

Esa Einai El He'harim

I will lift my eyes to the mountains

Join the National Havurah Committee at its 22nd annual Summer Institute for a week of spiritual renewal. Expand your Jewish learning in classes, workshops and informal study. Experience art and dance in a Jewish context. Join in creative and traditional egalitarian worship. Make new friends and renew old friendships. Eat fresh and healthful kosher vegetarian communal meals. Enjoy music, recreation, and conversation in a picturesque setting.

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* (repairing the world). *Havurah* is the Hebrew word for fellowship. In a havurah, a group of Jews meets regularly to share Jewish experiences. Havurot are egalitarian, welcoming all Jews and accommodating differences in backgrounds, learning, and observance. Havurot can be independent or organized within the framework of a synagogue. Typical activities include study, participatory prayer services, social action, and life-cycle rituals. For example, an independent havurah may study Jewish texts in the homes of its members every week, or a havurah within a congregation may organize participatory prayer services and develop life-cycle rituals.

We hold egalitarianism as a fundamental principle for renewing Jewish values in our Jewish communities and in the larger culture.

The National Havurah Committee organizes the annual Summer Institute and holds regional weekend retreats in New England, Canada, and California. The NHC provides resources to individuals, havurot, and the Jewish community at large, including the newsletter *Havurah!* and the Internet discussion forum Mail-Havurah.

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 and Haftarah Chanting
- African-American and Jewish Relations
- Tallit and Kippah Making
- Song Swap: *Zemirot* (Shabbat songs) and *Niggunim* (wordless tunes)
- Jewish Bioethics
- Tools for Building your Havurah
- Feminist Midrash
- Kashrut and Anthropology
- Jewish Meditation
- Features and Quirks of the Jewish Calendar
- Sacred Dance
- How to Give a D'var Torah

CREATING COMMUNITY

Approximately 250 adults and 70 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 or silent meditation
- Breakfast
- Traditional or alternative morning *minyan* (prayer service) or study sessions

- 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; some examples are 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 PROGRAM

The NHC children's program is guided by a staff of educators who create Jewish experiences on the havurah model — participatory, diverse, and age-appropriate. The program also makes full use of the adult teaching acuity, 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 Program 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 trouble-shooting. 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 Program or the Institute office for a reduction in attendance fee. See the section on work-study 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 Poretzky Artists-in-Residence and their students, an annual auction to raise scholarship funds, an evening of learning, concerts, a gala dance fest, Klezmer and other music, 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 courses 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 to attend and to teach.

Everett Fellowships provide full scholarships to first-time Fellows, and half-scholarships for a limited number of returning Fellows. Please call the Institute Office for an application form or for more information.

NHC ON LINE

The NHC sponsors a moderated e-mail list on the Internet called 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 2000 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 2000 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 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, a computer lab, 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

Prayer and Poetry with Marcia Falk

Marcia Falk, poet, translator, and Judaic scholar, will share her insights in a variety of programs during the Institute. She will offer a special workshop on the relationship between liturgy and poetry and on ways to lead services using poetic texts (including some suggestions for—and practice in—reading poetry aloud). Her workshop will be guided by the question, “What constitutes a prayerful moment or a spiritual experience for us as individuals and as members of a community?” Also as part of her sessions, she will look at voices and modes of expression not previously present in the liturgical canon, with an emphasis on poetry by Hebrew and Yiddish women writers. The focus will be on examining the relationship between spirituality and sensuality.

Marcia Falk studied philosophy at Brandeis University, English and comparative literature at Stanford, and Bible and Hebrew literature at the Hebrew University in Jerusalem. Her poetry and translations have been published widely and earned her numerous awards. Her translation with commentary of The Song of Songs was acclaimed by Isaac Bashevis Singer and poet Adrienne Rich. Her most recent publication is The Book of Blessings: New Jewish Prayers for Daily Life, the Sabbath, and the New Moon Festival, which is now available in paperback. It is the first of several projected volumes recreating Hebrew and English liturgy from a contemporary, gender-inclusive perspective. Marcia Falk will lead a Shabbat morning service using The Book of Blessings. Please bring your copy if you have one, or you can buy one at the Institute.



Richard Nagler

Havurah-Style Song Swaps!

Bob Freedman will lead music workshops that are for people who like to sing, for those who want to learn new melodies to take home, for those who want to bring their favorites to share—for anyone who wants to lift their hearts, and the hearts of their friends, with song.

Sessions will include:

A Pretty Prayer is Like a Melody, nigunim and melodies for Shabbat and festivals;

I'll Get a Round to It, once more around with great old rounds and great new ones;

Enchantment, chanting chants, with a discussion of how and when to use them;

Awesome!, niggunim and melodies for the High Holy days.

Bring a tape recorder and blank tapes, a guitar and sheet music (25 copies please) if you like; but the only essential to bring is your love of singing. Each day we'll choose a “best of workshop” song or two to present at a Shabbat program where the whole Institute can sing together!

Bob Freedman has had many years of experience as a professional singer and song leader in both Jewish and secular contexts. For 14 years he was cantor of the Jewish Center of Princeton, NJ, where he encouraged participatory singing in every possible context. Ordained by the Academy for Jewish Religion this past spring, Bob is now rabbi of Israel Congregation in Manchester, VT.



“My knowledge of Judaism has increased by leaps and bounds.” Quotes are from first-time attendees.

The Artists-in-Residence program is made possible through the continued generosity of the Rita Poretsky Foundation.

COURSE M1

ALICIA OSTRIKER,
POET AND CRITIC, WILL OFFER A
COURSE ON WRITING MIDRASH.

*Playing with the
White Fire.*



J.P. Ostriker

“**T**he role of midrash in Jewish tradition is both communal and personal,” Ostriker says. “When we create new midrash in response to our own spiritual and psychic needs, we are simultaneously adding to and transforming the tradition, growing new twigs on the Tree of Life, and helping to create the future of Judaism, as midrashic interpretation discovers new meaning in our ancient texts.” In her course, participants will write midrashim based on the stories of four “women of valor”: Rebecca, Miriam, Deborah and Esther. For Shabbat, Ostriker adds, “we will create a booklet of our own and perform selections for the community.”

All are welcome.

Alicia Ostriker is a prize-winning poet whose two most recent books, The Crack in Everything (1996) and The Little Space (1998), were both finalists for the National Book Award in Poetry. Her book of midrashic meditations, The Nakedness of the Fathers: Biblical Visions and Revisions (1994) combines commentary, fantasy, autobiography and poetry in a remarkable re-reading of the Bible from the perspective of a modern Jewish woman; she has performed portions of this work at numerous universities and Jewish and other cultural centers. As a critic, Ostriker is the author of Vision and Verse in William Blake and editor of Blake's Complete Poems (1997). Her writing on women poets includes Stealing the Language: The Emergence of Women's Poetry in America (1986) and Feminist Revision and the Bible (1993). A resident of Princeton, NJ, she teaches English and creative writing at Rutgers University.

COURSE A2

MULTI-MEDIA ARTIST JUDY SIROTA ROSENTHAL
WILL OFFER A COURSE IN WHICH
PARTICIPANTS USE A VARIETY OF ARTS
TO EXPLORE

*The External Mountain
and the Internal Mountain.*



Eva Rosenthal

“**W**e will examine how and what the theme ‘I will lift up my eyes to the mountains’ means to each person,” Sirota Rosenthal says. “In doing so, we will deepen our experience of the Mountain, touching our senses of longing and Presence, to discover and express what we feel.” To achieve this, Sirota Rosenthal uses Experimental Jewish Art, an approach that may include music, movement, visual arts, writing, and drama. “The work is done individually and in small groups,” she says. “Each participant will create and take home a physical marker of the experience.”

Prerequisite: Willingness to experiment in a variety of artistic media.

Multi-media artist Judy Sirota Rosenthal has led innovative workshops for the Jewish Healing Center of New England, Jewish Women's Conference at Yale University, and various family education programs. As an artist, she likes to use materials from the natural environment, altering and assembling them to create pieces that combine beauty and surprise. These works include small items such as bamboo mezuzot and a pomegranate Miriam's Cup, and larger works such as prayer flags, healing trees and wrapped sticks. Her exhibitions include "Nature in Abstraction, Abstraction in Nature" at the Chesterwood Museum in Stockbridge, MA (1998), "Reading Between the Lines" at the Starr Gallery, Newton, MA (1997), and "Sticks, Stones and Prayer Flags" at Yeshiva University Museum (1996). In 1998-99 her Havdalah Spice Container was featured in the Spertus Judaica Prize Exhibition.

COURSE M1

Playing with the White Fire

ALICIA OSTRIKER,
PORETSKY ARTIST-IN-RESIDENCE

See course description on page 6.

COURSE M3

*The Jewish Home Beautiful:
An Historical Approach*

RUTH ABUSCH-MAGDER

The home is a starting place from which people venture into the world. As our first community, it nurtures and shapes us. Yet beyond the platitudes about the Jewish home in general, we know little about Jewish home life in times gone by. This class will appeal to anyone who wants to understand his or her own Jewish home in the larger historical context. We will examine the domestic culture of Jews in Germany and America, and we will read memoirs, cookbooks, prayer books, and other sources as we try to understand how Jews have coped with the complexities of living as Jews. As we attend to the themes of observance, class, gender, and family, we will seek to understand the background for our own life choices. This class is appropriate for both those with and those without knowledge of modern Jewish history. **SS**

Ruth Abusch-Magder is a graduate student of modern Jewish history at Yale, currently working on a dissertation entitled "Home Made Judaism: Domestic Jewish Life in Germany and the United States, 1850-1914."

COURSE M5

*"Simu levavchem lechol
ha-devarim": Jewish Ethical
Wills from Moses to Modernity*

DANIEL ARONSON

For centuries Jewish men and women have sought to pass on to their children guidelines for ethical living through the unique genre of literature known as the ethical will. Their ethical wills have offered important insight into the authors' lives and times and have prompted us to re-assess our own value systems. We will study an assortment of ethical wills beginning with Moses' parting words to the Israelites and ending with ethical wills that each participant will write over the course of the Institute. Texts will be available in Hebrew and English. **CI IT S**

Daniel Aronson is the Dean of Admissions at the Reconstructionist Rabbinical College, where he received an MHL and rabbinic ordination. He has extensive experience teaching adults in a variety of settings.

COURSE M7

*1000 Years of Liturgy:
Prayers and Prayer Books of
the Jewish People*

MARK FRYDENBERG

The prayer book is an evolving guide for Jewish expression. From Saadia Gaon's *siddur* compiled in the 10th century to contemporary *siddurim* published in the 20th century, the structure of Jewish prayer has largely stayed the same, while the language and content of prayer books have come to reflect social and spiritual aspirations of the community.

How does a prayer book define a community? What is the purpose of a new *siddur*? We will study the development of the *siddur* and draw conclusions about Jewish life and liturgy based on both classic and recently published prayer books. We will examine differences in liturgical texts and translations as they appear in various prayer books. Participants will also have the opportunity to compose their own prayers based on traditional prayer patterns.

Some familiarity with prayer book Hebrew and themes of the Shabbat evening or morning service may be helpful, but not required. **P SS**

Mark Frydenberg is a member of the Progressive Havurah of Boston and Temple Beth Israel of Waltham, MA. He is the editor in chief of Siddur Chaverim Kol Yisrael, a New Prayer Book for Shabbat and Festival Evenings. Mark was co-chair of the Summer Institute '98 and is the Secretary of the NHC, and moderator of Mail-Havurah.

COURSE M9

*Whence Cometh My Help:
Reclaiming Meaning for the
Sacrificial System*

GOLDIE MILGRAM AND BARRY BUB

No more snoozing through Torah portions about the sacrificial system. For too long, cynicism and criticism about these *parshiot* (Torah readings) and the *Cohanim* (priests) have blinded us to opportunities for growth and close study of these texts and related commentaries. Using *hevruta* study and bibliodrama, we will open up these powerful passages with participants. No blood will be shed. **IT**

Goldie Milgram's web site "Reclaiming Judaism as a Spiritual Practice" speaks to her passion and joy as an innovative teacher and empowering guide to Jewish tradition. She is a rabbi and serves as Dean of Admissions and Professional Development at The Academy for Jewish Religion and director of its Center for Jewish Meditation and Spiritual Practice. She and Barry Bub maintain a private counseling practice for people in transition. As a couple, they delight in five children from previous marriages and two grandchildren.

COURSE M11

*Soul Food: Sacred Dance,
Music, & Stories*

MIRIAM AND BOBBY MINKOFF

Participants will learn to lead and create sacred dance. They will practice simple rhythm patterns that can be used to build community. They will sing soulful songs, and craft and tell stories that transmit the culture, spirit, and values of our tradition. Participants will take turns leading group dances and rhythms, and telling stories. We will share the dances and stories we create with the larger havurah community. **MU**

Miriam Minkoff has taught Sacred Circle Dances at the local, regional, and national level for over 20 years. She is currently the program director and a teacher in the Multicultural Drum and Dance Program in the Buffalo Public Schools.

Bobby Minkoff is a professor of psychology, a therapist in private practice, and a storyteller. He is a member of the National Storytelling Association.

"I grew in ways I had not expected and gained some much needed faith in humanity's ability to heal the world."

COURSE M13

*Funky Talmud:
The Poetics of Talmud*

VANESSA OCHS

The Talmud is filled with astonishing passages. They may be poetic, brilliant, absurd, bizarre, inspirational — whatever — they make your eyes pop, and you wonder why everyone isn't reading Talmud too. In this course we will study (in English translation) an assortment of wondrous passages of Talmud, and if we are so inspired, we might write contemporary take-offs on the ancient texts. **TE**

Vanessa Ochs teaches in the Department of Religious Studies at the University of Virginia in Charlottesville.

COURSE M15

*Let's Make a Deal:
Biblical Contracts*

AVIVA ORENSTEIN

This class will examine various contracts in the Bible, some with God, some with neighbors, some with other Jews. After a very brief introduction to some legal theories of contract, we will analyze the text of some famous Biblical deals and look to traditional midrash and commentaries. The course will focus primarily on narrative texts, concerning, for example, exchange of a birthright for porridge, or of money for a burial spot. The goal is close reading and personal interaction with the text and commentators. On our

last day, we will discuss the ethics of negotiation and try to glean lessons from the various contracts we analyzed. **TE**

Aviva Orenstein teaches law at Indiana University in Bloomington. She loves studying Torah. She is the mother of three sons, David, Mike, and Ben.

COURSE M17

*Feminism as a Paradigm and
Pathway: Plumbing the
Meaning in Ritual and Torah*

DEBRA ORENSTEIN

We will examine how feminist approaches to lifecycle ritual and the Torah text can illuminate the way we do ritual and read Torah in our own lives, day-to-day. The class will include text study, group and individual exercises, and discussion, devoting two sessions to ritual and two sessions to midrash. Our main goal is for each person to emerge with tools and insights that yield a richer and more meaningful experience of Jewish observance and Torah study. This course is not restricted to women or feminists. It's really a class on spirituality that uses feminism as a way in. **GF S TE**

Debra Orenstein is editor of Lifecycles 1: Jewish Women on Life Passages and Personal Milestones and Lifecycles 2: Jewish Women on Biblical Themes in Contemporary Life. She is a spiritual leader of Makom Ohr Shalom, a synagogue in Tarzana, CA, celebrating traditions of Jewish

meditation and spirituality. A popular speaker on Jewish spirituality and gender studies, she is a frequent scholar-in-residence at synagogues and universities.

COURSE M19

*The Priestly Storyteller and
Scripture's Pivot*

NEHEMIA POLEN

At the very center of the Humash, we find the story of the dedication of the Tabernacle and the extraordinary events of the day, including the appearance of the *Kavod* (divine Glory) and the sudden deaths of Nadav and Avihu. An understanding of these events is a key to grasping the structure of many of Torah's most striking narratives, including the enigmatic Bridegroom of Blood (Ex. 4:18-26), the Golden Calf (Ex. 32), and the sack of Shekhem (Gen. 34). Our exploration of Torah's narrative logic will illuminate such central biblical themes as sacrifice, national identity, covenant, prophecy and priesthood, and the rivalry and reconciliation of brothers. Please bring a Bible to all sessions (while bilingual editions are preferable, English Tanakhs are fine). **IT**

Nehemia Polen is Associate Professor of Jewish Thought at Boston Hebrew College. He is author of a study of Rabbi Kalonymos Shapira, the Rebbe of the Warsaw Ghetto. His new work, a translation of the memoir of the daughter of a Hasidic master, is soon to be published by Jewish Publication Society.

COURSE M21

*Sex in Judaism:
The Individual, The Family
and The Community*

DAWN ROBINSON ROSE

Sex has many purposes and interpretations in the life of an individual in the context of a family and community. Some of these purposes, such as reproduction, seem timeless; others, such as the use of sex for power, change, fluctuate, or evolve with the growth of the community, the development of wisdom, and the ebb and flow of politics. What is the relationship between the private sex life of individuals and community in Judaism? How can we communicate our evolving Jewish sexual ethics to our children? What about the sexual ethics being articulated from Jewish lesbian and gay communities? These are the beginning of the questions this class will explore, using texts both ancient and modern. **GF CI**

Dawn Robinson Rose is director of the Center for Jewish Ethics, and assistant professor at the Reconstructionist Rabbinical College. A popular teacher and lecturer, she has published widely in the fields of ethics and feminism.

COURSE M23

*Ecology and Kabbalah:
New Theology from Ancient
Sources*

DAVID SEIDENBERG

Can we find a connection between deep eco-theology and the ancient texts? Traditional Jewish wisdom teaches that humans are uniquely made in God's image — the pinnacle and purpose of creation. Yet there are threads that weave a different picture, seeing a divine image manifest at every level of creation, seeking

wholeness and blessing for all creatures. We will look at some of the puzzle pieces in the early and late kabbalah for constructing a radically affirming eco-theology. An ability to work with Hebrew is helpful but not necessary. We will use original texts and translations, so that people of different levels can participate and be challenged. **CI KM TH**

David Seidenberg is a long-time participant in NHC retreats and Institutes, and has taught courses on Kabbalah at the University of Judaism and the Esalen Institute. A founder of Hasidic Egalitarian Minyanim in New York and Los Angeles, David is completing his Ph. D. in ecology and Kabbalah at JTS, and has published from his work in the recent Trees, Earth, and Torah: A Tu Bish'vat Anthology.

COURSE M25

Mabmonides: Defenders and Detractors

DAVID SILVERMAN

For two hundred years, the Rambam's insistence that the study of philosophy was a religious duty was a matter of furious controversy. We shall read selections from Jewish thinkers who praised and condemned him. Included in the

readings will be selections from Nachmanides, Gersonides, Crescas and Abravanel. Echoes of this controversy can be traced and heard today. **AT**

David Silverman is a rabbi and an adjunct professor of Jewish History and Jewish Thought at Monmouth University, and a bioethicist at Jersey Shore Medical Center. He has held several academic and administrative posts in Jewish education, and has written, edited and translated numerous Jewish publications.

COURSE M27

Judaism, Disability and Community

JIM SINCLAIR

This course will consider issues of disability and of disabled persons within the Jewish community. Participants will be challenged to examine their concepts of what it means to have a disability, and to learn about experiences of disability from disability activism and disability studies perspectives. We will explore common responses of religious thinkers to the issues raised by disability. Participants will come out of this course with an increased awareness and understanding of disability issues, and will be encouraged to think about ways to make their

own home communities more accessible and welcoming to disabled people. Suitable for all adults and teens. **CI**

Jim Sinclair has been coordinator of Autism Network International since its founding in 1992. In the disability community, he is a writer, an editor, and a consultant on autism and other developmental disabilities. In the academic world, Jim is a graduate student in rehabilitation counseling at Syracuse University. Bridging these two worlds, he has completed an internship working with students with autism and other developmental disabilities in the Syracuse City School District, and is currently an intern at the Center on Human Policy at Syracuse University.

COURSE M29

From Where Does My Help Come? Money, Materialism and Mishigas

ABIGAIL WEINBERG

The good news is that the Jewish community has a lot of money. The bad news is the Jewish community has a lot of money. This course will look closely at Jewish issues and realities relating to wealth, poverty, class, American materialism, and spirituality. We will study texts, examine



Jewish history, and share personal issues about making a living and maintaining our souls and our sense of self-worth. **CI TE**

Abigail Weinberg is currently the TZEDEC Organizer at The Shefa Fund, where she helps Jewish institutions nationwide invest money in low-income community development. In 1998, she organized the first "Gathering of the Next Generation of Tikkun Olam Activists," which brought together young Jewish organizers, rabbis, and educators under the auspices of The Shalom Center. Weinberg has taught at Philadelphia-area Jewish day schools. She is the treasurer of Minyan Dorshei Derekh at the Germantown Jewish Center and leads a Jewish identity support group. While at Barnard College, she co-authored A Jewish Woman's Awareness Guide (1992) and organized a university-based havurah.

"The experience of being with diverse but like-minded and progressive Jews has helped me to realize what I value in a community — as well as where to find it!"

COURSE A2

The External Mountain and the Internal Mountain.

JUDY SIROTA ROSENTHAL,
PORETSKY ARTIST-IN-RESIDENCE
See course description on page 6.

COURSE A4

*Looking In, Looking Out:
Expanding the Jewish
Feminist Agenda*

JUDITH PLASKOW AND
MARTHA ACKELSBURG

The course will explore possible future directions for Jewish feminism, looking beyond issues of internal religious transformation to connect the creation of a more just Judaism with the larger task of creating a more just world. The work of contemporary and turn-of-the-century secular feminists, who have addressed a host of social and political issues, will serve as a foundation for theological reflection. How do we bring together from the religious side the up-until-now separated agendas of religious and secular feminists? **GF**

Judith Plaskow is a professor of Religious Studies at Manhattan College; Martha Ackelsberg is a professor of Government and Women's Studies at Smith College. Long-time Jewish-feminist activists, they are members of Su Kasha Havurah in New York and of Havurat Ha-Emek in Northampton/Amherst, MA.

COURSE A6

*Who Should Descend in Front
of the Ark?*

SAMUEL BARTH

A study of the halachic texts that address the qualities expected in the *shaliach tzibbur* (leader of prayers) and how this individual should be chosen. Beginning with the Talmud/Midrash, we will look at various layers of commentary until the writings of contemporary authorities. This will also be an introduction to the study of halachic literature — Codes and Responsa. Ability to read unvocalized Hebrew is expected, and some familiarity with rabbinic terminology. **EF IT**

Samuel Barth is the dean of the Academy for Jewish Religion, a pluralistic seminary. He teaches liturgy and codes and has served for many years as a congregational rabbi. He runs, cooks, and occasionally practices martial arts. He is thinking of publishing a "Good Shul/Havurah Guide to the USA!"

COURSE A8

*"V'Shínantam Lívanecha":
You Shall Teach Them to Your
Children*

DANA BOGATZ AND LAURIE RACCUA

Judaism places great emphasis on the importance of children. In our role as Jewish parents living in a bi-cultural society, we struggle to achieve a balance between our religious and secular worlds, within the limitations of our time and resources. How can we reduce that tension we experience, improve our decision-making, strengthen our parenting skills, and increase the Judaic content of our children's lives? We will explore the

Jewish tradition and contemporary models of parenting. **CI SS**

In her capacity as rabbi and principal of the religious school of Temple Beth Sholom in Stratford, CT, Dana helps parents clarify their values and strengthen their skill levels through programs such as Family Shabbat Service.

Laurie Raccuia is a parent educator at Stratford Parents' Place, a family resource center in Stratford, CT. She coordinates the "Parents as Teachers" program, and also conducts parent education classes on a variety of topics including communication, positive discipline, and homework issues. Laurie and her family are members of Temple Beth Sholom in Stratford, where she is a teacher in the Hebrew School.

COURSE A10

*Words Shape Music —
Music Shapes Words*

MOSHE BUDMOR

We will give musical expression to Psalm 121 by paying close attention to the rhythmic, musical and emotional properties of words. This class will use games and improvisations to engage people with or without musical background, as long as they have a love for music and a sense of adventure. Knowledge of musical notation is not a prerequisite. **MU TE EF**

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

COURSE A12

*The Strings and The Wood:
Talmud According to
Emmanuel Levinas*

MARSHA B. COHEN

From the perspective of Emmanuel Levinas, one of the greatest Jewish thinkers of the twentieth century, the Talmud is "a text stretched over a tradition like strings on the wood of a violin." Two-thousand-year-old rabbinic commentaries and arguments are brought to bear on present day moral issues and ethical dilemmas. All texts will be studied in translation. **AT**

Marsha B. Cohen ponders and teaches about world problems in the International Relations Department at Florida International University, and teaches Jewish Ethics for the Florence Melton Adult Mini-School. She served as Assistant Director of Havurah of South Florida for five years before returning to academia and has taught at four previous NHC Summer Institutes.

COURSE A14

Reading Psalms

EDWARD FELD

The Psalms have been a source of consolation, prayer, and blessing through generations, yet for many it is a closed book. Examining the literary structure of these poems and understanding some of the theological themes they emphasize, we will try to recover meaning for these texts. The course is recommended for the novice and the advanced student alike. **TE**

Edward Feld is the chaplain at Smith and Amherst Colleges, the author of The Spirit of Renewal: Faith After the Holocaust (Jewish Lights) and is at work on a new introduction to Psalms.

COURSE A16*From Text to Life: The Jewish Basis for Social Action*

SUE FENDRICK

We will study together a range of classical texts and contemporary writings that shape Jewish perspectives on social action and social justice. Our focus will be not so much on the fact *that* Jewish tradition supports such work (which we can generally assume) but rather on the voices that speak to *how* we should act, *what* our particular obligations are, and *why* a religious commitment to this work matters. We will not simply look to support our current beliefs and practices, but will seek to challenge and stretch ourselves as well. Activists and other workers for social change and *tikkun olam* (repairing the world) are especially encouraged to enroll. **CI IT**

Sue Fendrick is rabbi-in-residence at Jewish Family & Life!, where she edits SocialAction.com (an online magazine devoted to tikkun olam) and JFL Books. She hangs out in Providence, RI, and the Boston area.

COURSE A18*Exodus, Esther, Ezra: Stories of Israel's Acceptance of Torah*

RICHARD FRIEDMAN

It wasn't only at Mt. Sinai, after the Exodus, that the Jewish people accepted the Torah; according to tradition they reaffirmed their choice at the time of the return from exile under Ezra and in Esther's time. We will read the biblical stories and also rabbinic midrashim about these events, and we will compare the dif-

ferent understandings of how people accepted the Torah, and why they did so. We will read stories in bilingual texts. Reading knowledge of Hebrew is invaluable, but not required. **IT**

Richard Friedman, who has taught text classes at several NHC Summer Institutes, also teaches at the Jewish Study Center in Washington, DC, and at his shul. He is a lawyer with the federal government.

COURSE A20*Being Empowered Men in an Egalitarian Community*

HANOCH GUY AND MORDECAI JACKSON

Being a fully empowered man in a Jewish egalitarian community requires understanding, awareness and an ongoing exploration of identity. Feminism and other cultural changes in the last fifty years have confused and challenged men — their sense of self and role in the world. This course will examine how our Jewish heritage and culture contributes to our definition as males. We will explore what we need to redefine and refine to be comfortable with maleness in an egalitarian society. The course will provide the opportunity to define our "next steps" for cooperative relationships. Each partici-



pant will learn some Jewish historical male role models, define a model for cooperative relationships, and have an appreciation of being part of a circle of men. Everyone can benefit from learning about masculine experiences. This course is open to all, including teens. **CI G(F) EF**

Hanoch Guy is an associate professor of Hebrew literature and coordinator of Hebrew studies at Temple University in Philadelphia. He is a bilingual poet in Hebrew and English. A veteran NHC teacher, he is looking forward to the adventure this summer in the White Mountains.

Mordecai Jackson, co-founder and director of the Men's International Peace Exchange, edits "The Peace Exchange." He worked for the IBM Corporation for 35 years. He has formal leadership training in diversity issues and has lectured in colleges, performed in theatre groups, and conducted workshops on issues involving personal growth. He is also founder and director of Resolution Resources.

COURSE A22*Reading the Holocaust: Poetry and Memory*

DANIEL HARRIS

How have poets written about the supposedly unspeakable? What strategies have they devised to enter the imagined world of real atrocities without being false to history or poetic craft? In what ways have they figured victim and torturer, women and men, individual and mass suffering? What forms have they conjured to "place" the Shoah within history, either personal or public? In what ways have they needed to revise existing forms of expression to voice the Jewish genocide? How do they manipulate the readers of

their works? What does it feel like to read a Holocaust poem deeply? We will read poems by English-speaking writers including: refugees, survivors, and members of subsequent generations. This course will focus on psychological, social, gendered, and aesthetic issues of representation. **AL**

Daniel Harris, the founder of Jewish Voices: 200 Years of Poetry in English (an educational outreach program), teaches in the Jewish Studies Program of the Center for the Study of Jewish Life at Rutgers University, New Brunswick, NJ. The recipient of grants from the Guggenheim and Mellon Foundations, he has been honored with Rutgers' highest award for excellence in teaching. Having written three books on Victorian and modern poetry, he is now working on a book about 19th century Jewish poetry written in English.

COURSE A24*Ritual Practice and Mystical Experience in the Kabbalah of the Zohar*

JOEL HECKER

While the Zohar offers descriptions of mystical illumination afforded to its rabbinic elite, the practices employed to get there rarely stray from traditional Jewish ritual practices. In this course, we will study the Zohar's treatment of a number of Jewish ritual practices including Torah study, prayer, Sabbath observance, and blessings surrounding meals, all of which were used for personal transformation and cosmic *tikkun*. **KM S**

Joel Hecker holds a Ph.D. in Jewish Studies, specializing in kabbalah, from NYU, for which he wrote a study entitled "Each Man Ate an

Key: **AL** = Arts and Literature • **AR** = Rita Poretsky Artists-in-Residence • **AT** = Advanced Text • **CI** = Contemporary Issues • **CF** = Extended Format • **GF** = Gender and Feminism • **IT** = Intermediate Text
MG = Multigenerational • **MU** = Music • **KM** = Kabbalah and Mysticism • **P** = Prayer • **SS** = Survey and Skills • **S** = Spirituality • **TE** = Text for Everyone • **TH** = Institute Theme

"You folks sure know how to welcome a new participant."

Angel's Meal: Eating and Embodiment in the Zohar. Prior to graduate work, he received rabbinic ordination from Yeshiva University.

COURSE A26

"The whole world is filled with God's glory": Jewish views of Nature and the Environment

ELENI ZATZ LITT

Is there a "Jewish" view of nature? Is the concept of "nature" itself a construction?

How is nature portrayed in the Bible; what perspectives emerge throughout the Rabbinic period? What does it mean to conceptualize the Torah as "the tree of life"?

What relationship to nature can a people in exile have; how do Jewish views of nature change as Jews settle in the land of Israel? Is environmentalism a Jewish issue?

We will consider the category of "nature," grounding our discussion in Jewish texts (including the Tu B'Shvat Seder) as well as modern American ones (Emerson, Thoreau and Whitman). Drawing on insights from anthropology, we'll examine how this concept and the reality to which it points are related (or not) to particular cultural identities, such as ours as Jews.

We'll take advantage of the beautiful surroundings and start with a walking meditation (nature walk) around the campus. **TE TH**

Eleni Zatz Litt is an independent scholar with

a Ph.D. in Social Anthropology. She brings to Jewish religious and spiritual questions an anthropological perspective that takes nothing for granted. Over the years, she has taught classes on Jewish rituals and customs and on Jewish approaches to social issues. She moved to Princeton, NJ, this past year and continues to work as an Associate Dean and Academic Advisor at the University of Pennsylvania. She has just finished her first book, The Stars Are My Children, the Sands My Monument: A Midrashic Legacy.

COURSE A28

Authority: Jewish Models of Governance

SOLOMON MOWSHOWITZ

Four streams of authority diverged early in our history: the Royal, the Prophetic, the Priestly, and the Judicial. By the end of the first century CE, all four streams had converged into a single one — the Rabbinic. Where did rabbis come from, anyway? Do you have to listen to them when they tell you what to do? Who else can order you around? What other models of governance are being created by our own community? **IT**

Solomon Mowshowitz is chair of the National Havurah Committee. He is also a founding member of the Kotli Kanay Chevra Shas (Talmud study group) in New York.

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.

REGISTRATION FORM

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, payable 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
_____	_____	_____	_____
#3 Name	Age in August	Grade entering in fall	Gender M/F
_____	_____	_____	_____

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.

List three course choices per session, in order of preference. List each course by its number (e.g. M3, A2). Courses are filled in order of postmark; you are guaranteed 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 Course Preference

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

Adult #2 Course Preference

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

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 _____

- Suite
- Single sex (if available)
- Apartment

How did you hear about the 2000 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? (Please be as detailed as possible)

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.)

Daily Services (specify style) _____

Shabbat Services (specify parts and style) _____

Would you chant Torah? _____ Would you chant Haftarah? _____

Would you like to give a D'var Torah or lead a discussion on the weekly Torah portion? _____

Lead a morning study session? _____

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

Fee Schedule

Please note: Adults and teens are charged the same rate for **room and board**; 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.**

RESIDENTS Room and board for air-conditioned room and all meals

Adults, Full-Time Students and Teens (ages 13 and up)		How many?	Amount Due
Per person, double occupancy	\$ 325	X _____	= \$ _____
Single room supplement	\$ 50	X _____	= \$ _____
Private apartment	\$ 100		= \$ _____
Children (6 months to 12 years)			
1 st Child	\$ 150	_____	= \$ _____
2 nd Child	\$ 100	_____	= \$ _____
Additional children (per child)	\$ 75	X _____	= \$ _____

Tuition for full program

Adults	\$ 300	X _____	= \$ _____
Teens and Full-Time Students	\$ 150	X _____	= \$ _____
Limited Income	\$ 150	X _____	= \$ _____
(If further assistance is required, please apply for scholarship assistance. See box for details)			
Children (Fees include full children's program)			
1 st Child (6 months to 12 years)	\$ 150	_____	= \$ _____
2 nd Child (6 months to 12 years)	\$ 135	_____	= \$ _____
Additional children (per child)	\$ 45	X _____	= \$ _____

COMMUTERS Full program and meals, including Shabbat

Adults	\$ 450	X _____	= \$ _____
Teens and Full-Time Students	\$ 250	X _____	= \$ _____
Limited Income	\$ 250	X _____	= \$ _____
(If further assistance is required, please apply for scholarship assistance. See box for details)			
Children (Fees include full children's program)			
1 st Child (6 months to 12 years)	\$ 200	_____	= \$ _____
2 nd Child (6 months to 12 years)	\$ 145	_____	= \$ _____
Additional children (per child)	\$ 100	X _____	= \$ _____

Group rates and limited Shabbat-overnight accommodations available. Please call the office for more information.

SHABBAT ONLY (Friday-Sunday) Room, meals, Friday dinner through Sunday breakfast.

Shabbat only, adult/teen (age 13 and up)	\$ 200	X _____	= \$ _____
Shabbat only, child (6 mo to 12 years)	\$ 95	X _____	= \$ _____

SUBTOTAL FEES ABOVE

\$ _____

“NHC Connection” Discount (see page 15) (Havurah name) _____ \$ _____

NHC Membership dues (\$36 per adult not previously paid, \$72 per household) \$ _____

Optional 5% emergency cancellation insurance (Multiply subtotal by .05) \$ _____

Late fee \$25 per registration form (if postmarked after July 1) \$ _____

➔ **ADDITIONAL TAX-DEDUCTIBLE SCHOLARSHIP FUND CONTRIBUTION** \$ _____

Scholarship/workstudy requested (Indicate amount requested here and enclose materials indicated in the shaded box page; postmarked by June 9.) \$ _____

AMOUNT ENCLOSED (minimum \$100 per person, plus adult membership fees if due) \$ _____

Balance due by July 15

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

PAYMENT INFORMATION

- Enclosed is my check made out to “National Havurah Committee”
 Please charge my credit card: Visa Mastercard

Credit card # _____ Expiration date _____

Name (as it appears on card) _____ Signature _____

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 \$325 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 enclose a request indicating the amount of assistance needed and note this in the fee section of the registration form. Work-study applicants should also include a resume and two work-related references.
- All requests are confidential and must be postmarked by June 9, 2000. Scholarship and Work-Study recipients will be notified of their award within 2 weeks of registration.

FOR OFFICE USE

POST _____ / _____	_____ Ins _____	RE _____
ACKN _____ / _____	_____ Memb _____	DUE _____
PCKT _____ / _____	TOTL _____	Paid/Date/chk _____
	Rcvd/Date Chk # _____	Paid/Date/chk _____
	Bal _____	_____ PDFL _____ / _____
	Sshp _____	_____ CNCL _____ / _____
DON _____	WS _____	Am't Rfnd _____
Fees _____	EF _____	Chk # _____

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

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 15th. 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 15th.

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 2000 (\$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 postmarked after July 1. All payments must be received by July 15. 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.

<i>If you cancel...</i>	<i>You will forfeit</i>
Before July 15	\$50 handling fee per person
July 15-24	Nonrefundable deposits (\$100 per person)
July 25 and later	Full fees, unless you have purchased emergency cancellation insurance (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 2001. To choose this protection, add 5% of the registration fee on the line provided for Insurance.



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

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Brochure

Brochure Design
Marilyn Rose
Institute Photographs
Jay Bradbar
Sarah Polvin

“There was not one discussion under the moon or at the dinner table, not one fervent singing of niggunim, not one folk dance I didn't relish with the utmost satisfaction.”

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