University and directs a number of institutes for K-12 teachers.

Kedushah/Holiness; Prayer/Ritual.

Barry Walfish / M31

DOING JEWISH THE KARAITES WAY

What would Judaism look like without the Talmud? For some thirteen centuries, the Karaite sect of Judaism has been and still is living a Jewish life without recourse to the Oral Law, which it rejects. How did this sect come into being? How does it observe the Sabbath and holidays? What are the other major differences between it and Rabbinic Judaism? We will compare

Karaite and Rabbinic texts on these issues and consider the reasons why Rabbinic Judaism was able to overcome the challenge posed by the Karaites and see its understanding of Judaism prevail.

Barry Walfish is the Judaica Specialist at the University of Toronto Library. He holds a Ph.D. in Jewish Studies, has published books and articles on Medieval Biblical interpretation and on Karaism. He is presently completing a comprehensive bibliography of the Karaites. He is also one of the editors of Siddur Chaveirim Kol Yisrael.

Intermediate Text. The course will involve text study. Texts will be available in English and Hebrew.

AFTERNOON CLASSES

LLOYD WOLF / A2

AYIN TOV, AYIN HARA - SEEING AND BELIEF: A PHOTOGRAPHY OF MEANING

PORETSKY ARTIST-IN-RESIDENCE
(See course description on page 6.)

Rena Blumenthal / A4

ISHMAEL IN JEWISH AND MUSLIM RABBINIC TRADITIONS

This course will look closely at the figure of Ishmael in the Bible, Koran, and later Jewish and Muslim sources. We will look at the evolution of the character in both traditions, and explore the political and theological motivations behind these stories. We will close with an exploration of the ways in which the prejudices and assumptions underlying the Ishmael

mythology contribute to the ongoing Middle East conflict.

Rena Blumenthal is a student at the Reconstructionist Rabbinical College and Student Rabbi at Congregation Sons of Israel in Chambersburg, Pennsylvania. She worked as a psychologist for fifteen years, in New York City and Israel, before beginning rabbinical school.

Text for Everyone. Knowledge of Hebrew is helpful, but not required.

Marsha B. Cohen / A6

AMBIVALENCE TOWARD THE LAND OF ISRAEL IN TEXT AND TRADITION

Since ancient times, most Jews felt a strong attachment to the Land of Israel. The nature and extent of that attachment has varied, however, and for more than 2500 years more Jews have lived outside Eretz Yisrael than in it. Avraham, the first *oleh* (new immigrant), was also the first *yored* (one who leaves the land). This course will examine texts from the *TaNakh*, Talmud,

siddur, medieval commentaries, poetry, travel diaries, and the writings of 19th and 20th century Jewish thinkers, including the post-Zionism debate in contemporary Israel, which express the complex and often ambivalent relationship between Jews and Israel.

Marsha B. Cohen teaches in the Dept. of International Relations at Florida International University. She is also a course instructor for the Florence Melton Adult Mini-School, and for Havurah of South Florida, where she served as Assistant Director for five years prior to returning to academia. She has taught at six previous NHC institutes.

Contemporary Issues; Text for Everyone

Marcia Falk / A8

THE SONG OF SONGS: LOVE LYRICS FROM THE BIBLE

This course is an introduction to *Shir HaShirim* (the Song of Songs) the book that everyone loves to love and that few have actually read in depth. The only collection of love poems in the Bible and the only biblical text in which women's voices are heard equally with men's, the Song is unique not just for its unusual thematic content, striking imagery, musically lyric style, and poetic structure, but for the challenge it poses to traditional patriarchal ideas about romantic love. Looking at the Hebrew text alongside an English translation, we will read and discuss selected passages. The aims of the course are: 1) to provide Hebrew readers as well as those who do not read Hebrew with an entrance into the lyric intensity and rich language of the Song; 2) to demonstrate a method of close reading that can be applied to other biblical texts and to poetic texts in general; 3) to explore ways in which this ancient book may be a spiritual, ethical, and even socio-political resource in our time.

Students should bring to class either a TaNakh or a copy of the *Song of Songs*, in both Hebrew and English.

Although not required, participants are also encouraged to take course M7 with Moshe Budmore on composing music to the *Song of Songs*. These two courses will enrich each other.

Marcia Falk is the author of The Song of Songs: A New Translation and Interpretation, The Book of Blessings, and other books of poetry and translation. She taught literature and creative writing at the university level for 25 years, and now lectures and teaches independently.

Arts and Literature; Gender and Feminism; Text for Everyone. A reading knowledge of Hebrew will be helpful but is not required.

Richard Friedman / A10

MIDRASHIM ON CREATION

Midrashim are stories, speculations, observations, and arguments by the Rabbis, which expound, expand, apply, or supplement something in the text of the Bible. We will study sections in Midrash Rabba about the creation story in Genesis. These midrashim raise basic issues of Jewish values and philosophy. The class will be an opportunity for close study of a text, but it will be appropriate for total novices as well as for those who have studied midrash before. We will use a bilingual text, but some knowledge of Biblical Hebrew will be invaluable, even if not necessary.

Richard Friedman has taught text classes and led workshops on Shabbat zmirot (songs) at several Institutes. He also teaches text classes at his shul, and has taught them at the Jewish Study Center in Washington. He is a lawyer with the federal government.

Text for Everyone. Previous exposure to classic Jewish texts will be helpful.

Mark Frydenberg / A12

CREATION, REVELATION, REDEMPTION

Creation/Revelation/Redemption is a model for Jewish prayer that extends beyond the

themes of the blessings surrounding the Sh'ma in the morning and evening services. These themes recall the accomplishments during the first six days, the giving of the Torah, and the promise of perfecting the world. This course will examine new and traditional liturgies that follow the Creation/Revelation/Redemption framework, as well provide room for variations within that structure. Can we create a model for a havurah prayer experience which is not based on Creation/Revelation/Redemption, and if so, can that experience still be called "Jewish"?

Mark Frydenberg is a founding member of the Progressive Chavurah of Boston, and the editor-in-chief of Siddur Chaverim Kol Yisrael, a new prayer book for Shabbat and Festival evenings. When he's not "doing Jewish", he teaches about computers and programming at Bentley College.

Prayer/Ritual; Text for Everyone. Familiarity with the prayer service and reading Hebrew would be helpful. All Hebrew texts will be provided with translation.

Daniel A. Harris / A14

COMING HERE: THE POETRY OF JEWISH IMMIGRATION, 1830–PRESENT

Anglophone Jewish poetry represents the longest tradition of (semi-)voluntary immigrant poetry by a minority group in the United States and Britain, to which four groups of Jewish immigrants have come from continental Europe since the 1600s. Our poets, facing issues of assimilation and tradition, have mastered the English language and devised new poetic forms and imagery to represent the emotional life of Jewry in the English-speaking diaspora. They have written with vivid, cunning intensity to make a place for their collective presence in their Christian host nations. We focus on poems of the intra-generational immigrant family, Jews in institutional spaces (churches, universities),

the burden of European consciousness, issues of gender, and Jewish families surviving the Shoah—as well as on language and imagery which always reach back to our foundational Hebrew texts.

Jewish-American poets include: Penina Moise, Rebekah Hyneman, Emma Lazarus, Charles Reznikoff, Delmore Schwartz, Howard Nemerov, Harvey Shapiro, Karl Shapiro, William Pillin, Stewart Florsheim, Maxine Kumin, Adrienne Rich, Lisa Ress. Anglo-Jewish poets include: Grace Aguilar, Celia and Marion Moss, Israel Zangwill, Isaac Rosenberg, Emanuel Litvinoff, Abraham Moses Klein, Karen Gershon, Arthur C. Jacobs.

Daniel A. Harris (Ph.D., Yale University 1968), the founder of JEWISH VOICES: 200 Years of Poetry in English (his interactive teaching program for Jewish communities), has given over 140 presentations, short courses, and scholar-in-residencies in the Northeast and Mid-Atlantic regions to adults and teens alike. He teaches at the Bildner Center for the Study of Jewish Life at Rutgers University, New Brunswick, NJ, where he has been Professor of English since 1983. Having written three books on Victorian and modern poetry, he is now working on a book about 19th century Jewish poetry written in English.

Arts and Literature; Text for Everyone.

Sherry Israel / A16

AMERICAN JEWISH IDENTITY: WHO, WHERE, HOW?

Local and national demographic studies of the American Jewish community tell fascinating stories about such questions as Who is a Jew? Where do we live? Whom do we marry? How do we 'do' Jewish? Taking the study process and the data from the just-released National Jewish Population Survey (NJPS 2000-01) as our texts, the course will explore the new American Jewish narrative. What do we know about Jewish identity and Jewish lives today, how do we know it, and

what are its meanings and implications for our personal Jewish lives and our ways of organizing Jewish communities?

Sherry Israel is an Associate Professor, Hornstein Program in Jewish Communal Service, Brandeis University. She is a founding and still-active member of the Newton Center Minyan. She was Research Director for Boston's Jewish Population Surveys in 1985 and 1995 and is a member of the National Technical Advisory Committee for the year 2000 National Jewish Population Survey.

Shoshana Marchand / A18

JEWISH JUICE — WRITING STORIES OUT OF THIN AIR

This class, for the most experienced and the least experienced writers alike, will offer spiritual, comic and folkloric reasons to write. We'll study some choice bits of great Jewish writing, maybe S.J. Perelman, maybe old Jewish texts about the occult, maybe contemporary short story writers. We'll spend most of our time doing in-class writing games and exercises. We'll write about our families, re-imagine history and maybe even write some good Jewish science fiction. We'll schedule time in the workshop periods or in the evening to read our work to interested friends, and we'll leave with a handout of exercises to keep us writing long after the institute ends. Come hang out your dirty laundry to expose it to the curative powers of sunlight, write folklore for the future, or just scribble privately. Writers' block won't exist in this classroom community.

Shoshana Marchand has taught writing and theater at San Francisco State University, New College of California, at a maximum security prison, and, as an artist in residence, to countless kids, teenagers and senior citizens. She's also taught in the Institute Children's Program for several years. Shoshana has had three plays produced off Broadway and is a frequent contributor to magazines and sites varying

from Scientific American Explorations to Salon.Com. She currently writes for the Yiddish Book Center, among others.

Contemporary Issues; Family Course; Multigenerational; Text for Everyone.

Solomon Mowshowitz / A20

ALMOST JEWISH

What are the borders of Jewish authenticity? At various times in our history the Sadducees, Samaritans, Karaites, Shabbateans, Frankists, Modern Orthodox and others (as well as Judaizing sects of other religions) have been judged inauthentic and defined outside normative Judaism. How close were we to accepting them? What were the "heresies" (if any) that could not be assimilated? What impact did the rejected movements have, finally, on "mainstream" Judaism? Last, we will discuss who we reject and by whom we are rejected.

Mosh, a founding member of the Kotli Kanai Chevrá Shas (Talmud study group), is happy to be the immediate past chair of the National Havurah Committee.

Jewish History.

Dawn Rose / A22

SCENES FROM A MARRIAGE: THE REBELLIOUS WIFE IN JEWISH LAW AND LORE

Under strict Jewish Law, women who refuse to have sex with their husbands may be fined to the full extent of the loss of their *ketubah*, and then divorced. Did women do this? And if so, why? Were they trying to gain their freedom, or merely punish their husbands? Did their reasons matter? Could they have gone alternate routes to divorce without losing so much financially? Was rebellion ever a response to abuse? What were the attitudes of the rabbis? Through examination of the available documents including Talmud, geniza evidence, and codes, we will reconstruct as much as possi-

ble circumstances, processes and outcomes.

Dawn Rose holds a Ph.D. in Jewish Philosophy from the Jewish Theological Seminary and served as Director of the Center for Jewish Ethics and Assistant Professor at the Reconstructionist Rabbinical College for five years. Currently she is Rabbi of the Temple for Universal Judaism in New York, a community specializing in outreach to marginalized populations such as interfaith families and gays and lesbians.

Gender and Feminism; Text for Everyone, Contemporary Issues. This class will use texts that are available in Hebrew and English. No background is required.

Regina Sandler-Phillips / A24

"FOR THESE ARE WAYS OF PEACE": LIVING BEYOND GROUND ZERO

The most effective and healing responses to the tragedies of September 11th have reflected the spiritual wisdom of very ancient sources. We will trace the principle of *darkhei shalom* (ways of peace) from its origins in early rabbinic literature, where it provided guidance for addressing issues of vital concern among Jews as well as between Jews and non-Jews. We will then consider the practical implications of *darkhei shalom* for our communities today, as we seek once again to bring people of diverse backgrounds together over matters of life and death.

Rabbi Regina Sandler-Phillips, CSW, MPH, is creator and proprietor of Darkhei Shalom/WAYS OF PEACE Consulting and Educational Services, and tithes at least 10% of her income to tzedakah/righteous giving. She has been intensively involved in the NYC disaster relief efforts since September 11th, providing spiritual care service and leadership in various capacities. An experienced group facilitator and "singer provocateur," Regina has taught Jewish values, texts, music and dance in numerous synagogue, school and community settings in the U.S. and Israel.

Kedusha/Holiness, Intermediate Text; Contemporary Issues.

Ron Schnur / A26

PAINTINGS AS MIDRASH: UNDERSTANDING THE BIBLE THROUGH THE EUROPEAN ART TRADITION

Traditional Jewish narratives have been extensively visualized throughout the history of European art, even though Jewish interpretation has always favored the textual rather than the visual. In this course, we will attempt to use pictorial representations as an entry point to understanding selected episodes from Torah, Writings and Prophets. Concentrating on the stories of Abraham and Sarah, Joseph, Moses, David, Samson and Delilah, we will see what new insights will be brought to us by examining these stories through an artist's eye. We will use discussion and small-group exercises to explore meaning through character, pose and composition, and we will even make some art of our own.

Ron Schnur is a member of the Princeton NJ havurah and a former co-chair of the NHC Summer Institute. He was a museum guide at the Philadelphia Museum of Art for many years and has presented study workshops on art and Jewish text to local havurot. His special interest is in visual representations of traditional narratives.

Arts and Literature. Familiarity with major events in the stories of Abraham and Sarah, Joseph, Moses, David, Samson and Delilah.



Joseph Sievers / A28

READING THE BIBLE WITH FLAVIUS JOSEPHUS

The historian Yosef bar Mattityahu, also known as Flavius Josephus, devoted the first half of his major work, *The Antiquities*, to narrating Biblical history, beginning from the creation of the world. He was addressing an audience of Jews and non-Jews in first-century Rome and tried to adapt his account to their needs. This course will discuss several particularly significant passages and themes, such as Josephus' rendering of the *Aqedah* (Sacrifice of Isaac), his attitude toward halakhah, and toward the role of prophets and prophecy. We will try to see what these texts teach us about first-century Judaism and, perhaps, for the twenty-first century.

Joseph Sievers, a participant in five previous Summer Institutes and a member of a Catholic community, finds that he shares many values and concerns of members of the havurah movement. He teaches history of the Second Temple period at the Pontifical Biblical Institute in Rome.

Arts and Literature; Text for Everyone. There are no specific prerequisites (a basic knowledge of the Bible will obviously be helpful). All texts will be read in English translation, some in hevruta.

Rivkah Walton / A30

THE SNAKE WAS RIGHT YOU SHALL BE AS GODS

We are taught that in the World to Come, as in Eden, Time will pass away into an eternal Shabbat. But in this world, Time holds dominion and all beings eventually die. Our human psycho-spiritual journey is from denial to overcoming (and eventually to accepting) our own inevitable non-being. We seek to prevail over death by creating new "things"—ideas, gardens, buildings, relationships, books, recipes,

institutions—and, often, by literally or figuratively shaping children. This course will explore the intersection of the sacred, our creativity/generativity, and our search for immortality. We will study traditional and psychological texts, and examine the role of creativity and generativity in our lives. Through a series of exercises, we will stimulate and train our individual creativity, and explore overcoming our fears through practices such as prayer, journaling and meditation.

Rivkah M. Walton is a visual artist, the founding director of the Institute for Contemporary Midrash, and a senior Bibliodrama presenter and trainer. A dynamic interdisciplinary teacher, she presents her Living Midrash programs in community settings across the country.

Arts & Literature, Kedushah/Holiness, extended format.

Chava Weissler / A32

WHAT ARE THE "FOUR WORLDS"?

Many of us see Kabbalah, the Jewish mystical tradition, as an important resource for Jewish spirituality today. Yet classic kabbalistic texts and concepts are often difficult and alien, undergoing considerable transformation as we adapt them for our own use. This course will examine the concept of "The Four Worlds" (emanation, creation, formation, and making) as a case study in the adaptation of classical kabbalah. At the Havurah Institute we often speak of the "Four Worlds" as a style of davening, while in classical kabbalah, the four worlds are primarily a teaching about the structure of the cosmos. We will read some classical kabbalistic texts in translation (the Zoharic corpus, Shaar ha-kavvanot) and the works of such contemporary thinkers as Zalman Schachter-Shalomi, Marcia Prager, and Mitch Chefitz.

Chava Weissler is Professor of Jewish Civilization at Lehigh University, where she

Volunteering

Havurah Judaism finds its truest expression when we cooperate to build communities based on liberal Jewish values. Volunteers who give their time, energy and talents make a world of difference, both before and during the Summer Institute. Since it takes a full year to organize the Institute, consider volunteering before the Institute if you live in or near Philadelphia. This "help wanted" list describes a few of the ways you can be involved in creating the Institute Community.

Workshops: Leading a workshop is an excellent way to make a connection with the community by offering your own talent as an artist, scholar, or spiritual guide. It is an NHC tradition that we all have something to teach. Include your workshop proposal with your registration form. Workshops generally run approximately one hour and may be one or two sessions.

Office support in Philadelphia, before the Institute: Help with mailings, data entry, answering questions, and occasional special projects.

Registration and reception: Greet Institute attendees. Help connect people with others who can

answer their questions. Collect key deposits and Institute fees, distribute schedule materials. Helpers are needed on the first day of the Institute, and to greet Shabbat arrivals on Friday. Checkout helpers refund key deposits, collect evaluations, and wish our friends safe and happy travel on Sunday. (2-hour shifts)

Office support throughout the week at the Institute

Fund-raising: Coordinate or help with the auction, shuk (marketplace) or sales table.

Shabbat preparation: Help construct an eruv (boundary), prepare davening (prayer service) spaces, set tables with

candles, wine, and challah, and make the Institute spaces ready to welcome Shabbat.

Small Group Facilitator: Lead discussions with first-time and long-time Institute participants (may include text study or discussions of Institute themes). Lead or facilitate affinity/special interest groups (usually one-time meetings).

Transportation: Pick up or drop off Institute participants at airport, bus or train stations.

Outreach: Give others a taste of the Summer Institute. We are looking for past Institute attendees to teach mini-courses or workshops at communities around the country.

teaches courses on Jewish Folklore, Women in Jewish History, Jewish Mysticism, and the American Spiritual Marketplace. In 1998, she published a study of the Yiddish prayers of Eastern European Jewish women, Voices of the Matriarchs (Boston: Beacon Press). Chava has been involved in the havurah movement since 1971, and is a member of Minyan Masorati in Philadelphia. Prayer/Ritual; Text for Everyone.



REGISTRATION FORM

Who Will Be Attending?

PLEASE REGISTER EARLY. Registrations are due by July 1 and will be accepted in postmark order. Your registration implies that you have read and agree to the financial terms stated in this brochure. If you live in any other country (except Canada), please obtain payment through a United States financial institution in US dollars.

Mail this form with your credit card information or check payable to "National Havurah Committee" to National Havurah Committee, 7135 Germantown Avenue, Philadelphia, PA 19119-1842.

Questions? Call (215) 248-1335 or e-mail Institute@Havurah.org

PLEASE PRINT CLEARLY.

Adult #1

Name _____
 Age _____ Gender M/F _____ Occupation _____
 Day Phone _____ Eve Phone _____
 E-mail _____
 Address _____
 City _____ State _____ Zip/Postal Code _____

Adult #2

Name _____
 Age _____ Gender M/F _____ Occupation _____
 Day Phone _____ Eve Phone _____
 E-mail _____
 Address _____
 City _____ State _____ Zip/Postal Code _____

Children / Teens Attending Institute

#1 Name	Age in August	Grade entering in fall	Gender M/F
_____	_____	_____	_____
#2 Name	Age in August	Grade entering in fall	Gender M/F
_____	_____	_____	_____
#3 Name	Age in August	Grade entering in fall	Gender M/F
_____	_____	_____	_____
#4 Name	Age in August	Grade entering in fall	Gender M/F
_____	_____	_____	_____

PROPOSE A WORKSHOP All Institute participants are invited to offer workshops on subjects of their expertise for 1 or more one-hour sessions. If you would like to lead a workshop, please indicate the subject here and enclose a description and biography similar to the course descriptions in this brochure. _____

Class Preferences

List three class choices per session, in order of preference. List each course by its number (e.g. M3, A2). Classes are filled in order of postmark; you are assigned to your highest preference course that is open. If there are additional adults or teens taking courses, please enclose an additional sheet with their choices.

Adult #1 Class Preference

MORNING CLASS	AFTERNOON CLASS
1st choice _____	1st choice _____
2nd choice _____	2nd choice _____
3rd choice _____	3rd choice _____

Adult #2 Class Preference

MORNING CLASS	AFTERNOON CLASS
1st choice _____	1st choice _____
2nd choice _____	2nd choice _____
3rd choice _____	3rd choice _____

How did you hear about the 2002 Summer Institute? _____
 Would you like a mentor who has attended previous Institutes? Yes No
 Do you or your children have a roommate or suitemate request? _____
 Do you use electricity on Shabbat? Yes No Yes, but willing to accommodate room/suitemates.
 Does your health require any special food, housing or other arrangements? (If yes, please be as detailed as possible) Yes No

Volunteering

All adult and teen participants are asked to volunteer a few hours during the Institute. Please initial where each family member would like to serve.

- Registration
- Check-out
- Fund-raising
- Errands
- Medical/first Aid
- Sales table
- Shabbat preparation
- Small group facilitator
- Mentor to first-time Institute participant
- Clean-up crew
- Transportation
- Anywhere needed

YEAR ROUND:

- Outreach
- Office Support

Davenning

If you have liturgical skills, please indicate what services you could help lead, and the style that you use (e.g. havurah, traditional-egalitarian, feminist, hasidic, four-worlds, meditation, movement, etc.)

Are you a member of a havurah? yes no
 If yes, please provide:
 Name of Havurah _____
 Address of Havurah _____
 e-mail or URL _____

Please fill out both sides of this form completely and return it with your payment to National Havurah Committee, 7135 Germantown Avenue Philadelphia, PA 19119

F E E S C H E D U L E

Please note: Adults and teens are charged the same rate for room and board (facilities); a reduction has been made in tuition for teens, full-time students, and persons with limited income. Work-study and Everett Fellows fees include room, board and tuition.

NHC membership is required of all participants.

	FACILITIES + TUITION = FEE	X	How Many	Amount Due
RESIDENTS				
Adults	(\$400 + \$350) = \$750	X	_____	\$ _____
Teens (ages 13 and up) and Full-Time Students	(\$400 + \$175) = \$575	X	_____	\$ _____
Children (6 months to 12 years)				
1st Child	(\$150 + \$150) = \$300	X	_____	\$ _____
2nd Child	(\$100 + \$135) = \$235	X	_____	\$ _____
Additional children (per child)	(\$ 75 + \$45) = \$120	X	_____	\$ _____
Single room supplement (additional)	\$125	X	_____	\$ _____
Private apartment (additional per apartment)	\$225	\$		_____
COMMUTERS Full program and meals, including Shabbat				
Adults	(\$300 + \$350) = \$650	X	_____	\$ _____
Teens and Full-Time Students	(\$300 + \$175) = \$475	X	_____	\$ _____
LIMITED INCOME				
Limited income resident	(\$400 + \$175) = \$575	X	_____	\$ _____
Limited income commuter	(\$300 + \$175) = \$475	X	_____	\$ _____
(If further assistance is required, please apply for scholarship assistance. See box for details)				
SHABBAT ONLY (Friday-Sunday) Room, meals, Friday dinner through Sunday breakfast.				
Adult/teen (age 13 and up)	\$250	X	_____	\$ _____
Child (6mo to 12 years)	\$100	X	_____	\$ _____
NHC MEMBERSHIP DUES (\$36 per adult \$72 per household required) *				
SUBTOTAL FEES ABOVE				\$ _____
Optional 5% emergency cancellation insurance (Multiply subtotal by .05)				\$ _____
Late fee \$25 per registration form (if postmarked after July 1)				\$ _____
Additional scholarship fund contribution *				\$ _____
Scholarship/workstudy requested (indicate amount requested here and enclose materials indicated in the shaded box page; postmarked by June 30.)				\$ _____
TOTAL DUE				\$ _____
AMOUNT ENCLOSED (minimum \$100 per person, plus membership fees)				\$ _____

BALANCEDUE BY JULY 1

Applying for Everett Fellowship (Please see page 4 regarding application for this program.)

*Tax deductible

PAYMENT INFORMATION

Check payable to "National Havurah Committee"

Please charge my credit card: Visa Mastercard

Credit card # _____ Expiration date _____

Name (as it appears on card) _____

Scholarships and Work-Study

The NHC provides a limited number of scholarships to those who need financial assistance in order to attend the Institute. Grants range from \$100 to \$250 off the full adult tuition. If you are a full-time student or are registering for the limited-income fee, and require additional assistance, you may apply for additional scholarship of up to \$100. Scholarships are awarded on a first-come, first-served basis.

- A limited number of Work-Study positions are available. In exchange for a week long commitment to work mornings or afternoons, participants can attend the Institute for \$400 plus NHC membership and participate fully in the rest of the program. Most work study positions are in one of three areas: the Institute

office, the children's program or kashrut supervision. If you live in the Philadelphia area, you can complete work-study commitments before the Institute by working in the NHC office. If you have questions about work-study positions, please contact the NHC Office.

- Individuals in their 20's, please refer to the information about the Everett Fellows program on page 4.
- To apply for a scholarship or work-study position, please include a resume and two work-related references.
- All requests are confidential and must be postmarked by June 30, 2002.

Please fill out both sides of this form completely and return it with your payment to National Havurah Committee, 7135 Germantown Avenue Philadelphia, PA 19119

P L E A S E N O T E

Housing

Two housing options are available on the Franklin Pierce campus: suites and apartments. They are close to one another, and within minutes of the dining and classroom facilities by an easy stroll. Washers and dryers are available in each building. Some apartments and all suites are handicapped-accessible.

Suites are located in an air-conditioned building. Each suite has six bedrooms with two beds per room; one bathroom containing three showers, sinks and stalls; and a living room and a kitchenette with a refrigerator and microwave oven. Suites work well for families and other small groups that would like to be housed together.

A limited number of single-occupancy rooms are available on a first-come, first-served basis. Space permitting, single-sex suites will be made available. Separate bathrooms for men and women will be arranged in mixed-sex suites.

Apartments have two bedrooms, each with two beds, one and a half bathrooms, an open kitchen with a refrigerator and stove, a dining area, and a living room. These accommodations are ideal for couples, for families that would like to have their own units, or for small groups of friends who would like to be housed together. The apartments do not have air conditioning; however, the temperature in Rindge, NH, typically ranges between 60 and 75 degrees in mid August.

Meals

The NHC and Franklin Pierce College have selected a vegetarian menu with a wide variety of options. All food will be either dairy or pareve. Each meal will have vegan options. Kashrut is observed under the supervision of a mashgiach who also participates in the Institute.

If you require a special diet or have food allergies or sensitivities, please indicate this on the registration form and provide a detailed explanation of your needs by July 1st. Call the NHC office for more information.

Commuters

Anyone who lives near the campus can participate in the entire program at reduced cost by registering as a commuter. Commuter registration includes all meals and full participation in the program. Commuters who wish to stay at Franklin Pierce College for Shabbat should contact the NHC office.

Shabbat Guests

Shabbat at the Institute is open to full-time participants, their immediate relatives and significant others, and any member of the National Havurah Committee. Places for Shabbat guests must be reserved by July 1st.

Transportation

Franklin Pierce College is located off Route 119 in Rindge, NH, just north of the Massachusetts border. Approximate driving time is 4.5 hours from New York City; 90 minutes from Boston; and 25 minutes

from Keene, NH. There are airports in Manchester, NH, Keene, NH, and Boston, MA. Information about shuttle arrangements will be sent after registration.

Communications

NHC Office:
7135 Germantown Avenue, second floor
Philadelphia, PA 19119
Phone: 215-248-1335
Fax: 215-248-9760
E-mail: Institute@Havurah.org

Fees and deposits

Fees for both residents and commuters are found on the registration form. NHC memberships for the year 2002 (\$36 individual, \$72 family), if not already paid, and a deposit of \$100 per person (including teens and children) must accompany each registration. A \$25 late fee will be charged for each registration post-marked after July 1.

All payments must be received by July 1. Payments may be made by check, Visa or MasterCard.

NHC Connections

An incentive discount of 10% is offered to first-time attendees who belong to a havurah that has a group membership with the National Havurah Committee. The Summer Institute provides opportunities for havurah members to network, problem-solve, and build fellowship with other havurah members. Please contact the NHC office for more information on group memberships for havurot.

Cancellations

If you must cancel any part of your reservation, please call the Institute office immediately.

If you cancel...	You will forfeit
Before July 1:	\$50 handling fee per person
July 1-16:	Nonrefundable deposit (\$100 per person)
July 17 and later:	Full fees, unless you have purchased emergency cancellation coverage (see below)

NHC offers insurance against unforeseen personal events that cause last-minute cancellations. With this coverage, your full registration fee will be credited to a future NHC Institute or regional retreat. The benefit remains in effect for 18 months after the Institute, and can be used for the New England, Can-Am, and West Coasts Retreats or Institute 2003 on the registration form. To choose this protection, add 5% of the registration fee on the line provided for Insurance on the registration form.



National Havurah Committee
7135 Germantown Avenue
Philadelphia, PA 19119-1842

Institute Phone (215) 248-1335
Institute Fax (215) 248-9760
e-mail: Institute@havurah.org
www.havurah.org

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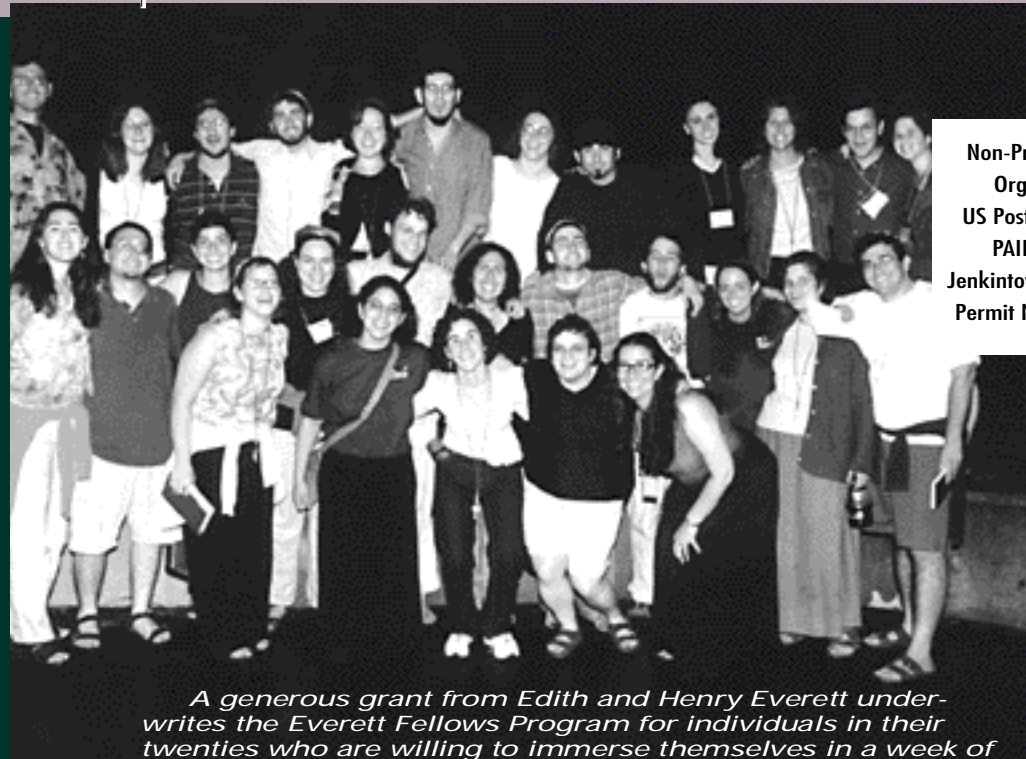
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A generous grant from Edith and Henry Everett underwrites the Everett Fellows Program for individuals in their twenties who are willing to immerse themselves in a week of study, discussion, and spiritual reflection. Fellows participate in the full Institute program and in activities designed for them.

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